



**East Baton Rouge Parish School System
Schoolwide Plan
TARA High School**

9-12

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2026 - 2027

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District Assurance

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

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

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

(Component 7): Professional Development

(Component 8): Student Transition

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

Principal	Date
Executive Director	Date

Faculty and Staff Review

[illegible]

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

Tara High School is committed to preparing all students for success beyond graduation by providing rigorous academic instruction, dual enrollment opportunities, industry-based certifications, and meaningful leadership experiences that empower students to become confident, responsible, and productive citizens.

School's Vision

Tara High School envisions a future where every graduate is college- and career-ready, equipped with the knowledge, skills, and character needed to lead, innovate, and thrive in a global society.

Data Types

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

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

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

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
1025	702	46	22	232	134	708	86	155	51
Percentage	70.2	4.5	2.1	22.6	13.5	70.5	8.7	15.9	4.7

School Performance Score

**2025-2026
Simulated SPS Score and Letter
Grade**

26.1 D

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
9th	7/29 24%	3/21 14%	0/29 0%	1/21 5%	22/29 76%	17/21 81%
10th	11/35 31%	10/55 18%	3/35 9%	6/55 11%	21/35 60%	38/55 69%
11th	14/25 56%	6/19 32%	2/25 8%	3/19 16%	9/25 36%	10/19 53%
12th	16/20 75%	12/26 46%	2/20 10%	7/26 27%	2/20 10%	8/26 31%

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
11.6%	9.98%	20.27%	18.49%	6.10%	3.32%

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Increasing graduation rate from, 67% to 72%	LDOE graduation roster
2.	Acceleration of graduates through advanced certifications 65%	LDOE sps score release document
3.	National exam readiness - currently 27%	LDOE sps score release document

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: Graduation Rate Increase	
Instrument(s): reports from Jcampus, LEAP results, student data from counselors	
Data Type: 1. Archival 2. Archival 3. Attitudinal 4. Cognitive	Findings 1. Dropout Roster - Number of dropouts shows 5 consecutive years of decreases 2. On Track Rate - Number of students on track is over 90% in 9th grade 3. 45% of students have selected a Tops Tech pathway 4. 72% of students meet LEAP testing requirements

Contributing Factor: Advanced Certifications	
Instrument(s): CIW certifications, data re: students enrolled at CTEC/completion, surveys	
Data Type: 1. Archival 2. Attitudinal 3. Cognitive	Findings 1. STS records showing an increase in the percentage of advanced credentials for four consecutive years 2. Course requests show an increase in the number of students enrolled in certification classes (CIW, Adobe, Business of Retail) 3. Pass rate for certifications is over 50% for first time testers

Contributing Factor: National Exam Readiness	
Instrument(s): CIW certifications, data re: students enrolled at CTEC/completion, surveys	
Data Type: 1. Cognitive 2. Archival 3. Attitudinal	Findings 1. ACT workkeys and ACT scores show that 27% of graduates are accelerated 2. 4 years of increasing ACT index under 2024 LDOE calculator 3. Increase in the percentage of students attending community college post graduation

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Math proficiency - 5%	LEAP results from 2025 Spring testing
2.	Social studies proficiency - 4%	LEAP results from 2025 Spring testing
3.	Science proficiency - 3%	LEAP results from 2025 Spring testing

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

Contributing Factor: Math Proficiency	
Instrument(s): LEAP 2025, CFAs and Benchmark Exams	
Data Type: 1. Cognitive 2. Behavioral 3. Archival	Findings 1. Only 4.5% of math students were proficient on Spring 2025 LEAP. 2. Classroom observations showed a lack of consistency with implementation of Tier I curriculum 3. While student growth is improving, proficiency rates have decreased for three consecutive years

Contributing Factor: Social Studies Proficiency	
Instrument(s): LEAP 2025, CFA's, and Benchmark Exams	
Data Type: 1. Cognitive 2. Behavioral 3. Cognitive	Findings 1. 96% of US History students scored a Basic or lower on the Spring 2025 LEAP. 2. Through classroom observations it was discovered that US History teachers were not following the pacing guide, and lesson activities did not use Tier I materials, and they were not aligned to the curriculum. 3. When researched there was no proof of consistent CFA and Benchmark Data from the 24-25 school year, and this showed a direct correlation with the Spring 2025 LEAP scores and the number of students who were not Proficient.

