Louisiana Special School District
LSD | SSP | LSVI

Continuous School Improvement Plan

ESEA section 1111(d)(1)(B) requires LEAs, in partnership with stakeholders (including principals and other school leaders, teachers, parents, and, as applicable, Tribes), to develop and implement a plan to improve student outcomes. This plan:

1. is informed by all indicators described in ESEA section 1111(c)(4)(B), including student performance against State-determined long-term goals;
2. includes evidence-based interventions;
3. is based on a school-level needs assessment;
4. identifies resource inequities, which may include a review of LEA and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
5. is approved by the school, LEA, and State; and
6. upon approval and implementation, it is monitored and periodically reviewed by the State.

LEAs must develop a comprehensive support and improvement plan based on labeled status under 1111(d)(1).

School Name	Pinecrest ⌄

Plan Type: Continuous School Improvement Plan

Date of Plan Implementation: October 1, 2025

Initial Date of Plan Update: _____

Date of Plan Update: _____

Date of Plan Update: _____

Overall Vision and Goals

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

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

As the instructional leader, I ensure that our school vision and goals are grounded in student data analysis and comprehensive needs assessment.Using both quantitative and qualitative data sets, we disaggregate student outcome data—including IEP goal attainment, progress monitoring reports, ULS benchmark assessments, STAR data, behavioral data, and classroom walkthrough trend data.

The leadership team analyzed student data from 24-25 STAR Reading, STAR Math, AR, and ULS benchmarks align with progress monitoring data from 24-25, percentage of student mastery of IEP goals and objectives, prioritized connectors, functional/vocational skills requirements, and behavioral data to identify trends, invalidity, and needs.This led to the focus on increasing high quality instruction through functional skills to increase student academic progress, enhance student lives and increase student exposure and engagement in academic, vocational, and functional skills.

These goals directly inform our School Improvement Plan (SIP), professional development calendar, and resource allocation decisions. We align our findings with the district's Continuous Improvement Plan : H3: High Expectations for Everyone, Everyday. Our ultimate aim is to cultivate an inclusive learning environment where all students, regardless of ability, thrive academically, socially, and emotionally.

Academic data in ELA/ Math STAR, ELA/ Math ULS benchmarks, and IEP objective mastery data shows that 100% of students are 3+ grade levels below their chronological grade level in ELA and Math.

Behavior data from 24-25 Behavior Charts shows that 27% of students have major behavior referrals (Physical harm or threat of physical harm to self/ other/ property), 41% have had 1 major referral and 32% have had 0 major referrals.

Vocational/ PAES data chart shows 35% of students made minimal growth, 35% made moderate growth and 30% made maximal growth.

SEL Data chart shows 16% of students showed minimal growth, 44% showed moderate growth, and 40% showed maximal growth.

2. Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs.

Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

The district school improvement planning team collaborated with the superintendent to establish an overarching vision for what school improvement would look like. This vision and the established process was shared with school leaders, their leadership teams, federal programs, SPED, the business office and other key personnel. Meeting dates, check in dates and follow up support dates were established to help support in the collection and disaggregation of the data (state testing, parent surveys, stakeholder surveys, other cognitive data).

The leadership team met to identify stakeholders as the Louisiana Department of Health Administrators for Pinecrest Supports & Services Center, parents and family members of students, DCFS caseworkers assigned to students, surrogate parents, teachers, paraprofessionals, district level staff, and students. Meeting and check in dates were outlined to coincide with quarterly data checks.

The District School Improvement Planning Team worked collaboratively with the District planning team to develop a clear and cohesive vision for what effective and sustainable school improvement should look like across all campuses. This vision encompassed academic progress, instructional quality, student well-being, and operational alignment. Once established, the vision and accompanying planning process were formally communicated to all relevant stakeholders, including school leadership teams, federal programs coordinators, special education services, the district business office, and other essential personnel.

To ensure alignment and shared ownership, a structured timeline was created outlining key milestones such as initial planning meetings, data collection windows, interim check-ins, and ongoing follow-up sessions. These scheduled touchpoints were designed to guide and support school teams through the various phases of improvement planning—specifically around data collection, analysis, and implementation of strategies. The data examined during this process included results from state assessments, stakeholder and parent surveys, cognitive and functional assessments, and other relevant performance indicators.

At the school level, the leadership team convened to identify a comprehensive group of stakeholders whose input would be instrumental to the planning process. This included administrators from the Louisiana Department of Health who oversee operations at Pinecrest Supports & Services Center, families and guardians of enrolled students, Department of Children and Family Services (DCFS) caseworkers, surrogate parents assigned to students with special education needs, classroom teachers, paraprofessionals, district-level academic and support staff, and the students themselves when appropriate.

To promote ongoing engagement and accountability, a calendar of stakeholder meetings and check-ins was established to align with the quarterly data review process. These sessions ensure that all voices are considered, that feedback is meaningfully incorporated, and that the improvement plan remains a living, evolving document. This collaborative and cyclical approach to planning strengthens stakeholder trust, ensures transparency, and supports sustained progress toward the school's instructional and operational goals.

