



Louisiana School for the Deaf

Schoolwide Plan

2025 - 2026

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Assurances

- The plan is being developed for one year and the school will regularly monitor and revise this plan as necessary.
- The plan was developed with the involvement of parents and other community stakeholders.
- The plan will remain in effect for the duration of the school's participation in Title I, except for updates based on evolving student needs.
- 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.
- Components:
 1. Comprehensive Needs Assessment
 2. Evidenced-Based Schoolwide Reform Strategies
 3. High Quality and On-going Professional Development
 4. Strategies to Increase Parental Involvement
 5. Early Childhood Transition
 6. Teacher Participation in Assessments and Data Driven Decisions
 7. Teacher Recruitment and Retention
 8. Timely Academic Assistance and Interventions
 9. Coordination and Integration of Federal, State and Local Services and Programs
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

School Leader	Date
Principal Supervisor	Date

Mission & Vision Statements

District's Mission

- To provide compassionate and innovative educational opportunities for students with low incidence disabilities, meeting each students' unique needs.

District's Vision

- To empower students to turn challenges into opportunities as big as their dreams.

School's Mission

The mission of the Louisiana School for the Deaf (LSD) is to maximize the full potential of each student. LSD is also committed to serve as an exemplary resource in the education of deaf and hard-of-hearing students by providing:

- ASL/English Bilingual-Bicultural services within a language-rich environment;
- Rigorous educational curriculum while maximizing vocational training and job earning potential within a variety of professions;
- Established programs to address the social, emotional, cultural, physical, and educational needs of every child within a safe environment;
- A culture of high academic expectations and opportunities for students to grow with the support of professionals; emphasizing instruction; teaching study skills, time management skills, and organizational skills; and
- Support and training for students to develop a culture of self-sufficiency, a sense of identity, and self-advocacy.

School's Vision

As War Eagles...

We Are Ready to:

- Empower
- Advocate
- Grow
- Lead
- Engage
- Soar

School's Vision Statement:

- LSD students will be empowered advocates who engage academically and socially to meet the demands of this ever-changing world. Our students will be prepared to lead globally and soar to new heights of success.

School Profile

Check all that apply:

- ☐ School is in Improvement
- ☐ Academically Unacceptable School Year ____
- ☒ Comprehensive Intervention Required (CIR)
- ☐ Urgent Intervention Required (UIR)
- ☒ School-wide Title I School
- ☐ Non-Title I School

School Partnerships

- Louisiana School for the Deaf Alumni Association
- Louisiana School for the Deaf Foundation
- Louisiana Association of the Deaf
- Baton Rouge Association of the Deaf
- New Orleans Black Deaf Advocates
- Lafayette Athletic Association of the Deaf
- Greater New Orleans Association of the Deaf
- Louisiana Commission for the Deaf
- Louisiana Registry of Interpreters for the Deaf
- Louisiana State University - COMD, Education, & HSS (ASL)
- Southern University - Education
- Southeastern University - Social Work
- Gallaudet University - ITF & Education
- Rochester Institute of Technology/National Technical Institute for the Deaf - MSSE & Project Fast Forward
- Lamar University - Deaf Studies & Deaf Education
- LAMDA
- Louisiana Early Steps
- Louisiana Early Hearing Detection and Intervention
- Deaf Resource Center
- Louisiana DeafBlind Project
- Hands and Voices
- Louisiana Whole Health Coalition
- National Association of the Deaf
- National ASL/English Bilingual Consortium for Early Childhood Education
- Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)
- Chesney Center Therapies
- Rise & Sign Therapy
- Arts Council of Greater Baton Rouge

Faculty and Staff Review

Date	Name	Position/Title	Signature
	Natalie Delgado	Executive Director	
	Ryan Gollner	Assistant Director	
	Misty Wilson	Administrative Assistant	
	Lauren Brown	Administrative Assistant	
	Megan Wimberly	Instructional Coach	
	Robby Porter	ASL Specialist	
	Stacey Thielman	Educational Technology Specialist	
	Alla Tarasyuk	ASL Coordinator	
	Heather Covington	Interpreting Coordinator	
	Michelle Simoneaux	Lead Interpreter	
	Chelsea Richard	Educational Interpreter	
	Natasha Aymami	Staff Interpreter	
	Lynne Gomez	Interpreter, WAE	
	Meleah Miller	Teacher	
	Nicol Skaggs	Paraeducator	
	Cassie Groger	Teacher	
	Taylor Babin	Paraeducator	
	Amanda Hebert	Teacher	

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	Claudia Perez	Teacher	
	Claudia Mattern	Teacher	
	Jessica Jackson	Teacher	
	Whitney Steagall	Paraeducator	
	Rebecca Jones	Paraeducator	
	Solomon Worthey	Teacher	
	Natalie Marcello	Teacher	
	Grace Pacheco	Paraeducator	
	Mark Wilson	Paraeducator	
	Carol Bell	Teacher	
	Albert Reins	Teacher	
	Bronwyn Logue	Teacher	
	Dawn Daigle	Teacher	
	Jazleen Garcia	Teacher	
	Vera Deville	Teacher	
	Steve McPhail	Teacher	
	Amy Jarrett	Teacher	
	Kristy Guidry	Teacher	
	Hannah Johnson Marsiglia	Teacher	
	Damien Williams	Paraeducator	
	Paula Dollar	Paraeducator	

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	Ashlie Denley	Paraeducator	
	Noel Haynes	Paraeducator	
	Abigail Bordelon	Paraeducator	
	Mitzi Hebert	Paraeducator	
	Rosalyn Watson	Paraeducator	
	Brynn Thompson	Social Emotional Counselor	
	Vicky Vail	School Counselor	
	Rhonda Fung	Mental Health Counselor	
	Nigel Burkhalter	Substitute Teacher	
	Victoria Day	Substitute Teacher	

Louisiana’s Educational Priorities

Educational Priorities

- Early childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Math instruction from foundational to advanced skills
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

Data Types

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

NOTE: *These are examples of data types that can be provided. Other data sources may also be utilized.*

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		<ul style="list-style-type: none"> Administrator Questionnaires Administrator Interviews 		<ul style="list-style-type: none"> Demographics
<i>Teachers</i>		<ul style="list-style-type: none"> Teacher Focus Groups Teacher Surveys Teacher Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Attendance 	<ul style="list-style-type: none"> Demographics
<i>Students</i>	<ul style="list-style-type: none"> LEAP 2025 ACT DIBELS DRA Benchmark Assessments STAR SRI LEAP 360 LEAP Connect MAP TS Gold 	<ul style="list-style-type: none"> Student Surveys Student Focus Groups Student Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Discipline Attendance 	<ul style="list-style-type: none"> School Report Cards Demographics Subgroup Components Climate Surveys
<i>Parents</i>		<ul style="list-style-type: none"> Parent Surveys Parent Focus Groups Parent Interviews 	<ul style="list-style-type: none"> Attendance Rates (school participation) 	<ul style="list-style-type: none"> Demographics

School's Data

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Native American/Alaskan Native	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
80	47	21	2	9	1	80	31	0	4	2
Percentage	58.8%	26.3%	2.5%	11.3%	1.2%	100%	39%	0%	5%	2.5%

School Performance Score				
2018-2019	2021-2022	2022-2023	2023-2024	2024-2025
32.8	46.2	26.9	54.3	Released Fall 2025
Assessment Index Score				
2018-2019	2021-2022	2022-2023	2023-2024	2024-2025
14.7	6.9	8.7	16.5	Released Fall 2025
Progress Index Score				
2018-2019 SPS Letter Grade	2021-2022 SPS Letter Grade	2022-2023 SPS Letter Grade	2023-2024 SPS Letter Grade	2024-2025 SPS Letter Grade
B	F	B	C	Released Fall 2025

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
27 ISS/OSS Incidents of 306 incidents noted in Kickboard <i>*Note that</i>	37 ISS/OSS Incidents of 1,685 incidents noted in Kickboard	0	0	1.12	0

Kickboard was not activated until sometime in September 2023 and was not used with integrity compared to 24-25.

Comprehensive Needs Assessment 2025-2026 Schoolwide Planning

A needs assessment is a subcomponent of the schoolwide plan. The needs assessment is critical to developing a schoolwide program as it reveals the priority focus areas. 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.

NOTE: *If there's any other student data that you want represented, please add it below (ACT, LEAP Connect, etc.). Keep in mind that this data will be a part of supporting your needs.*

- What: Strengths and weaknesses should be derived from cognitive student data types. Strengths and weaknesses determine the focus areas and lead to the development of your goals.
- Why: Contributing Factors are derived from the more specific cognitive student data and any/all attitudinal, behavioral and archival/contextual data. Contributing factors are the specific implementation activities.
- This needs assessment should present data from sources that include administrators, teachers, students and parents.

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	MAP Math was the subject area with the highest percentile growth across the school when measuring from BOY to MOY 2024-2025, across all subject areas. LSD scored at the 35th percentile for growth on MAP Math.	MAP Math: School Profile
2.	LEAP 2025 Math - 52% of LSD students taking the LEAP 2025 scored approaching basic or higher during Spring 2024 administration.	LEAP 2025 - 2023-2024 School Year
3.	The percentage of referrals for major infractions requiring ISS/OSS has been reduced from 2023-2024 to 2024-2025 by 68%.	JCampus ISS/OSS List: Minutes Removed

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

Contributing Factor #1: Academic Improvement in Math	
Instrument(s): Measurement of Academic Progress (MAP)	
Data Type: (Cognitive, behavioral, attitudinal, contextual) Eagle Time data trackers IXL Skill Plans Envision Savvas curriculum	Findings 1. Eagle Time - We have been addressing math gaps during our high dosage tutoring time using acceleration. Mona Atchinson, School Improvement Support Specialist from the Louisiana Department of Education (LDOE), raved about our progress during her observations and visits to LSD, during Eagle Time, and during ILT meetings. She has observation notes, surveys, and student/classroom data to support the progress we are making in this area. 2. Increased parental engagement; due to IXL skill plans based on MAP results being assigned to students; we see as a whole school that 1,560 skills are mastered and students are proficient in 1,690 skills compared to our baseline at the start of the year of 0 new skills mastered on skill plans based on BOY MAP results and then adjusted again based on MOY MAP results. 3. New curriculum purchased - Envision Savvas - all math classrooms but one (%) are using our new curriculum - the remaining classroom (middle school) will be switching next year.
Contributing Factor #2: Professional Learning Community Model; due to	
Instrument(s): Curriculum Embedded Student Work/Louisiana Educator Rubric Observation Data	
Data Type: (Cognitive, behavioral, attitudinal, contextual) LEADS Observation Data for Cycle 1 and 2 Walkthrough observations Eagle Time Data Trackers PLT/Teacher Collaboration Time Student Work Analysis (Data Analysis Forms)	Findings 1. Our instructional leadership team (ILT) meets weekly to determine how to address the needs of our schools and uses data from our LEADS observation and student work data to guide our cycle goals. Our first cycle's weakest area was Assessment scored at 2.47 and Assessment went up during Cycle 2 to 2.67. Cycle 2's weakest point was Academic Feedback and the guiding coalition will use that as a starting point in the fall. As a result of our increased focus on Assessment and utilizing assessment data with intention, especially for high dosage tutoring, our MAP student scores for math increased. 2. Our ILT facilitates teacher collaborations weekly and the teachers bring their curriculum embedded student work to analyze. Our rest of the year cycle goal is as follows: -TEACHER GOAL: <i>By May 2025, a minimum of 75% of LSD teachers will utilize a minimum of 3 ways to measure student performance (e.g. short answer, multiple choice, essays, projects, presentations, etc.) as evidenced on at least 4 different lesson plans with matching student assessment data for that specific lesson. (only did our first checkpoint and not all teachers brought their data)</i> -STUDENT GOAL: <i>By May 2025, a minimum of 75% of LSD students will show progress on their performance checkpoints (e.g. short answer, multiple choice, essays, projects, presentations, etc) as evidenced by formative and summative assessments.</i> 3. As determined by previous walkthrough observations, teachers previously did not use data to plan and prepare for acceleration/high dosage tutoring time periods. An Eagle Time Handbook was developed and teachers were trained during our PLC time on how to do this work. In 24-25, teachers now analyze their students' work and develop an action plan on how to address learning gaps (think about how to put data here), as shown via Eagle Time student data trackers.
Contributing Factor #3: Positive Behavior Supports helps reduce loss of instructional time	
Instrument(s): Kickboard (positive interactions), JCampus (loss of instructional minutes, referrals)	

