



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

School Name

6-8 Grades

5650 Claycut Rd, Baton Rouge, LA 70806

Ramona J. Henderson, Principal

(225) 924-1308

RIsaac@ebrschools.org

WestdaleMiddle.org

2026 - 2027

Table of Contents

Table of Contents	2
District Assurance	3
Faculty and Staff Review	4
Louisiana’s Goals and Priorities	5
Mission & Vision Statements	6
Data Types	7
Comprehensive Needs Assessment	8
Schoolwide Goals	14
CORE ACADEMICS - ELA	15
CORE ACADEMICS - Mathematics	17
CORE ACADEMICS - Science	19
CORE ACADEMICS - Social Studies	21
Non-CORE Academics	23
Student Subgroups and Student Attendance	24
Student Opportunities - High Schools ONLY	25
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	26
STUDENT SUPPORT SERVICES	27
MULTI-TIERED SYSTEM OF SUPPORT	28
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	31
Instruction by Certified Teachers – Certified Teacher Recruitment	32
Transition to Next-Level School Programs	33

District Assurance

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

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

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

(Component 7): Professional Development

(Component 8): Student Transition

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

Principal	Date
Executive Director	Date

Louisiana’s Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District’s Mission

Educating all students for success.

District’s Vision

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

School’s Mission

To inspire all students to become lifelong learners through transformational and engaging educational experiences.

School’s Vision

To foster a learning environment centered around continuous improvement, anchored in rigor, relevance, and relationships.

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"> ● 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 Rate 	<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 	<ul style="list-style-type: none"> ● Student Surveys ● Student Focus Groups ● Student Interviews 	<ul style="list-style-type: none"> ● Classroom Observations ● Walkthroughs ● Discipline Rates ● Attendance Rates 	<ul style="list-style-type: none"> ● School Report Cards ● Demographics ● Subgroup Components ● Tableau Reports ● 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

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

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
631	403	74	19	133	86	481	72	64	36
Percentage	63.9%	11.7%	3%	21.1%	13.6%	76.2%	11.4%	10.1%	5.7%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	30.9 D
---	--------

Westdale Middle School – Schoolwide Plan 2026-2027

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
6th Grade	0%		61%		39%	
7th Grade	4%		61%		35%	
8th Grade	0%		60%		40%	

Westdale Middle School – Schoolwide Plan 2026-2027

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
4		39		5	

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	45% of students in the bottom 25% Math group met their individual growth goal on the LEAP 2025 assessment.	LEAP 2025 Data from Spring 2025
2.	44.2% of students in the bottom 25% ELA group met their individual growth goal on the LEAP 2025 assessment.	LEAP 2025 Data from Spring 2025
3.	36% of students (not in the bottom 25%) met their individual growth goals in ELA and Math.	LEAP 2025 Data from Spring 2025

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: Individualized and targeted Math instruction using high-quality instructional & intervention materials.	
Instrument(s):	
Data Type: 1. Behavioral 2. Cognitive 3. Cognitive	Findings 1. Starting in December 2024, Math teachers altered their instructional framework to include 30 minutes of daily iReady intervention. 2. Students received individualized spiral review practice using Get More Math online platform. 3. Students were encouraged to complete 3 on-grade level Zearn lessons weekly.

Contributing Factor: Individualized and targeted ELA instruction using high-quality instructional & intervention materials.	
Instrument(s):	
Data Type: 1. Behavioral 2. Behavioral 3. Cognitive	Findings 1. ELA teachers worked with the new Literacy Coach in PLCs twice weekly to maximize usage of the myPerspectives curriculum resources as intended. 2. The schoolwide Literacy Plan heavily emphasized Lexile growth and writing with students expected to engage in WICOR (writing, inquiry, collaboration, organization, reading) every class every day. 3. Students utilized the Beable platform to increase Lexile scores.

