SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2023 - 2024

School Name: Erica Pitre

School Principal Name: Grolee Elementary

Grade Configuration: Pre-K-4th Grade

School Address: 1540 W. Grolee Elementary

City, State, and Zip: Opelousas, LA. 70570

Table of Contents

District Vision & Mission

Vision Statement: The St. Landry Parish School Board will promote excellence in education for all citizens.

Mission Statement: The mission of the St. Landry Parish School Board is to ensure high-quality instruction while working collaboratively with families and communities to maximize every student's potential.

Priorities

- **Student Achievement:** We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career

- **Exemplary Customer Service:** We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.

- **Operational Excellence:** We will be responsible stewards of community resources for the achievement of district priorities.

- **Employee Development:** We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

School Vision & Mission
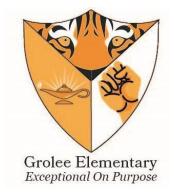
Vision Statement:

To develop students who are proud to be academically and socially successful.

Mission Statement:

To develop a culture of respect and acceptance through collaboration, modeling, and effective analysis of data to ensure accountability for all.

Motto:

We must! We can! We will! We are "Exceptional on Purpose!"

Grolee Elementary
Exceptional On Purpose

District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- 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 Erica Pitre	Date- 10-16-23
Principal Supervisor	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Erica Pitre and Alyson David

School-wide School Improvement Committee Members

(Representatives should include Administrators, Parents *(cannot be employees of the school)*, Community Members, Teachers, Students, School Staff, etc.)

It is highly recommended that more than one parent is part of the committee. This will help to ensure that at least one parent is at each meeting.

Name	Position
Robin Veazie	Kindergarten
Nicole Theriot	1st Grade
Tammy Johnson	2nd Grade
Lisa Skinner	3rd grade
Martha Harvey	4th Grade
Rhonda Guibeau	SPED
Linda Hall	Parent Educator
Tiffany Lee	Parent

School Profile

Check where applicable:

- ☐ School is in School Improvement
- ☐ Academically Unacceptable Schools – Year 1
- ☐ Academically Unacceptable Schools – Year 2
- ☐ Academically Unacceptable Schools – Year 3
- ☐ Academically Unacceptable Schools – Year 4
- ☐ School-wide Title I School
- ☐ Non-Title I School

<mark>Comprehensive Intervention Required (CIR)</mark>

Urgent Intervention Required (UIR)
    UIR - Academic
    UIR – Discipline

School Partnerships (Type the name of each partner in the spaces provided)	
University	
Technical Institute	
Feeder School(s)	**Opelousas Middle School, Creswell School, Opelousas Junior High, Opelousas High School**
Community	**Our Savior's Church, Dads & Kids, Emmanuel Church**
Business/Industry	**Kiwanis Club**
Private Grants	

Other	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE

Louisiana's Goals and Priorities

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

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

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

- Our future is bright

Data Portfolio: Component 1

Data Types

The types of data in the table should make up the Data Portfolio housed at the school. **NOTE: Examples of each data type are provided.   Other data sources may be utilized.**

Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
Administrators		• Administrator Questionnaires • Administrator Interviews		• Demographics
Teachers		• Teacher Focus Groups • Teacher Surveys • Teacher Interviews	• Classroom Observations • Walkthroughs • Attendance Rate	• Demographics
Students	• LEAP 2025 • ACT/WorkKeys • DIBELS 8 • DRDP-K • iREADY Diagnostics • Accelerated Reader • LEAP 360 Interims • ELPT • ELPT Connect • LEAP Connect	• Student Surveys • Student Focus Groups • Student Interviews	• Classroom Observations • Walkthroughs • Discipline Rates • Attendance Rates	• School Report Cards • Demographics • Subgroup Components • Climate Surveys

Parents		• Parent Survey • Parent Focus Group • Parent Interviews	• Attendance Rates (school participation)	• Demographics

ESSA Schoolwide Plan Requirement 1: *Conduct a Comprehensive Needs Assessment (CNA)*

Comprehensive Needs Assessment
SY 2023 - 2024 Schoolwide Planning

- Strengths are derived from cognitive student data: the "**what**." Strengths determine areas of focus – lead to goals and objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the "**why**." Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).
- The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

Part 1: STRENGTHS

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

STRENGTHS	DATA SOURCE/INSTRUMENT
1. School wide growth to basic or above scores increased from the year 2022-2023. (ELA) 3rd Grade - (47% to 50%) and 4th Grade (43% to-45%) (Math) 3rd Grade - (47%-60%) and 4th Grade (22%-34%) (Science) 3rd Grade –(34%-35%) and 4th Grade (27%-31%) (Social Studies) 3rd Grade -(14%-27%)	LEAP Data
2. 50% of 3rd grade students scored basic or above on the 2023 LEAP. (Reading performance 2022-42% to 2023-50%)/ ELA	LEAP Data/ I-Ready Data
3. 45% of 4th grade students scored basic or above on the 2023 LEAP. This was an increase from 2022. (43%)	LEAP Data/ I-Ready Data

4.	56% of 3rd grades scored basic or above on the 2023 LEAP. (Major content being and increase 52% as compared to 50% the previous year.)	LEAP Data
5.	34% of 4th grade scored basic or above. This was in increase from 2022. (24%)	LEAP Data

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

Contributing Factor #1: Teachers implemented grade level standards as determined achievement level descriptors.	
Instrument(s): I-Ready bench mark assessments, PLC notes, walk-through data, class assessments	
Data Type: 1. Diagnostic Data 2. Student exit tickets/express understandings 3. Teacher walkthrough and observation data	**Findings** 1. Most students showed an increase of either 1 to 2 grade levels on I-Ready Data. 2. 100% of teachers participated in PLC and Professional Development (Collaboration PLC with Northeast.) 3. 85% of teachers adequately annotated lesson plans for instructional support for students.