Data Type: (Cognitive, behavioral, attitudinal, contextual) Kickboard data Jcampus discipline data (ISS/OSS list) PBIS Handbook	Findings 1. Our data shows that in the 2023-2024 school year, students were in ISS/OSS for a total of 65,604 minutes. In comparison, during the 2024-2025 school year, students were in ISS/OSS for 20,979 minutes, a total reduction of 68% lost instructional minutes. Our goal is to reduce major referrals that result in ISS/OSS and cause students to be removed from the classroom, leading to improved student outcomes. 2. Comparing Fall 2024 to Spring 2025 in JCampus, the number of major referrals has reduced by 35%. Therefore, our strengthened PBIS system is working at preventing major referrals. 3. As part of an ongoing process of reducing classroom disruptions, the PBIS core committee developed a new PBIS handbook and trained teachers and staff on the handbook's contents. Within the contents were expectations regarding the use of Kickboard and PBIS strategies and supports. After being trained, staff have increased usage of Kickboard. In 23-24, there were a total of 15,859 positive interactions entered, and an average of \$10.10 Eagle Bucks per student per week. In 24-25, to date there are a total of 34,498 positive interactions entered in the system, and an average of \$22.97 Eagle Bucks given per student week. This total is an increase of positive interactions by 117% from last year.
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Example: Strength #1 is that student performance on the constructed response in math shows that 10% of the students increased in proficiency according to 2023 LEAP data. A contributing factor could be that you focused on constructed response unpacking during small group instruction. Your instrument of evidence is LEAP data, CFAs, and teacher assessments. For data type and findings you might want to use behavioral-teacher evaluation data showing how the unpacking impacted instruction within the small group; cognitive-LEAP data; Archival-agendas from PLCs showing that you provided support to teachers on how to unpack constructed responses in small groups.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	MAP Reading - On the Winter 2024 MAP test administration, the school overall scored at the 2nd percentile when compared to the nationwide norm for achievement on the Reading portion.	MAP Reading - Winter 2024
2.	LEAP 2025 Constructed Responses - Across all subject areas and grade levels, Constructed Responses - which is an item type. This item type can be single- or multi-part. CR items ask students to create a written explanation or justification, model a process, and/or compute an answer to earn a series of points. A student may receive partial or full credit on CR items, but maximum point values will vary by task. Maximum values for CR items are 3, 4, or 6 points. When responding to a CR item, students will type their responses into a response box. The constructed responses were our lowest scoring sections on the LEAP 2025.	LEAP 2025 - Spring 2024
3.	From Fall 2024 to Winter 2024, MAP Language Usage was our lowest area of growth, at 18th percentile when compared to the national norm. MAP Language Usage is an interim test that scores student achievement and growth on grammar, mechanics, and elements of writing for 2nd through 12th grade.	MAP Language Usage - Winter 2024

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

Contributing Factor #1: Language Deprivation Effects Literacy Growth	
Instrument(s): SLP Assessments, MAP Reading & Language Usage, LEAP 2025 ELA, IEP Data	
Data Type: (Cognitive, behavioral, attitudinal, contextual) Speech Language Pathology Assessments Communication Plans Parent Surveys	Findings: Weaknesses #1, 2, 3 <ol style="list-style-type: none"> 1. A significant majority of our students arrive at LSD with limited to no language exposure. 85% are currently on the speech-language pathology (SLP) caseload, with most receiving services due to language delay or deprivation. Nearly all students have ASL goals written into their IEPs, showing that language development remains a foundational need across the school. 2. Of our 80 students, 78 are born to hearing parents—most of whom do not know American Sign Language. Based on current estimates, only about 4 families can sign at a moderate level, and fewer than 10 can sign at all. This means most of our students lack meaningful language interaction at home, which continues to widen gaps in vocabulary, comprehension, and academic access. Families require support to learn sign language to reduce this gap. 3. This lack of early and consistent language exposure has directly impacted student performance in reading and writing, particularly within foundational skills such as asking and answering questions about key details in a text. 4. MAP Reading scores placed the school at the 2nd percentile nationally in Winter 2024. Language Usage growth came in at the 18th percentile. 5. LEAP Constructed Response items remain the lowest scoring section schoolwide with the vast majority of students scoring at a minimum level on constructed responses, indicating difficulty in both understanding and expressing ideas in writing. 6. Students with limited language consistently struggle to engage with grade-level content. IEP data confirms that language deprivation interferes with curriculum access, and that students with the most significant delays also perform the lowest on assessments that require reading comprehension and writing.
Contributing Factor #2: Struggling with Assessment (AS) and Academic Feedback (FEED)	
Instrument(s): Louisiana Educator Rubric (LER)	
Data Type: (Cognitive, behavioral, attitudinal, contextual) PLT Meetings Classroom Observations LEP Data	Findings: Weaknesses #1, 2, 3 <ol style="list-style-type: none"> 1. The teachers scored an average of 2.5 on both AS and FEED during Cycle 1 of Observations at the beginning of the 24-25 school year. 2. The ILT has been leading PLTs to focus on assessments by analyzing student data from curriculum-embedded assessments, while creating action plans to address learning gaps. Analyzing data and identifying learning gaps showed the ILT patterns of students demonstrating deficits regarding interpreting math word problems, citing relevant information, answering a given prompt, and so on. Comprehension of multiple concepts happening in interdisciplinary subjects has also been noted as a struggling skill due to low reading levels. 3. After Cycle 2 of LER observations during the 24-25 school year we noted the schoolwide average score of Assessments went up to 2.7, however Academic Feedback went down to 2.3, which leads to our next cycle goal in the fall to address academic feedback and how to address those learning gaps.
Contributing Factor #3: Inconsistent Instructional Rigor and Pacing Across Classrooms	
Instrument(s): LEADS Observation Data, Walkthrough Observation Notes, Lesson Plan Reviews, ILT & PLT Feedback Logs, Curriculum Embedded Assessments	

<p>Data Type: (Cognitive, behavioral, attitudinal, contextual)</p> <p>Cognitive, Behavioral, Contextual</p> <p>MAP Reading data</p> <p>LEAP 2025 ELA data</p> <p>Teacher Interviews</p>	<p>Findings: Weaknesses #1, 2, 3</p> <ol style="list-style-type: none"> 1. Observation Data from LEADS Cycles 1 & 2 indicate variability in teachers' ability to provide rigorous, scaffolded instruction aligned with Tier 1 curriculum—particularly in supporting constructed responses and standards-based writing. 2. Walkthrough notes and lesson plan reviews show that not all classrooms are pacing appropriately through the curriculum. Some are behind, while others skip instructional routines that support language and vocabulary development, particularly in writing-heavy units. 3. ILT and PLT discussions have highlighted that some teachers are not consistently implementing strategies from PD, such as using exemplars, rubrics, and writing scaffolds—leading to missed opportunities for students to engage in grade-level work with support. 4. Student work samples collected across classrooms demonstrate uneven expectations and instructional follow-through, especially on multi-step constructed responses and evidence-based writing. 5. MAP Reading and LEAP data trends show that students in classrooms with stronger pacing and implementation (e.g., Guidebooks routines, vocabulary scaffolding, data-aligned intervention) tend to demonstrate more growth.
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Schoolwide Goals & Action Plan

As you work to complete your action plans, continue to use these questions as a guide:

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

CORE ACADEMICS – ELA	Tier 1 Resources: (Please list)		
	Open Up Resources EL Education (K-2) Fingerspelling Our Way to Reading (K-2) (supplemental to EL Education for Skills Block) Guidebooks (3-12) N2Y - ULS (Leap Connect) (supplemental)		
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
Historical Trends: LSD has shown steady growth in ELA performance on the LEAP 2025 assessment for grades 3–8: <ul style="list-style-type: none"> • In 2021–2022, 28% of students scored Approaching Basic or higher. • In 2022–2023, that increased to 37% of students scoring Approaching Basic or higher, an increase of 9%. • In 2023–2024, 43% of students scored Approaching Basic or higher, another increase of 6%. <p>This upward trend reflects progress in student reading and writing performance, though the majority of students remain below proficiency. Continued focus on foundational literacy, vocabulary development, and response-to-text instruction remains critical to sustaining growth.</p> <p>Weakness: LEAP 2025 Constructed Responses - Across all subject areas and grade levels, our identified weakness is Constructed Responses - which is an item type. This item type can be single- or multi-part. CR items ask students to create a written explanation or justification, model a process, and/or compute an answer to earn a series of points. A student may receive partial or full credit on CR items, but maximum point values will vary by task. Maximum values for CR items are 3, 4, or 6 points. When responding to a CR item, students will type their responses into a response box. The constructed responses were our lowest scoring sections on the LEAP 2025.</p> <p>Analysis of LEAP 2025 assessment data reveals that Constructed Response (CR) items remain a significant area of weakness across all grade levels in English Language Arts (ELA). These items require students to synthesize information from multiple texts, construct coherent written explanations or arguments, support claims with text evidence, and demonstrate command of language. Students are scored based on clarity, reasoning, organization, and textual support, with opportunities to earn partial or full credit.</p>			

This weakness directly impacts LSD's ELA performance goals, particularly for students scoring in the lower half of their achievement bands. Since CR items often carry higher point values and require complex literacy skills, underperformance in this area limits students' ability to move from Unsatisfactory to Approaching Basic, from Approaching Basic to Basic, or from Basic to Mastery. Therefore, improving student proficiency in constructed responses is critical to achieving LSD's 2026 target: having at least 40% of students in the lower half of their ELA achievement level demonstrate growth into the upper half or advance to the next level on the LEAP 2025 ELA assessment (Grades 3–8).

Strategically addressing this weakness will require focused instruction on written expression, text-based evidence, and analytical thinking—skills that are central to success on CR items and the ELA assessment as a whole.

School Year	2021-2022 LEAP Data	2022-2023 LEAP Data	2023-2024 LEAP Data
ELA Trends	LEAP 2025 ELA 3rd-8th - 27% scored approaching basic or higher. LEAP 2025 ELA HS EOC; 17% scored approaching basic or higher.	LEAP 2025 ELA 3-8 - 28.9% scored approaching basic and above. LEAP 2025 ELA HS EOC 7.7% scored approaching basic and higher.	LEAP 2025 ELA 3rd-8th - 43% scored approaching basic or higher. LEAP 2025 HS - 32% scored approaching basic or higher.
Subgroup Trends	<i>Not rated due to small school size</i>	<i>Not rated due to small school size</i>	<i>Not rated due to small school size</i>

AMBITION

- Based on your data trends, what is the area of focus?
- Based upon the data trends, state target, and student learning needs, what is the [SMART Goal Worksheet](#) for this year?
- Using the SMART Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

ELA Focus Area	LEAP 2025
State Assessment Target	By the end of May 2026, LSD aims to have at least 40% of students who scored in the lower half of their achievement level on the prior year's LEAP assessment for ELA, move to the upper half of the same achievement level or advance to a higher achievement level (Unsatisfactory to Approaching Basic, Approaching Basic to Basic, Basic to Mastery) on the current year's LEAP 2025 ELA assessment (Grades 3-8).
DIBELS Focus Area	LSD's current DIBELS data indicates positive growth in composite scores for all participating students across the 2024–2025 school year, with an average 109-point gain. While this suggests that students are making consistently strong progress in foundational literacy skills, it is important to note that fewer than five students participated in the DIBELS assessment. As a result, this data set is not statistically significant and should be interpreted with caution when drawing school-wide conclusions.