3. Provide a description of how the plan is coordinated with the school's Title I-A schoolwide program and the program's plans for other federal funds or local funds.

This plan directly aligns with our school improvement plan in that we are utilizing comprehensive needs assessment to identify academic strengths and weaknesses and aligning our federal funds to support high-quality academic strategies that will effectively ensure that we are closing achievement gaps.

The school's plan is fully aligned with our Title I, Part A Schoolwide Program and supports the broader goals outlined in our School Improvement Plan. Central to both plans is the use of a comprehensive needs assessment, which allows us to systematically identify students' academic strengths and areas for growth. This data-driven process ensures that our instructional strategies are directly informed by student performance and learning needs.

Federal funds, including Title I, are strategically coordinated to support and enhance the implementation of high-quality, evidence-based academic practices. These funds are used to provide targeted interventions, supplemental instructional materials, professional development for teachers, and resources for students that are tailored to close identified achievement gaps. Special attention is given to supporting our students with the most significant needs, including those with disabilities and those requiring additional behavioral and social-emotional support.

Additionally, our school integrates other federal funding streams (such as IDEA for special education services and Title II for teacher development) to ensure a cohesive, multi-tiered system of support. This coordination helps maximize impact and ensure sustainability. By aligning these funding sources under one unified plan, we are able to deliver a more comprehensive and equitable educational experience for all students, with a focus on measurable outcomes and long-term improvement

You will provide additional detail in the sections that follow on how this overall vision is connected to your approaches to **workforce**, **instruction**, *and* **system supports**. *We expect that many strategies will be crosscutting and not isolated to one of these categories to achieve the improvement goals.*

State the Goals

Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) goals of the plan to achieve the vision described above. Plan goals must focus on student outcomes, not on adult actions. These should include annual targets tied to specific accountability framework metrics as well as other leading indicators (inputs and/or outputs). In the table below, list your school's goals and the metrics.

By May 2026, students will make an overall average increase of 4% in all focus areas, such as STAR Reading/ Math, ULS ELA/Math benchmark, and behavior data.

Measure: Star Reading/Math ULS ELA/Math	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	1. Student reading level/ULS benchmark	Star reading data/ULS benchmark	100% of students perform below grade level	50% of students will increase progress by 2%	75% of students will increase progress by 4%
	2. Student math level/ULS benchmark	Star math data/ULS benchmark	100% of students perform below grade level	50% of students will increase progress by 2%	75% of students will increase progress by 4%
	3. Student behavior	Behavior charts	32% of students with 0 major referrals	34% of students with 0 major referrals	37% of students with 0 major referrals

Goal 1: By May 2026, Increase student progress in Math by 5% on STAR Math grade equivalency/ ULS Math Benchmark

Measure: Star Math ULS	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	1. STAR Math	STAR Math data	52.33%	54%	57.33%
	2. ULS Benchmark	ULS Benchmark data	33%	35%	38%

Goal 2: By May 2026, Increase student progress in Reading/ ELA by 3% on STAR Reading grade equivalency/ ULS Reading Benchmark

Measure: Star Reading ULS	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	STAR Reading	STAR Reading Data	49%	51%	52%
	ULS ELA Benchmark	ULS. ELA Benchmark data	18%	20%	21%

Goal 3: By May 2026, increase percentage of students with 0 write ups by 5% on behavior Behavior chart.

Measure: Behavior Chart	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	Behavior Chart	Behavior Chart Data	32%	34%	37%

Critical Categories

Note: LDOE funding and resources are designed to focus on the most effective interventions, thus the Plan Template focuses on strategies and supports related to effective workforce, instruction, and system supports.

Effective Workforce

When schools are producing student outcomes that indicate low performance, adults in the building also need supports and interventions to institute change. Through attention to this area, schools will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

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

An effective workforce is positively influenced by school culture and climate, professional development, and time for self-reflection. Teacher/ staff recruitment is promoted on social media outlets and as a job posting on the SSD website.

New employees are provided with a new employee packet on their first day that contains job description, job requirements, and district policies. The Regional Coordinator reviews the school schedule, facility procedures and schedule, and provides a detailed tour of the school. The teacher is assigned to the master teacher whom they will shadow for a week.

As for retention, teachers and paraprofessionals are supported through opportunities for professional development and participate in the school's weekly professional learning community as well as outside conferences and conventions. Teachers and paras are supported by the regional coordinator and master teacher throughout the year through the LEADS observations and coaching cycles. LEADS observations and coaching cycles occur at least once per school year, but generally twice. Follow up walk- throughs occur during the observation cycle and throughout the school year.
The leadership team, Regional Coordinator and Master Teacher, meet twice per nine weeks at a minimum, but more often when needs arise.

