

FOR

# East Baton Rouge Parish School System School Improvement Plan Westdale Middle School

6-8

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## 2023 - 2024

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## Six Keys to Success and Pathways to Bright Futures

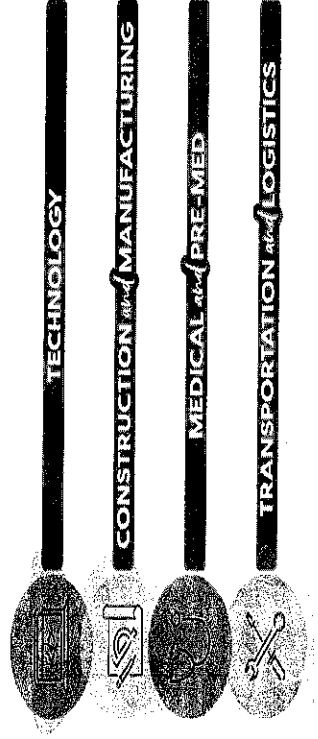


**RADLE2CAREER**

**Keys to Success**

- Access to Quality Early Care & Education
- Ensure Kindergarten Readiness
- Enter 3<sup>rd</sup> grade at or above grade level
- Ensure a successful transition to middle school and provide rich learning opportunities pre-high school
- Accelerate the number of students earning industry-based credentials that meet the city's needs from 8<sup>th</sup> grade to Graduation
- Accelerate the number of students graduating on time with an associate's degree and a statewide industry-based credential and who are TOPS eligible

## TO BRIGHT FUTURES














- TECHNOLOGY**
- CONSTRUCTION**
- MEDICAL**
- TRANSPORTATION & LOGISTICS**

## District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.
  - (Component 1): Comprehensive Needs Assessment
  - (Component 2): Evidence-Based Strategies
  - (Component 3): High Quality and On-going Professional Development
  - (Component 4): Strategies to Increase Parent and Family Engagement
  - (Component 5): Early Childhood Transition
  - (Component 6): Teachers Participate in Decision
  - (Component 7): Timely Assistance and Interventions
  - (Component 8): Coordination and Integration of Federal, State, and Local Services and Programs
  - (Component 9): Teacher Recruitment and Retention
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Ramona J. Remble	6/29/2023
Executive Director	Date

## Faculty and Staff Review

Date	Name	Position	Signature
10/19	Philip W. Thompson	Thompson (Teacher)	
10/19	Breanna Mason	Teacher	
10/19	Melissa Davis	Teacher (with ETA)	
10/19	Heather Stewart	Math Coach	
10/19	Elizabeth Romaine	Teacher	
10/19	Quinton Dixon	Counselor	
10/19	Rachel Yang-Turner	Counselor	
10/19	Desmond Dunn	Teacher	
10/19	Amirah Hampton	Clerk	
10/19	Lauren Leyune	Gifted Site Coordinator	
10/19	Alicia Enloe	ESL Teacher	
10/19	Gisele Julien	Teacher	
10/20	Tonia L. Dundy	Paraprofessional	
10/20/23	Alexis Walker	Director	
10/20/23	RICK WALDRUP	TEACHER	
10/20/23	Quinton Dixon	Counselor	




## Louisiana’s Goals and Priorities

### Educational Priorities

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

### Six Critical Goals

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

### Louisiana Believes:

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

## East Baton Rouge Parish School System’s Strategic Plan

# Mission

Inspiring humanity through transformational learning in the classroom and in the community.

# Vision

The East Baton Rouge Parish School System will be the cornerstone of the community as a premier educational institution by inspiring, cultivating, and producing a modern workforce prepared to create a robust and thriving economy.

# Cornerstones

- **Student Achievement:** We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career
- **Exemplary Customer Service:** We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.



- **Operational Excellence:** We will be responsible stewards of community resources for the achievement of district priorities.
- **Employee Development:** We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

Data Portfolio: Component 1

## Data Types

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

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		<ul style="list-style-type: none"> <li>• Administrator Questionnaires</li> <li>• Administrator Interviews</li> </ul>		<ul style="list-style-type: none"> <li>• Demographics</li> </ul>
<i>Teachers</i>		<ul style="list-style-type: none"> <li>• Teacher Focus Groups</li> <li>• Teacher Surveys</li> <li>• Teacher Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Walkthroughs</li> <li>• Attendance Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Demographics</li> </ul>
<i>Students</i>	<ul style="list-style-type: none"> <li>• LEAP 2025</li> <li>• End-of-Course (EOC)</li> <li>• ACT</li> <li>• DIBELS</li> <li>• DRA</li> <li>• Benchmark Assessments</li> <li>• STAR</li> <li>• SRI</li> </ul>	<ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Student Focus Groups</li> <li>• Student Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Walkthroughs</li> <li>• Discipline Rates</li> <li>• Attendance Rates</li> </ul>	<ul style="list-style-type: none"> <li>• School Report Cards</li> <li>• Demographics</li> <li>• Subgroup Components</li> <li>• Tableau Reports</li> <li>• Climate Surveys</li> </ul>
<i>Parents</i>		<ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Parent Focus Group</li> <li>• Parent Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Rates (school participation)</li> </ul>	<ul style="list-style-type: none"> <li>• Demographics</li> </ul>

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

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

**Comprehensive Needs Assessment  
SY 2023 - 2024 Schoolwide Planning**

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

**Part 1: STRENGTHS**

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

	<b>STRENGTHS</b>	<b>DATA SOURCE/INSTRUMENT</b>
1.	More than half of all students, grades 6-8, scored “proficient” (Basic or above) on the ELA portion of the LEAP 2025 as follows: 56% in 6th grade, 53% in 7th grade, and 55% in 8th grade.	Spring 2023 LEAP 2025 Data
2.	On the ELA portion of the LEAP 2025, 59% of 8th graders scored “Strong/Moderate” in the Written Expression category. 57% of 8th graders scored “Strong/Moderate” in the categories of Knowledge & Use of Language Conventions and Reading Literary Text.	Spring 2023 LEAP 2025 Data
3.	On the Math portion of the LEAP 2025, 55% of 8th graders scored “Strong/Moderate” on Proportional Relationships, Linear Equations, and Functions.	Spring 2023 LEAP 2025 Data