	<p>Additionally, DIBELS assessments are not normed for use with deaf and hard of hearing students. The assessment is grounded in spoken English instructional practices and skill sets, which may not fully capture the literacy development of students in a bilingual ASL/English learning environment.</p>
DIBELS SMART Goal:	<p>By May 2026, the average DIBELS EOY Composite Score for participating students will increase from 359 (2024–2025 average) to 385 on the Spring 2026 DIBELS EOY assessment, reflecting continued improvement in foundational reading skills among students receiving targeted literacy interventions delivered in both spoken English and American Sign Language (ASL).</p> <p><i>Note that fewer than five students participated in the DIBELS in 2024-2025; fewer than five students will participate in the DIBELS assessment for 2025-2026 and not all were present for the full school year. As a result, this data set is not statistically significant and should be interpreted with caution when analyzing school-wide trends. It should also be noted that DIBELS results should be taken with caution in general when using with students who are deaf or hard of hearing; the assessment is not normed for use with deaf and hard of hearing students and is based on spoken English instructional practices and skills.</i></p>
ELA SMART Goal:	<p>By the end of May 2026, LSD aims to have at least 40% of students who scored in the lower half of their achievement level on the prior year's LEAP assessment for ELA, move to the upper half of the same achievement level or advance to a higher achievement level (Unsatisfactory to Approaching Basic, Approaching Basic to Basic, Basic to Mastery) on the current year's LEAP 2025 ELA assessment (Grades 3-8).</p>
Benchmark Goals	<p>Beginning of Year Benchmark Goal</p> <p>Identify cohort: 100% of eligible students (those who scored in the lower half of an achievement level on 2025 LEAP) will be identified and tagged in a data tracker.</p> <p>Diagnostic baseline: 100% of those students will take a beginning-of-year ELA diagnostic, including MAP, DIBELS (if applicable), and LEAP Diagnostic where grade-level appropriate.</p> <p>Growth target setting: For each student in the cohort, personalized growth targets will be set based on baseline data and prior LEAP achievement level.</p>

LEAP Diagnostic and MAP results will be used to support placement and instructional planning.

Middle of Year Benchmark Goal

Progress check: At least 60% of the identified students will show growth toward their individualized benchmark target, as measured by the MOY MAP and LEAP Interim assessments, as well as DIBELS (for participating students only).

Adjustments made: 100% of students not showing adequate progress are re-assessed for interventions and supports.

End of Year Benchmark Goal

At least 40% of students in the cohort will:

- Move from the lower half to the upper half of their current LEAP achievement level, or
- Advance to the next LEAP achievement level (e.g., from Approaching Basic to Basic).

Growth documentation: All remaining students will demonstrate at least some measurable growth on ELA performance metrics, such as LEAP, MAP, or curriculum-based assessments, and will have updated intervention plans in place for continued support.

AFFIRMATION

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

Areas of Progress:

- Half of our junior class showed progress on their composite score on the ACT.
 - The largest areas of growth, with more than half (67%) showing progress were on the Science and Reading sections.
 - Growth in these areas on average exceeded the national average for growth from Fall to Spring within one year - some students increased their score between 3-8 points on a given section.
- Compared to last year, we were much more intentional with our MAP test data and set up IXL skills plans for our students to work on their specific deficits as identified by the MAP BOY and MOY. We also saw more family engagement with IXL and overall.

- Students across multiple grade levels showed measurable growth in reading skills (an increase of 13% from last year’s growth goal), particularly in targeted intervention groups during Eagle Time.
- IXL Language Usage skill plans aligned to MAP results were implemented schoolwide, with over 1,500 skills mastered and 1,690 skills proficient.
- Instructional Leadership Team (ILT)-led PLCs focused on unpacking student work, identifying writing gaps, and aligning interventions have improved teacher planning and student output.
- A schoolwide focus on formative data (MAP, constructed response rubrics, and teacher-made assessments) has helped identify struggling students earlier and adjust supports quickly.
- Key Individuals:
 - Instructional Coach Dr. Megan Wimberly led professional learning on constructed responses and vocabulary scaffolding.
 - Teachers implemented IXL, Guidebooks, and EL Learning with more fidelity and stronger pacing.
 - ILT members facilitated meaningful PLCs and data reviews.
 - Paraprofessionals who provided targeted support during Eagle Time literacy blocks.
 - Parents engaged with their child’s IXL plans and supported at-home literacy practice.
- We will continue ILT-led PLCs to strengthen teacher data analysis and feedback practices, expand the use of exemplars and anchor tasks for constructed responses, and provide ongoing PD on scaffolding complex texts with ASL/English support. We'll also increase use of IXL diagnostics to engage families in progress monitoring and equip paraprofessionals with targeted training to support literacy interventions.

ANALYSIS

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

School’s Priority:

Improve students' reading and writing proficiency by addressing vocabulary gaps, enhancing comprehension skills, and increasing exposure to meaningful, scaffolded writing tasks.

Student Learning Problem:

Many students struggle to access and respond to complex text due to limited vocabulary, underdeveloped reading comprehension skills, and low confidence or skill in written expression, especially on constructed responses.

Root Cause & Supporting Data:

MAP Reading scores show the school scored in the 2nd percentile nationally in Winter 2024.

Constructed Responses were the lowest-performing section across grade levels and subjects on the Spring 2024 LEAP assessment.

The MAP Language Usage score for the school average was at the 18th percentile for growth when compared to national norms.

At least 85% of students qualify for SLP services for language deprivation, hence needing foundational ASL support.

Observation data (using the LER) shows weaknesses in Assessment and Academic Feedback, impacting students' ability to revise and strengthen their writing.

Student Impact:

Improving students' vocabulary, language fluency, and response-writing skills will lead to stronger performance on both formative and summative assessments. Students will have more equitable access to the curriculum and be able to demonstrate their understanding through multiple modalities, including writing.

Educator Professional Learning Needs:

Support in scaffolding vocabulary and reading comprehension in ASL and English.

Training on analyzing constructed response data (in accordance with the LEAP rubric for 3-12) and building student writing confidence.

Research-based strategies to give actionable, language-accessible academic feedback to students during instruction.

Ongoing coaching and support from the Instructional Leadership Team and content-specific instructional coaches during PLCs.

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>Documentation (Success Criteria)</i>	<i>Funding Source & Cost</i>
Continued implementation of Tier I, standards-aligned ELA curriculum with embedded language access strategies in ASL and English	ELA teachers, instructional coach, administrators	Ongoing	Observations, student work, benchmarks, PLC reviews	100% classroom use of Tier I curriculum; 80% student task completion; growth on ELA benchmarks;	Redesign: Open Up Resources EL Curriculum: \$1,620

<p><i>Items Needed:</i></p> <p>Consumable student materials and supplies (e.g., workbooks, reading journals, graphic organizers)</p>				instruction adjusted through PLCs	<p>SGF:Xanadu for guidebooks: \$616.30</p> <p>Redesign: American Reading Company unit readers - \$2,969</p> <p>Consumables: \$1,500</p> <p>Title I: ELA general classroom materials and printing supplies - \$3,379</p>
<p>Assign MAP Reading and Language Usage-based IXL and EL Education/Guidebooks tasks.</p> <p><i>Items needed:</i></p> <p>IXL Skill Plans; MAP Dashboard; EL Education (K-2) and Guidebooks (3-12); Fingerspelling Our Way to Reading curriculum materials;. PD on assigning and tracking skill plans aligned to MAP data (as needed). Unique Learning System, for students with additional disabilities identified as LeapConnect; Accelerated Reader</p>	ILT, Teachers, Instructional Coaches	Ongoing	IXL reports, MAP dashboard	Increased skill mastery and student engagement in reading tasks	<p>8G:Accelerated Reader \$1,771</p> <p>IDEA B: Everway: Unique Learning System (ULS) \$3,600</p> <p>Title I: NWEA MAP \$3,200</p> <p>IXL - \$600</p>
<p>Conduct PLT data dives on LEAP Constructed Responses and MAP Reading to plan intervention.</p> <p><i>Items needed:</i></p>	ILT, Teachers, Instructional Coaches	Ongoing	PLT notes, student work analysis	Completed data analysis forms; adjusted lessons and interventions	NWEA MAP \$3,200 (noted previously)

Ongoing job-embedded staff development, coaching, and support PD on LEAP Constructed Responses and MAP data breakdown; PD on how to align intervention to data breakdown					
Provide training on how to teach constructed responses using exemplars, models, and rubrics.	Instructional Coaches, ILT	Fall & Spring	PD agendas, observation feedback	Student CR scores improve on checkpoints; teachers show CR strategies in lessons	\$0- in house
<p>Implement vocabulary-building strategies aligned with EL Learning/Guidebooks modules. For early childhood, we will utilize Creative Curriculum and the CLASS tool, centering the Language Development domain.</p> <p><i>Items needed:</i></p> <p>Vocabulary strategy anchor charts; Creative Curriculum; scaffolded vocabulary templates; EL/Guidebooks vocabulary routines. Optional PD or coaching cycles on scaffolding and front-loading academic language. Instructional support staff need CLASS certification renewal and support.</p>	Teachers, Instructional Coaches	Ongoing	Lesson plan review, walkthroughs	Evidence of vocabulary scaffolds in lessons; increased use of academic language	<p>IDEA Preschool: Creative Curriculum \$1,500 (\$4,667.25 to SGF)</p> <p>Redesign: EL Education Student Facing Workbooks \$1,620 (previously noted)</p> <p>Accelerated Reader (cost already noted above)</p> <p>IDEA Preschool: CLASS Certification renewal: \$540</p>
Track student reading, writing, and response growth using formative checkpoints throughout the year.	Teachers, Instructional Coaches	Monthly	Student work,	% of students progressing toward constructed	

<i>Items needed:</i> Accelerated Reader; Student work folders; data binder templates. Mini-PD on using rubrics and scoring calibration (as needed).			scoring rubrics	response expectations	
Language First: Contract training in best practices in ASL immersion for the ASL immersion teacher working with deaf students who have minimum to no language skills.	ASL Specialist	Weekly	ASL Immersion Checklist and Progress Monitoring Tools	student scores on ASL assessment and scores on ELA state assessments	IDEA B: Contract: \$10,000
Support language acquisition at home for family engagement and building vocabulary. <i>Items needed:</i> Lifeprint/ASL Curriculum, ASL at Home	ASL Services Coordinator & Outreach Director	Weekly	ASL Class Attendance logs	Increased number of family enrollment	Title I: ASL at Home Books: \$1,027.73 Staff payment: \$10,000
Prepare upper class students with English for career readiness via ACT Work Keys, in order to receive Work Keys certification. <i>Items needed:</i> Renewal of ACT WorkKeys	Instructional Coach, HS ELA teacher	Ongoing	ACT Work Keys Practice Test; Student grades	ACT Work Keys Certification	ACT WorkKeys: \$1,750
Implement Hapara instructional suite and Hapara Filter/Deledao to support student learning across content areas by enabling teachers to monitor and guide online instructional materials, ensure	Educational Technology Specialist; Teachers and paraeducators	Ongoing	Monitoring teacher usage logs	Reduction of Kickboard entries re: misuse of technology	Hapara and Hapara Filter/Deledao: \$1,500

student safety, and provide progress monitoring tools. This integration enhances classroom management of digital assignments, communication, and instructional delivery.					
Implement Nearpod interactive instructional platform (100 licenses shared with LSVI) to enhance student engagement, communication, and progress monitoring across content areas. Nearpod allows teachers to deliver interactive lessons, formative assessments, and differentiated activities that support academic growth and ensure safe digital participation.	Content Area Teachers; Technology Specialist; Executive Director	2025–2026 school year	Lesson plan reviews; Nearpod usage and engagement reports; student formative assessment results	Teacher feedback; student performance data; usage analytics; documented integration into instruction	IDEA B: Nearpod: \$1,750
Provide 10 Dell USB-C to HDMI 2.0 / USB-A 3.0 adapters to enable teachers to reliably connect laptops to Promethean boards for instructional delivery and to printers when internet access is unreliable. These adapters support consistent integration of technology into instruction across content areas, ensuring students have access to interactive lessons and print materials.	Technology Specialist; Classroom Teachers; Executive Director	2025–2026 school year	Teacher usage and classroom observation; lesson delivery using Promethean boards; access to instructional materials	Purchase receipts; teacher feedback on connectivity; documented use of Promethean boards in lesson plans and observations	Adapters: \$400
Purchase two replacement printers to replace outdated, nonfunctional units currently used for instructional and administrative support. Reliable printers ensure	IT	2025–2026 school year	Monitoring of printer functionality and usage; feedback from	Purchase receipts; inventory records; teacher feedback on accessibility of printed	Printers: \$1,558

teachers and staff can provide students with instructional materials, progress reports, and communication resources in a timely manner, supporting learning across all content areas.			teachers on instructional material access	instructional materials	
Purchase five replacement Chromebooks and ten protective cases to ensure students have reliable access to instructional technology for learning across all content areas. Chromebooks provide individualized practice, assessments, and digital resources, while protective cases help extend device longevity to support continuous student access.	Technology Specialist; Classroom Teachers; Executive Director	2025–2026 school year	Chromebook usage logs; student progress monitoring through online platforms; teacher reports of integration into instruction	Purchase receipts; inventory records; teacher lesson plans showing Chromebook integration; student achievement data from digital platforms	Chromebooks: \$2,360

CORE ACADEMICS – MATH	Tier 1 Resources: (Please list)		
	Envision Savvas (K-12) N2Y - ULS (Leap Connect)		
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
Historical Trends: While overall performance has fluctuated, persistent gaps remain in major content areas such as number operations and multi-step problem solving, indicating continued need for targeted foundational support. Weakness: LEAP 2025 Constructed Responses - Across all subject areas and grade levels, Constructed Responses - which is an item type. This item type can be single- or multi-part. CR items ask students to create a written explanation or justification, model a process, and/or compute an answer to earn a series of points. A student may receive partial or full credit on CR items, but maximum point values will vary by task. Maximum values for CR items			

are 3, 4, or 6 points. When responding to a CR item, students will type their responses into a response box. The constructed responses were our lowest scoring sections on the LEAP 2025.