Contributing Factor: Core teachers analyzed data and collaboratively planned in PLCs twice weekly for the entire school year.	
Instrument(s):	

Westdale Middle School – Schoolwide Plan 2026-2027

Data Type: 1. Behavioral 2. Behavioral 3. Behavioral	Findings 1. ILT members provided job-embedded professional development each month focused on identified student & teacher needs. 2. Teachers’ literacy and engagement practices increased for better student outcomes. 3. Inclusion teachers for ELA & Math are part of the PLC and plan with core teachers of record.
--	--

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	29.6% of all students scored Mastery or Advanced on the LEAP 2025 ELA assessment.	LEAP 2025 Data from Spring 2025
2.	21.5% of all students scored Mastery or Advanced on the LEAP 2025 Math assessment.	LEAP 2025 Data from Spring 2025
3.	21% of all students scored Mastery or Advanced on the LEAP 2025 Science and Social Studies assessment.	LEAP 2025 Data from Spring 2025

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

Contributing Factor: Students do not write effectively nor spend enough time developing their writing as a result of the overuse of Chromebooks and texting.	
Instrument(s):	
Data Type: 1. Behavioral 2. Cognitive 3. Attitudinal	Findings 1. Classroom observations show that students are used to spending ~90% of their classroom time on Chromebooks and are completing the vast majority of their assignments this way. 2. Students’ writing samples do not match their cognitive abilities as evidenced by test scores and oral expression. 3. We discovered that students are using artificial intelligence to complete writing assignments and have an overall apathy towards learning to write effectively.

Contributing Factor: Students are dependent upon software to do spell check and grammar check and do not understand the rules of written expression and writing conventions.	
Instrument(s):	

Westdale Middle School – Schoolwide Plan 2026-2027

Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	Findings 1. When students have to write instead of type, they struggle with basic grammar and punctuation usage. 2. The majority of students write using only simple sentences. 3. Students’ writing samples lack the finesse of writing such as connectivity of ideas, figurative language, and author’s voice.
---	--

Contributing Factor: Math teachers have not been sufficiently developed to adequately incorporate modeling and the use of manipulatives in lessons.	
Instrument(s):	
Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	Findings 1. Students are consistently performing lower in modeling and application than in any other areas. 2. Classroom observations show a lack of lessons that incorporate clear modeling. 3. Classroom observations show a lack of lessons that require students to use manipulatives.

Schoolwide Goals

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

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	36.7	39.7	Math	21.5	23.5	Graduation Rate	N/A	
English	35	38	English	29.6	31.6	Read based on a nationally recognized exam	N/A	
Math growth for the lowest 25% of students	45	48	Science	22	24	Accelerated into college coursework, career training, or	N/A	

						service		
English growth for the lowest 25% of students	44.2	47.2	Social Studies	20.9	22.9			
English Language Acquisition (ELL)	14.3	17.3						

CORE ACADEMICS - ELA	Tier 1 Resources: myPerspectives
<u>AMBITION</u>	
<ul style="list-style-type: none"> Based on your data trends, what is the area of focus? Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? 	
ELA Focus Area	Improve teachers' and students' understanding of the writer's expectations: <ul style="list-style-type: none"> Text Annotation Writers Checklist Writing Rubrics Chunking the Writing Process
ELA SMART Goal:	The ELA % Mastery and above will increase from 29.6 to 31.6 on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u>	
Describe schoolwide strategies that the school is implementing to: <ol style="list-style-type: none"> Use methods and instructional strategies that strengthen the academic program in the school; Increase the amount and quality of learning time; 	

- c. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- d. Include interventions and strategies to increase student achievement in underperforming subgroups.

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

The school will focus on the Louisiana Education Priority of improving student literacy outcomes by strengthening Tier 1 instruction and providing targeted support for struggling readers.