PLCs are every Wednesday led by the Regional Coordinator, master teacher or an assigned teacher where teachers and admin collaborate to analyze student data from STAR Reading, STAR Math, and ULS benchmarks to prioritize student centered instruction while offering differentiated support to meet all student needs. . The PLCs are data driven and reflect various needs of not only individual students, but also individual teachers. The teachers discuss what has been taught, what needs to be taught and what has worked in their individual classroom. They discuss various strategies to try with individual students.

During PLCs, teachers can share instructional strategies and offer actionable feedback to one another to increase instructional impact.

2. What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment (if applicable)?

Continue to incorporate teachers in leadership roles such as co-observing in LEADS observations or leading a specific PD. The teachers will be supported by the regional coordinator and master teacher and through various professional development opportunities.

As part of our evolving approach to talent development, we plan to strengthen and expand opportunities for teachers to take on meaningful leadership roles within the school community. This includes structured involvement in co-observations during LEADS evaluation cycles, where experienced educators can collaborate with school leaders to provide peer feedback and model best instructional practices. Additionally, teachers will have opportunities to design and facilitate targeted professional development sessions aligned with school-wide instructional priorities and individual areas of expertise.

These leadership opportunities not only promote professional growth but also cultivate a culture of shared responsibility and instructional excellence. To ensure success, participating teachers will receive coaching and ongoing support from the regional coordinator, master teacher, and content leaders. Professional learning communities (PLCs) and other development platforms will be leveraged to build confidence, expand skill sets, and encourage reflective practice.

This shift reflects our broader commitment to building a pipeline of teacher-leaders who are empowered to drive continuous improvement and contribute to the realization of our school's vision. By investing in educator leadership, we are not only enhancing teacher effectiveness but also fostering a sustainable leadership culture rooted in collaboration, innovation, and high expectations for both teaching and learning.

3. How is your school planning to ensure it will have effective leadership over the next 3 years? This includes the principal and any other key leadership roles and how it is building a pipeline of strong leadership.

The current Instructional Leadership Team includes the regional coordinator, Shawnee Parker, and the master teacher, Melissa Brown. Both serve as master/mentor teachers when needed and jointly observe during LEADS cycles. Shawnee and Melissa support teachers through the coaching process. Teachers will observe each other at the leadership team's request to get ideas and learn from their peers on specific instructional strategies.

Two teachers, Jeri Pepper Thiels and James Ellington are currently pursuing their educational leader certifications and both conducted observations on fellow teachers with the regional coordinator, Shawnee Parker, and have gone through the entire LEADS process led and monitored by the regional coordinator.

In our program, we intentionally create opportunities to take on leadership roles and grow professionally. This includes tasks such as facilitating collaborative planning sessions, leading PD or PLCs, and mentoring peers. This ensures that educators have meaningful ways to develop their skills and confidence as leaders.

School year 25-26: Continue allowing Educational Leadership candidates to serve in leadership roles

such as mentors, conduct/ oversee PLCs, conduct LEADS observations and coaching meetings with RC assistance and send prospective Ed Leadership candidates to trainings and conferences.

School year 26-27: Continue to build our capacity for leadership through incorporating more mentor teachers which will provide more opportunities for advancement across the school or district.

School year 27-28: Enhance the school program capacity to support leadership development. by growing its reach and structure, the program can better support teachers in taking on new roles and developing their instructional leadership.

4. How is your school planning to ensure retention of effective educators? Identify specific strategies and/or incentives in your response.

The leadership team is committed to fostering a culture of trust, transparency, and collaboration by maintaining an open-door policy and creating a safe, supportive space where staff feel empowered to share their ideas, voice concerns, and engage in meaningful dialogue. This commitment is reflected in our intentional efforts to build strong relationships and promote open communication across all levels.

We facilitate weekly professional learning communities (PLCs) where educators can engage in focused discussions around student data, instructional strategies, and shared goals. These meetings encourage authentic collaboration and ensure that every team member has a voice in the decision-making process.

Additionally, the LEADS observation and coaching cycles serve not only as a tool for instructional growth, but also as an opportunity for two-way feedback, goal setting, and ongoing professional dialogue. By embedding reflection and open communication into our practices, we aim to cultivate a professional environment where educators feel respected, supported, and heard.

5. How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning (teacher collaboration) and observation and feedback cycles?

The leadership team plays an active and intentional role in supporting instructional excellence by providing consistent, individualized assistance to educators. This includes guidance in lesson planning, execution of instructional strategies, and behavior management techniques tailored to the unique needs of their students. Support is delivered through a combination of one-on-one coaching sessions, collaborative planning meetings, and in-class modeling of effective practices. These supports are strategically aligned to each teacher's reinforcement area, as identified through observation and performance data.

As part of the LEADS observation and coaching cycle, teachers and administrators engage in reflective dialogue during post-conference meetings to co-develop a professional growth plan. This plan outlines specific goals and actionable steps tied to the teacher's refinement area, ensuring that professional development is purposeful and personalized. The school prioritizes professional development opportunities that are evidence-based and grounded in the essential components of effective teaching. These learning experiences are selected based on clearly observable instructional practices and directly linked to educator performance indicators.