School Year	2021-2022 LEAP Data	2022-2023 LEAP Data	2023-2024 LEAP Data
Math Trends	LEAP 2025 Math 3rd-8th - 41% scored approaching basic or higher. LEAP 2025 HS - 45.5% scored approaching basic or higher.	LEAP 2025 Math 3rd-8th - 52% scored approaching basic or higher. LEAP 2025 HS - 100% of students scored approaching basic or higher.	LEAP 2025 Math 3rd-8th - 46% scored approaching basic or higher. LEAP 2025 HS - 71% scored approaching basic or higher.
Subgroup Trends	<i>Not rated due to small school size</i>	<i>Not rated due to small school size</i>	<i>Not rated due to small school size</i>

AMBITION

- Based on your data trends, what is the area of focus?
- Based upon the data trends, state target, and student learning needs, what is the [SMART Goal Worksheet](#) for this year?
- Using the SMART Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Math Focus Area

The primary focus area in math is improving students' ability to understand and apply foundational math skills, particularly in multi-step problems and real-world applications (word problems). Emphasis will be placed on addressing gaps in number sense, operations, and mathematical reasoning while also building students' academic language to help them access and solve complex word problems. Instruction will be guided by high-quality materials (Envision Savvas), MAP-aligned interventions, and data-driven planning through PLCs.

State Assessment Target

By the end of May 2026, LSD aims to have at least 20% of students who scored in the lower half of their achievement level on the prior year's LEAP assessment for Math, move to the upper half of the same achievement level or advance to a higher achievement level (Unsatisfactory to Approaching Basic, Approaching Basic to Basic, Basic to Mastery) on the current year's LEAP 2025 Math assessment (Grades 3-8).

MATH SMART Goal:

By the end of May 2026, LSD aims to have at least 20% of students who scored in the lower half of their achievement level on the prior year's LEAP assessment for Math, move to the upper half of the same achievement level or advance to a higher achievement level (Unsatisfactory to Approaching Basic, Approaching Basic to Basic, Basic to Mastery) on the current year's LEAP 2025 Math assessment (Grades 3-8).

Benchmark Goals	Beginning of Year Benchmark Goal
	<p>Identify cohort: 100% of eligible students (those who scored in the lower half of an achievement level on 2025 LEAP) will be identified and tagged in a data tracker.</p> <p>Diagnostic baseline: 100% of students in the cohort will complete a BOY diagnostic, including MAP Math and the LEAP Math Diagnostic where applicable by grade level.</p> <p>Growth target setting: Personalized growth goals will be established for each student based on diagnostic results and prior LEAP achievement levels. Data from the MAP and LEAP Diagnostic will inform grouping, instructional priorities, and planning for acceleration during Eagle Time, our high-dosage tutoring time (K-5) and intervention time (6-8).</p>
	Middle of Year Benchmark Goal
	<p>Progress check: At least 60% of the cohort will demonstrate growth toward their individualized benchmark target, as measured by the MOY MAP and LEAP Math Interim assessments.</p> <p>On-track monitoring: At least 10% of the cohort should demonstrate performance in the <i>upper half</i> of their achievement level or be trending toward a higher level based on interim assessments.</p> <p>Adjustments made: 100% of students not on track will be re-evaluated using interim data and curriculum-based assessments. ILT and teachers will adjust interventions, small group plans, and Eagle Time supports accordingly.</p>
	End of Year Benchmark Goal
	<p>At least 20% of the students in the cohort will:</p> <ul style="list-style-type: none"> ● Move from the lower half to the upper half of their current LEAP Math level, or ● Advance to the next achievement level on the 2026 LEAP Math assessment. <p>For remaining students: Documented growth on internal assessments with clear academic plans for summer intervention or next year's instruction.</p>
<p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> ● Where have gains been made? What strategies were used? ● Who were the key individuals in achieving these gains? 	

- How will you leverage those individuals and strategies for continuous improvement this school year?

Areas of Progress:

- LSD achieved significant growth in math according to MAP data, scoring in the 35th percentile nationally for growth from BOY to MOY—the highest among all subject areas in that time span.
- On the Spring 2024 LEAP assessment, 52% of students scored Approaching Basic or higher, an increase from the previous year.
- Targeted use of IXL skill plans based on MAP data, implemented during Eagle Time and core instruction, led to more personalized remediation.
- The adoption of Envision Savvas in most math classrooms provided structured, Tier 1 instruction aligned to state standards.
- The Instructional Leadership Team (ILT) facilitated PLCs that focused on data-driven lesson planning and action steps to address skill gaps.
- Key individuals:
 - Math teachers used data from MAP, Zearn, and IXL to target instruction and support student growth.
 - Paraprofessionals and intervention staff provided high-dosage tutoring during Eagle Time.
 - Instructional Coach and ILT members led math PLCs and guided use of curriculum-embedded assessments.
 - Parents, who supported skill mastery at home through IXL and engaged in progress conversations.
- We will continue regular PLCs to drive data-informed instruction, complete K–12 implementation of Envision Savvas, and target skill gaps using MAP data, IXL, and Eagle Time. We'll also enhance family engagement through progress sharing and provide paraprofessionals with training to support individualized math interventions.

ANALYSIS

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

School's Priority:

Increase student proficiency and growth in math by building foundational skills, strengthening data-driven instruction, and expanding the use of high-quality curriculum and interventions.

Student Learning Problem:

Students struggle to progress within or move out of the lower half of their LEAP math achievement levels due to persistent gaps in foundational math concepts and lack of comprehension of multi-step or language-heavy word problems.

Root Cause & Supporting Data:

MAP data shows most students enter LSD with significant math deficits and language-based comprehension barriers that interfere with understanding math problems.

Only 52% of students scored Approaching Basic or above on LEAP 2025 Math (Spring 2024).

While growth is evident in MAP Math (35th percentile for growth), the achievement level remains below grade level for the majority.

Language deprivation continues to interfere with students' ability to access and express mathematical reasoning.

Student Impact:

Improving foundational math skills and supporting comprehension of academic language in math will enable more students to demonstrate measurable progress on MAP and move up within or beyond their current LEAP performance level. This will contribute to more students being on track for graduation and post-secondary readiness.

Educator Professional Learning Needs:

Training on using the Savvas Envision curriculum with integrity.

Continued support with data-driven instructional practices (e.g., interpreting MAP reports, Zearn, skill tracking, high-dosage tutoring planning).

Strategies for teaching vocabulary and academic language in math.

Ongoing support from the Instructional Leadership Team and the math instructional coach.

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>Documentation (Success Criteria)</i>	<i>Funding Source & Cost</i>
Continued implementation of Tier I math curriculum across grade levels <i>Items needed:</i>	Math teachers, instructional coach, administrators	Ongoing	Observations, student work, benchmark/interim	100% classrooms use Tier I curriculum; 80% student task completion;	SGF:SAVVAS enVision math curriculum \$7,000

Consumables and math manipulatives (\$1,500)			assessments, PLC reviews	growth on math benchmarks; PLC-informed instruction	Savvas Math workbooks: \$300 Consumables and math manipulatives - \$1,500
<p>Assign and monitor MAP-aligned IXL skill plans and high dosage tutoring plans during Eagle Time.</p> <p><i>Items needed:</i></p> <p>IXL Skill Plans; MAP Math reports; Envision Savvas resources, Guidebooks, EL Learning. PD or coaching support on assigning skill plans, ULS and aligning them to MAP/LEAP gaps.</p>	ILT, Teachers, Instructional Coach	Ongoing	Weekly review of IXL reports	% of skills completed; student mastery reports	<p>MAP Math Reports - \$3,200 (noted previously)</p> <p>IXL Skills Plan - \$0</p> <p>Redesign: SAVVAS enVision math resources - \$3000</p> <p>ULS - \$3,600 (previously noted)</p> <p>Title I: Math general classroom materials and printing supplies - \$3,379</p>
<p>Continue weekly PLTs focused on math data review and lesson planning.</p> <p><i>Items needed:</i></p>	ILT, Math Teachers, Instructional Coach	Weekly	PLT agendas, student work analysis	Completed data analysis forms; instructional adjustments documented	IDEA B:Brisk Teaching Platform - \$2,900

PD on unpacking CR rubrics and using data to identify instructional next steps; Brisk Teaching Platform					
<p>Expand use of Eagle Time math intervention groups based on MAP skill deficits and classroom data.</p> <p><i>Items needed:</i></p> <p>intervention materials from Envision; IXL, ULS, and MAP grouping tools. Refresher PD on planning for high-dosage tutoring and acceleration.</p>	Teachers, Paras, Instructional Coach	Ongoing	Eagle Time data trackers	% of students meeting skill-based growth targets	<p>MAP Math Reports - \$3,200 (noted previously)</p> <p>IXL Skills Plan - \$0</p> <p>Envision resources - \$7,470 (previously noted)</p> <p>ULS - \$3,600 (previously noted)</p> <p>Math general classroom materials and printing supplies - \$0 (previously noted)</p>
<p>Incorporate math language scaffolding strategies into lessons.</p> <p><i>Items needed:</i></p> <p>Brisk Teaching Platform</p>	SLP, Teachers, instructional coach	Ongoing	Lesson plans, observation notes	Increase in students' ability to decode math vocabulary on assessments	IDEA B: Brisk Teaching Platform - \$2,900 (noted previously)
Track math progress using LEAP Interims, curriculum-embedded tasks, and MAP checkpoints.	Teachers, Instructional Coaches	Monthly	Data dashboards, student work	At least 40% of students show	MAP Math Reports -

<i>Items needed:</i> PD on interpreting interim data and making data-informed instructional decisions.				growth on math benchmarks	\$3,200 (noted previously) ULS - \$3,600 (previously noted) Envision resources - \$7,470 (previously noted)
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CORE ACADEMICS – SCIENCE	Tier 1 Resources: (Please list) PhD Science (K-5) Open SciEd (6-12) N2Y - ULS		
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
Historical Trends: We will use the 24-25 data to establish a baseline for the upcoming school year.			
School Year	2021-2022 LEAP Data	2022-2023 LEAP Data	2023-2024 LEAP Data
Science Trends	Unable to locate data at this time.	Unable to locate data at this time.	36% of students in 3-8 scored approaching basic or higher. <i>No science EOCs administered 23-24.</i>
Subgroup Trends	<i>Not rated due to small school size</i>	<i>Not rated due to small school size</i>	<i>Not rated due to small school size</i>

AMBITION

- Based on your data trends, what is the area of focus?
- Based upon the data trends, state target, and student learning needs, what is the [SMART Goal Worksheet](#) for this year?
- Using the SMART Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Science Focus Area

Increase student access and engagement in science through Tier 1, language-accessible, hands-on instruction.