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**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:

<b>Contributing Factor: The regular use of Achieve3000 in ELA.</b>	
<b>Instrument(s):</b> Achieve3000 software	
<b>Data Type:</b> 1. Cognitive 2. Behavioral 3. Cognitive	<b>Findings</b> 1. The average Lexile score of students who used Achieve3000 increased by 49 points from August 2022- May 2023. 2. Achieve3000 was utilized more frequently in classes where there was a teacher vacancy. 3. 8th graders had an average correct score of 63.6% for their overall Achieve3000 performance (the highest of all grade levels).

<b>Contributing Factor: The use of specific writing strategies: RACE in ELA &amp; Science; Claim, Content, Citation, and Connect in Social Studies.</b>	
<b>Instrument(s):</b> Literacy strategies	
<b>Data Type:</b> 1. Behavioral 2. Behavioral 3. Cognitive	<b>Findings</b> 1. Teachers frequently utilized specific literacy strategies within content. 2. Literacy Coach provided professional development on the use of these strategies at the start of the school year. 3. 8th grade students' writing samples showed marked improvement from the start of the school year.

<b>Contributing Factor: Mathematics Department collaborated to plan for targeted focus of specific standards.</b>	
<b>Instrument(s):</b> Mathematical concept attainment strategies	
<b>Data Type:</b> 1. Behavioral 2. Attitudinal 3. Behavioral	<b>Findings</b> 1. Teachers taught students to utilize the “RDW” or “Read-Draw-Write” strategy in math. 2. Math teacher/Test Coordinator served as a Math Coach despite vacancy. 3. Focus on vertical alignment in 8th grade math during department meetings.

\*Must list at least three findings to justify a Contributing Factor.

**Part 2: WEAKNESSES**

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

	<b>WEAKNESSES</b>	<b>DATA SOURCE/INSTRUMENT</b>
1.	On the ELA portion of the LEAP 2025, (6th grade) 55% of students scored “Weak” in Written Expression, 52% of students scored “Weak” in Knowledge & Use of Language Conventions (7th grade) 53% of students scored “Weak” in Written Expression, 51% of students scored “Weak” in Knowledge & Use of Language Conventions and Reading Informational Text (8th grade) 46% of students scored “Weak” in Vocabulary, 45% of students scored “Weak” in Reading Informational Text.	Spring 2023 LEAP 2025 Data
2.	On the Math portion of the LEAP 2025, 54% of 6th graders and 63% of 7th graders scored “Weak” in Major Content.	Spring 2023 LEAP 2025 Data
3.	On the Math portion of the LEAP 2025, (6th grade) 62% of students scored “Weak” on Rational Numbers, Multiplying/Dividing Fractions and Expressions, Inequalities, and Equations (7th grade) 66% of students scored “Weak” in Modeling & Application and 65% of students scored “Weak” in Expressions, Inequalities, and Equations (8th grade) 66% of students scored “Weak” in Radicals, Integer Exponents, and Scientific Notation and 63% of students scored “Weak” in Congruence, Similarity, and Pythagorean Theorem.	Spring 2023 LEAP 2025 Data

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

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<b>Contributing Factor: Teacher and student attendance was poor.</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. Behavioral 2. Behavioral 3. Behavioral	<b>Findings</b> 1. Teacher vacancies in ELA. 2. 7th Grade Math Teacher frequently absent. 3. Student Attendance was very low.

<b>Contributing Factor: A lack of pre-foundational skills from students.</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. Cognitive 2. Behavioral 3. Cognitive	<b>Findings</b> 1. Pre-test data showed that students struggled with multiplication/division and fractions. 2. There was a high suspension and expulsion rate. 3. Majority of students scored poorly on elementary math assessments.

<b>Contributing Factor: A lack of classroom support and intervention.</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. Behavioral 2. Behavioral 3. Attitudinal	<b>Findings</b> 1. Lack of frequent Walk-Throughs and Observations as well as a Math Coach vacancy. 2. Lack of lesson plan feedback provided to teachers. 3. Low teacher morale as evident by teacher survey.

\*Must list at least three findings to justify a Contributing Factor.

## Action Plan

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

**Core Academics: ELA, Math, Science, Social Studies**

Weaknesses are the identified areas from the cognitive data (student performance). Be specific. List weaknesses for each Core Academic area and the

ELA - On the ELA portion of the LEAP 2025 in Spring of 2023, (6th grade) 55% of students scored “Weak” in Written Expression, 52% of students scored “Weak” in Knowledge & Use of Language Conventions (7th grade) 53% of students scored “Weak” in Written Expression, 51% of students scored “Weak” in Knowledge & Use of Language Conventions and Reading Informational Text (8th grade) 46% of students scored “Weak” in Vocabulary, 45% of students scored “Weak” in Reading Informational Text.

Math - On the Math portion of the LEAP 2025 in Spring of 2023, (6th grade) 62% of students scored “Weak” on Rational Numbers, Multiplying/Dividing Fractions and Expressions, Inequalities, and Equations (7th grade) 66% of students scored “Weak” in Modeling & Application and 65% of students scored “Weak” in Expressions, Inequalities, and Equations (8th grade) 66% of students scored “Weak” in Radicals, Integer Exponents, and Scientific Notation and 63% of students scored “Weak” in Congruence, Similarity, and Pythagorean Theorem.