Furthermore, the leadership team ensures that ongoing coaching, walkthroughs, and feedback are embedded within the school's culture to promote continuous improvement. Through this responsive and data-informed approach, teachers are empowered to grow in their practice, resulting in more effective instruction and improved student outcomes. This commitment to teacher development strengthens the overall instructional capacity of the school and reinforces a shared vision for excellence in teaching and learning.

6. How is your school selecting strong, moderate, or promising evidence-based strategies for educators and determining strategies based on the conclusions of the needs assessment (if applicable)?

Instructional decisions at our school are guided by the continuous analysis of student performance data. Although we utilize multiple data sources—including STAR Reading, STAR Math, Accelerated Reader (AR), Freckle, Unique Learning System (ULS), and behavior tracking charts—it's important to note that the data must be interpreted within the context of our students' unique behavioral, psychological, and cognitive profiles.

Due to the nature of our student population, test results are not always reliable indicators of true ability. Factors such as a student's current emotional state, behavioral challenges, or cognitive impairments can significantly impact assessment performance. As a result, raw scores may not always provide an accurate reflection of a student's academic level. However, this does not diminish the value of the data; rather, it requires a nuanced approach to interpretation.

Our educators use this data as a starting point to identify each student's general ability level, which directly informs decisions about instructional content and differentiation. For example, data from STAR assessments help determine appropriate reading levels and guide the selection of modified Louisiana Guidebooks or differentiated ULS content tailored to each student's needs. This ensures students are working at an appropriate level of challenge and support.

In addition, this performance data is critical for identifying learning gaps, targeting areas for skill development, and informing IEP goal alignment. Through regular collaboration in professional learning communities, teachers analyze trends and patterns in both academic and behavioral data to continuously refine instructional strategies.

Ultimately, data-informed instructional planning enables us to remain responsive and flexible, adapting

our teaching methods to meet the evolving and highly individualized needs of our students. While the data may not always be conventionally valid or reliable, it remains a critical tool in our commitment to fostering growth and improving outcomes for every learner.

7. How is your school identifying and creating key positions to support school improvement and academic achievement?

Our school is intentionally identifying and creating key positions that directly support school improvement efforts and academic achievement. We've prioritized roles, specifically Master teacher that align with our instructional goals, student needs, and ongoing professional development.

Due to student population size, we did not have a mentor teacher this year. The master teacher serves as both mentor and master teacher. Our master teacher serves as an instructional leader within the building. She plays a critical role in modeling best practices, supporting data-driven instruction, and coaching fellow teachers through the LEADS process and professional growth cycles. Their presence helps sustain high expectations, while also providing real-time, embedded support that strengthens teaching and learning across the board.

To further strengthen our support system, we've also developed leadership opportunities within our existing staff, such as content leaders, family engagement liaison, and technology contacts empowering educators to lead from within and support their peers.

We recognize the essential role that paraprofessionals play in supporting instruction and student achievement. We are working to more intentionally integrate paraprofessionals into the academic framework by providing them with ongoing training, increasing their involvement in intervention delivery, and utilizing them as key support staff in our special education settings. Their expanded role not only enhances small group instruction and classroom management but also strengthens the overall capacity of our instructional team.

To strengthen leadership capacity, we plan to establish roles such as mentor teachers and PLC leaders providing staff with meaningful opportunities to guide instructional practices, support colleagues, and contribute to their teams growth and success.

Instruction

We must ensure all students are prepared for success in college and careers. By investing in resources aligned to school needs, building educator capacity, and using evidence-based instructional strategies, we believe schools can meet this goal.

1. What is the school's theory of action in ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?

Our school's theory of action is grounded in the belief that when educators are equipped with consistent, high-quality support, data-driven coaching, and leadership opportunities, they become more effective instructional leaders—and student outcomes improve as a result.

We ensure this by implementing support that includes the LEADS observation and coaching cycle, weekly PLCs, and embedded professional development aligned with student achievement data. Teachers are provided with timely feedback and instructional strategies that are responsive to both student strengths and areas for growth.

By cultivating a collaborative learning environment, students benefit from high-quality, rigorous instruction that is personalized, standards-based, and focused on measurable academic success.

Additionally, we recognize the diverse pathways our students may pursue. For those working toward earning a HiSET, we integrate academic instruction with functional, vocational, and life-skill development to ensure they are prepared not only to pass the exam but to thrive beyond the classroom. These students receive targeted support that aligns with their unique goals and learning needs.

All students are working toward earning a Certificate of Achievement by the age of 25, with instructional support that is tailored to their individual academic and functional needs. Teachers implement the Unique Learning System (ULS)/N2Y, a Tier 1-aligned curriculum that directly addresses the Louisiana Connectors—standards designed for students with significant disabilities.