- a. Teachers will implement routines embedded in the instructional materials, including close reading, annotating, vocabulary development, academic discourse, and LEAP-aligned writing tasks to strengthen students’ ability to analyze complex texts and communicate their understanding in writing.
- b. Students who scored Unsatisfactory on the prior year’s ELA LEAP assessment will participate in a 90-minute intervention class on alternating days, providing additional time for targeted reading instruction and support with grade-level texts.
- c. Students will engage with grade-level texts and participate in rigorous learning activities such as academic discussions, close reading, and text-based writing assignments that promote a deeper understanding of content.
- d. ESS Inclusion teachers and ESL paraprofessionals will support students during instruction by providing scaffolds, accommodations, and targeted assistance to ensure students can access grade-level content.
- e. ELA teachers and intervention staff will collaborate regularly to align instruction, share strategies, and ensure that interventions support grade-level learning goals.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement writing tasks across all ELA classrooms, including RST, LAT, and NWT assignments, and require students to use the RACCCEE strategy to plan, draft, and revise responses while analyzing exemplary work.	Principal/ILT Teachers (ELA, Resource, Inclusion)	August 2026 - May 2027	Common Formative Assessments (CFAs) Benchmark/	LEAP 2025 ELA Assessment	N/A

Westdale Middle School – Schoolwide Plan 2026-2027

	<p>ELL & ESS</p> <p>Paraprofessionals</p> <p>Students</p>		<p>Interim Assessments</p> <p>Students' Writing Samples</p> <p>Classroom Observations</p>		
<p>Incorporate structured academic discourse routines schoolwide, such as think-pair-share, accountable talk, and small-group discussions, to prepare students to plan and articulate ideas before writing and responding to texts.</p>	<p>Principal/ILT</p> <p>Teachers (ELA, Resource, Inclusion)</p> <p>ELL & ESS</p> <p>Paraprofessionals</p> <p>Students</p>	<p>August 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs)</p> <p>Benchmark/ Interim Assessments</p> <p>Students' Writing Samples</p> <p>Classroom Observations</p>	<p>LEAP 2025 ELA Assessment</p>	<p>N/A</p>
<p>Organize data-driven small groups in all grades for scaffolded instruction in reading comprehension, vocabulary development, and text-based writing, ensuring students collaborate on guided tasks and peer revisions.</p>	<p>Principal/ILT</p> <p>Teachers (ELA, Resource, Inclusion)</p> <p>ELL & ESS</p> <p>Paraprofessionals</p> <p>Students</p>	<p>September 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs)</p> <p>Benchmark/ Interim Assessments</p> <p>Students' Writing Samples</p> <p>Classroom Observations</p>	<p>LEAP 2025 ELA Assessment</p>	<p>iReady ELA Materials -</p> <p>Title I</p> <p>\$24,536.78</p>
<p>Provide targeted intervention for students in the bottom 30% on LEAP through pull-out or push-in sessions that</p>	<p>Principal/ILT</p>	<p>August 2026 - May 2027</p>	<p>Common Formative Assessments</p>	<p>LEAP 2025 ELA Assessment</p>	<p>iReady ELA Materials -</p>

Westdale Middle School – Schoolwide Plan 2026-2027

<p>focus on reading comprehension, vocabulary, and scaffolded writing practice using iReady resources, sentence frames, and guided modeling.</p>	<p>Teachers (ELA, Resource, Inclusion) ELL & ESS Paraprofessionals Students</p>		<p>(CFAs) Benchmark/ Interim Assessments Students' Writing Samples Classroom Observations</p>		<p>Title I \$24,536.78</p>
<p>Offer enrichment opportunities for high basic and mastery students, including extended writing assignments, multi-text analysis, research-based tasks, and student-led discussions to develop higher-order thinking and evidence-based reasoning.</p>	<p>Principal/ILT Teachers (ELA, Resource, Inclusion) Students</p>	<p>October 2026 - April 2027</p>	<p>Common Formative Assessments (CFAs) Benchmark/ Interim Assessments Students' Writing Samples Classroom Observations</p>	<p>LEAP 2025 ELA Assessment</p>	<p>iReady ELA Materials - Title I \$24,536.78</p>
<p>Deliver all reading and writing instruction using standards-aligned high-quality instructional materials (HQIM) that embed routines such as close reading, annotating, vocabulary development, academic discourse, and LEAP-like writing tasks, ensuring consistent, research-based instruction across the school.</p>	<p>Principal/ILT Teachers (ELA, Resource, Inclusion) ELL & ESS Paraprofessionals Students</p>	<p>August 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs) Benchmark/ Interim Assessments Students' Writing Samples Classroom Observations</p>	<p>LEAP 2025 ELA Assessment</p>	<p>N/A</p>