Contributing Factor: Science Proficiency	
Instrument(s): LEAP 2025, CFAs, and Benchmark Exams	

Data Type: 1. Cognitive 2. Behavioral 3. Cognitive	Findings 1. 97% of biology students scored a Basic or lower on the Spring 2025 LEAP. 2. Through classroom walks, it was noted that students are not being required to provide written response often enough to prepare for the state assessment. 3. The majority of students remain unsatisfactory on LEAP and benchmark assessments
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Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, SCHOOL NAME SPS will increase from XX to XX as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	17	55	Math	5	30	Graduation Rate	72	77
English	15	55	English	12	30	Read based on a nationally recognized exam	27	55
Math growth for the lowest 25% of students	30	55	Science	3	30	Accelerated into college coursework, career training, or service	65	70
English growth for the lowest 25% of students	7	55	Social Studies	4	30			

English Language Acquisition (ELL)	34	55						
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CORE ACADEMICS - ELA	Tier 1 Resources: Savvas-MyPerspectives
<u>AMBITION</u>	
- Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	The overarching goal for the English Department is to increase literacy across all content areas with a focus on reading and responding to informational and literary texts.
DIBELS Focus Area	NA
DIBELS SMART Goal:	NA
ELA SMART Goal:	The English I and English II percent of students growing will increase from 21.6 % to 50% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year. The English I and English II percent of students earning Mastery and Above will increase from 12.3% to 25% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u>	

Describe schoolwide strategies that the school is implementing to:

- a. Use methods and instructional strategies that strengthen the academic program in the school;
- b. Increase the amount and quality of learning time;
- c. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- d. Include interventions and strategies to increase student achievement in underperforming subgroups.

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

- a. **Strengthening the Academic Program-** The school will implement research-based literacy practices across all content areas to ensure that high-quality, standards-aligned instruction is consistent and measurable. These strategies ensure that core instruction is rigorous, aligned to Louisiana Student Standards, and focused on measurable growth.

Key strategies include:

- i. **Schoolwide Sustained Silent Reading (SSR):** ELA classes will implement SSR twice weekly, and all other content areas will implement SSR at least once weekly to increase reading volume, stamina, and comprehension.
- ii. **Writing Across the Curriculum:** All teachers will incorporate weekly discipline-specific writing tasks aligned to LEAP 2025 expectations, using a common schoolwide rubric.
- iii. **Explicit Vocabulary Instruction:** Tier 2 and Tier 3 academic vocabulary will be systematically taught across content areas.
- iv. **Professional Learning Communities (PLCs):** Weekly PLCs will be structured as 45 minutes of collaborative planning and 45 minutes of data analysis to ensure instructional decisions are driven by student performance data.
- v. **Instructional Coaching:** The Literacy Coach will support teachers through modeling, co-planning, and feedback cycles aligned to identified literacy skill gaps.

- b. **Increasing the Amount and Quality of Learning Time-** To maximize literacy exposure and targeted practice, the school will expand both structured instructional time and intervention opportunities. Students receiving intervention will be progress monitored every *three* weeks to assess skill mastery and determine continuation or exit from support. These structures increase both time on task and the quality of skill-specific instruction.

Structures include:

- i. **Embedded Intervention Blocks:** Strategic (Tier 2) students will receive small-group literacy support during advisory or designated intervention periods.
- ii. **Literacy Lab:** Students identified as T9 or not meeting proficiency will receive additional literacy instruction during the school day, which may include elective replacement when necessary.
- iii. **After-School Tutoring:** Targeted tutoring sessions will be offered 2–3 days per week for students requiring intensive literacy intervention.