**Weaknesses:**

Science - Students performed “Weak” in all 3 categories on the Science portion of the LEAP 2025 in Spring of 2023: Investigate, Evaluate, and Reason Scientifically. No more than 51% of students in any grade scored “Strong/Moderate” in any category. Specifically: Investigate - (6th grade) 50% “Weak”, (7th grade) 60% “Weak”, (8th grade) 49% “Weak” | Evaluate - (6th grade) 64% “Weak”, (7th grade) 50% “Weak”, (8th grade) 50% “Weak” | Reason Scientifically - (6th grade) 62% “Weak”, (7th grade) 60% “Weak”, (8th grade) 56% “Weak”

Social Studies - Students performed “Weak” in all 4 categories on the Social Studies portion of the LEAP 2025 in Spring of 2023: History, Civics, Geography, and Economics. Specifically: History - (6th grade) 61% “Weak”, (7th grade) 63% “Weak”, (8th grade) 56% “Weak” | Civics - (6th grade) 59% “Weak”, (7th grade) 54% “Weak”, (8th grade) 63% “Weak” | Geography - (6th grade) 65% “Weak”, (7th grade) 45% “Weak”, (8th grade) 53% “Weak” | Economics - (6th grade) 60% “Weak”, (7th grade) 46% “Weak”, (8th grade) 56% “Weak”

An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. Identify objectives for each Core Academic area and the subgroups.

**Objectives:**

To increase student proficiency on all Spring 2024 LEAP 2025 assessments by 3-5%.

**Evidence-Based Strategies:**

x Data-Driven Decision Making

x Response to Intervention

x Job-Embedded PD

x Technology Integration

x Other: WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) in every class every day

<b>CORE ACADEMICS - ELA</b>	<p><b>DELETE INFO THAT DOES NOT APPLY</b>                  Pre-K: Big Day K -2: Expeditionary Learning (EL) 3<sup>rd</sup> – 5<sup>th</sup>: Louisiana                  Guidebooks 6<sup>th</sup> - 8<sup>th</sup>: myPerspectives 9<sup>th</sup> – 12<sup>th</sup>: myPerspectives</p>		
	<p><b>Tier 1 Resources:</b></p>	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Employee Development		

**Historical Data Trends:**

School Year	18-19 LEAP	20-21 LEAP	21-22 LEAP	22-23 LEAP	21-22 ANet	22-23 ANet
Proficiency	6th - 65%			Proficiency 6th - 56%	Interim 1 - Interim 2 - Interim 3 -	Interim 1 - 43% Interim 2 - 39% Interim 3 - 42%
6th - 72%				7th - 53%		
8th - 64%				8th - 55%		
ELA Trends						
Subgroup Trends				Consistently underperforming	Consistently underperforming	Consistently underperforming

**District Literacy Plan**

Pre-Kindergarten Literacy EOY Data

Skill Objective	% Below Expectations	% Meeting Expectations	% Exceeding Expectations
<b>Objective 15</b> Demonstrates phonological awareness.			



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	phonics skills, and word recognition (rhyming, initial sounds, phoneme segmentation)		
	<b>Objective 16</b> Demonstrates knowledge of the alphabet (naming letters & letter sounds)		
	<b>Objective 17</b> Demonstrates knowledge of print and its uses. (uses and appreciates books and other texts & uses print concepts)		
	<b>Objective 18</b> Comprehends and responds to books and other texts (interacts during reading experiences, book conversations, and text reflections, uses emergent reading skills, retelling, uses context clues, and reads fluently)		
	<b>Objective 19</b> Demonstrates writing skills (writes name, writes to convey meaning, and writes using conventions)		

**Literacy**

**Measure: PK TS  
GOLD**

**K-3 Literacy EOY Data (in %)**

Grade Level	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark
Grade K				
Grade 1				

**DIBELS**

	Grade 2		
	Grade 3		

**AMBITION**

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

**Focus Area #1: (Content or Skill)**  
 To improve students' ability to demonstrate reading comprehension with an emphasis on citing textual evidence, making inferences, and writing across the curriculum.

**LADOE Target:** Increase student proficiency on the ELA portion of the LEAP 2025 assessment from:

- 56% to 59-61% in 6th grade
- 53% to 56-58% in 7th grade
- 55% to 58-60% in 8th grade

The average proficiency of all students grades 6-8 will increase from 55% to 58-60%.

**SMARTe Goal:** Increase student's ELA ANet average score correct 3-5% from Interim 1 to Interim 3.

**Benchmark Goals:**

Q1 Benchmark Goal

Use data from ANET diagnostic to identify "At Risk" students that school less than 30%. Provide intervention time for these students.

Identify weak standards (less than 30% correct) for explicit instruction in all classrooms.

Q2 Benchmark Goal

Use ANET Interim 1 data to individualize instructions for students on those standards in which they score low.

Q3 Benchmark Goal

	<p>Students will increase their score by 5% from the ANET Interim 1 to the ANET Interim 2. “At-Risk” students will decrease by 20%.</p>
	<p><b>Q4 Benchmark Goal</b></p>
	<p>Students will increase their score by 5% on the ANET Interim 2 to the ANET Interim 3. “A-Risk” students will decrease by 20%.</p>
	<p style="text-align: center;"><b><u>AFFIRMATION</u></b></p> <ul style="list-style-type: none"> <li>● Where have gains been made? What strategies were used?</li> <li>● Who were the key individuals in achieving these gains?</li> <li>● How will you leverage those individuals and strategies for continuous improvement this school year?</li> </ul> <p><b>Areas of Progress:</b> Vacancies have been filled and the master schedule allows content-level planning every other day. PLCs and job-embedded professional development are now a priority of the administration. The focus of teacher collaboration will be analyzing student work to identify and target learning gaps.</p>
	<p style="text-align: center;"><b><u>ANALYSIS</u></b></p> <ul style="list-style-type: none"> <li>● What is the priority?</li> <li>● What student learning problem needs to be addressed to attain the goal?</li> <li>● What is the root cause of this student learning problem? What data supports this hypothesis?</li> <li>● What is the student impact if you attain this goal?</li> <li>● What professional learning is needed for administrators, teacher leaders, and teachers?</li> </ul> <p><b>School’s Priority:</b> Engaging students in reading, speaking and listening, and writing in every class every day.</p>
	<p><b>Student Learning Problem:</b> Students are struggling with reading literary and informational texts and in written expression.</p>
	<p><b>Root Cause &amp; Supporting Data:</b> Students missed parts of the curriculum last school year due to lack of staffing.</p>
	<p><b>Student Impact (Measurable Impact):</b> More than 50% of students performed “Weak” in reading informational and literary texts and written expression.</p>
	<p><b>Educator Professional Learning Needs:</b> Job-embedded professional development on assessment guidance, engaging students through rigor (questioning and discussion, and WICOR strategies, Achieve3000 PD), analyzing student work, progress monitoring, and response to intervention.</p>