<p>CORE ACADEMICS - Mathematics</p>	<p>Tier 1 Resources: Eureka Math Squared & Envision (High School Math)</p>
<p><u>AMBITION</u></p> <ul style="list-style-type: none"> 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? 	
<p>Math Focus Area</p>	<p>Improve students’ ability to solve complex word problems that require written reasoning and modeling.</p>
<p>Math SMART Goal:</p>	<p>The Mathematics % Mastery and above will increase from 21.5 to 23.5 on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.</p>
<p><u>Narrative</u></p> <p>Describe schoolwide strategies that the school is implementing to:</p> <ol style="list-style-type: none"> Use methods and instructional strategies that strengthen the academic program in the school; Increase the amount and quality of learning time; Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and Include interventions and strategies to increase student achievement in underperforming subgroups. <p><i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i></p>	
<p>The school will target the Louisiana Education Priority of improving academic achievement in Mathematics.</p> <ol style="list-style-type: none"> Teachers will use routines such as Math Chat and Critique and Explain to promote reasoning, problem-solving, justification of answers, and mathematical discourse, which strengthen students’ conceptual understanding and analytical skills. Students who scored Unsatisfactory on the prior year’s Math LEAP assessment will participate in 90-minute intervention classes on alternating days, providing additional time for targeted skill development, reinforcement of grade-level content, and guided practice with foundational concepts. 	

- c. Advanced learners will engage in enrichment activities embedded in core instruction, including multi-step problem-solving, collaborative discussions, and opportunities to justify reasoning and critique solutions to extend conceptual understanding.
- d. ESS and ESL students will receive scaffolded instruction and targeted interventions within inclusion classrooms and Resource sessions to ensure access to grade-level standards, promote skill mastery, and close achievement gaps.
- e. Teachers will implement HQIM with fidelity across all grades, using common routines, collaborative planning, and structured monitoring to ensure consistent, high-quality instruction.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Students will complete daily problem-solving tasks using the RRSS strategy, carefully reading problems, representing thinking with diagrams, charts, equations, or models, solving using appropriate strategies, and sharing reasoning orally and in writing.	Principal/ILT Teachers (Math, Resource, Inclusion) ELL & ESS Paraprofessionals Students	August 2026 - May 2027	Common Formative Assessments (CFAs) Benchmark/ Interim Assessments Students' LEAP Focus Standard Samples Classroom Observations	LEAP 2025 Math Assessment	Eureka Squared Curricular Materials - provided by the district
Students will participate in structured academic discussions, peer collaboration, and think-pair-share activities to plan, explain, and critique solutions before and after problem-solving tasks.	Principal/ILT Teachers (Math, Resource, Inclusion)	August 2026 - May 2027	Common Formative Assessments (CFAs) Benchmark/ Interim	LEAP 2025 Math Assessment	Eureka Squared Curricular Materials - provided by the district