- c. **Providing an Enriched and Accelerated Curriculum-** The school will ensure that literacy improvement efforts do not only remediate deficits, but also provide enrichment and acceleration opportunities. This approach promotes equitable access to challenging curriculum while maintaining high expectations for all learners.
- i. **Access to Grade-Level Texts:** All students will engage with complex, standards-aligned texts during core instruction.
 - ii. **Library & Media Integration:** The media center will support literacy through curated text sets, research instruction, and schoolwide reading initiatives.
 - iii. **Academic Discourse & Writing Rigor:** Students will participate in structured discussions, text-dependent analysis, and evidence-based writing tasks aligned to Mastery-level expectations.
 - iv. **Advanced Writing Calibration:** Teachers will participate in scoring calibration sessions to strengthen rigor and ensure students are consistently pushed toward Mastery and Above.
- d. **Interventions for Underperforming Subgroups-** The school will implement a systematic process to identify and support underperforming subgroups, including economically disadvantaged students, students with disabilities, English Learners, and historically underperforming student populations. Students performing below benchmark will be categorized for Strategic (Tier 2) or Intensive (Tier 3) support.

Students experiencing difficulty mastering the Louisiana state standards will be identified through:

- i. Beginning-of-year diagnostic data (Previous year's District Benchmark, LEAP, ACT WorkKeys, and ACT)
- ii. District benchmark assessments
- iii. LEAP 2025 interim assessments
- iv. Ongoing classroom formative assessments
- v. Silver (4) and below
- vi. Below 18

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Literacy Across the Curriculum- ● Implement Sustained Silent Reading (SSR): ○ ELA: 2x/week ○ Other content areas: at least 1x/week ● Provide teacher-selected, content-aligned,	English Dept Library and Media Specialist (Buras and Acosta) BRicks	August 2026 - May 2027	Bi-weekly Student Work Analysis	Data/Goal Conversations Student:Teacher	State Federal - Title I General Fund

and student-choice texts (Provide access to diverse and high-interest texts that reflect student interests and experiences.) • Track accountability and reading growth through a structured process, including circulation numbers. • Monthly incentive for students who reach a goal. • Assess pre/mid/post lexile levels using a designated program. • All content classes should read, write, and communicate daily. • Teachers will incorporate short constructed CER responses, quick-writes, and exit tickets to support comprehension of complex texts and content concepts. • Each non ELA content class will implement at least one evidence-based writing task per week connected to reading or course content.	SStevens JHayman SHines EBroussard MSabine MSeabolt NKrusemeier LPitts		Weekly Student Work Analysis BiWeekly CFAs Quarterly Benchmarks LEAP 2027	Circulation Data from Library Monthly Trackers LEAP 360 Data CFA Data Lesson Plans Student Work PLC Agendas	
Vocabulary Development – • Implement intentional vocabulary instruction across all content areas. • Teachers will explicitly teach academic and discipline-specific vocabulary using context, morphology, semantic mapping, and repeated exposure. • Students will practice using new vocabulary in reading, writing, and discussion. • Content teachers will reinforce vocabulary through visual supports, anchor charts, and word walls aligned to current units of study.					
Coaching Cycles and Mentoring-					

• The Literacy Instructional Specialist, administrators, and ILT members will implement ongoing coaching cycles aligned to school literacy goals. • Coaching will be informed by walkthrough data, assessment results, and LER evaluations. • Cycles will include goal setting, instructional modeling, co-planning, classroom observation, and feedback to strengthen Tier I literacy instruction.					
Professional Learning Communities- • English I and II and English III and IV will meet in two separate teams bi-weekly to review common data and plan for interventions and enrichment. ○ Strategic teacher-led small groups and independent groups for interventions and enrichment based on CFAs and CSAs. • English I-IV will meet together weekly to collaborate and plan for tier I instruction or participate in professional learning. • Each grade level will plan for one content-related field-trip or school assembly. • English PLC will utilize Reader’s Circle as a whole-class close reading strategy. • Development of common LEAP aligned rubric and professional learning with a focus on scoring calibrations and actionable feedback to students.					
Family Involvement-					