**ACTION STEPS**  
**Actions Steps & Progress Indicators**

<i>Strategies to address Root Cause (Choose at least one to action plan)</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Funding Source and Cost</i>
<b>Instructional</b>	<p>Focused instruction in all grade levels on:</p> <ul style="list-style-type: none"> <li>● Citing textual evidence</li> <li>● Making inferences from text</li> <li>● Written Expression</li> </ul>	Literacy Coach, ELA teachers	August '23 - May '24	ANet Benchmark Interim assessment growth of 3-5% from Interim 1 to Interim 3	N/A
<b>Cultural/ Behavioral</b>	Schoolwide WICOR (Writing, Inquiry, Collaboration, Organization, Reading) in every class every day	Administrators, Literacy Coach, all teachers	August '23 - May '24	Student writing samples brought to PLCs, lesson plans that demonstrate planning for daily WICOR, Achieve3000 data	N/A
<b>Operational</b>	<p>PLCs (on "A" days) and job-embedded professional development (monthly) focused on student engagement, formative assessment, and student work analysis</p> <p>Interim assessments issued on dedicated testing days in a LEAP-like environment</p>	Principal, Math Teachers	August '23 - May '24	Increased overt student engagement during walkthroughs, student work samples demonstrating increased understanding	Testing Supplies (i.e. timers, headsets) cost \$6898.88

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

**Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):**  
6th - 8<sup>th</sup>: ANET Assessments (quarterly), Assessments Embedded in myPerspectives (by unit)

<b>Tier 1 Resource: Eureka</b>	
<b>CORE ACADEMICS - Mathematics</b>	<b>Tier 1 Resource: Eureka</b>
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service
<input checked="" type="checkbox"/> Operational Excellence	<input checked="" type="checkbox"/> Employee Development

Historical Data Trends:						
School Year	18-19 LEAP	20-21 LEAP	21-22 LEAP	22-23 LEAP	21-22 ANet	22-23 ANet
	Proficiency 6th - 64% 7th - 65% 8th - 60%	Proficiency 6th - 29% 7th - 39% 8th - 40%		Proficiency 6th - 42% 7th - 37% 8th - 43%	Interim 1 - 25% Interim 2 - 35% Interim 3 - 37%	Interim 1 - 29% Interim 2 - 32% Interim 3 -
Math Trends						
Subgroup Trends				Consistently underperforming	Consistently underperforming	Consistently underperforming

**AMBITION**

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

<b>Focus Area #1: (Content or Skill)</b>	To improve student mastery of mathematics concepts and student proficiency of mathematical practices with an emphasis on ‘Major Content’ by grade level as defined by the LEAP 2025 Assessment Guidance.
<b>LADOE Target:</b>	Increase student proficiency on the Math portion of the LEAP 2025 assessment from:  42% to 45-47% in 6th grade

	<p>37% to 40-42% in 7th grade 43% to 45-47% in 8th grade</p> <p>The average proficiency of all students grades 6-8 will increase from 41% to 44-46%.</p>
<p><b>SMART Goal:</b></p>	<p>Increase student's Math ANet average score correct 3-5% from Interim 1 to Interim 3.</p>
<p><b>Benchmark Goals:</b></p>	<p><b>Q1 Benchmark Goal</b></p> <p>Use data from ANET diagnostic to identify "At Risk" students that school less than 30%. Provide intervention time for these students.</p> <p>Identify weak standards (less than 30% correct) for explicit instruction in all classrooms.</p> <p><b>Q2 Benchmark Goal</b></p> <p>Use ANET Interim 1 data to individualize instructions for students on those standards in which they score low.</p> <p><b>Q3 Benchmark Goal</b></p> <p>Students will increase their score by 5% from the ANET Interim 1 to the ANET Interim 2. "At-Risk" students will decrease by 20%.</p> <p><b>Q4 Benchmark Goal</b></p> <p>Students will increase their score by 5% on the ANET Interim 2 to the ANET Interim 3. "A-Risk" students will decrease by 20%.</p>
	<p><b><u>AFFIRMATION</u></b></p> <ul style="list-style-type: none"> <li>• Where have gains been made? What strategies were used?</li> <li>• Who were the key individuals in achieving these gains?</li> <li>• How will you leverage those individuals and strategies for continuous improvement this school year?</li> </ul>
	<p><b>Areas of Progress:</b> We now have a Math Coach and a Lead Math teacher to support teachers and to work with identified intervention groups throughout the school year. We have a free one year pilot for Get More Math that focuses on spiral review which is a research-based strategy.</p>
	<p><b><u>ANALYSIS</u></b></p> <ul style="list-style-type: none"> <li>• What is the priority?</li> <li>• What student learning problem needs to be addressed to attain the goal?</li> <li>• What is the root cause of this student learning problem? What data supports this hypothesis?</li> </ul>

- What is the student impact if you attain this goal?
- What professional learning is needed for administrators, teacher leaders, and teachers?