Contributing Factor #2: Teachers annotated student task to determine the success criteria to ensure targeted support.	
Instrument(s): Student task annotation rubric/ Accelerate check list	
Data Type: 1. Diagnostic data 2. Lesson plans 3. Walkthrough/ Observation data	**Findings** 1. Teachers lesson supports and accelerate lesson were more targeted to the specific needs of students. (Focused groups) 2. SBLC referrals were specifically determined based on the weaknesses identified through student work and criteria of the standards as it relates to grade level progression. 3. Students showed an increase on I-Ready diagnostics.

Contributing Factor #3: Students were provided access to more reading opportunities.	
Instrument(s): Learning Center teacher created flexible reading area.	
Data Type: 1. AR reports	**Findings** 1. Students read more books and requested books to add to the reading area.

2. Acadience Data 3. LEAP Scores/I-Ready Data	2. Students reading scores increased. 3. AR data showed students read a variety of text and increased the amount of books read throughout the year.

Comprehensive Needs Assessment
SY 2023 - 2024 Schoolwide Planning

Part 2:   WEAKNESSES

- Weaknesses are derived from cognitive student data: the "**what**." Weaknesses determine areas of focus – lead to goals and objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the "**why**." Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).
- The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

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

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. In grades 3rd (58%) and 4th grade (72%) students showed a major deficit in Modeling and application of mathematics.	LEAP Data/ Classroom Exit Tickets and Assessments
2. In grades 3rd (55%) and 4th grade (64%) students showed a major deficit in Expressing Mathematical Reasoning	LEAP Data/ Classroom Exit Tickets and Assessments
3. In grades 3rd (80%) and 4th grade (76%) students showed a major deficit in Knowledge & use of Languages and Conventions)	LEAP Data/ Student Writing Samples

4. In grades 3rd (64%) and 4th grade (69%) students scored below basic. (Areas of Reasoning and Investigation presented deficits.)	LEAP Data
5. In grades 3rd (54%) and 4th grade (77%) students scored below basic.	LEAP Data

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

Contributing Factor #1: Uncertified teachers to teach social studies and science.	
Instrument(s): Long term sub sign in sheet/ Attendance records	
Data Type: 1. Teacher attendance records 2. SLPSB Job Postings 3. SLPSB Job Fair Sign in Sheet	**Findings** 1. No qualified applicants applied for the position. 2. Certified teachers missed ample days and then took a leave and never returned. 3. Attendance at job fair showed a deficit of certified teachers.

Contributing Factor #2: Focus on language and conventions overshadowed by the focus on getting students to answer the task.	
Instrument(s): Lesson plans/ PLC agenda/ Student Work	
Data Type: 1. Student LEAP Data 2. Teacher lesson plans 3. ELA goals for the school	**Findings** 1. School wide goal was focused on getting students to answer the task and use evidence. 2. Teacher support did not always meet the needs of support in this area. 3. Students improved with answering the task with evidence, but lacked conventions.

Contributing Factor #3: Lack of instructional support for Science and Social Studies
Instrument(s): PLC notes/ Walkthrough Data

Data Type:	Findings
1. PLC notes to determine topics of support 2. Walkthrough Data as it relates to instructional practices 3. Long term sub sign in sheets	1. Students were not provided the necessary instruction because long term subs were teaching both subject areas. 2. PLC meeting were focused more on math and ELA. 3. Students were not support with applying knowledge due to generalized lesson plans taught by long-term subs.

Plan to Accomplish Student Achievement Goals

As you prepare to complete your school's Action Plan steps for each content area, keep the following in mind:

- What multiple measures of assessments will be used that will provide authentic assessment of students' achievement, skills, and competencies?
- What research did you review to support the use of this strategy and action plan?
- What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
- How has the school integrated its available fiscal resources to support this strategy and action steps?
- How will each activity be monitored to ensure successful implementation of this strategy/action?
- How will we know that the activity has achieved its desired impact on student achievement?
- How will the school involve parents in the content area to increase student achievement?

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8   **ESSA Schoolwide Plan Requirements 2 and 3**

Core Academics: *ELA, Math, Science, Social Studies*	
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each Core Academic area and the subgroups.*** ● *Math*-Modeling, reason, and construct arguments. ● *ELA-* Write to express understanding with the knowledge and the use of language conventions. / Students reading on grade level. ● *Science-* Develop, construct, and use models to engage in arguments with evidence. ● *Social Studies-* Construct and express claims that are supported with evidence form primary and secondary sources.
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. ***Identify objectives for each Core Academic area and the subgroups.***

Math-By the end of the 2023-2024 school year, 80% of students in grades 3rd and 4th will demonstrate an increase in proficiency in the area of applying major content standards to model, reason mathematically in order to construct arguments as measured by LEAP 2025 and I-READY Diagnostic.