● Increase family engagement in supporting student literacy by providing resources, communication, and opportunities for parents to support reading and writing at home. ○ Quarterly literacy newsletter highlighting texts, vocabulary, and writing skills students are learning. ○ Provide discussion questions parents can ask about class readings. ○ Share strategies for supporting reading comprehension at home. ○ Offer optional (virtual and in-person) literacy workshops for parents. ○ Collect parent feedback through surveys.					
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Saavas Learning Math Department's Vision - Every Student Will Read Math, Write Math, Explain Math, Master Math				
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?					
Math Focus Area	Written expression and modeling - demonstrate, justify, or model their mathematical thinking rather than just providing a final answer				
Math SMART Goal:	The Mathematics % Mastery and above will increase from 5% to 15% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.				
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>					
<u>ACTION STEPS</u> Actions Steps & Progress Indicators					
What evidence-based practice (Activity or strategy) will you	Person(s) Responsible	Timeline	Progress Monitoring	Evaluation	Funding Source <i>(Federal,</i>

<i>implement to support achieving this overarching improvement goal?</i>					<i>state, and local</i>
Goal 1: Increase proficiency by 15% in Algebra I and Geometry LEP 4 - Opportunities ensuring a meaningful high school experience LEP 5 - An effective teacher for every student Explicit Vocabulary Instruction Structured Math Writing using RRSS(Read, Represent, Solve, Share) Retrieval Practice + Weekly Spiral Review Frequent Formative Assessment with Immediate Feedback	Principal (Instructional oversight) Mr. Mitchell - Assistant Principal (Math) Math Department Lead Algebra I & Geometry Teachers Instructional Coach Classroom Look-Fors ✓ Students writing daily ✓ Academic vocabulary visible ✓ Annotation in notebooks ✓ Evidence of small group instruction	July-August: Analyze data from Spring LEAP0025 August: Diagnostic + vocabulary systems implemented September–March: Weekly constructed response + spiral review (Based on CFA, Benchmark, exit tickets) October - March: Begin LEAP Intervention. Students are based on Spring LEAP data. April: Final intensive review cycle before LEAP2025 Testing	Weekly common formative assessments Monthly LEAP-style mini assessments Constructed response rubric tracking PLC data meetings every 4 weeks	Compare BOY vs MOY vs Pre-LEAP benchmark growth Subgroup analysis Final LEAP 2025 proficiency comparison to prior year	Title I (intervention materials & tutoring) School Improvement Funds General Fund (PD and substitutes for PLC calibration)
Goal 2: Increase Constructed-Response Proficiency by 15% LEP 2 - Literacy instruction aligned to the Science of Reading Writing-to-Learn in Mathematics Gradual Release Model (I Do → We Do → You Do) High-Quality Exemplars & Rubric Calibration Sentence stems / academic language	Math Teachers Department Chair Tara’s Literacy Coach/District Coaches Inclusion / Co-Teacher Classroom Look-Fors ✓ Students writing daily ✓ Academic vocabulary visible ✓ Annotation in notebooks	August: PLC with Literacy Coach/District Literacy personnel to become trained on how to implement literacy strategies in the classroom for all learners September–March: Weekly constructed response March–April: Timed writing simulations	Rubric-tracked student constructed response growth, including holistically	Pre/Post writing rubric averages Percentage of students scoring 3–4 on LEAP-style rubric Reduction in incomplete responses	