**School's Priority:** Promoting students to high school with the grade level skills necessary for success.

**Student Learning Problem:** Students lack foundational/elementary math skills i.e. multiplication/division, working with fractions, etc.

**Root Cause & Supporting Data:** Teacher attendance issues, Lack of administrative plan to address low attendance for students, COVID learning loss, lack of student engagement

**Student Impact (Measurable Impact):** All students will receive grade-level Tier I instruction.

**Educator Professional Learning Needs:** Job-embedded Professional Development, Support with Math Pacing, Support from Math Coach and Math Department, Master Schedule that provides content collaboration time

**ACTION STEPS**

**Actions Steps & Progress Indicators**

<i>Strategies to address Root Cause (Choose at least one to action plan)</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Funding Source and Cost</i>
<b>Instructional</b>	Focused instruction on Major Content by grade level:  6th - Rational Numbers, Multiplying/Dividing Fractions, Expressions, Inequalities, and Equations  7th - Analyze proportional relationships and solve problems, Exponents, Inequalities, and Equations, Modeling and Application	Math Coach, Math Teachers	August '23 - May '24	ANet Benchmark Interim assessment growth of 3-5% from Interim 1 to Interim 3	N/A



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	8th - Congruence, Similarity & Pythagorean Theorem, Solve Linear Equations/Systems of Linear Equations, Radicals, Integer Exponents, and Scientific Notation				
<b>Cultural/ Behavioral</b>	Continuous spiral review with Get More Math  Supplemental support with Generation Genius Science & Math Streaming	Math Coach	August '23 - May '24  February '24 - May '24	Get More Math data	Get More Math - Free Pilot  Generation Genius Subscription (Math/Science) cost \$1795.00
<b>Operational</b>	PLCs (on "A" days) and job-embedded professional development (monthly) focused on student engagement, formative assessment, and student work analysis  Interim assessments issued on dedicated testing days in a LEAP-like environment	Principal, Math Teachers	August '23 - May '24	Increased overt student engagement during walkthroughs, student work samples demonstrating increased understanding	Testing Supplies (i.e. timers, headsets) cost \$6898.88

**DELETE INFO THAT DOES NOT APPLY.**

Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

6th - 8<sup>th</sup>: ANET Assessments, Assessments Embedded in Eureka Math (Eureka assessments by unit, quarterly ANet Interim assessments)

CORE ACADEMICS – Science		Tier 1 Resources: Amplify			
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Instruction in the Science classrooms will be directly aligned to the Louisiana State Standards for Science. In addition, EBR curriculum documents including the Year-At-A-Glance (YAG) and the Year-In-Detail (YID) will be utilized for planning instruction.</li> <li>• Science teachers are using the Amplify curriculum supplemented by iXL software and Generation Genius Science &amp; Math Streaming.</li> <li>• Other resources from the LDOE such as the Science Instructional Tasks will be used in instruction.</li> <li>• Science teachers will use a variety of research-based instructional strategies (i.e. cooperative grouping, student-generated higher order questioning) with a focus on Evaluation and Reasoning Scientifically.</li> </ul>		<p>Administrators, Teacher Leaders, Teachers, Literacy Coach</p> <p>Job-embedded professional development provided by Principal via PLCs once monthly</p>	<p>August 2023-May 2024</p>	<p>Title I Schoolwide funds</p> <p>iXL Science &amp; Social Studies cost \$9883.00</p> <p>Generation Genius Subscription (Math/Science) cost \$1795.00</p>	<p>Lesson Plans, Classroom Walkthroughs, Data Analysis, COMPASS Observations, PLC Agendas</p>

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<ul style="list-style-type: none"> <li>• Additional strategies that will be utilized include word walls, differentiated instruction, technology integration (Chromebooks and Google Suite), response to intervention (RTI), questioning and discussion, assessment and feedback, and collaborative learning.</li> <li>• Textual resources and text complexity will be integrated into each core area focusing on building a students' ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking. Volume of reading will be increased in core subjects to build background knowledge to increase overall reading comprehension. Achieve3000 will be utilized on alternating weeks to build students' reading comprehension and improve Lexile scores.</li> <li>• Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities.</li> <li>• Various Remediation Instruction/Targeted Assistance Programs will be implemented to give targeted assistance to students so that they meet promotion criteria and score in acceptable ranges on state-wide assessments. These programs include after school and Saturday tutoring, clubs and activities, and summer remediation, blitzes, and preparation classes.</li> <li>• Literacy Coach will provide support and coaching to help teachers implement literacy strategies in the science classroom. Specifically, science vocabulary within the content strategies, Frayer models, etc.</li> <li>• <b>(CIR, UIR Academics)</b> Mentor Teacher will provide observation/feedback support, lesson planning support, and modeling to peer science teachers.</li> </ul>			
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**DELETE INFO THAT DOES NOT APPLY.**

**Include assessment frequency in parenthesis behind each assessment.**

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):  
 Embedded Assessments in Amplify Curriculum (Short quizzes after each and a pre-test and summative assessment for each unit – administered by teacher); CFA (given twice a month by teacher), Edulastic (given once per unit by teacher), District Science Assessments (4 tests that cover 2 units each)