ELA-By the end of the 2023-2024 school year 80% of students in grades K-4 will score on level or above grade level for literary and informational text as measured on DIBELS, LEAP 2025, and end of year benchmark. / (Students in grades 3rd and 4th will show increase in proficiency in the area of knowledge and use of conventions as measured by curriculum assessments and LEAP 2025.)

Science- By the end of 2023-2024 school year, 80% of students will show an increase in proficiency in science in the area of reason scientifically as measured by LEAP 2025.

Social Studies- By the end of 2023—2024 school year, 80% of student will show an increase in proficiency in social studies in the area do constructing claims as measured by curriculum assessments.

Evidence-Based Strategies:	☐ Data-Driven Decision Making	☐ Response to Intervention	☐ Job-Embedded PD	☐ Technology Integration	☐ Other:

CORE ACADEMICS - ELA	**Tier 1 Resources:**	**DELETE INFO THAT DOES NOT APPLY** K -2: Core Knowledge Language Arts (CKLA) Grades 3		
☐ **Student Achievement**	☐ **Exemplary Customer Service**	☐ **Operational Excellence**	☐ **Employee Development**	

Historical Data Trends:

School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
ELA Trends	3rd Grade 28% 4th Grade 65%	3rd Grade 47% 4th grade 43%	3rd Grade-50% 4th Grade 45%
Subgroup Trends			

AMBITION

- Based upon your data trends, what is the area of focus?
- What is the LADOE target? Link to LDOE Data Library Louisiana School Finder
- Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year?
- Using the SMARTE Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Focus Area #1: **(Content or Skill)**	Write to express understanding with the knowledge and the use of language conventions. Students in grades K-4th reading on grade level.
LADOE Target(s)/Standard(s):	Both major ELA shifts are supported by grade level standards in grades K-4th. These shifts are the academic hub to which the standards ensure students are college and career ready. - Practice with complex and varied text and its academic language. - Writing and speaking that's' connected to and support the reading of text.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2023-2024 school year 80% of students in grades K-4 will score on level or above grade level for literary and informational text as measured on DIBELS, LEAP 2025, and end of year benchmark. / (Students in grades 3rd and 4th will show increase in proficiency in the area of knowledge and use of conventions as measured by curriculum assessments and LEAP 2025.)
Benchmark Goals:	**BOY Benchmark Goal**

	Students will establish base line data for foundational skills as measured by DIBELS data.
	Utilize DIBELS and I-Ready data to determine students' areas of strength and weakness.
	Use classroom data to support students with differentiated instruction.
	Use I-Ready My Path to support students with increasing skills that will help them meet their typical or stretch growth target.
	Utilize AR to help students increase reading fluency skills.
	MOY Benchmark Goal
	Use iReady Diagnostic 2 and winter DIBELS data to determine areas of support for students.
	Use I-READY alignment chart to determine where students might score on LEAP determine small group focus.
	Determine whole grade and small group support based on areas of concern.
	Reflect over current instructional practices utilized helped support student growth.
	EOY Benchmark Goal
	Use I-Ready and Spring DIBELS Data to determine areas of refinement through instructional practices and lesson development of Tier I curriculum.
	Students will obtain grade level proficiency in the area of reading and writing.

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: Master schedule allows for planning and PLC support. Instructional coaches and specialist are providing support with Tier I curriculum. Learning Beyond the Bell tutoring are focused on targeted students that need support with identified skills. AR reports will be utilized to determine student reading progression as well as biweekly progress monitoring in ELA. Walkthroughs and Bullesye data will be collected and discussed at ILT meetings to ensure that instructional supports are delivered to teachers and those supports are transferred into the classroom.CER strategy will also be implemented to ensure students are writing on grade level.

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: Increase high quality instruction in grades K-4 in ELA to raise student proficiency by 10% in each grade level. Students meeting or exceeding their typical growth target or pushing towards their stretch goal by the end of the 3rd Diagnostic. K-2 students will increase DIBELS scores to reading on grade level.

Student Learning Problem: Students scored below grade level in literacy, writing, and comprehension.

Root Cause & Supporting Data:
Inconsistent in rigor in instructional practices based on the lack of certified teachers, absences as noted by LEAP 2025, DIBELS and Bullesye data.

Student Impact (Measurable Impact): 10% increase in mastery and above in ELA.

Educator Professional Learning Needs: Tier 3/2 support in learning grade level achievement descriptors, standards, and academic shifts as described by LDOE and Compass Domains. Student ownership of success criteria on written performs task and academic discourse in all content areas.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Instructional Embedded Strategies to develop ELA goals.	Principal AP Teachers	2023-2024 school year	Lesson Plans Student Data Teacher Data PLC Conversations	Tier I Curriculum Professional Development (Plain Talk)-~$4000 Conferences

	Deliver High Quality of Tier I Curriculum	Instructional Coach	Learning/ Reflective Logs	
	AR Implementation		Boost (Amplify) Data	
	Targeted Accelerate/ Intervention Instructional Support	After School Tutoring Teachers/ Classroom teachers	AR reading Scores	AR 3,000
	Implement DEAR structured time to increase reading skills.		Progress Monitoring Through the program/ Student Task/ Writing Samples	Focus Reading/ Focus Phonics-1,309.98/4814.97 SIPPS Collaborative Learning-2,349
	Utilize science of reading to strategies to increase vocabulary and comprehension.	Students/ Classroom Teachers/ Parents		Novel Sets for Students/ Leveled readers for Students/ AR Scholastics 4,274.98
				I-Ready Reading for K-2/ Curriculum Associates 5281.40
	Implement technology across all content areas			4 HP Desktop Computers and 4 HP Monitors;Computer Sales & Services 3,470.24
	Implement research-based techniques and strategies to develop writing skills.	After school tutoring teachers/ Classroom teacher After school tutoring Teachers		Focus Reading/ Focus Phonics/1,309.98/4814.97 Write Time for KIDS/ EXEMPLARY WRITING- 605.00 FOCUS READING, PHONICS, WRITE TIME FOR KIDS