The ULS/N2Y platform includes built-in benchmark assessments in English Language Arts and Mathematics, allowing educators to monitor student progress throughout the year. Teachers also prioritize specific Louisiana Connectors that align with each student's IEP goals, ensuring that instruction is purposeful and personalized. This instruction is accompanied by daily progress monitoring, which informs teaching decisions and provides documentation for IEP Progress Reports.

Students are assessed quarterly through the ULS Active Response Assessments to gauge engagement and comprehension, and they also complete STAR Reading and STAR Math assessments to track grade-level equivalency. In addition, students set academic and personal growth goals every nine weeks and track their weekly progress in partnership with their teachers, building ownership, confidence, and motivation.

To prepare students for life beyond school, we integrate vocational training, functional skill development, and real-world experiences into our instructional model. These opportunities support the development of independence and job readiness, aligned with each student's transition plan. Through community-based instruction, classroom job roles, and career exploration activities, students gain valuable skills necessary for meaningful adult living.

By combining standards-based academic instruction with individualized vocational and transition-focused supports, we ensure that each student is empowered to reach their fullest potential—academically, socially, and functionally—as they prepare for adulthood.

2. What strategies and interventions do you plan to implement and how are they related to your school's identified needs?

Our school addresses significant academic, psychological, behavioral, and social emotional challenges and deficits. 0% of our students are on grade level and all are 3+ grade levels behind.

To address identified areas of student need, we have implemented targeted strategies focused on improving reading comprehension, grade-level literacy, behavioral growth, and math computation skills.

To support literacy development, we utilize the Renaissance Learning Accelerated Reader (AR) program to foster a love of reading while tracking comprehension and progress. In addition, students engage in functional and vocational lessons that integrate reading and real-world application, reinforcing both comprehension and practical literacy in meaningful contexts.

For math, we focus on foundational computation skills through structured, scaffolded instruction and skill-building activities, often embedded within functional tasks to increase relevance and retention.

To improve behavior and school culture, we have developed and expanded an extensive PBIS (Positive Behavioral Interventions and Supports) program, which promotes clear expectations, consistent reinforcement, and data-informed behavioral supports. Together, these strategies create a supportive learning environment that is responsive to students' academic and behavioral needs, helping to close learning gaps and promote overall success.

Continue PLCs to collaborate on strategies that will promote functional academic and vocational skills. Students are provided academic, functional, and vocational training to increase the probability of gaining and maintaining jobs or other programming on PSSC campus post graduation at 25.

To support and extend my students' strengths, we have implemented a range of strategies that foster both academic and personal growth. We intentionally create a diverse and inclusive learning environment where students are encouraged to explore and build on what they do well. Through multiple learning opportunities including differentiated instruction and hands-on activities, vocational training, gardening, music and art, we ensure that students can engage in ways that align with their interests and strengths.

Our curriculum incorporates a strong balance of academic instruction, vocational skills training, and the arts, allowing students to develop confidence, independence, and creativity. Additionally, we prioritize social-emotional learning (SEL)to help students build meaningful connections with peers and staff, enhancing their self-awareness, communication, and overall well-being. By recognizing and nurturing individual strengths, we help students thrive in both the classroom and in real-world settings.

---

3. How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?

Our school identifies instructional capacity by strategically aligning staff strengths, resources, and data-driven practices to ensure timely and effective implementation of instructional approaches.

We begin by analyzing student performance data, IEP goals, and classroom observations to determine where support is most needed. This informs the allocation of staff, the development of targeted professional learning, and the prioritization of instructional strategies.

Capacity is further strengthened through clearly defined roles—such as Master teacher and content leads who help guide implementation, coach peers, and model best practices. Weekly Professional Learning Communities (PLCs) allow teams to plan collaboratively, address challenges in real time, and adjust instruction based on current student data.

Additionally, our LEADS observation and coaching cycles provide ongoing feedback and support, helping educators refine their instructional practices. We also utilize support staff such as paraprofessionals ensuring all students receive individualized support aligned with instructional goals.

Through this approach, we are able to ensure that effective teaching strategies are applied across classrooms to positively impact student learning outcomes.

Our master schedule is intentionally designed to support comprehensive instruction and student development. Each academic subject—including ELA, Math, Science, and Social Studies—is allotted 55 minutes daily (totaling 220 minutes), ensuring depth and consistency in core instruction. In addition, students participate in two 40-minute blocks daily (80 minutes total) dedicated to functional and vocational skill-building, as well as enrichment opportunities through art and music. This balanced schedule supports both academic rigor and the development of life and career readiness skills.

Teachers engage in collaborative planning sessions for 45 minutes each week, where they co-develop lessons and activities aligned with student needs. These sessions promote shared ownership of instructional practices and encourage the exchange of effective strategies based on ongoing classroom experiences.

Utilizing the LEADS PLC model, our teams meet every Wednesday in structured professional learning communities. During these PLCs, teachers and administrators collaboratively analyze academic and behavioral data to identify student strengths and areas for growth. The focus remains on three core questions: *What have students learned? What do they still need to learn? What instructional strategies have been most effective?* This reflective cycle allows educators to make informed decisions, tailor instruction, and implement targeted supports that directly address individual student needs.