CORE ACADEMICS – Social Studies		Tier 1 Resources: Bayou Bridges			
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Instruction in the Social Studies classrooms will be directly aligned to the Louisiana State Standards for Social Studies. In addition, EBR curriculum documents including the Year-At-A-Glance (YAG) and the Year-In-Detail (YID) will be utilized for planning instruction.</li> <li>• Other resources from the LDOE such as the Scope and Sequence, Assessment Guide, and the Companion Document will be used to plan instruction, supplemented by iXL software.</li> <li>• The curriculum is new and the focus will be on teachers internalizing the shifts and planning engaging student instruction.</li> <li>• Additional strategies that will be utilized include word walls, differentiated instruction, technology integration (Chromebooks and Google Suite), response to intervention (RTI), questioning and discussion, assessment and feedback, and collaborative learning.</li> <li>• Textual resources and text complexity will be integrated into each core area focusing on building a students' ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking. Volume of reading will be increased in core subjects to build background knowledge to increase overall reading comprehension. Achieve3000 will be utilized on alternating weeks to build students' reading comprehension and improve Lexile scores.</li> <li>• Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities.</li> </ul>		<p>Administrators, Teacher Leaders, Teachers, Literacy Coach</p> <p>Job-embedded professional development provided by Principal via PLCs once monthly</p>	<p>August 2023-May 2024</p>	<p>Title I Schoolwide funds</p> <p>iXL Science &amp; Social Studies = \$9883.00</p>	<p>Lesson Plans, Classroom Walkthroughs, Data Analysis, COMPASS Observations, PLC Agendas</p>

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<ul style="list-style-type: none"> <li>• Various Remediation Instruction/Targeted Assistance Programs will be implemented to give targeted assistance to students so that they meet promotion criteria and score in acceptable ranges on state-wide assessments. These programs include after school and Saturday tutoring, clubs and activities, and summer remediation, blitzes, and preparation classes.</li> <li>• Literacy Coach will provide support and coaching to help teachers implement literacy in the Social Studies classroom.</li> </ul>				
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>  <b>Include assessment frequency in parenthesis behind each assessment.</b>  <b>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</b>                  Embedded Assessments in new Curriculum / Resources</p>				

Non-CORE Academics		Resources: SEL, Bullying/Violence Initiatives (ICare), Achieve 3000			
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence		<input type="checkbox"/> Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Instruction:</b> <ul style="list-style-type: none"> <li>Electives share responsibility of achieving 3 lessons per week (Achieve 3000)</li> <li>SEL Initiative is implemented through Physical Education</li> <li>Performing and Visual Arts Electives support Academic Core Courses through SEL which encourages creative thinking, enhances cognitive skills, and advances one's motor skills</li> <li>Increased Elective Offerings for 23-24 school in visual and performing Arts</li> </ul>		Literacy Coach, School Counselors, Administrators, Non-Core Academic Teachers	August 2023- May 2024	N/A	Master schedule, Achieve3000 data, SEL lesson plans, student sign-in
<p><b>DELETE INFO THAT DOES NOT APPLY.</b></p> <p><b>Include assessment frequency in parenthesis behind each assessment.</b></p> <p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):                      Embedded Assessments in Curriculum / Resources (as necessary)</p>					

<b>PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics</b>					
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input checked="" type="checkbox"/> Employee Development		
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>		<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	
				<b>Documentation</b>	
<b>Professional Development: (Consider linking your ILT Long Range Plan)</b> <ul style="list-style-type: none"> <li>Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by Instructional Leadership Team members, Math and ELA Coaches, Mentor Teachers.</li> <li>Assistant Principals will attend the ASCD conference for leadership professional development (March 2024)</li> <li>ILT members will attend the Teacher Leader Summit in May 2024</li> </ul>		Instructional Leadership Team, Instructional Coaches, Mentor Teachers, Teachers	August 2023 - June 2024	Stipends for professional development outside of school hours cost \$27,500  Travel \$7,000	Agendas & Sign in sheets
<b><u>2023-2024 ILT Long Range Plan</u></b>					



<b>MULTI-TIERED SYSTEM OF SUPPORT</b>			
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development

### SEL Foundation for MTSS Success

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

**For the 2023- 2024 school year, schools will be asked to select one component from two different focus areas that have been highlighted**

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

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

Indicator Focus Area 1:		Indicator Focus Area 2:	
S	All teachers will deliver the SEL curriculum during the first and fifth period of the day. Each teacher with a first and fifth hour class will teach the curriculum - class periods will be extended by 20 minutes to achieve this goal.	S	SMAMS will develop a system of supportive school and classroom climates ensuring a strong (PBIS) system is in place campus wide.
M	We will monitor RethinkED usage data, observations of lessons, student grades on quizzes and pre/post test results	M	We will monitor success using PBIS data - infraction logs and times of infraction by student and teacher
A	All teachers will be implementing the curriculum next year instead of just the Social Studies department. The	A	Computer misuse is a topic we will focus on to ensure that the students are following the rules with their technology.

	school schedule will dictate the teachers with a first and fifth period will be teaching the SEL program.		We will ensure that they all use it properly, and are focused on their school work.
R	This goal is relevant because SEL is a part of our schools MTSS plan and is recognized as a key part of it. We will address the needs of the students by ensuring that the competencies build lasting relationships and manage their emotions.	R	This goal will help our students stay focused on their work in the classroom.
T	<ul style="list-style-type: none"> <li>By the end of August all students will pretest in RethinkED.</li> <li>During the second week of school, we will begin the scope and sequence for SEL instruction.</li> <li>Weekly teachers will focus on one training area to help their</li> </ul>	T	<ul style="list-style-type: none"> <li>By the end of August we will have explicitly taught all behavior expectations to students.</li> <li>By the end of August all teachers will be familiar with SMAMS rules and procedures</li> <li>Focus areas will be identified monthly</li> </ul>
I	All students will be part of the SEL lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.	I	All students will be part of the SEL lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.
E	Developing SEL skills in students will help them to identify situations that will empower them to be leaders on campus.	E	Developing SEL skills in students will help them to identify situations that will empower them to be leaders on campus.
<p>Goal Statement: During the 23-24 school year, SMAMS is going to focus on ensuring that every student receives 20 minutes of explicit SEL instruction daily using the RethinkED platform. As a result, we should see an increase in student SEL scores.</p>		<p>Goal Statement: During the 23-24 School year, SMAMS will focus on implementing Supportive School and Classroom Climates that will help to monitor our PBIS procedures so that we have a culture at SMAMS that is conducive to learning.</p>	