	Improve best practices of educators in Louisiana by building on their knowledge and skills Increase the creation of visual aids, charts, and diagrams to enhance classroom learning using curriculums.	Principal AP Teachers Instructional Coach Classroom Teachers		Lesson Plans Student Data Teacher Data	LOUISIANA TEACHER LEADER SUMMIT-9,146.00 INK/PRINTERS-BODEMULLER 4208.77
	Incorporating Art and Stem lessons in the classroom for Interest and Opportunities for the School	Students/ Classroom Teachers/			ART AND STEM SUPPLIES-SCHOOL SPECIALTY=1445.65
Cultural/ Behavioral	Weekly PLC and common planning to analyze student data, support instructional practices that will impact student learning	Admin Teacher Instructional Coaches			Professional Development Books for PLC Library/2346.99 PLC Professional Library-Amazon-806.33 PLC Supplies and Materials-Amazon-2,254.64
	Partner school Collaboration/Data Meetings for	Northeast			Riso Machine Ink-280.00

	demographic alignment and student transitional support.			
	Support IREADY and Classworks for subgroup	iReady Specialist Teachers Admins Instructional Coaches		
	Provide meetings for parents in order to guide home learning opportunities.			
	Biweekly and monthly SPED conferences to support subgroup students and meet instructional needs.			
	Promoting focus and concentration in the classroom to meet the needs of students academically and behaviorally	Admin Teacher Instructional Coaches Counselor		Behavioral and Cultural Supplies-Amazon 1036.13
	Teacher Book Study to Support instructional and student growth			Barnes and Noble's- 1022.68/758.61 (Become an Effective Teacher in Minutes/ Learn Like a Pirate)

Operational					

Include assessment frequency in parenthesis behind each assessment.
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):
K-2: DRDP-K, DIBELS 8, Assessments Embedded in CKLA, iReady Diagnostics *(See LDOE Assessment Guidelines)*
3rd-5th: DIBELS 8, Louisiana Guidebooks, iReady Diagnostics *(See SLPSB Assessment Calendar)*

CORE ACADEMICS - MATH	**Tier 1 Resources:**	**DELETE INFO THAT DOES NOT APPLY** K - 8: iReady Classroom Mathematics
☐ **Student Achievement**	☐ **Exemplary Customer Service**	☐ **Operational Excellence** / ☐ **Employee Development**

Historical Data Trends:

School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
Math Trends	3rd Grade- 23% 4th Grade 10%	3rd Grade 47% 4th Grade -22%	3rd Grade- 60% 4th Grade-34%
Subgroup Trends			

AMBITION

- Based upon your data trends, what is the area of focus?
- What is the LADOE target? Link to LDOE Data Library Louisiana School Finder
- Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year?
- Using the SMARTE Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Focus Area #1:	Model Mathematics

(Content or Skill)	Reason Mathematically Construct Arguments Fluency
LADOE Target(s)/Standard(s):	· *Conceptual understanding* refers to understanding mathematical concepts, operations, and relations. It is more than knowing isolated facts and methods. Students should be able to make sense of why a mathematical idea is important and the kinds of contexts in which it is useful. It also allows students to connect prior knowledge to new ideas and concepts. · *Procedural Skill and Fluency* is the ability to apply procedures accurately, efficiently, and flexibly. It requires speed and accuracy in calculation while giving students opportunities to practice basic skills. Students' ability to solve more complex application tasks is dependent on procedural skill and fluency. · *Application* provides a valuable context for learning and the opportunity to solve problems in a relevant and a meaningful way. It is through real-world application that students learn to select an efficient method to find a solution, determine whether the solution(s) makes sense by reasoning, and develop critical thinking skills.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2023-2024 school year, 80% of students in grades 3rd and 4th will demonstrate an increase in proficiency in the area of applying major content standards to in order to model, reason mathematically, and construct arguments as measured by LEAP 2025 and I-READY Diagnostic. All students will increase grade level number fluency proficiency.
Benchmark Goals:	**BOY Benchmark Goal**
	Students will establish base line data for numeracy and application skills as measured by data. Utilize I-Ready data to determine students' areas of strength and weakness. Use classroom data to support students with differentiated instruction. Use I-Ready My Path to support students with increasing skills that will help them meet their typical or stretch growth target.

	MOY Benchmark Goal
	Students will show an increase in numeracy and application skills from the beginning of year. Use iReady Diagnostic 2 to determine areas of support for students. Use I-READY alignment chart to determine where students might score on LEAP determine small group focus. Determine whole grade and small group support based on areas of concern. Reflect over current instructional practices utilized helped support student growth.
	EOY Benchmark Goal
	Students will obtain grade level proficiency in the area of major content and modeling and application as measured by I-READY and LEAP. Use I-Ready Data to determine areas of refinement through instructional practices and lesson development of Tier I curriculum. Students will obtain grade level proficiency in the area of reading and writing.