4. How is your school planning for the instructional approach to be scaled across the school for maximum impact and sustained over time?

Our school, serving exclusively students with exceptionalities, is strategically planning to scale and sustain instructional approaches that align with our students' diverse academic, behavioral, and functional needs. Central to our model is a commitment to vocational readiness, individualized instruction through the Unique Learning System (ULS), and positive behavioral support through a PBIS.

Instructional strategies are carefully aligned with Louisiana Connectors and IEP goals, and are first introduced through small-scale implementation and piloting by content leaders. Effective practices are then shared and expanded across classrooms through our weekly Professional Learning Communities (PLCs), where educators and administrators collaborate to analyze student data—academic, behavioral, and functional—to guide lesson planning and problem-solving.

To ensure consistency and impact, our team uses LEADS coaching and observation cycles to provide targeted feedback and promote instructional excellence. We emphasize fidelity in implementing the ULS curriculum, which offers tiered, standards-aligned instruction designed specifically for students with significant disabilities. Teachers also integrate functional life skills and vocational training into daily lessons, preparing students for post-school success, including opportunities to pursue a HiSET where appropriate.

Sustainability is reinforced through ongoing professional development, planning time, and the cultivation of teacher leaders who serve as mentors and curriculum liaisons. Our PBIS program serves as a schoolwide foundation for reinforcing positive behaviors, ensuring that all instructional practices take place in safe, structured, and supportive learning environments.

By intentionally scaling these specialized instructional practices, rooted in both academic standards and real-world application, we are building a future-ready model that ensures every student has access to meaningful learning, vocational growth, and personal achievement—now and in the years to come.

Teachers monitor student progress on a weekly basis through analysis of student work and targeted progress monitoring aligned with IEP goals and objectives, reviewed every 4 1⁄2 weeks. Academic growth, behavioral challenges, and instructional strategies are collaboratively discussed during weekly PLC meetings, with a focus on enhancing both student outcomes and instructional effectiveness.

5. How is your school selecting strong, moderate, or promising evidence-based strategies; and determining strategies based on conclusions of the needs assessment, if applicable.

Our school selects strong, moderate, evidence-based strategies based on a thorough analysis of student performance data, IEP goal progress, and needs assessment. We prioritize strategies that align with Tier 1 instruction, the Louisiana Connectors (standards for students with significant disabilities), and proven practices tailored to our unique population.

A cornerstone of our instructional model is the Unique Learning System (ULS), a Tier 1-aligned, research-based curriculum designed specifically for students with diverse learning needs. ULS directly aligns with the Louisiana Connectors and provides differentiated content in ELA and Math, allowing for teacher-led instruction as well as student-paced engagement. Benchmark assessments within ULS support ongoing data collection and allow for instructional adjustments aligned to student IEPs.

In addition to ULS, we implement supplemental programs such as Accelerated Reader (AR) and Freckle, which provide both adaptive and differentiated learning experiences. These platforms allow students to work at their own instructional level while still targeting grade-level content and skills. Freckle, in particular, offers immediate feedback and supports both teacher-guided and student-led learning paths—ensuring that instruction is responsive and personalized.

Our school also includes HiSET preparation for students pursuing an alternate diploma pathway. Instructional support for these students include targeted academic instruction, vocational training, and test-taking strategies that align with HiSET content standards. These strategies are informed by performance data and tailored to individual readiness.

Through weekly PLC meetings, LEADS observation cycles, and ongoing analysis of academic, behavioral, and functional data, our instructional leadership team evaluates the effectiveness of each strategy. This collaborative, data-driven approach ensures that selected strategies are grounded in student need and aligned with both state expectations and evidence-based practice.

System Supports

Improving our lowest performing schools requires dramatic change. By investing in bold commitments to empower decision-making, structural configuration, and management, we believe schools can accelerate improvement.

1. What is the school's theory of action around structural configuration and how will it reinforce and facilitate the work you are doing in **effective workforce** and **instruction**?

Our school's theory of action around structural configuration is rooted in the belief that a strategically designed schedule, purposeful staffing, and intentional instructional frameworks directly impact student outcomes and teacher effectiveness. By aligning our structural decisions with the unique needs of our students and the specialized skills of our staff, we create a foundation that reinforces high-quality instruction and workforce capacity.

Our master schedule is intentionally structured to provide dedicated time for core academics (ELA, Math, Science, and Social Studies), alongside daily blocks for vocational training, functional life skills, and enrichment opportunities such as art and music. This promotes both academic growth and real-world readiness.

We build in collaboration time for educators through weekly PLCs, allowing teachers and administrators to analyze data, share strategies, and plan aligned instruction. These structures support a cycle of continuous improvement and ensure that all staff are equipped to deliver differentiated, standards-based instruction.

Our staffing structure includes master teachers and content leaders who play key roles in delivering instruction and reinforcing student growth. Roles have been intentionally defined to distribute leadership and create multiple layers of support for both students and staff.