scaffolds posted in every classroom	✓ Evidence of small group instruction				
Goal 3: Reduce Unsatisfactory Scores by 20% Through Tiered Intervention LEP 3- Math instruction from foundational to advanced skills High-Dosage Tutoring Small-Group Explicit Instruction Cognitive Strategy Instruction for Word Problems Error Analysis Protocols Intervention Focus Areas Algebra I: • Multi-step equation solving • Translating word problems • Function interpretation Geometry: • Proof writing & justification • Diagram interpretation • Coordinate geometry fluency	Interventionist Algebra I & Geometry Teachers Special Education Staff Mr. Mitchell - Assistant Principal (Math) Math Department Lead School Counselor (schedule support for incoming 9th Graders) Classroom Look-Fors ✓ Students writing daily ✓ Academic vocabulary visible ✓ Annotation in notebooks ✓ Evidence of small group instruction	August: Identify students using Spring LEAP2025 data September: Begin Tier 2 groups Every 6 weeks: Reevaluate placement January: Mid-year reset March: LEAP Boot Camp	Bi-weekly skill checks Intervention attendance tracking Growth charts for targeted standards	Tiered Intervention Model Tier 1: Strong Core + Daily Checks Tier 2: Small Group (3–5 students, 3x weekly) Tier 3: Daily Intensive Support or Double Block Movement from Tier 3 → Tier 2 → Tier 1 Decrease in Unsatisfactory on benchmark exams Final LEAP Unsatisfactory reduction	Title I (high-dosage tutoring) School General Fund After-school program funds

CORE ACADEMICS - Science	Tier 1 Resources: Biology: OpenSciEd Physical Science: Savvas Environmental: Savvas & Ducks Unlimited
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Science Focus Area	There exists a need for science students to increase their literacy skills when faced with informational text based reading and responding. As part of our schoolwide literacy plan, students will utilize the LDOE science rubric(s) and the Claim, Evidence, Reasoning strategy each class period for no less than 15 minutes each class period.
Science SMART Goal:	The Science % growth will increase from 3.1% to 10% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
<u>ACTION STEPS</u> Actions Steps & Progress Indicators	

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
• Instructional coaching and mentoring provided during PLC by Administrative team members • Utilization of District approved HQIM • Teachers will use District created CFAs, Benchmarks, Scope & Sequence documents to maintain pacing of content and data analysis • Implement schoolwide literacy plan during each class meeting to increase student knowledge of LDOE Rubrics as well as utilizing informational text to improve reading comprehension and written responses. • Department head will model TLaC strategies and how to implement the schoolwide literacy plan for Science classes during PLC meetings. • Continuous ILT support and feedback will occur via walkthroughs, observations and coaching cycles to identify further areas of teacher and student needs with the focus on the school-wide literacy plan and small group interventions. • Science classes will implement and engage	C. Coleman J. Hayman G. Durham A. Batieste G. Walton R. Altez B. Kritsonis S. Hines	August 2026- May 2027	Bi-weekly CFAs District Benchmarks LEAP 360 Practice Tests Observations Student work samples	District created Post-test for Physical, Environmental, and Chemistry LEAP 2025 for Biology HQIM based and standards aligned exit tickets, writing tasks, Khanmigo tasks, CFAs, Benchmarks, student work samples.	Fed - Title I State General Fund

in standards aligned hands-on labs as required by the curriculum					
Teachers will provide detailed academic feedback for all writing tasks as identified in the school-wide literacy plan.					
Intentional teacher-facilitated small and independent groups for reteaching and enrichment of standards aligned content during class time.					