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: The math instructional specialist support the math teacher with Tier I curriculum. PLC discussions center on student application and modeling. Learning Beyond the Bell will support student with gaps in learning and supporting them with needed skills The ILT team will conduct walkthroughs to identify instructional support and PLC focus. We will monitor growth through student data, walkthroughs, observations and Bullseyes.

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: Increase high quality instruction in grades K-4 in math to raise student proficiency by 10% in each grade level.

Student Learning Problem: Students scored below grade level in major content, modeling, application, and reasoning.

Root Cause & Supporting Data: Inconsistent in rigor in instructional practices based on the lack of certified teachers, absences as noted by LEAP 2025 and Bullesye data.

Student Impact (Measurable Impact): 10% increase in mastery and above in math.

Educator Professional Learning Needs:

Tier 3/2 support in learning grade level achievement descriptors, standards, and academic shifts as described by LDOE and Compass Domains. Student ownership of success criteria on written performs task and academic discourse in all content areas.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Instructional Embedded Strategies to develop modeling, fluency, and application goals.	Principal AP Teachers Instructional Coach	2023-2024 School Year	Lesson Plans Student Data Teacher Data PLC Conversations Learning/ Reflective Logs	Tier I Curriculum Professional Development Conferences Professional Development Books for PLC Library/2346.99

	Deliver High Quality of Tier I Curriculum	Teachers Principal	2023-2024 School Year	Lesson Plans Students Data Teacher observation data PLC Support	Tier I Curriculum OnCourse Annotated Lesson Plans Bullseye data
	Targeted Accelerate/ Intervention Instructional Support	Teachers	2023-2024	Student Data	I-Ready
	Implement structured time to increase numeracy skills.	Teachers	2023-2024	Student Data	Numeracy Skill Supplies-Amazon-399.93
	Utilize targeted strategies to develop vocabulary and comprehension of mathematical practices.	Teacher Principal AP Instructional Coach		Lesson Plans Students Data Teacher observation data PLC Support	Exemplars-2409.00
	Implement research-based techniques and strategies to develop math discourse and math reasoning.	Teacher Principal AP Instructional Coach		Student Task Student Work Teacher Observation	Problem Solving Exemplars-2409.00 Focus Math

	(Summer School/Accelerate)				
Cultural/ Behavioral	Weekly PLC and common planning to analyze student data, support instructional practices that will impact student learning	Admin Teachers Instructional Coaches			Professional Development Books for PLC Library/2346.99
	Participate / Attend state or national Professional Development (Numeracy and mathematical discourse)	Admin 2 Teachers			LSTA Louisiana Conference ($2.400)
	Walkthroughs/ Observations centered on instructional practice support.	Admin Teachers Instructional Coaches			
	Partner school Collaboration/ Data Meetings for demographic				Data Meeting Supplies-$628.71

	alignment and student transitional support. Support IREADY and Classworks for subgroup Provide meetings for parents in order to guide home learning opportunities. Biweekly and monthly SPED conferences to support subgroup students and meet instructional needs. (Accommodation support)				
Operational					

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K-2 Assessments Embedded in iReady Classroom Mathematics, iReady Diagnostics
3rd-8 Assessments Embedded in iReady Classroom mathematics, iReady Diagnostics
High School: Assessments Embedded in Savvas Envision AGA

CORE ACADEMICS - SCIENCE	Tier 1 Resources:	DELETE INFO THAT DOES NOT APPLY Tier 1 Resources: K – 4: Amplify Science

☐ **Student Achievement**	☐ Exemplary Customer Service	☐ Operational Excellence	☐ **Employee Development**

Historical Data Trends:

School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
Science Trends	3rd Grade- 10% 4th Grade-24%	3rd Grade 34% 4th Grade 27%	3rd Grade-35% 4th Grade-31%
Subgroup Trends			

AMBITION

- Based upon your data trends, what is the area of focus?
- What is the LADOE target? Link to LDOE Data Library Louisiana School Finder
- Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year?
- Using the SMARTE Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Focus Area #1: (Content or Skill)	Develop Models Construct Models Use Models (Engage in Arguments)
LADOE Target(s)/Standard(s):	Apply Content Knowledge Investigate, Evaluate, and Reason Scientifically Connect Ideas Across Disciplines

SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2023-2024 school year, 80% of students in grades 3rd and 4th will demonstrate an increase in proficiency in the area of applying major content standards in order to investigate, evaluate, and reason scientifically.
Benchmark Goals:	**BOY Benchmark Goal**
	BOY: Students will establish base line data for developing, constructing, and using modeling to engage in arguments using evidence.
	MOY Benchmark Goal
	MOY: Students will show an increase in developing and using models to engaging arguments.
	EOY Benchmark Goal
	EOY: Students will obtain grade level proficiency in the area of major content to develop, construct, and use models to reason scientifically as shown by LEAP 2025 data.

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: Instructional coaches will support teachers with instructional practices.

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:
Increase high quality instruction in grades 3-4 in science to raise student proficiency by 10% in each grade level.

Student Learning Problem:
Students scored below grade level in literacy, writing, and comprehension.

Root Cause & Supporting Data:
10% increase in basic and above in Science.