Westdale Middle School – Schoolwide Plan 2026-2027

	<p>ELL & ESS</p> <p>Paraprofessionals</p> <p>Students</p>		<p>Assessments</p> <p>Students' LEAP Focus Standard Samples</p> <p>Classroom Observations</p>		
<p>Teachers will organize data-driven small groups for scaffolded instruction in problem-solving, mathematical reasoning, and conceptual understanding, ensuring students actively collaborate, revise solutions, and receive targeted support.</p>	<p>Principal/ILT</p> <p>Teachers (Math, Resource, Inclusion)</p> <p>ELL & ESS</p> <p>Paraprofessionals</p> <p>Students</p>	<p>September 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs)</p> <p>Benchmark/ Interim Assessments</p> <p>Students' LEAP Focus Standard Samples</p> <p>Classroom Observations</p>	<p>LEAP 2025 Math Assessment</p>	<p>Eureka Squared Curricular Materials - provided by the district</p>
<p>Students in the bottom 30% on Math LEAP will participate in push-in or pull-out intervention sessions focused on RRSS, scaffolded problem-solving, and guided modeling to address skill gaps and reinforce foundational concepts.</p>	<p>Principal/ILT</p> <p>Teachers (Math, Resource, Inclusion)</p> <p>ELL & ESS</p> <p>Paraprofessionals</p> <p>Students</p>	<p>August 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs)</p> <p>Benchmark/ Interim Assessments</p> <p>Students' LEAP Focus Standard Samples</p> <p>Classroom Observations</p>		

Westdale Middle School – Schoolwide Plan 2026-2027

<p>Advanced learners will engage in enrichment activities, including multi-step problem-solving, complex word problems, exploring multiple solution strategies, and student-led discussions to develop higher-order thinking and justification of reasoning.</p>	<p>Principal/ILT Teachers (Math, Resource, Inclusion) ELL & ESS Paraprofessionals Students</p>	<p>October 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs) Benchmark/ Interim Assessments Students' LEAP Focus Standard Samples Classroom Observations</p>	<p>LEAP 2025 Math Assessment</p>	<p>Eureka Squared Curricular Materials - provided by the district</p>
<p>All math instruction will use standards-aligned high-quality instructional materials (HQIM), including Eureka Math Squared and Envision Math, embedding research-based routines such as RRSS problem-solving, collaborative discussions, and scaffolded reasoning to ensure consistent, rigorous instruction for all students.</p>	<p>Principal/ILT Teachers (Math, Resource, Inclusion) ELL & ESS Paraprofessionals Students</p>	<p>August 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs) Benchmark/ Interim Assessments Students' LEAP Focus Standard Samples Classroom Observations</p>	<p>LEAP 2025 Math Assessment</p>	<p>Eureka Squared Curricular Materials - provided by the district</p>

<p>CORE ACADEMICS - Science</p>	<p>Tier 1 Resources: Amplify</p>
<p><u>AMBITION</u></p> <ul style="list-style-type: none"> 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? 	
<p>Science Focus Area</p>	<p>Deepen students’ conceptual understanding of scientific principles to improve student outcomes in evidence-based reasoning to support scientific claims.</p>
<p>Science SMART Goal:</p>	<p>The Science % Mastery and above will increase from 22 to 24 on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.</p>
<p><u>Narrative</u></p> <p>Describe schoolwide strategies that the school is implementing to:</p> <ol style="list-style-type: none"> Use methods and instructional strategies that strengthen the academic program in the school; Increase the amount and quality of learning time; Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and Include interventions and strategies to increase student achievement in underperforming subgroups. <p><i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i></p>	
<p>Implement HQIM Science Curriculum:</p> <ul style="list-style-type: none"> Amplify Science (Grades K-8) <ul style="list-style-type: none"> Implement Amplify Science as the core HQIM to support phenomena-based instruction and 3-dimensional learning. Use Amplify’s hands-on investigations, simulations, and embedded literacy strategies to deepen conceptual understanding. Incorporate unit assessments and student interaction data to inform tiered workstations and targeted small-group instruction. Integrate CRE writing tasks within Amplify’s evidence-based argumentation routines. 	