CORE ACADEMICS - Social Studies	Tier 1 Resources: Foundations of Freedom - Civics DBQ Project - Social Studies Department Land of Liberty - US History																
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?																	
Social Studies Focus Area	The overarching goal for the Social Studies Department is to increase literacy across all content areas with a focus on reading comprehension, annotating historical documents, analyzing and citing textual evidence, and responding to historical documents through written responses.																
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 4% to 30% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.																
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>																	
<u>ACTION STEPS</u> Actions Steps & Progress Indicators <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="100 1393 798 1515">What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching</th> <th data-bbox="798 1393 1125 1515">Person(s) Responsible</th> <th data-bbox="1125 1393 1320 1515">Timeline</th> <th data-bbox="1320 1393 1558 1515">Progress Monitoring</th> <th data-bbox="1558 1393 1814 1515">Evaluation</th> <th data-bbox="1814 1393 2032 1515">Funding Source (Federal, state, and local)</th> </tr> </thead> <tbody> <tr> <td colspan="6" style="height: 40px;"> </td> </tr> </tbody> </table>						What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching	Person(s) Responsible	Timeline	Progress Monitoring	Evaluation	Funding Source (Federal, state, and local)						
What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching	Person(s) Responsible	Timeline	Progress Monitoring	Evaluation	Funding Source (Federal, state, and local)												

<i>improvement goal?</i>					
Instructional coaching and mentoring provided during PLC according to the LRE Rubric by Administrative team members Utilization of District approved HQIM Teachers will use District-created CFAs, Benchmarks, Scope & Sequence documents to maintain pacing of content Implement schoolwide literacy plan during each class meeting to increase student knowledge of LDOE Rubrics as well as utilizing informational text to improve reading comprehension and written responses. Department head will model TLaC strategies and how to implement schoolwide literacy plan during PLC meetings. Continuous ILT support will occur via walkthroughs, observations, and coaching sessions to identify areas of needs with the focus on the school-wide literacy plan and small group interventions. Social Studies classes will implement and engage in standards-aligned, document-based learning as required by the curriculum Teachers will provide detailed academic feedback for all writing tasks as identified in the school-wide literacy plan. Teachers will attend District and State professional developments on Civics (Foundations of Freedom) and US History (Land of Liberty). Teachers will utilize the following strategies to assist with improving literacy: Front Loading Vocabulary, Small Group Literacy Circles, Guided Notes, and Writing Journals.	J. Robinson III J. Cotton J. Barrow W. Faust K. Hebert T. Jacob-Royal K. McKenzie E. Villamejor EBR Social Studies Department (Dr. James)	August 2026- May 2027	Bi-weekly CFAs District Benchmarks LEAP 360 Practice Test Tara Departmental Tests Exit Tickets Data Reviews	District created Post-test for World Geography, US History, and World History LEAP 2025 for Civics	Fed - Title I State General Fund

Non-CORE Academics	Resources: CATE-provided resources, Mastery Prep ACT, CIW platform, elective curriculum and pacing documents, online resources, and Freshman Academy Literacy Lab/Speech
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<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Mastery Prep ACT will be on every senior schedule and provided to every student taking ACT or Workkeys	Hayman/Mitchell	May 2026	Summer Master Schedule Audit	Student Schedules	NA
Add elective courses to complete technology and business pathways	Pollard/Coleman	Spring 2026	Submission Prior to Student Course Requests	Pacing Guides must be Created	Local
Beable Literacy Platform	Mitchell/Hayman	July 2026	Walkthroughs	Beable Lexile Data	Federal
Offer Adobe Premiere as an additional advanced certification (paired with Photoshop)	Pollard	Summer 2026	Master Schedule	Year End Certification Numbers	CATE
Add Literacy Lab initiative along with AVID skills within the Freshman Academy Speech class as elective to high needs and EL students	Robinson/Hines/Dr. West/Ms. George	July 2026	Pacing Guide Texts for classes Lexile Pre-test Walkthroughs Lexile Mid-year Test	Lexile Post-test	Federal

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

Student Opportunities - High Schools ONLY

<i>Provide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary students' access to course work to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access.)</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Increase Internships to 25% of Seniors	Pollard and Hanible	Summer 2026	ILT will host meeting to discuss possible partners	ILT will approve partners that offer internships	Local