State Assessment Target	<p>Grades 3-8: N/A - 3-8 science assessments are currently in the field testing phase.</p> <p>Biology: Increase the number of students scoring Approaching Basic or higher on the Biology LEAP 2025 assessment by 10 percentage points, moving from 30% to 40% by the end of the 2025–2026 school year.</p>
SCIENCE SMART Goal:	<p>At least 40% of students who scored in the lower half of their achievement level on the 2025 LEAP Science assessment will improve their performance by moving to the upper half of their current level or advancing to the next level (e.g., from Unsatisfactory to Approaching Basic) on the Spring 2026 LEAP Science assessment (Grades 3–8 and high school EOC where applicable).</p>
Benchmark Goals	Beginning of Year Benchmark Goal
	<p>Identify cohort: 100% of eligible students (those who scored in the lower half of an achievement level on the 2025 LEAP Science assessment) will be identified and tagged in a science data tracker.</p> <p>Diagnostic baseline: All students in the cohort will complete beginning-of-year science diagnostics using PhD Science pre-unit assessments (grades K–5), OpenSciEd pre-assessments (grades 6–12), and custom assessments built using EAGLE 2.0 item sets.</p> <p>Growth target setting: Based on baseline performance, teachers will set personalized growth targets aligned to grade-level Louisiana Student Standards for Science. These targets will guide small group instruction, lab planning, and vocabulary development.</p>
	Middle of Year Benchmark Goal
	<p>Progress check: At least 60% of identified students will show growth toward their benchmark goals, as measured by PhD Science and OpenSciEd mid-unit assessments, formative checkpoints, and teacher-created assessments via EAGLE 2.0.</p> <p>Adjustments made: For students not meeting expected growth, PLTs will review data and adjust instructional pacing, provide additional support and/or re-engage students through hands-on investigations or CER writing scaffolds.</p>
	End of Year Benchmark Goal
	<p>At least 35% of students in the cohort will:</p>

- Move from the lower half to the upper half of their current LEAP Science achievement level, or
- Advance to the next LEAP achievement level (e.g., from Approaching Basic to Basic).

AFFIRMATION

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

Areas of Progress: TBD

ANALYSIS

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

School's Priority:

Improve student access to and performance in science by addressing language-related barriers and ensuring consistent implementation of Tier 1 science instruction across all grade levels.

Student Learning Problem:

Many students struggle to demonstrate understanding of scientific concepts due to limited background knowledge, weak academic vocabulary, and difficulty expressing their thinking in writing or through models. These challenges are compounded by historically inconsistent use of Tier 1 curriculum and limited experience with hands-on, inquiry-based learning.

Root Cause & Supporting Data:

Many students enter LSD with significant language deprivation, which affects their ability to access and engage with content-heavy subjects like science. According to IEP data, more than 85% of students qualify for speech/language services, and nearly all students have ASL goals. MAP Reading data and LEAP ELA Constructed Response scores also reflect low proficiency in reading comprehension and academic language—both of which impact science performance.

Classroom walkthroughs and instructional observations further show that while science curriculum materials are available, usage and fidelity of implementation vary, particularly in how students engage in discourse, modeling, and CER (Claim-Evidence-Reasoning) writing. In lower grades, PhD Science pre-assessments show gaps in

students' ability to make observations, describe phenomena, or explain cause-and-effect relationships. In middle and high school, OpenSciEd diagnostic tasks and student work samples indicate limited vocabulary retention and difficulty articulating reasoning.

Student Impact:

Students will gain a deeper conceptual understanding of science content and will be better able to engage in academic conversations, write CER responses, and construct scientific models. Improved access to Tier 1 curriculum and consistent use of hands-on and visual learning strategies will result in more equitable participation and improved scores on both formative assessments and the LEAP 2025 Science test.

Educator Professional Learning Needs:

- Support in implementing PhD Science and OpenSciEd with fidelity, including pacing, hands-on investigations, and use of anchor visuals.
- Training on scaffolding academic vocabulary and integrating ASL supports into science instruction.
- Coaching on how to support students in writing CERs and building models that reflect scientific understanding.
- Use of EAGLE 2.0 for progress monitoring and developing formative assessments aligned to state standards.
- Ongoing walkthrough feedback and PLT support to improve lesson design and increase student engagement in phenomenon-based inquiry.

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>Documentation (Success Criteria)</i>	<i>Funding Source & Cost</i>
Implement PhD Science (K–5) and OpenSciEd (6–12) with fidelity in all science classrooms. <i>Items needed:</i>	ILT, Science Teachers, Instructional Coaches	Ongoing	Walkthroughs , lesson plans	Evidence of Tier 1 curriculum use; student engagement in inquiry-based tasks	SGF: PhD Science (K-5) curriculum - \$10,958

Teacher guides, unit kits, visual aids, anchor charts, science notebooks. PD on pacing, discourse routines, and planning investigations. Bullseye Platform.					<p>SGF: OpenSciEd (6-12) curriculum - \$13,445</p> <p>Redesign: Refurbishment kits for OpenSciEd: \$4,000</p> <p>Title I: Science general classroom materials and printing supplies - \$3,379</p> <p>IDEAB: Bullseye Platform - \$5,000</p> <p>Science Notebooks - \$0 (we have in stock already)</p>
<p>Provide training and coaching on CER writing strategies and scientific modeling.</p> <p><i>Items needed:</i></p> <p>CER scaffolds, sentence frames, model anchor charts, writing rubrics. PD on CER instruction and student modeling aligned with LEAP science expectations.</p>	Instructional Coaches, ILT	Fall & Spring	Student work samples, walkthroughs	Student use of CER writing and models across units	CER materials - \$0

<p>Use PhD Science and OpenSciEd unit pre-/post-assessments to monitor student growth.</p> <p><i>Items needed:</i></p> <p>Curriculum-embedded assessments; digital data trackers. PD on data protocols and analyzing student misconceptions.</p>	Teachers, Instructional Coaches	BOY, MOY, EOY	Data tracker reviews, PLT data dives	% of students showing growth between pre- and post-assessments	General classroom materials and printing supplies - \$0 additional needed
<p>Create supplemental visual vocabulary support for each science unit.</p> <p><i>Items needed:</i></p> <p>Bilingual science vocabulary cards (ASL/English), anchor visuals, interactive word walls. PD on visual supports and language scaffolding. Bullseye Platform.</p>	Teachers, ASL Specialist, SLP	Ongoing	Lesson artifacts, walkthrough observations	Increased use of academic vocabulary in student writing and discussions	<p>General classroom materials and printing supplies - \$0 additional needed</p> <p>Bullseye Platform - \$0 cost noted above</p>
<p>Utilize EAGLE 2.0 item sets to build custom formative assessments aligned to science standards.</p> <p><i>Items needed:</i></p> <p>EAGLE 2.0 platform access, printable assessments, pacing guides. PD or coaching on how to build and analyze custom assessments.</p>	Instructional Coaches, Teachers	Quarterly	Assessment data reports	Student performance on teacher-made assessments improves over time	EAGLE 2.0 platform access - \$0
<p>Utilize IXL Science to provide LEAP test preparation for students aligned to Louisiana standards.</p> <p><i>Items needed:</i></p> <p>IXL Science</p>	Instructional Coaches, Teachers	Weekly	Data reports	Student performance on curriculum embedded assessments; LEAP Scores	IXL Science: \$600 (previously noted above)

Support STEM engagement and experiential learning for deaf students by funding flights for two staff and five students to attend the SeaPerch Underwater ROV Competition with other deaf schools. This opportunity builds teamwork, problem-solving, engineering, and robotics skills while fostering connections with peers and professionals in STEM fields. All other travel costs are covered by the NTID Regional STEM Center.	STEM/Robotics Coach; Executive Director	2025–2026 school year (per competition schedule)	Student progress in ROV design/build; competition participation and results; student reflections	Flight receipts; competition program; student project documentation; photos/videos of participation; post-event evaluation	Estimated \$670 per flight × 7 flights = \$4,690
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CORE ACADEMICS – SOCIAL STUDIES	Tier 1 Resources: (Please list)		
	Bayou Bridges (K-8) LDOE Scope and Sequence for U.S. History Foundations of Freedom: A Louisiana Civics Program N2Y - ULS		
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
Historical Trends: We will use the 24-25 data to establish a baseline for the upcoming school year.			
School Year	2021-2022 LEAP Data	2022-2023 LEAP Data	2023-2024 LEAP Data
Social Studies Trends	2021-2022: Less than 5% basic and above; 16% approaching basic and above. N/A - Social Studies standards changed; US History EOC no longer required	<i>Field test year for 22-23 - no scores released.</i> HS: N/A - Social Studies standards changed; US History EOC no longer required	K-8: HS: N/A - No Social Studies EOC taken
Subgroup Trends	<i>Not rated due to small school size</i>	<i>Not rated due to small school size</i>	<i>Not rated due to small school size</i>
<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?
- Using the SMART Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

SS Focus Area

Increase student access and performance in Social Studies through consistent implementation of Tier 1 curricula—Bayou Bridges (K–8), LDOE Scope & Sequence, and Foundations of Freedom for Civics—with a focus on vocabulary development, source analysis, and written response instruction.

State Assessment Target

3-8: At this time 24-25 results are not available. We will update and set our target during quarter one review of our plan.

Civics: No assessment data currently exists for the 24-25 school year. Therefore, we will implement the new curriculum and progress monitor until we are able to set a baseline.

SS SMART Goal:

By May 2026, at least **30%** of students who scored in the lower half of their achievement level on the 2025 LEAP Social Studies assessment will improve their performance by moving to the upper half of their current level or advancing to the next level (e.g., from Unsatisfactory to Approaching Basic) on the **Spring 2026 LEAP Social Studies assessment**.

Benchmark Goals**Beginning of Year Benchmark Goal**

Identify cohort: 100% of eligible students (those who scored in the lower half of an achievement level on the 2025 LEAP Social Studies assessment) will be identified and tagged in a data tracker.

Diagnostic baseline: Students will complete curriculum-based assessments from Bayou Bridges, and *Foundations of Freedom* to identify gaps in vocabulary, content comprehension, and writing skills.

Growth target setting: Personalized growth targets will be established using rubric-aligned performance tasks and pre-unit content checks.

Middle of Year Benchmark Goal

	<p>Progress check: At least 60% of identified students will demonstrate growth toward their benchmark targets, as evidenced by LEAP writing rubrics (if applicable), interim assessments, and unit tests.</p> <p>Adjustments made: Students not making progress will receive additional scaffolds for source analysis and structured writing, with support documented through PLT reviews.</p>
	<p>End of Year Benchmark Goal</p>
	<p>At least 30% of students in the cohort will:</p> <ul style="list-style-type: none"> • Move from the lower half to the upper half of their current LEAP achievement level, or • Advance to the next LEAP Social Studies achievement level. <p>Growth documentation: All students will have documented progress through performance tasks, DBQs, and teacher-created assessments aligned to LEAP standards.</p>
<p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> • Where have gains been made? What strategies were used? • Who were the key individuals in achieving these gains? • How will you leverage those individuals and strategies for continuous improvement this school year? 	
<p>Areas of Progress: TBD</p>	
<p style="text-align: center;"><u>ANALYSIS</u></p> <ul style="list-style-type: none"> • What is the priority? • What student learning problem needs to be addressed to attain the goal? • What is the root cause of this student learning problem? What data supports this hypothesis? • What is the student impact if you attain this goal? • What professional learning is needed for administrators, teacher leaders, and teachers? 	
<p>School's Priority: Improve student performance in Social Studies by supporting language access, vocabulary development, and written expression through the consistent use of Tier 1 curricula and evidence-based instructional practices.</p>	
<p>Student Learning Problem: Students struggle with analyzing primary and secondary sources, understanding complex historical vocabulary, and composing constructed responses. These skill deficits negatively impact performance on curriculum-based tasks and the LEAP 2025 Social Studies assessment.</p>	

Root Cause & Supporting Data:

A significant number of LSD students enter with language deprivation and have limited prior exposure to academic content or historical vocabulary. Over 85% of students qualify for speech-language services, and nearly all have ASL goals. Teacher observations and PLT discussions have identified challenges in interpreting documents, citing evidence, and structuring responses. Walkthroughs and curriculum reviews show inconsistent use of LEAP-level writing rubrics and expectations of rigor in writing, and scaffolding strategies for writing. LEAP and classroom assessment data indicate that many students score lowest on written and source-based tasks.

Louisiana's SS standard implementation is fairly new and state assessments were field tested through 2024. *We will update once 24-25 school data becomes available.*

Student Impact:

Students will better understand historical and civic content, be able to analyze sources with support, and respond to prompts using academic language and structured reasoning. This will improve their performance on LEAP assessments and enhance their ability to participate in classroom discourse and civic life.

We will update in Fall 2025 once student data becomes available.