- The school will follow all routines and strategies embedded in the instructional resources (including but not limited to):
 - Close reading
 - Annotating
 - Vocabulary Building (Frayer Model)
 - Academic Discourse
 - LEAP-like Writing Tasks

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<p>Principal Actions:</p> <ul style="list-style-type: none"> ● Ensure writing is consistently integrated into daily Science instruction. ● Provide professional development on the importance of academic discourse in the development of students’ writing. ● Provide structures for academic discourse. ● Provide professional development on best practices for teaching CRE writing. ● Monitor student work samples and classroom implementation. ● Monitor teachers’ fidelity in utilizing the HQIM as intended. <p>Teacher Actions:</p> <ul style="list-style-type: none"> ● Plan for academic discourse daily. ● Embed writing in lessons daily. ● Model exemplary work and writing strategies. ● Provide formative feedback and guide students through revisions or corrections. 	<p>Principal/ILT</p> <p>Teachers (Science, Resource, Inclusion)</p> <p>ELL & ESS</p> <p>Paraprofessionals</p> <p>Students</p>	<p>August 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs)</p> <p>Benchmark/ Interim Assessments</p> <p>Students’ LEAP Focus Standard Samples</p> <p>Classroom Observations</p>	<p>LEAP 2025 Science Assessment</p>	<p>iXL Science & Social Studies Title I Funded cost - \$10,312.50</p> <p>Amplify Curricular Materials - provided by the district</p>

Westdale Middle School – Schoolwide Plan 2026-2027

<ul style="list-style-type: none">● Plan for the support of diverse learners.● Implement the HQIM as intended, providing multiple opportunities to share and refine ideas. <p>Student Actions:</p> <ul style="list-style-type: none">● Participate as both an active listener and speaker during academic discourse.● Complete daily writing assignments.● Respond in writing to evidence based writing prompts.● Actively participate in small group work and class discussions that enrich writing outcomes.● Reflect on strategies and identify areas for improvement.● Complete 15 minute standards review on iXL daily.					
---	--	--	--	--	--

<p>CORE ACADEMICS - Social Studies</p>	<p>Tier 1 Resources: Gallopade</p>
<p><u>AMBITION</u></p> <ul style="list-style-type: none"> 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? 	
<p>Social Studies Focus Area</p>	<p>Strengthen students’ ability to read and comprehend multiple primary and secondary sources and respond to written question prompts (Document Based Questioning).</p>
<p>Social Studies SMART Goal:</p>	<p>The Social Studies % Mastery and above will increase from 20.9 to 22.9 on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.</p>
<p><u>Narrative</u></p> <p>Describe schoolwide strategies that the school is implementing to:</p> <ol style="list-style-type: none"> Use methods and instructional strategies that strengthen the academic program in the school; Increase the amount and quality of learning time; Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and Include interventions and strategies to increase student achievement in underperforming subgroups. <p><i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i></p>	
<p>Implement HQIM Social Studies Curriculum:</p> <ol style="list-style-type: none"> The school will utilize high-quality, standards-aligned instructional materials, including Gallopade (K-8), for social studies. These curricula are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs and extensions tasks ensuring rigorous instruction is accessible to all students. Additionally, they are aligned to the formatting of the LEAP 2025. The school will implement the embedded instructional routines that are embedded in the curriculum <ul style="list-style-type: none"> Gallopade (K-8) - Example - Curated content boards, Big Question Evidence Collector, Expertracks. 	

- DBQ Online - scaffolded supports, sourcing, and DBQs.
- c. Inquiry-based instructional strategies increase learners’ ability to think critically about the content.
 - Embed opportunities for student-centered learning.
 - Turn and Talk
 - Fishbowl
 - Jigsaw
 - Gallery Walks
 - Debates
 - Constructing posters, cartoons, maps and other visual representations to support critical thinking and problem solving.
 - Academic discourse
 - Include opportunities to integrate tier three vocabulary (included in the HQIM).
 - Support language acquisition using Frayer-Model.
 - Four-corner debates
 - Developing and evaluating counter-claims

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<p>Principal Actions:</p> <ul style="list-style-type: none"> ● Ensure writing is consistently integrated into daily Social Studies instruction. ● Provide professional development on the importance of academic discourse in the development of students’ writing. ● Provide structures for academic discourse. ● Provide professional development on best practices for teaching document based writing. ● Monitor student work samples and classroom implementation. 	<p>Principal/ILT</p> <p>Teachers (Social Studies, Resource, Inclusion)</p> <p>ELL & ESS</p> <p>Paraprofessionals</p> <p>Students</p>	<p>August 2026 - May 2027</p>	<p>Common Formative Assessments (CFAs)</p> <p>Benchmark/ Interim Assessments</p> <p>Students’ DBQ Online Work Samples</p>	<p>LEAP 2025 Social Studies Assessment</p>	<p>iXL Science & Social Studies Title I Funded cost - \$10,312.50</p> <p>Gallopage Curricular Materials - provided by the district</p>