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Integrate reading + writing every week (writing about what you read) Short, frequent tasks: claims with evidence, summaries, explanations of author craft, synthesis across texts.	English Department Teachers	Aug-May	Student work samples in PLC, observation feedback, etc.	Evaluate based on student work in PLC	School
Intensive, individualized intervention for struggling readers (MTSS)		Aug-May	AR Tests and Lexile Monitoring	Lexile growth over the course of the year (pre and post)	Title I
Classroom Management Yearlong Series	Hines/Stevens	Aug-May	Reduction in student referrals	Discipline Data	School

STUDENT SUPPORT SERVICES

Narrative

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Computer and Online Etiquette Training	Robinson	August 2026	Aug-May	Reduce behavior incidents regarding social media posts	Local
Get Right Rooms	Robinson/Hines	By August 2026	Room inspections	Reduction in number of TOR assignments and off-campus suspensions	Local
Wellness Club	Cleveland, Martinez, Hamilton	Aug-May 2026-2027	Club Roster	NA	Local

MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

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

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

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

Indicator Focus Area 1:		Indicator Focus Area 2:	
S	All counselors will implement the SEL curriculum during the first part of the day. Each teacher with a first block class will teach SEL lessons from the curriculum and the first block class will be extended by 15 minutes to achieve the goal.	S	Tara High School will develop a system of supportive discipline through the use of restorative practices and ensuring a strong MTSS Discipline (PBIS) system is in place campus wide.
M	Success will be measured and monitored through discussions, observation of student completion of tasks, and student scores on the pre and post assessment.	M	We will measure success through monitoring discipline data through the “Big 5” data reports (CAPS) monthly (discipline, by infraction, time, location, student and teacher)
A	Right now SEL instruction is a challenge, we only have 30-35% of teachers implementing the curriculum with fidelity. This goal of 100% teaching is ambitious, it is also attainable since we have adjusted school schedules to provide designated time.. Counselors will meet with groups of targeted students based on screening.	A	Right now, discipline is a major concern on campus, we have 30% of Students who have received an OSS. This goal to reduce students receiving a suspension by 20% is ambitious. 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 schools MTSS plan and is	R	This goal is relevant because students are missing a great deal of school due to disciplinary concerns. We want to create

	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.		a supportive environment that provides the students' opportunities to learn from their mistakes and prevent future occurrences.
T	By the end of August all students will complete the Fall Survey, MidYear Survey by mid January, and Spring Survey by end of April • By the second week of school we will begin the scope and sequence for SEL instruction as shared via MTSS Dept • Weekly counselors will focus on one training area to strengthen their own knowledge	T	• By the end of August we will have explicitly taught all behavior expectations to students • By the end of August all teachers will receive training in restorative practices • 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 welcomed.	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	We will monitor discipline data to ensure that discipline practices are applied equitably to all groups of students and that practices do not target or single out specific groups.
Goal Statement: During the 2026-2027 school year, Tara High School is going to focus on ensuring that every student receives 20 minutes of explicit SEL instruction at least 3 days per week using the MTSS material provided by the district. As a result, we should see an increase in student SEL scores.		Goal Statement: During the 2026-27 school year Tara High School is going focus on implementing supportive discipline policies that seek not only to address discipline concerns, but also help the student from repeating the infraction, as a result, we should see a reduction in the number of students receiving an OSS + Alt. Site Suspension by 20%	