We integrate LEADS observation and coaching cycles, data-informed planning, and targeted professional development. This allows for responsive adjustments and supports the ongoing development of our instructional team.

Ultimately, our structural design facilitates an integration of curriculum (such as ULS, AR, Freckle), behavioral support (PBIS), and transition preparation (HiSET and vocational training), ensuring that every student receives meaningful, individualized instruction in a supportive environment built for success.

2. What supports and interventions do you plan to implement and how are they related to your school's identified needs?

Our school is committed to providing a comprehensive system of support and interventions that directly respond to our students' identified academic, functional, and behavioral needs. These supports are grounded in data, aligned with state standards, and reflect a holistic approach to student development.

To address ongoing academic needs, we are continuing to offer focused academic classes in ELA and Math, guided by Unique Learning System (ULS), a Tier 1-aligned curriculum that meets the Louisiana Connectors. Student progress is monitored regularly through STAR Reading and STAR Math assessments, which help us identify skill gaps and adjust instruction accordingly. To further address foundational reading deficits, we will incorporate a Tier 1 intervention curriculum focused on literacy development to supplement core instruction with evidence-based strategies.

In response to our students' need for real-world readiness and functional independence, we are continuing to expand vocational programming, including the PAES Lab (Practical Assessment Exploration System) and Gardening, which provide structured, hands-on career exploration and skill-building opportunities. These experiences promote independence, problem-solving, and transferable work habits, directly supporting transition goals for students.

To nurture creativity and provide balanced, engaging instruction, we will maintain access to enrichment courses such as music and art. These subjects not only support academic engagement but also

contribute to the social-emotional development of our students.

For behavior and SEL needs, we are incorporating Vital Links Therapeutic Listening, an evidence-informed intervention that supports sensory regulation and emotional control. Implemented in partnership with our School Leadership Team (SLT) and related service providers (Speech Therapist), this strategy is part of a larger behavior support framework. It complements our school-wide PBIS system by helping students self-regulate and engage more meaningfully with learning.

Each of these interventions and supports is intentionally chosen based on ongoing needs assessments, student data, IEP goals, and input from staff and families, ensuring our efforts are targeted, meaningful, and aligned with our mission to prepare every student for long-term success.

3. How is your school selecting strong, moderate, or promising evidence-based strategies?

Our school selects strong, moderate, or promising evidence-based strategies by aligning them to both academic and behavioral data, while also accounting for the unique needs of our student population. Due to the complexities of working with students with significant behavioral and psychological diagnoses, we recognize that traditional data sets may not always provide a complete picture. As such, we use multiple data sources and professional judgment to guide our decision-making.

Instructional Leadership Team (ILT) members and teachers engage in ongoing analysis of IEP goals, benchmark assessments, and classroom performance data to determine where support is needed and which strategies show the most promise for our learners. Weekly collaborative meetings (PLCs) play a vital role in this process, giving teachers the opportunity to share insights, evaluate the effectiveness of implemented strategies, and explore new instructional approaches tailored to individual student needs.

We also evaluate teacher effectiveness and areas for professional growth through LEADS observations, coaching cycles, and walkthroughs. This helps us select and refine strategies that not only address student needs but also enhance instructional practices across classrooms.

Behavioral data is tracked consistently using individual behavior charts and incident documentation managed in collaboration with our School Security Resource Officer. Given that this is a no-consequence facility, we rely heavily on Positive Behavioral Interventions and Supports (PBIS) to reinforce positive behaviors, provide structure, and reduce behavioral incidents. PBIS has proven to be the most effective behavioral framework in our setting, offering a proactive and student-centered alternative to traditional disciplinary measures.

Ultimately, we select and implement strategies that may be considered strong, moderate, or promising based on available evidence, contextual relevance, and real-time teacher feedback. We remain committed to adaptive, student-centered instruction, and the continuous pursuit of approaches that meet both the academic and behavioral needs of our students.

4. How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals.

Our school determines instructional and behavioral strategies by closely aligning them with themes identified through ongoing needs assessments. These needs are primarily identified through individualized student observations, academic data, behavioral trends, and staff input. We assess whether students are receiving the appropriate modifications and accommodations, and whether additional support—academic, medical, or behavioral—is required from faculty or support staff.

We also consider environmental and situational factors, such as identifying potential behavioral triggers and exploring how adjustments to the learning environment might reduce disruptions and improve engagement. This continuous process of reflection helps us address both immediate and long-term student needs.

Because we serve a highly individualized population, our strategy development is flexible and responsive. We recognize that what works for one student at a given time may not be effective later or with another student. As a result, our team is consistently assessing and reassessing strategies, ensuring we remain adaptive in our approach and focused on both short-term improvements and long-term student success.

Critical Categories

In a narrative, explain the routines for how the school will determine whether this plan is achieving its intended outcomes, including self-monitoring and continuous stakeholder engagement.