Educator Professional Learning Needs:

Training/coaching on implementation of Bayou Bridges, LDOE Scope & Sequence, DBQs, and *Foundations of Freedom*

Coaching on scaffolding academic vocabulary and supporting bilingual access to historical texts

PD on teaching constructed responses using exemplars and student models

PLT support in analyzing student work, calibrating scoring using rubrics, and planning for re-teaching based on data

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>Documentation (Success Criteria)</i>	<i>Funding Source & Cost</i>
Implement Bayou Bridges (K–8), and Foundations of Freedom (Civics) with fidelity.	Teachers, ILT, Instructional Coaches	Ongoing	Walkthroughs, lesson plans	Tier 1 curriculum evident in instruction	Redesign: Bayou Bridges

<p><i>Items needed:</i></p> <p>Teacher guides, pacing guides, student handouts, DBQ documents, Brisk Teaching Platform, <i>Foundations of Freedom</i> materials. PD on curriculum implementation and pacing. Bullseye Platform.</p>				across grade levels	<p>Workbooks - \$1,680</p> <p>Redesign: Foundations of Freedom workbooks - \$895</p>
<p>Provide PD on teaching constructed responses using rubrics and student exemplars.</p> <p><i>Items needed:</i></p> <p>Constructed response writing rubrics, model responses, scaffolded writing frames. PD on CER structure and source-based writing.</p>	Instructional Coaches, ILT	Fall & Spring	PD agendas, student work	Improvement in constructed response rubric scores across tasks	School-provided PD - \$0
<p>Use pre-, mid-, and post-unit assessments from Bayou Bridges, and Foundations of Freedom to track growth.</p> <p><i>Items needed:</i></p> <p>Curriculum-based assessments, digital trackers, scoring rubrics. PD on data analysis and re-teaching strategies.</p>	Teachers, ILT	BOY, MOY, EOY	Assessment tracker reviews, PLT discussions	% of students showing growth across tasks	Redesign: Foundations of Freedom Workbooks - (previously noted above)
<p>Develop and use bilingual vocabulary supports for each unit.</p> <p><i>Items needed:</i></p> <p>ASL/English vocabulary cards, word walls, visual concept maps.</p>	Teachers, ASL Specialists, Instructional Coaches	Ongoing	Walkthroughs, student language use	Increased use of academic vocabulary in discussions and writing	<p>Title I: Social Studies general classroom materials and printing supplies - \$3,379</p> <p>Plain Talk Conference - \$1,400</p>

Optional PD on academic language scaffolding: Plain Talk Conference, See the Sound Visual Phonics training. Bullseye Platform					IDEA B: See the Sound Training - \$120 Bullseye Platform - \$5,000 (previously noted)
Leverage PLT time to analyze student work, calibrate CR scoring, and plan re-teaching based on data. <i>Items needed:</i> Student work samples, scoring rubrics, PLT protocols; Brisk Teaching Platform. Training on calibration and feedback strategies.	ILT, Teachers, Instructional Coaches	Biweekly	PLT minutes, adjusted lesson plans	Increased instructional precision re: student needs and alignment with standards	Brisk Teaching Platform- \$2,900 (previously noted)
Utilize IXL Social Studies to provide LEAP test preparation for students aligned to Louisiana standards. <i>Items needed:</i> IXL Social Studies	Instructional Coaches, Teachers	Weekly	Data reports	Student performance on curriculum embedded assessments; LEAP Scores	IXL Social Studies: \$600 (previously noted above)

NON-CORE ACADEMICS**Resources:**

Accelerated Reader
Second Step
Kickboard
iCEV
N2Y - ULS (Leap Connect)

	ACT Prep Books Keyboarding Without Tears Glencoe Health Curriculum		
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development

Focus:

Strengthen elective and enrichment programs—SEL, ASL, STEM (including required computer science), dual enrollment courses, and library media—to support academic access, social-emotional development, and college and career readiness. Simultaneously, continue implementation of PBIS and MTSS to reduce behavioral disruptions and increase engagement.

LSD students face language deprivation and limited exposure to academic and social-emotional vocabulary, which affects their ability to thrive in both core and non-core classes. Non-core subjects such as ASL, STEM, library, CTE coursework, and SEL electives offer critical access points for language development, inquiry-based learning, and emotional regulation. Additionally, PBIS implementation has led to a significant drop in lost instructional minutes—down 68% from 2023–2024 to 2024–2025—and positive interactions logged in Kickboard have increased by 117%. These systems must be maintained and scaled to ensure continued improvement.

Evidence:

Weekly SEL instruction is in place for all K–8 students; monthly for high school students.

Kickboard usage doubled in one year, with increased consistency in staff reinforcement. Usage is also more intentional with monthly data reviewed by the SOAR committee to determine monthly trends and identify areas of focus for Kickboard usage in accordance with the negative behaviors being logged most frequently. With usage, students earn points and participate in PBIS incentives.

ASL classes are offered as an elective across K-12, promoting language ownership and bilingual identity.

STEM is expanding to include computer science and coding in response to state policy. A robotics club has been established and students began building an underwater remote-operated vehicle (SeaPerch).

The library is beginning to modernize and is undergoing reorganization, with more attention being given to bilingual materials and technological supports.

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>Documentation (Success Criteria)</i>	<i>Funding Source & Cost</i>
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<p>Deliver SEL lessons weekly in grades K–8 and monthly in grades 9–12.</p> <p><i>Items needed:</i></p> <p>SEL curriculum (e.g. Second Step), visual supports, emotional vocabulary resources. PD on trauma-informed SEL and MTSS integration.</p>	<p>School Counselors (Elem/MS/HS)</p>	<p>Weekly (K–8) / Monthly (9–12)</p>	<p>Lesson logs, walkthroughs</p>	<p>100% of K–8 receive weekly and 9–12 receive monthly SEL instruction</p>	<p>Add in PBIS consortium (funding source)</p> <p>Title IV: Second Step - \$1,785</p>
<p>Enrich the library program with bilingual (ASL/English) resources and student programming.</p> <p><i>Items needed:</i></p> <p>Accelerated Reader (educational program for students for us to monitor students' independent reading and comprehension),</p> <p>Follett system (library system in which we store, log, check in, and check out books.), scanner, barcode materials</p> <p>ASL/English books, visual storytelling materials, PD on Deaf-friendly literacy strategies</p>	<p>Instructional Coach (ELA), ASL Specialist</p>	<p>Ongoing</p>	<p>Walkthroughs</p>	<p>Increased checkouts and use of bilingual materials</p>	<p>Accelerated Reader: \$1,633.16 (previously noted)</p> <p>Title I: Follett: \$1,328</p> <p>8G Grant: ASL/English Books: \$9,591</p> <p>8G Grant: Barcode materials for use with scanner: \$380</p> <p>8G Grant: Mobile Prometheans: \$8,400</p> <p>8G Grant: Chromebooks: \$7,720</p> <p>8G Grant: Coded Scanner: \$578</p>

<p>Provide ASL as an elective and embed Deaf culture across non-core subjects.</p> <p><i>Items needed:</i></p> <p>ASL curriculum (K-8 + Level I/II), cultural media, collaboration protocols for integration. PD on bilingual instruction.</p>	ASL Teachers, Instructional Coaches, ASL Specialist	Ongoing	Student assessments, classroom walkthroughs	Improved ASL fluency and cultural engagement	ASL Curriculum - \$0 (have standards)
<p>Strengthen PBIS systems: sustain Kickboard and schoolwide incentives. Explore the House system.</p> <p><i>Items needed:</i></p> <p>Kickboard licenses, digital dashboards, student store supplies, PBIS Handbook. Refresher PD on PBIS fidelity & CPI.</p>	Counselors; SOAR Committee	Ongoing	Referral data, Kickboard data	25%+ reduction in referrals; 2x increase in positive interactions	<p>EEF: SAEBRS screener - \$1,433</p> <p>EEF: PBIS Kickboard - \$1,500</p>
<p>Participate in the PBIS Consortium and expand staff training in restorative practices.</p> <p><i>Items needed:</i></p> <p>Resources for restorative circles and tools for ISS/OSS.</p>	Admin, Counselors, SOAR Committee	Ongoing	Participation logs, coaching notes	Consortium strategies adopted and practiced schoolwide	Funding Source: PBIS Consortium
<p>Provide training for CTE teachers and additional certification opportunities, in order for students to obtain more certifications.</p> <p><i>Items needed:</i></p> <p>NRF Certification (Customer Service), Ducks Unlimited Ecology & Conservation Management Certification (iCEV)</p>	LSD Admin	Ongoing	Participation logs	Number of certifications earned by students	<p>IBCs/Training - \$10,000</p> <p>Title Ila: NRF: \$500</p> <p>iCEV Platform - \$3,900</p>

Louisiana School for the Deaf – Schoolwide Plan 25-26

<p>Order materials for students enrolled in our dual credit programming.</p> <p><i>Items needed:</i></p> <p>Books and applications required for Project Fast Forward/RIT/NTID's dual credit coursework</p>	<p>Instructional Coaches</p>	<p>Each semester as needed</p>	<p>Progress in class based on grades</p>	<p>Number of dual credits earned</p>	<p>Title IV: Dual Credit Materials: \$2,852</p>
<p>Provide ACT tutoring sessions and preparation materials to increase college and career readiness for high school students.</p> <p><i>Items needed:</i></p> <p>ACT prep books, teacher stipends, conference registration, printing/supplies</p>	<p>School Counselor, ELA/Math Teachers, Admin Team</p>	<p>Fall 2025-Spring 2026</p>	<p>Tutoring attendance logs, practice ACT scores, ACT growth data</p>	<p>Increased ACT scores; more students meeting TOPS/dual credit eligibility; teacher feedback from ACT conference</p>	<p>Redesign: \$6,000 for teacher stipends for ACT tutoring (\$1,680 benefits),</p> <p>Redesign: \$2,320 for ACT prep books, & printing and supplies</p> <p>\$1,500 for ACT conference registration.</p>
<p>Implement Keyboarding Without Tears for grades K–5 to build foundational typing, digital navigation, and early literacy skills. This program supports students in developing fluency with digital tools used in classroom learning and online assessments, aligning with technology readiness and academic access goals to prepare for later digital LEAP testing.</p>	<p>K-5 teachers</p>	<p>Ongoing</p>	<p>Usage reports, student typing performance</p>	<p>80% of K-5 students demonstrate growth in typing fluency and navigation skills by EOY; program usage data</p>	<p>IDEA B: Keyboarding Without Tears:\$166</p>

Alignment with National Health Education Standards (NHES) and state health standards ensures that students are learning age-appropriate, evidence-based health concepts. <i>Items needed:</i> Glencoe Health Curriculum	PE Teachers; Instructional coach	Ongoing	Curriculum embedded assessments	Increased student performance on curriculum embedded assessments	Glencoe Health Curriculum: \$1,300
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PROFESSIONAL DEVELOPMENT	ELA, Math, Science, Social Studies & Non-core academics		
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	<input checked="" type="checkbox"/> Employee Development

Professional Development Focus:

SEL & MTSS Delivery

PBIS Fidelity & Behavior Intervention

ASL Instruction & Bilingual Strategies

Inclusive Library Programming & Literacy Access

STEM Integration & Computer Science Foundations

Paraeducator Support & Non-Core Alignment

<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators (Link to ILT Long Range Plans)					
<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>Documentation (Success Criteria)</i>	<i>Funding Source & Cost</i>

<p>Attendance at Teacher Leader Summit 2026 to strengthen instructional leadership and Tier I curriculum implementation</p> <p><i>Items needed:</i></p> <p>Registration, lodging, travel, and meals for 2 staff members per PPM49 (est. \$299/registration + travel)</p>	Executive Director, instructional coaches	June 2026	Session attendance logs, team debriefs, implementation of new strategies	Staff share key takeaways; evidence of new practices in lesson plans and PLC work	Redesign: Travel + registration costs: approx \$1,000 per person, total \$2,400
<p>LSD leadership team will participate in the annual CEASD conference and Leadership Academy (if accepted) to engage in evidence-based school improvement planning practices aligned with national accreditation standards for schools serving deaf and hard-of-hearing students. Attendance will support strategic planning, stakeholder engagement, and alignment of instructional and operational systems with CEASD's Framework for Accreditation.</p> <p><i>Items needed:</i></p> <p>CEASD Conference & Leadership Academy registration; CEASD accreditation fees</p>	LSD Leadership	2025-2027	Accreditation readiness checkpoints; leadership debriefs following each conference	Updated self-study documentation; alignment with CEASD standards; timely submission of evidence and narratives	<p>CEASD Conference - \$3,000 for 2 staff (\$1,500 ea)</p> <p>Title IIa: CEASD Leadership Academy: \$1,500 each for 2 staff if accepted</p>
Lead regular PLCs focused on student work analysis, data-driven planning, and	ILT, Instructional Coaches	Weekly	PLC agendas, data trackers	Completed action plans; growth on interim assessments	Conferences - \$7,156.00