Academic & Behavioral Tiered Supports Defined

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

Academic Systems	Behavior/Social Emotional Systems
Tier I	
• Tier I HQIM adopted by District/State for core subjects, DBQ, MyPerspectives, Amplify • TLAC and GBF Strategies modeled • Differentiated Instruction (scaffold, graphic organizers, flexible/small groups, cooperative learning)	e. Schoolwide PBIS and monthly celebrations f. SEL lessons at least 3 times per week (first 20 minutes) g. ICare prevention lessons h. Counselor lessons
Tier II	
• Small group instruction to reteach and enforce non-proficient skills and standards • Use of Online Tech Tools • Accountable talk sentence stems • Sentence and paragraph frames • LEAP Blitz and Tutoring	• ICare Prevention Club • Humanities Amped Clubs (Girls Empowerment, SGA, etc) • Restorative Circles • Reset Room Utilized • Insights to Behavior, Behavior Plans (CICO, Temperature Check)
Tier III	
• Use of Opportunity Now for select ESS and 504/IAPs using criteria for eligibility • Individual or small group based on needs • LEAP Blitz and Tutoring more frequently and intense	• School Social Worker • Tier III individual and small group sessions • Counseling by ICare, School Counselors

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

ILT will monitor interventions in weekly Huddles. ILT will also be in PLCs to help facilitate discussions over student work samples, data and interventions

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?

the first 20 minutes of the first block of day (1st/A, 5th/B)

How will time be scheduled for PLCs/Grade or Content Teams?

- Weekly Monday Morning Huddle
- Weekly ILT meeting (Wednesday)
- Weekly PLC (A-Friday; B-Thursday) with ILT member and all department personnel 45-90 minutes per week

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?

Behavior Expectations Matrix: [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.

Behavior Expectations Matrix

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Locations	Behavior Expectations				
Classroom	Seated Orderly and Attendance taken.	Students will be seated, and starting their bellringers while the Teacher is taking roll, and reviewing today's agenda.	Students will bring all materials to class, including a charged 1:1 device	Students will comply with teacher directives and requests the first time given	Students will fully engage, participate and complete all learning activities
Hallway	Students will refrain from use of cell phones, headphones, and earbuds in the hallway	Students will walk on the right side of the hall to better facilitate traffic flow during transition.	Students will walk to each class and arrive prior to the tardy bell	Students must have a pass to leave the classroom. Students are not to visit other classes.	Students will use an appropriate tone of voice without profanity, and speak in a respectful manner.
Cafeteria	Students will line up at the cafeteria entrance at the start of each lunch shift	Students will sit orderly and clean up their personnel areas.	Students must wear Student ID to enter cafeteria line	Students will refrain from removing food and/or drinks from the cafeteria.	Students will remain respectful and polite to peers, teachers and cafeteria staff
Restroom	Students have a pass to enter. Only 3 students at a time, the 4th student must wait outside the door in	Students will go to and from the restroom in a 4 minute time frame.	Students will refrain from use of vapes, cell phones or other devices while in the restroom	Students utilize restroom during specific time frames of the day, except in unique circumstances	Leave restroom clean & orderly (flush, wash, toss)

	line.				
Bus	Students need to ride their assigned buses.	Students will have their bus cards and ride the correct bus.	Students are to be seated and remain seated.	Students will keep windows closed, unless otherwise indicated by the driver.	Hands, feet, heads and other objects will remain on the bus and not out of the windows
Arrival/ Dismissal	Students need to report to their assigned areas for arrival and dismissal.	Students will arrive between 6:50 and 7:05 AM	Students will enter and proceed through the security checkpoints (W4, W3, and Main Entrance for late arrivals)	Upon dismissal, students will report to their designated areas and leave the building	Students will load their bus or car in an orderly and respectful manner.

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

We will touch on general expectations during Student Orientation. We will conduct grade level meetings during the 1st week of school to review all updates to the Student Rights and Responsibilities Handbook, and the overall expectations of Tara High School. We will also post signage throughout the campus, highlight a weekly expectation in our weekly newsletter, and the Principal will highlight different expectations during the morning announcements.

We will need an additional Dean in order to maintain current levels of discipline due to a sharp rise in enrollment, from 675 in 2021 to 1019 in 2025.

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

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

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

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

Transition to Next-Level School Programs

Choose Appropriate Level

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>