1. How is your school establishing or continuing internal routines?

Our school is committed to establishing and maintaining strong internal routines that promote continuous improvement for both students and staff. The leadership team meets every nine weeks to conduct a comprehensive review of student data, identify trends, and align strategies to support academic and behavioral progress. In addition to these quarterly meetings, the team meets more frequently during the coaching cycle to monitor teacher growth and ensure progress on individualized coaching plans.

To support ongoing improvement, the leadership team also engages in weekly collaborative sessions with teachers, providing a structured space to address instructional challenges, share strategies, and respond to both student and teacher needs. Additionally, individualized support is offered as needed, ensuring that all staff receive the guidance and resources necessary for success.

2. How is your school establishing or continuing routines with stakeholders?

Our school is committed to maintaining consistent and transparent routines with all stakeholders to ensure alignment, accountability, and open communication. The school leader meets weekly or biweekly with the Executive Director to address school-wide needs, review progress, and collaboratively resolve any emerging issues. In addition, the school leader maintains a weekly meeting schedule with the LDH liaison to ensure ongoing communication regarding students' academic progress, functional goals, and overall well-being.

To keep families engaged and informed, teachers provide biweekly or monthly email updates to requesting parents, offering insight into their child's academic and behavioral progress. Additionally, Special Education Progress Reports and report cards are mailed home every nine weeks via traditional mail, ensuring all families—regardless of digital access—receive consistent and comprehensive updates. These established routines reinforce strong partnerships with key stakeholders and support a shared commitment to student success.

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

Our school ensures that the improvement plan is accessible, understandable, and available to all stakeholders in compliance with Louisiana law. Once finalized, the plan will be shared with staff during faculty meetings and posted on the district's website in a clear, easy-to-navigate format. For parents, the plan will be sent home in a summarized format that highlights key goals, strategies, and supports in language that is parent-friendly and free of educational jargon.

To accommodate our diverse community, we will work to provide the plan in a language and format that parents can understand. For parents or guardians requiring further explanation, individual meetings or phone calls will be offered to walk through the plan and answer any questions. This multi-faceted approach ensures transparency and promotes meaningful engagement with families and the public.

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

Our school follows a comprehensive and continuous improvement cycle to review, revise, and share the progress of our school improvement plan. Recognizing that school improvement is not a one-time event but an ongoing process, we revisit our plan at least quarterly in collaboration with the District School Improvement Team. These quarterly reviews allow leadership to analyze academic, behavioral, and programmatic data to ensure we are making progress toward our short- and long-term goals and that resources are being allocated effectively to support student and staff success

Additionally, the ILT conducts internal evaluations on a quarterly basis, reviewing instructional practices, student outcomes, teacher support systems, and intervention effectiveness. This internal assessment helps guide adjustments and informs any necessary revisions to the plan to ensure it remains responsive to the evolving needs of our student population.

To ensure transparency and maintain strong stakeholder engagement, progress will be shared publicly and regularly. Updates will be provided to families and the broader community via mail, email, and progress reports, and made available on the district website. We also will provide summary updates to staff during faculty meetings and PLCs, and offer additional explanations during family engagement events when appropriate.

This approach will ensure that our school's improvement plan is not only living and dynamic but also inclusive, transparent, and accessible, allowing all stakeholders to remain informed and invested in the progress of our students and school community.

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

Our school is structured for sustainability through a strategic partnership model that coordinates federal, state, and local services to ensure a fully integrated and supported educational environment. The program operates under the structural framework and guidelines established by the Louisiana Department of Health (LDH), which determines the instructional schedule, duration of academic engagement, and ensures that all health, therapeutic, habilitative, and medical needs of our students are addressed through the LDH facility programming.

The education component of the program functions within the parameters set by LDH, aligning our instructional time with the availability of students and maximizing learning during designated periods. The LDH facility provides essential operational support, including funding for staff salaries and benefits, medical equipment used in the classroom, student nutrition, and access to necessary therapeutic and medical services.

Meanwhile, the Special School District supplies the educational resources necessary to maintain rigorous and differentiated instruction, including curriculum, materials, and general classroom supplies. It also provides additional related services such as speech therapy, occupational therapy, and psychological services, ensuring alignment with students' Individualized Education Programs (IEPs) and the Louisiana Connectors.

Student placement into the school program is facilitated through the Office for Citizens with Developmental Disabilities (OCDD) and LDH, ensuring that students who require this specialized setting are appropriately placed and receive coordinated services across all domains.

This highly collaborative structure allows for seamless integration of services and programs from multiple agencies, making our school uniquely equipped to meet the complex academic, functional, behavioral, and medical needs of our students. Through this integrated model, we ensure sustainability, efficiency, and equity, while also maximizing student outcomes within a supportive and coordinated system of care and instruction.

Approvals

School Approval

Approval Name: _____

Approver Title: _____

Signature: _____

Date: _____

LEA Approval

Approval Name: _____

Approver Title: _____

Signature: _____

Date: _____