Student Impact (Measurable Impact): Educator Professional Learning Needs:
Tier 3/2 support in learning grade level achievement descriptors, standards, and academic shifts as described by LDOE and Compass Domains. Student ownership of success criteria on written performs task and academic discourse in all content areas.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost

Instructional					
	Teachers will implement Amplify Science curriculum with fidelity. In addition to following the pacing of the district.	Teachers Instructional Coaches Admin.	2023-2024 School Year	Student Data Teacher Walkthrough Lesson Plans Remediation Plans	
	Teachers will implement Robotic and coding related activities in order to build student application skills that will build scientific and mathematical thinking.	Teachers Students		Student Task/ Student Work	180 Days of STEM (K-4)-229.90 Exemplary Science Inquiry-500.00 Evan Moor Support-371.20
	Teachers will implement STEM/scientific inquiry related activities at least twice a month in order to build student applications skills that will build scientific thinking.	Teacher Students Admin.			
	Teachers will use released test items during instruction and to create assessments in order to support students' content knowledge of science.			Student Task	Evan Moor-371.20

	Teachers will utilize formative assessments to check for student mastery and will provide remediation as needed.	Teachers Admin.		Student Task Lesson plans Observations	Office Automation-2,349.00
	Teachers will use anchor charts with lessons daily to model thinking and provide content guidance for students.	Teacher Admin		Collect Student Data	
	Teachers will utilize informational text build vocabulary and bridge science knowledge across grade level content.	Teachers			
	Progress Monitor science knowledge of students to shift instructional practices	Teachers/Students			IXL Science Pilot
Cultural/ Behavioral	Participate in district and state professional	Admin. Teachers Paras	2023-2024 School Year	Observation and walkthroughs will be used to assess implementation of	Professional Development Books for PLC Library/2346.99

	development opportunities PLC meetings. Meetings will focus on instructional practices, student data, and intervention strategies. Science walkthroughs and learning walks to provide data driven feedback to improve instructional practices. Side by Side Coaching by Amplify Science Coaches	Admin. Teachers Paras Admin. Teachers Paras District Leaders Instructional Coaches Admin Teachers Amplify Coaches		strategies taught or addressed on trainings. Sign in sheets Student Data Lesson plans Observations, walkthroughs, and feedback will be used to assess implementation of strategies taught or addressed during the lesson by coaches. Student Data/Lesson Plans	Amplify Science Coaching-2 days-6400.00
Operational					

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Grades K – 8 Embedded Assessments in Amplify Science
LEAP 2025

CORE ACADEMICS – SOCIAL STUDIES	**Tier 1 Resources:**	**DELETE INFO THAT DOES NOT APPLY** **Tier 1 Resources: None** K – 3 Studies Weekly 4 – Bayou Bridges (Pilot) Grades 4 – High School: LDOE Course Framework

☐ **Student Achievement**	☐ **Exemplary Customer Service**	☐ **Operational Excellence**	☐ **Employee Development**

Historical Data Trends:

School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
Social Studies Trends	3rd Grade-5% 4th Grade12%	3rd Grade-14% 4th Grade- 22%	3rd Grade 27% 4th Grade- 16%
Subgroup Trends			

AMBITION

- Based upon your data trends, what is the area of focus?
- What is the LADOE target? Link to LDOE Data Library Louisiana School Finder
- Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year?

● Using the SMARTE Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?	
Focus Area #1: **(Content or Skill)**	Construct and express claims Use relevant evidence form primary and secondary sources Make connections (All areas of SS/ History, Geography, Civics, Economics)
LADOE Target(s)/Standard(s):	● Use a variety of primary and secondary sources regularly to learn content. ● Make connections among people, events, and ideas across time and place. ● Express informed claims supported by evidence from sources and content knowledge.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2023-2024 school year, 80% of students in grades 3rd and 4th will demonstrate an increase in proficiency in the area of constructing and expressing claims that are supported with relevant evidence from primary and secondary sources.
Benchmark Goals:	**BOY Benchmark Goal**
	BOY: Students will establish base line data for constructing and expressing claims that are supported with relevant evidence from primary and secondary source.
	MOY Benchmark Goal
	MOY: Students will show an increase using evidence from primary and secondary sources.
	EOY Benchmark Goal
	EOY: Students will obtain grade level proficiency in the area of major content to develop, construct, and use models to reason scientifically as shown by LEAP 2025 construct and express claims.
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:

Increase high quality instruction in grades 3-4 in Social Studies to raise student proficiency by 10% in each grade level.

Student Learning Problem:

Students scored below grade level in areas of social studies.

Root Cause & Supporting Data:

Inconsistent in rigor in instructional practices based on the lack of certified teachers, absences as noted by LEAP 2025 and Bullseye data.

Student Impact (Measurable Impact):

10% increase in basic and above in social studies.