### Academic & Behavioral Tiered Supports Defined

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

Academic Systems	Behavior/Social Emotional Systems
<p style="text-align: center;">Tier I</p> <ul style="list-style-type: none"> <li>• Curricular resources used: Eureka, MyPerspectives, Amplify and DBQ Project</li> <li>• Instructional Strategies will include TLAC strategies</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS - School wide behavior expectations will be taught first day and week of school</li> <li>• SEL will be first 20 minutes of first and fifth period classes</li> <li>• ICare lessons</li> <li>• Counselor lesson in classrooms</li> </ul>
<p style="text-align: center;">Tier II</p> <ul style="list-style-type: none"> <li>• Small groups during the day to deliver targeted assistance</li> <li>• Counselors will develop a schedule for intervention times</li> <li>• Strategies for Tier II and Tier III students' interventions will be planned by counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring with counselors and admin team</li> <li>• Reset room SEL lessons</li> <li>• Tier II sessions with counselor or I CARE</li> </ul>
<p style="text-align: center;">Tier III</p> <ul style="list-style-type: none"> <li>• Focus on Explicit Vocabulary instruction</li> <li>• Counselor will have Individual or small groups to address individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Social Worker</li> <li>• Tier III lessons or sessions in TRUE Room</li> </ul>

**Monitoring Interventions**

How will your school make sure that interventions are taking place? Instructional leadership team will monitor interventions in our weekly meetings. **ILT team members will facilitate in PLC about data and interventions.**

**Scheduling**

**Mandatory:**

What is the designated time for Explicit SEL Instruction? **Weekly during all Health & Physical Education classes.**

How will time be scheduled for PLCs/Grade or Content Teams? **Content-Level PLCs occur on A days and grade-level PLCs occur on B days.**

**Planning for the Future:**

How can individualized learning time (ILT) be scheduled for students throughout the school year? (ILT—a time set aside for students to work independently on learning goals, online programming, etc.) This time is embedded in core classes. **Also, we began the school year with students identifying learning goals that will be revisited multiple times throughout the school year. Achieve300 and Get More Math are online programs that provide individualized instruction based upon each student's level and abilities.**

### Behavior Expectations Matrix

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

Locations	Behavior Expectations					
	Honesty	Acceptance	Worth	Kindness	Service	
<b>Classroom</b>	Come prepared and give your best effort each day.	Receive instruction and feedback from your teachers.	Each day is an opportunity to learn something new.	Behave in a manner that will not distract your classmates.	Organize your space before being dismissed.	
<b>Hallway</b>	Take the most direct path to your destination.	Keep your hands to yourself while moving around campus.	Do not litter or damage any property or decor.	Stay to the right and keep moving.	Keep the hallways clean.	
<b>Cafeteria</b>	Taste each food item everyday.	Sit where assigned. Respect students and teachers.	Appreciate the nutritional value of breakfast/lunch.	Hold appropriate conversations with other students.	Clean your area before exiting the cafeteria.	
<b>Restroom</b>	Only enter the restroom to take care of personal needs.	Be considerate of others who are in the restroom with you. <b>No fighting or horseplaying.</b>	Be quick and move on to class.	Leave the restroom neat for the next person.	Dispose of all trash in the trash cans. Let an adult know if the restroom needs attention.	
<b>Bus</b>	Be on time to your bus stop. Move quickly to/from your seat.	Sit where assigned. Respect the bus driver at all times.	Riding the bus is a privilege. Express gratitude to your driver	Behave in a manner that will not distract your driver.	Keep the bus clean. Report vandalism to your driver	
<b>Arrival/Dismissal</b>	Arrive after 6:50 and leave before 2:45.	Move directly to breakfast or class in the morning and directly to your bus or carpool at dismissal.	Being on time for school is imperative for instructional time.	Stay to the right and keep moving.	Help setup and organize your space before the school day begins or before being dismissed.	

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

At the beginning of the school year, we will review the student handbook, by section, in its entirety with each student. The schoolwide PBIS expectations are listed in the handbook. Specific area expectations posters are posted around campus. In January, at each grade level meeting, we will review the schoolwide expectations.