<p>targeted instructional adjustments.</p> <p><i>Items needed:</i></p> <p>Data tracker templates, PLC facilitation guides, access to interim assessment dashboards; Solution Tree training & PLCs at Work Conferences; Stipends for master & mentor teachers; PD on LEAP Constructed Responses and MAP data breakdown; PD on how to align intervention to data breakdown</p>					<p>2-day Solution Tree Training - \$18,778</p> <p>Title I: Stipends for masters/mentors: \$15,000</p>
<p>Provide PD on teaching constructed responses and academic feedback.</p> <p><i>Items needed:</i></p> <p>Sample CR rubrics and anchor papers, feedback protocols, scoring guide PD decks</p>	Instructional Coaches, ILT	Quarterly	Observation data, student writing samples	Increased CR scores; improved LER “Feedback” scores	\$0
<p>Train teachers on how to integrate ASL/English bilingual strategies into their instruction.</p> <p><i>Items needed:</i></p> <p>Bilingual scaffolding visuals, ASL/English strategy guides, classroom modeling videos</p>	ASL Specialist, Instructional Coaches	3x/year	Classroom observations	Increased access to content; improvement in student responses across languages	\$0
<p>Support paraprofessionals with targeted PD in behavior supports, academic scaffolds, and intervention delivery.</p>	ILT, Counselors	Monthly	Attendance logs, para evaluation forms,	Increased para effectiveness ratings; improved student support	Title IV/SGF: CPI Workbooks - \$1,498

<p><i>Items needed:</i></p> <p>Para training opportunities (Iris/CPI/etc.), behavior de-escalation visuals, scaffolded task templates</p>			training certificates		
<p>Provide cross-content PD on building vocabulary and language access in core and elective areas.</p> <p><i>Items needed:</i></p> <p>Content-specific visual word walls, academic language decks/word walls, translation strategy charts, Bullseye Platform; replacement computers for interpreting team</p>	ILT, SLP, ASL Team	Fall & Spring Semester	Walkthrough observations	Observable vocabulary scaffolds; improved student comprehension	<p>Bullseye Platform - \$5,000 (previously noted)</p> <p>Replacement computers - \$7,494</p>
<p>Attendance at National Early Childhood Education Summit to enhance instruction aligned to early learning research and developmentally appropriate practices</p> <p><i>Items needed:</i></p> <p>Registration, lodging, travel, and meals for 2 staff (not to exceed \$1,500 each per PPM49)</p>	Outreach Director	Spring 2026	Post-summit reflections, strategy implementation in PreK classrooms & early childhood home visits	New strategies implemented in lesson plans	NASLECE Conference registration + all travel items: \$3,000
<p>Fund stipends for 10 certified teachers to provide high-quality, extended learning opportunities during a 4-week summer program. The program is designed to accelerate</p>	Executive Director, Assistant Director, Summer Program Coordinator	May-June 2026	Pre- and post-assessments, attendance logs	Student growth on skill-specific pre/post assessments; 80%+ student attendance	EEF: Teacher stipends: \$47,880

<p>learning and address unfinished skills in core content areas. Teachers will be compensated at \$38/hour for approximately 110 hours each, ensuring consistency and instructional continuity for participating students.</p> <p><i>Items needed:</i></p> <p>Stipends for 10 certified teachers</p>					
<p>Work-Based Learning (WBL) Coordinator training through Career Compass for one designated teacher, at a cost of \$300.</p> <p><i>Items needed:</i></p> <p>Laptop for virtual training</p>	Executive Director, School Counselor	January 2026	Completion of training; development of WBL plan; student participation tracking	Certificate of completion; WBL implementation plan; student placement logs or participation records	ReDesign: 1 Teacher trained - \$300
<p>Host collaborative PD with SLP and ASL staff on integrating emotional vocabulary and language modeling into routines.</p> <p><i>Items needed:</i></p> <p>SEL vocabulary visuals, sentence starters, ASL emotional expression reference items; replacement computers for interpreting team</p>	SLP Team, Counselors, ASL Specialist	Fall semester	PD agendas, classroom observations	Increase in emotional vocabulary use during instruction	SGF: Replacement computers - \$7,494
<p>New teacher boot camp stipend for 2 days of training prior to in-service @ \$40/hour for up to 6</p>	Instructional coaches, admin	July 2026	Sign in sheets, agenda	Increase in LER scores	SGF: \$1,800

teachers, 7.5 hours, total of \$1,800, for July 2026					
<p>Provide opportunities for professional development for our counselors.</p> <p><i>Items needed:</i></p> <p>Conferences (Travel, registration, and lodging for counselors to attend counselor-specific professional development conferences such as the Louisiana Counselors Association (BR) for 2 social emotional counselors (total of \$700); Play Therapy Annual Conference (LAPT; New Orleans) – Registration, Mileage, Per Diem for 1 Counselor (\$600). SSD will adhere to PPM49.); Reimbursement for coursework required for certification</p>	Counseling team, Administration	Fall 2025/Spring 2026	Session attendance notes	Increase in score on LA Counselor Rubric	<p>Conference registration, travel, and lodging: \$1,350</p> <p>Reimbursement for coursework: \$9,000</p>
Reimbursement for teachers taking Deaf education coursework required for certification: estimated total cost for one person \$8,410 for full time coursework (fall and spring); for up to 3 people, \$25,230	Deaf education teachers; admin	Fall 2025; spring 2026	Verification of course enrollment and grades; monitoring certification progress; observation of instructional practices	Tuition reimbursement forms; transcripts; updated certification records in personnel files	Reimbursement: \$25,230

			aligned with coursework		
<p>Provide professional development for educational interpreters by funding attendance at the Louisiana Registry of Interpreters for the Deaf Conference, focusing on evidence-based interpreting strategies, bilingual instructional support, and current best practices in deaf education.</p> <p>1 interpreter will attend the CODA Conference; 2 interpreters will attend the Deaf School Interpreter Conference; 2 interpreters attend the Texas Registry of Interpreters for the Deaf Conference.</p>	Interpreter Coordinator; Executive Director	September 2025 (conference date)	Post-conference feedback forms; observation of interpreter implementation of new strategies	Interpreter CEUs; attendance certificates; agendas	<p>LRID Registration + travel locally: \$1,500</p> <p>CODA registration, travel, and lodging: \$1,500</p> <p>DSIC & TRID: \$3,500</p>
<p>Provide targeted CTE professional development by sending one staff member to ProStart Professional Development in New Orleans. Training will enhance culinary and hospitality instructor skills, improve student outcomes, strengthen program quality and credibility, and foster networking opportunities with industry professionals, ultimately expanding and</p>	ProStart Teacher; Executive Director	2025-2026	Post-training reflection; observation of instructional implementation; review of updated lesson plans and curriculum integration	Registration confirmation; completion certificate; revised curriculum materials; evidence of student engagement and achievement in CTE program	Travel, lodging, parking, meals, registration: \$1,600

enriching the school's CTE offerings.					
Provide professional development in educational technology by sending two staff members (technology specialist and district support) to the Louisiana Association of Computer Using Educators (LACUE) Conference in New Orleans, December 9–11, 2025. Participation will ensure staff remain current with changes in educational technology, enabling them to support teaching and learning in a safe and innovative environment.	Educational Technology Specialist; Executive Director	December 2025	Post-conference debrief; tracking of new tools/resources implemented; observation of technology integration in classrooms	Registration confirmation; conference agenda; completion certificates; evidence of integration of learned tools into instructional practice	Registration, travel, lodging, meals: \$2,000
Provide professional development for ASL proficiency assessment by registering two staff members for the ASL Expressive Skills Test (ASL-EST) Training Workshop, hosted virtually by Northern Signs Research on October 3–4, 2025. Training will build staff capacity to administer and interpret ASL-EST, supporting accurate measurement of ASL expressive skills and informing targeted instructional planning for	ASL Specialist; Executive Director	October 3–4, 2025	Post-training evaluation; practice scoring sessions; monitoring implementation of ASL-EST in student assessments	Registration confirmation; training materials; documentation of staff certification or completion; student ASL-EST results integrated into instructional planning	Virtual registration: \$1,300

deaf and hard of hearing students.					
Strengthen career and technical education (CTE) programming by sending two staff members to the CareerTech VISION 2025 Conference in Nashville, TN. Participation will provide high-quality professional development, exposure to best practices, and networking opportunities with CTE professionals, supporting the enhancement of program offerings and student outcomes.	WBL teacher; Executive Director	2025–2026 school year	Post-conference debrief; observation of integration of new strategies into CTE curriculum; student engagement in updated CTE activities	Registration confirmation; conference agenda; completion certificates; evidence of curriculum updates or new initiatives	Estimated \$4,500 (registration, flights, lodging, meals, and ground transportation)

MULTI-TIERED SYSTEM OF SUPPORT☐ Student Achievement☒ Exemplary
Customer Service☒ Operational
Excellence☐ Employee
Development**SEL Foundation for MTSS Success**

Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement.

Indicator Focus Area 1: Explicit SEL Instruction		Indicator Focus Area 2: Supportive Discipline	
S	School counselors will deliver explicit SEL instruction to all K–12 students; weekly for K-8, monthly for 9-12.	S	Reduce Level 2 and 3 behavior referrals by 25% through PBIS, Kickboard, and restorative practice implementation.
M	At least 80% of students will show growth in identified SEL competencies (e.g., self-awareness, self-management).	M	A 25% reduction in behavior referrals will be tracked through JCampus and Kickboard data.
A	The school already has designated elementary and middle/high school counselors delivering SEL, making consistent delivery achievable.	A	The school has already seen a 68% reduction in lost instructional time and increased positive interactions, showing capacity for continued improvement.
R	SEL instruction supports the school's MTSS and PBIS priorities by addressing student behavior, regulation, and peer relationships.	R	Aligns with school priorities of reducing exclusionary discipline and improving Tier 1 behavior support through MTSS and PBIS.
T	Goal to be achieved by May 2026.	T	Goal to be achieved by May 2026.
I	Instruction is designed for all students.	I	Strategies will be implemented schoolwide and designed to support all students, including those with behavioral, communication, or access needs.
E	SEL lessons are delivered in ASL and/or accessible formats to meet the needs of Deaf and hard-of-hearing students, ensuring all students can engage and benefit.	E	Discipline practices will be culturally responsive and accessible in ASL/English, ensuring fairness and support for a variety of Deaf and hard-of-hearing students.
Goal Statement: By May 2026, school counselors will deliver explicit SEL instruction to 100% of K–12 students, with at least 80% of students showing growth in identified SEL competencies (e.g., self-awareness, self-management), with content and delivery designed for accessibility to Deaf and hard-of-hearing learners.		Goal Statement: By May 2026, LSD will reduce Level 2 and 3 behavior referrals by 25% through consistent implementation of schoolwide PBIS strategies, Kickboard-based reinforcement, and restorative practices, with special attention to equitable, accessible, and culturally responsive approaches for Deaf and hard-of-hearing students.	