Educator Professional Learning Needs:

Tier 3/2 support in learning grade level achievement descriptors, standards, and academic shifts as described by LDOE and Compass Domains. Student ownership of success criteria on written performs task and academic discourse in all content areas.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost

(Choose at least one to action plan)					
Instructional	Teachers will utilize informational text to build vocabulary and bridge social studies knowledge across grade level content	Teachers Administration Instructional Coach Students	2023-2024 School Year	Student Data Teacher Walkthrough Lesson Plans Remediation Plans	
	Implement writing skills that support students' understanding of content.	Teacher/Student			
	Develop the use of primary and secondary sources to provide content knowledge and support claims.	Teacher/Student			
	4th grade will pilot Bayou Bridges Curriculum (Tier I instruction)			Student Data	
		Teacher/Student			IXL Social Studies Platform

	Progress Monitor student knowledge of content				
Cultural/ Behavioral	Participate in district and state professional development opportunities PLC meetings. Meetings will focus on instructional practices, student data, and standard knowledge development. Social Studies walkthroughs and learning walks to provide data	Teachers Administration Instructional Coach Students	2023-2024 School Year	Lesson Plans Student Data Walkthrough Data Observation Data Charts and Posters to display data, modeling, and student data	Professional Development Books for PLC Library/2346.99 Supplies for Poster Maker-Office Automation-4649.80

	driven feedback to improve instructional practices.				
Operational					

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
 Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Grades K – High School: Embedded Assessments in each curriculum

Non-Core Academics

All CIR/UIR schools must address their identified subgroup(s) deficiency area(s) based on trend data. All other schools should select an area/areas for a non-core academic improvement area. Principal Supervisors will provide CIR and UIR with additional guidance.

- *Subgroups*
  - *Exceptional Student Services (SWD)*
  - *English Learners*
- *Freshman Academy*
- *ACT/WorkKeys*
- *Pathways (Industry-Based Credentials, Advanced Placement, Dual Enrollment, College-Level Examination Program (CLEP))*
- *Graduation Rate*
- *Attendance Rate*
- *Discipline Rate*
- *DCAI (Dropout/Credit Accumulation Index)*
- *Interest and Opportunities*

<table>
<tr><td rowspan="2">**NON-CORE ACADEMICS**</td><td colspan="3">**Non-Core Academic Area(s) Chosen: Discipline**

Resources:</td></tr>
<tr><td>☐ **Student Achievement**</td><td>☐ Exemplary Customer Service</td><td>☐ **Operational Excellence** | ☐ **Employee Development**</td></tr>
</table>

Historical Data Trends:

School Year	2020 – 2021	2021 – 2022	2022 – 2023
Trends			
Subgroup Trends			

AMBITION

- Based upon your data trends, what is the area of focus?
- What is the LADOE target? Link to LDOE Data Library Louisiana School Finder
- Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year?
- Using the SMARTE Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Focus Area #1: (Content or Skill)	● Promote a positive school climate ● Reinforce positive behaviors ● Promote school safety ● Keep students in the classroom and out ISI or suspension
LADOE Target(s)/Standard(s):	All public schools shall endeavor to address student behavior with a focus on evidence-based interventions and supports.

SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2023-2024 school year, Grolee will decrease student referrals and out of school suspensions by 5% as measured by infraction documentation.

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction: ● Implement monthly behavior meetings ● Create structured Behavioral plan for school wide consistency ● Develop Behavior team	Teachers Students Administration	2023-2024 School Year		Behavioral Team Notes Students Trackers Conference notes
SEL lesson taught in the Physical education Setting	PE Teachers		180 Days of SEL Books-114.95	Student Task Discipline Reflection Sheets
Counseling Sessions for Tier 2 Behavior Students	School Counselor		Social and Emotional Learning Supplies-212.09 Counseling Session Supplies-Youthlight-156.75	Emotional Check In Notes

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): **Student referrals by teacher, Behavior Committee Notes**

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

☐ **Student Achievement**	☐ **Exemplary Customer Service**	☐ Operational Excellence	☐ **Employee Development**

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Professional Development: **(Consider linking your ILT Long Range Plan)** ● Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by 　○ **ELA** 　○ **Math** 　○ **Science** 　○ **Social Studies** ● Math Lead Teachers will support teachers by ● ELA Lead Teachers will … ● Instructional coach (if applicable) will … ● **SEL (**_What professional development is needed to ensure faculty members are able to implement the MTSS plan?_ 　● SEL 　● Academics 　● Behavior ● **Non-Core Academics** 　● Teachers will implement ART related activities to create their own thoughts and emotions	Admin Teachers Paras	LSTA Math and Science Conference Plain Talk Teacher Leader Get Your Teach On NIET Training	Title I- $1,000 Title I-2000- Per Person at 2 people ($4000)	Badges Conference Notes Session Notes Presentation by attendees in PLC (Agenda)

MULTI-TIERED SYSTEM OF SUPPORT

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

SEL Foundation for MTSS Success

Using the CASEL Indicators (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making Skills) for Schoolwide SEL, identifying 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 2023- 2024 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 principal supervisors to select the category that best fit the needs of their campuses.

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

Smartie: Specific, Measurable, Attainable, Realistic, Time-Bound, Inclusive, Equitable

Indicator Focus Area 1: SEL		Indicator Focus Area 2: Supportive Discipline	
S		S	
M		M	
A		A	
R		R	

T		T	
I		I	
E		E	

Goal Statement: By the end of the 2023 school year, Grolee Elementary will demonstrate the implementation of a Multi-Tiered System of Support framework that uses common and reliable data to provide academic support that is induvial student responsive, standard -based, and differentiated to meet the learning needs of all students.

Goal Statement: By the end of the 2023 school year Grolee Elementary will decrease Saturday detention and ISI referrals by building a positive school climate with clear and equitable expectations and practices where all members of the school community feel emotionally and physically safe, as measured by surveys, meeting agendas and notes, student infraction sheets, nine weeks behavior report.

Academic & Behavioral Tiered Supports Defined

Outline what academic and behavioral supports your school will provide. Are there any specific strategies?