<b>PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics</b>			
<input type="checkbox"/> Student Achievement	<input checked="" type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>		<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>
<p><b>Parent and Family Engagement:</b></p> <ul style="list-style-type: none"> <li>• Frequent information updates available on our school app, school website, and social media apps (Facebook, Instagram)</li> <li>• A parent information night will be held for parents of English Language Learners with resources provided in their home language.</li> <li>• All correspondence provided in English and Spanish.</li> <li>• A parent information night will be held for all students with tips for helping students at home.</li> <li>• A meeting for Immersion students' parents will be held in the fall and spring to address issues specific to this population.</li> <li>• 3 Immersion community events will be held for each of our Immersion language programs: French, Spanish, and Mandarin.</li> <li>• Grade-level teams and curriculum departments will organize workshops for students, parents, and community such as STEM Night, Math Night, and LEAP Information Night.</li> <li>• LiveSchool software for PBIS will send home weekly reports on students' attendance, behavior, and course performance.</li> <li>• Teachers are required to log 3 parent contacts weekly.</li> <li>• Information regarding how to access JCampus will be provided to parents so that they can monitor student progress regularly.</li> <li>• Information will be provided in the parent's home language.</li> </ul> <p><b>MTSS Parent and Family Engagement:</b></p> <ul style="list-style-type: none"> <li>• The counseling office will provide parents with information on timely topics for helping students social and emotional learning. The information will be provided in more than one language.</li> </ul>		<p>Administrators, School Counselors, Teachers</p> <p>Live School software cost \$7,890.00 &amp; Student Planners cost \$2,933.36</p> <p>Student supplies for in-class use (provided to students in donated backpacks) cost \$2,129.87</p> <p>Documentation - sign-in sheets, agendas, School Counselor sign-in logs, TRUE Room documentation logs and files</p> <p>Teacher salaries for presenting at Parent/Family Engagement activities cost \$1200</p> <ul style="list-style-type: none"> <li>- Orientation (July 19-20, 2023)</li> <li>- Open House/Back to School Night (August 29, 2023)</li> <li>- Monthly PTO Meetings</li> <li>- Fall Campus Beautification (September 16, 2023)</li> <li>- Junior BETA Induction (September 20, 2023)</li> <li>- Magnet Open House (September 28, 2023)</li> <li>- Hawksfest (October 7, 2023)</li> <li>- High School Night for 8th graders (November 14, 2023)</li> <li>- Thanksgiving Food Giveaway (November 16, 2023)</li> <li>- Fall Visual &amp; Performing Arts Program (December 7, 2023)</li> <li>- Community Based Breakfast (December 12, 2023)</li> <li>- Fall Semester Awards Ceremony (January 25, 2024)</li> <li>- ESL Parent Lunch &amp; Learn (February 8, 2024)</li> <li>- Black History Program (February 28, 2024)</li> <li>- 8th grade Parent Meeting (February 29, 2024)</li> <li>- White Coat Ceremony (March 4, 2024)</li> <li>- Arts in Schools: Spring Music and Visual Arts Showcase (March 19, 2024)</li> <li>- Arts in Schools: Spring Dance and Theater Showcase (March 27, 2024)</li> <li>- Spring Campus Beautification (April 13, 2024)</li> <li>- Spring Music Concert: Band, Orchestra, Talented Music (May 2, 2024)</li> </ul>	<p style="text-align: center;"><b>Funding Source(s) and Cost</b></p> <p style="text-align: center;"><b>Documentation</b></p>

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How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS?

<p><b>MTSS Plan Overview</b></p>	<p>We will present information on our MTSS plan at Open House. All students will receive social-emotional learning in Health &amp; Physical Education, and School Counselors will conduct “push-ins” for whole group support. School Counselors will provide small group counseling for Tier II students and individual counseling for Tier III students. Additionally, the TRUE room will provide ongoing support for Tier III students in a therapeutic environment.</p>
<p><b>Academic Programs &amp; Interventions</b></p>	<p>School Counselor support and “push-ins”, ICare lessons, Counseling referral system</p>
<p><b>SEL &amp; Behavior Interventions</b></p>	<p>Daily SEL announcements, SEL lessons via Health &amp; Physical Education classes, TRUE room</p>

**Community Involvement**

How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*  
 Our community partners provide student needs such as school supplies, backpacks, coats, and uniforms. Additionally, we are working with our community partners to address students with food insecurity and to provide incentives for students.

**Instruction by Certified Teachers – Certified Teacher Recruitment**

**(Schoolwide Component 3)**

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

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	<input checked="" type="checkbox"/> Employee Development			
Action Steps		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
<ul style="list-style-type: none"> <li>The administrative team will attend the EBR teacher recruitment fair in order to recruit highly qualified teachers that are utilizing varied instructional strategies.</li> <li>During team planning periods throughout the school year, administrators, on-site mentors, the magnet lead teachers, and/or the in-house professional staff developer will meet with highly qualified mentee teachers to model/coach, to problem-solve, and to provide support.</li> <li>During the monthly BEST new teacher meetings, administrators, support staff, teacher leader, and/or counselor will meet with the new, highly-qualified teachers to provide support, guidance, and follow-up.</li> <li><b>(CIR &amp; UIR Academics)</b> Schools will partner, as appropriate, with the LRCE, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America in order to meet the school’s workforce needs.</li> <li><b>(CIR &amp; UIR Academics)</b> Mentor Teachers will provide individual support to teachers with 0-3 years experience.</li> </ul>		Administrators, Support Staff, Teacher Leaders, and Teachers	July 2023 - June 2024	N/A	COMPASS Evaluations, Retention Rates, Certification Renewals	

**Transition to Next Level School Programs**

(Schoolwide Component 7)

- Choose Appropriate Level
- Preschool to Elementary School
  - Elementary School to Middle School
  - Middle School to High School
  - High School to Post-Secondary

<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	Funding Source(s) and Cost	<input type="checkbox"/> Employee Development
Action Steps	Persons Responsible	Target Date(s)/Timeline		Documentation
<ul style="list-style-type: none"> <li>● Administrators, instructional leaders, support staff, and teachers will host a thorough 6th grade orientation that will introduce incoming 6th grade students to the Westdale Middle School PBIS program, school-wide routines and procedures, and the 6th grade curriculum.</li> <li>● Instruction will be specifically designed to bridge gaps in mathematics and ELA, utilizing support from Coaches and Studyville tutors.</li> <li>● Based on criteria, students will be enrolled in high school credit courses. Guidance counselors will meet with eighth grade students and their parents to assist with the development of the students' five-year plan.</li> <li>● During the second semester, 8th graders will be asked to participate in a number of activities surrounding career research and planning, including an 8th Grade Career Day.</li> </ul>	Administrators, School Counselors, Support Staff, and Teachers, Studyville tutors	August 2023-May 2024	N/A	6th grade academic performance, 8th grade academic performance, Yearly Dropout Credit Accumulation Index, LiveSchool/disciplinary data



### Executive Director Quarterly Review

<i>Quarter #1 Date:</i>	<i>Evidence and resources reviewed</i>	<i>Potential Adjustments</i>
<i>Quarter #2 Date:</i>	<i>Evidence and resources reviewed</i>	<i>Potential Adjustments</i>
<i>Quarter #3 Date:</i>	<i>Evidence and resources reviewed</i>	<i>Potential Adjustments</i>
<i>Quarter #4 Date:</i>	<i>Evidence and resources reviewed</i>	<i>Potential Adjustments</i>