PARENT AND FAMILY ENGAGEMENT

☐ Student Achievement

☒ Exemplary Customer Service

☐ Operational Excellence

☐ Employee Development

<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>Documentation (Success Criteria)</i>	<i>Funding Source & Cost</i>
<p>Host Annual School Meeting during Open House to inform families of school policies, curriculum, staff qualifications, and rights under McKinney-Vento, etc.</p> <p><i>Items needed:</i> Printed materials, folders, refreshments, ASL interpreters, signage</p>	Family engagement coordinator (Dean of students), Outreach director, LSD admin team	Fall 2025	Attendance logs, family surveys, distribution of required notices	100% of attending families receive info; improved understanding of school programs and rights	<p>Title I: Printed materials & folders cost: \$200</p> <p>IDEA B: Outreach General office supplies: \$1,500</p> <p>Contract Interpreting services: \$54,500</p>
<p>Host quarterly Family Engagement Nights with topics such as ASL learning, academic progress, MAP/LEAP data, diploma pathways, support resources, and behavior support.</p> <p>Q1: MAP & DIBELS Data (Elem) MAP & Diploma Pathways (MS/HS)</p> <p>Q2: ASL Winter & Holiday Signs</p> <p>Q3: Managing Stress & Coping During Testing (SEL)</p>	Family Engagement Committee, Admin team	Quarterly	Event attendance, feedback surveys	Increased family participation and understanding of student supports	Title I: \$3,972

<i>Q4: Maintaining Academic Progress Through Summer</i> <i>Items needed:</i> Zoom account					
Share student progress updates and intervention plans via video messages, texts, and visual-friendly materials. <i>Items needed:</i> Remind App, Kami, Loom, paper newsletters	Teachers, Case Managers	Monthly	JCampus communication logs	Documented parent contacts; increased awareness of student needs	IDEAB: Kami \$1350 IDEA B: Remind App - \$1800 Kami (previously noted)
Increase visibility and access to MTSS updates through Kickboard, family-facing data charts, digital resources, and other forms of parent contact. <i>Items needed:</i> Kickboard, Kami, Loom, Remind App, MTSS Summit	PBIS Team, Interventionist	Ongoing	Kickboard usage data, JCampus communication logs	Growth in parent awareness and engagement with Tier I/Tier II supports	MTSS Summit: \$195
Increase visibility for family engagement and networking <i>Items needed:</i> Business cards	Outreach Director; outreach teachers	Ongoing	List of networking contacts	Staff consistently use cards to initiate/maintain communication with families and service providers	SGF: Business cards: \$115
MTSS Parent and Family Engagement					
How are you going to communicate with parents about the MTSS plan? We will communicate with parents through multiple methods to ensure transparency and ongoing collaboration. This includes: <ul style="list-style-type: none"> Monthly newsletters (digital and print) with MTSS updates and success stories. Parent information sessions during Open House to explain the MTSS process and how supports are matched to student needs. 					

- Individualized communication (emails, phone calls, parent-teacher conferences) to discuss student progress, interventions, and outcomes.
- Dedicated MTSS section on the school website with resources, timelines, and FAQs.
- Home connection materials that explain how parents can support learning and behavior expectations at home.

How are you working with students this year?

Students are actively involved in the MTSS process through:

- Tiered academic interventions delivered during designated support blocks or small group sessions.
- Behavior support plans and check-ins for students needing SEL/behavioral support.
- Student goal-setting and progress monitoring to encourage ownership of learning.
- Leadership opportunities that reinforce positive behaviors and academic habits.
- Student voice surveys to assess the effectiveness of interventions and climate.

How are you going to increase parental involvement in MTSS?

To boost parent engagement:

- We will host MTSS family nights that include interactive activities and resources.
- Offer parent education workshops on how to support literacy, math, and SEL at home.
- Create family feedback loops via surveys and forums to ensure their input shapes MTSS strategies.
- Translate all materials and communications for non-English-speaking families to ensure accessibility.

MTSS Plan Overview

LSD's MTSS framework ensures that all students receive timely, layered supports through a system that promotes early identification, data-driven decision-making, and collaborative problem-solving. The framework includes:

- Tier 1 (Universal Support): All students receive high-quality core instruction aligned to Louisiana standards and delivered with bilingual ASL/English scaffolds. Universal behavior expectations are taught using Kickboard visuals, and SEL instruction is provided weekly (K–8) and monthly (9–12). Family engagement tools—such as Remind, social media, Kickboard parent access, Open House, and orientation events—ensure consistent

	<p>communication with caregivers.</p> <ul style="list-style-type: none"> ● Tier 2 (Targeted Intervention): Students who are not meeting grade-level expectations, based on diagnostics (MAP, LEAP Diagnostic, DIBELS), classroom assessments, or teacher referrals, receive small-group instruction using interventions such as IXL, UFLI, and Zearn. These groups are reviewed every 4–6 weeks during grade-level SBLC check-ins. Data-driven plans are created to address gaps in foundational skills or behavior patterns. ● Tier 3 (Intensive Support): For students needing intensive, individualized support, LSD provides daily interventions delivered by specialized staff (interventionist, counselor, related service provider). Individual progress is monitored every 2–3 weeks using personalized trackers and shared with SBLC and families through regular updates. <p>Timelines & Implementation:</p> <ul style="list-style-type: none"> ● Universal screeners (MAP, LEAP Diagnostic, DIBELS) are administered in August and January. ● Intervention groupings are determined in September and adjusted at each 4–6 week cycle. ● SBLC meets weekly to monitor data and determine shifts in support tiers. ● Communication with families is embedded in all tiers through Remind posts, Kickboard updates, Open House sessions, and mid-quarter progress notes.
<p>Academic Programs & Interventions</p>	<p>Tier 1: High-quality, standards-aligned instruction with ongoing assessments (benchmarking, universal screeners) provided through core curricula such as EL Education, Guidebooks, Envision Savvas, OpenSciEd, and Tier 1 social studies resources like Bayou Bridges and Foundations of Freedom. Instruction includes embedded support for language access through ASL/English strategies and is designed to reach all learners.</p> <p>Tier 2: Targeted small group instruction in reading and math using supplemental programs such as IXL, Zearn, Savvas Realize, Fingerspelling Our Way to</p>

	<p>Reading, Secret Stories, and UFLI. Instructional time for Tier 2 is integrated into Eagle Time for K–5 and intervention periods for 6–8. Interventions are based on student data and classroom performance.</p> <p>Tier 3: Intensive, individualized interventions provided by specialists (e.g., interventionist, speech-language pathologist, instructional coach) and delivered through a combination of push-in/pull-out services. Programs used include IXL, Zearn, Savvas Realize, Fingerspelling Our Way to Reading, UFLI, and individualized teacher-created materials aligned to student needs. Interventions are documented and tracked using progress monitoring tools and are responsive to each student’s learning profile.</p> <p>Progress Monitoring: Conducted biweekly to assess growth and adjust interventions. Teachers track student performance using MAP, curriculum-based measures, and intervention program data.</p> <p>Family Communication: Teachers will share intervention goals and progress with families through regular updates on platforms like Remind, printed progress reports during report card distribution, and scheduled parent-teacher conferences. For Tier 2 and Tier 3 supports, families will also receive individualized summaries each quarter outlining the student’s intervention plan, areas of focus, and strategies for supporting learning at home.</p>
<p>SEL & Behavior Interventions</p>	<p>Tier 1: Schoolwide PBIS framework implemented with fidelity through Kickboard, morning meetings, and daily reinforcement systems. Core routines emphasize emotional check-ins, clear expectations, positive behavior recognition, and restorative practices. SEL instruction is embedded using the Second Step curriculum across grade bands. Visual supports and ASL-accessible SEL tools are used to ensure full language access and inclusion for all students.</p> <p>Tier 2: Targeted supports include Check-In/Check-Out (CICO), social skills groups led by counselors, and individualized behavior contracts. Students are referred to Tier 2 through schoolwide data review and teacher referrals. Intervention plans are aligned with student behavior goals and monitored using Kickboard and counselor documentation systems.</p> <p>Tier 3: Intensive interventions include Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), 1:1 counseling, and crisis</p>

de-escalation support. These supports are provided in collaboration with the student, family, counselor, and—in some cases—external mental health or pupil appraisal professionals. The Reflect, Repair, & Reset Room serves as a Tier 3 restorative space for students requiring short-term behavioral intervention.

Trauma-Informed Integration:

Mindfulness routines, calming strategies, and trauma-informed practices are modeled across classrooms, counseling sessions, and morning check-ins. These strategies are embedded in staff PD, classroom visuals, and behavior expectations.

Family Communication:

Ongoing behavior and SEL communication is shared with families through Kickboard family access, weekly behavior summaries (for students with Check In/Check Out; sometimes offered daily depending on needs), counselor communication, and scheduled parent check-ins. For students receiving Tier 2 or Tier 3 support, counselors will provide families with progress updates at least quarterly—including specific goals, observed growth, and strategies to reinforce SEL and behavior skills at home. Interpreter services and visual communication formats are used to ensure all families receive accessible updates.

Community Involvement

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

We plan to build and strengthen partnerships with:

- Local mental health agencies for onsite counseling and crisis support.
- Public libraries to support literacy nights and reading challenges.
- Colleges/universities for educational workshops.
- Community centers for family outreach and mentoring.
- Nonprofits like the Louisiana Association of the Deaf to connect students with mentors and resources.
- Local businesses for sponsorship of academic incentives and career exploration opportunities.

Instruction by Certified Teachers – Certified Teacher Recruitment

Louisiana School for the Deaf – Schoolwide Plan 25-26

District Goal(s):	To ensure all students are taught by effective, certified educators by recruiting, developing, and retaining a highly qualified and diverse teacher workforce across all programs, with a focus on specialized certification areas including Deaf Education and ASL proficiency.		
School Objective(s):	By the end of the 2025–2026 school year, LSD will increase the percentage of certified core content and Deaf Education teachers to at least 70% , by actively recruiting from national Deaf Education programs, supporting certification efforts for current staff, and improving teacher retention through targeted support and incentives.		
<input checked="" type="checkbox"/> Student Achievement	<input checked="" type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development

<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>Documentation (Success Criteria)</i>	<i>Funding Source & Cost</i>
<p>Host student teacher placements and practicum partnerships with universities with Deaf Education programs.</p> <p><i>Items needed:</i></p> <p>Registration for Career Fairs/Job Fairs (NTID/RIT, Gallaudet) + travel costs for 2 staff each, per PPM49; retractable stand up banner</p>	Admin Team, Mentor Teachers	SY 2025–2026	University MOUs, placement evaluations	Strengthened pipeline of future certified teachers	<p>Career Fairs: \$9,000 total travel costs</p> <p>Estimated cost for 2 staff to attend RIT/NTID recruitment visit (March 4–6, 2025), including airfare (\$1,100), local transportation (\$200), lodging (\$900), meals per diem (\$345), and contingency (\$155), totaling approx. \$2,700. Budgeted at \$4,500 to allow for fluctuations and additional travel needs per PPM49.</p> <p>Estimated cost for 2 staff to attend Gallaudet</p>

					<p>University recruitment visit (March 4–6, 2025), including airfare (\$1,000), local transportation (\$200), lodging (\$1,000), meals per diem (\$345), and contingency (\$155), totaling approx. \$2,700. Budgeted at \$4,500 to allow for cost fluctuations and additional travel needs per PPM49.</p> <p>SGF: Retractable banner: \$175</p>
Provide Praxis/SLPI prep and certification support for current staff pursuing certification.	Instructional Coaches, HR	Fall 2025–Spring 2026	Enrollment and testing records	At least 2 uncertified staff earn certification by end of 2025–2026	Praxis Reimbursements - \$1,704
Review and refine existing professional growth track system (e.g. master/mentor teachers) to improve clarity, transparency, and alignment with leadership development goals	Admin Team, Instructional Leadership Team	Fall 2025 – Spring 2026	Meeting notes, survey feedback, draft revisions	Updated growth track structure and selection criteria published by Spring 2026	N/A
Recognize high-performing certified staff through formal awards and other forms of incentives	Admin Team	Ongoing + EOY ceremony	Staff survey feedback, retention rates	90% of award recipients return next school year	Incentives: \$1,000 (funded via donations, e.g. LSD Foundation, Hands and Voices, etc.)

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

☒ Student Achievement

☒ Exemplary
Customer
Service

☒ Operational
Excellence

☐ Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?

Person(s) Responsible

Timeline

Progress Monitoring

Documentation (Success Criteria)

Funding Source & Cost

Provide college and career readiness workshops tailored for Deaf students.

School counselor

Ongoing (monthly at minimum)

Student feedback surveys, calendar entries

100% of juniors and seniors participate and can identify at least one postsecondary option

\$0

Host postsecondary panel and transition fair

School counselor + admin team

Spring 2026

Event participation

Increased awareness of accessible options for

\$0

Louisiana School for the Deaf – Schoolwide Plan 25-26

featuring Deaf professionals				students after graduation	
Collaborate with outside agencies (e.g., Louisiana Rehab Services, Gallaudet, NTID, local colleges, Career Compass) to support job training, accessibility planning, and financial aid prep.	School counselor + admin team	Ongoing	Agency meeting logs, calendar entries	Partnerships established and students successfully connected to services	Redesign: Career Compass - \$9,000