Academic Systems	Behavior/Social Emotional Systems
Tier I	
Tier I curriculum Small Group Supports	PBIS School-wide expectations SEL Lessons taught whole group in PE Journal activities for students School wide infraction plan
Tier II	
Accelerate Time Differentiated instructional support (I-Ready/CKLA remediation support) Progress monitoring support	Check in and Check Out Student Specific Behavior incentive tacker Monthly Behavior/SEL meeting Provide opportunities for individualized and group social skills instruction. Implement Nearpod SEL lessons

Tier III	
SBLC Referral Small Group support Progress Monitoring	SBLC referral Check in and Check Out Parent contract to support behavior systems at home Saturday Detention

Monitoring Interventions

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

- Accelerate time on the daily schedule
- PLC conversations looking at student data and the necessary supports needed provided by curriculum
- Individual literacy plans

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction? During PE instruction

How will time be scheduled for PLCs/Grade or Content Teams? Teachers are provided an hour planning period. PLC meetings are on Thursdays

Planning for the Future:

How can individualized learning time (ILT) be scheduled for students throughout the school year? (ILT--a time set aside for students to work independently on learning goals, online programming, etc.)

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		
	LEAD SAFELY	**LEAD RESPECTFULLY**	**LEAD RESPONSIBLY**

Classroom	• Walk to class. No running. • Listen to given directions and respond immediately. • Follow all class rules.	• Enter quietly. • Respect class rules. • Keep class neat and clean,	• Gather all necessary materials. • Complete given task.
Transitions	• Keep hands and feet to yourself. • Walk on the right in a straight line.	• Voices at level 0. • Keep hands and feet off walls.	• Remain in line. • Bring all materials
Hallway	• Keep hands and feet to yourself. • Walk on the right in a straight line.	• Voices at level 0. • Keep hands and feet off walls.	• Remain in line. • Bring all materials.
Cafeteria (Breakfast)	• Walk while in Cafeteria. • Wait in line patiently.	• Use your manners. • Use your inside voice. • Keep your area clean.	• Hold your tray correctly. • Remember to grab your fruits, veggies, utensils, and milk.
Cafeteria (Lunch)	• Walk while in Cafeteria. • Wait in line patiently.	• Use your inside voice. • Keep your area clean. • Raise your hand before getting out of your seat	• Hold your tray correctly. • Remember to grab your fruits, veggies, utensils, and milk.
Restroom	• Use walking feet instead of running. • Keep hands and feet to yourself.	• Give privacy. • Wait patiently.	• Keep toilets clog free. • Use soap and water to wash hands.
Playground & Recess	• Share playground equipment. • Play fair and include others.	• Pick up your trash. • Line up quickly and quietly. • Take care of playground equipment.	• Keep hands and feet to yourself. • Use equipment properly.
Arrival/ Dismissal	• Use "Paw'sitive hands and walking feet always. • Wear or carry your belongings properly. • Walk on the sidewalk only.	• Use Voice level 1. • Use Appropriate Language • Be aware of others' space and personal belongings. • Wear proper school attire in the correct manner.	• Come prepared and organized. • Take home needed materials. • Always follow directions. • Arrive on campus before 8:10 am.

What is your plan to explicitly teach behavior expectations at the beginning of each semester?
- Focus on a specific area every two weeks.
- Give out tickets for students who are exhibiting behavior
- PBIS Kick off week.
- Give out remediation guidance for classes or students who need support.
- PBIS Weekly challenge

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

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development	
Action Steps and Audience The plan must include a minimum of three activities that promote parent and family engagement. One activity must be held at the beginning of the year, another during the middle of the year, and another at the end of the year. **Include Subgroups - Aligned to the Strategies**	**Persons Responsible**	**Target Date(s)/Timeline**	**Materials/Resources Funding Source(s) and Cost**	**Documentation**
Parent and Family Engagement: ● Grandparents Picnic ● Literacy Night ● Math Game Night **MTSS Parent and Family Engagement**: ● Open House ● Parent Pop-In	Parent Educator Parent Action Team School Staff	September 2023 April 2024 April 2024	RJ Books-$1126.40	

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	
Academic Programs & Interventions	
SEL & Behavior Interventions	

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

Instruction by Certified Teachers – Certified Teacher Recruitment

(Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers.
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
Action Steps	**Persons Responsible**	**Target Date(s)/Timeline**	**Materials/Resources Funding Source(s) and Cost**	**Documentation**

Transition to Next Level School Programs
(Schoolwide Component 7)

Choose Appropriate Level
☐ **Preschool to Elementary School**
☐ **Elementary School to Middle School**
☐ Middle School to High School
☐ High School to Post-Secondary/Professional Careers

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence		☐ Employee Development
Action Steps	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Building bridges to Kindergarten curriculum utilizing Pre-K standards (ELA/Math)	**Pre-K Teachers**	**2023-2024 school Year**	**180 Days of Math** **180 Days of Reading $137.94** **Exemplars-Pre-K Math 435.00**	**Student Work Walkthrough Data Teacher Reflections**

Principal Supervisor Quarterly Review

Quarter #1 Date:	Evidence and Resources Reviewed	Potential Adjustments
Quarter #2 Date:	Evidence and Resources Reviewed	Potential Adjustments
Quarter #3 Date:	Evidence and Resources Reviewed	Potential Adjustments

Quarter #4 *Date:*	*Evidence and Resources Reviewed*	*Potential Adjustments*