<ul style="list-style-type: none"> ● Monitor teachers’ fidelity in utilizing the HQIM as intended. <p>Teacher Actions:</p> <ul style="list-style-type: none"> ● Plan for academic discourse daily. ● Embed writing in lessons daily. ● Model exemplary work and writing strategies. ● Provide formative feedback and guide students through revisions or corrections. ● Plan for the support of diverse learners. ● Implement the HQIM as intended, providing multiple opportunities to share and refine ideas. ● Regularly assign tasks from DBQ Online to track students’ progress on document based questioning. <p>Student Actions:</p> <ul style="list-style-type: none"> ● Participate as both an active listener and speaker during academic discourse. ● Complete daily writing assignments. ● Demonstrate endurance when analyzing and annotating multiple primary and secondary sources. ● Respond in writing to document based writing prompts. ● Actively participate in small group work and class discussions that enrich writing outcomes. ● Reflect on strategies and identify areas for improvement. ● Complete 15 minute standards review on iXL daily. 			<p>Classroom Observations</p>		
--	--	--	--------------------------------------	--	--

Non-CORE Academics	Resources: Amira, enCORE!
---------------------------	----------------------------------

ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers in non-core courses will integrate reading and writing strategies into instruction by having students summarize content, complete short writing responses, and engage in vocabulary activities aligned to the subject. Teachers will provide guided practice, use graphic organizers, and give feedback to strengthen literacy skills across all subjects.	ILT & Elective Teachers	August 2026 - May 2027	Teacher observations, student work samples, ELA Benchmark data analysis	LEAP 2027 Student Performance Results	N/A
Amira Learning will support English Language Learners by providing individualized digital lessons focused on phonics, vocabulary, and reading comprehension. Teachers will monitor progress through weekly reports and adjust instruction to target areas of need.	ESL Coordinator	August 2026 - May 2027	Amira data reports	ELPT 2027 Student Performance Results	District Funded
enCORE! will support diverse learners in Community-Based classes through small-group instruction, hands-on literacy activities, functional writing tasks, and communication practice. Progress will be tracked using student portfolios and teacher observations to ensure skill growth and mastery of targeted objectives.	Community Based Teachers	August 2026 - May 2027	enCORE! Data reports	LEAP Connect 2027 Student Performance Results	District Funded

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will provide targeted small-group instruction for identified student subgroups based on academic data. Instruction will focus on addressing skill gaps in core areas using differentiated strategies and supports.	ILT Core & ESS Teachers Paraprofessionals	September 2026 - May 2027	Teacher Observations	Individual Student Growth Goals performance	N/A
School staff will regularly review academic performance data for student subgroups to identify achievement gaps and adjust instructional strategies. Data meetings will focus on monitoring progress and identifying students who need additional support.	ILT Core & ESS Teachers	September 2026 - May 2027	ILT & PLC documentation	School Performance Score	N/A
The school will implement a schoolwide attendance awareness campaign to promote the importance of daily attendance. Activities may include posting attendance goals in classrooms and hallways, sharing weekly attendance percentages during announcements, celebrating improved grade-level attendance, and recognizing classrooms with the highest attendance rates. Additionally, we will partner with Child Welfare & Attendance to host 2 attendance workshops for parents: one in the fall and one in the spring.	School Based Attendance Team PBIS Committee	September 2026 - May 2027	Attendance Data	2026-2027 Attendance Data	N/A

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will participate in professional development focused on the effective implementation of high-quality instructional materials (HQIM). Training will include understanding curriculum structure, lesson preparation, and strategies for delivering standards-aligned instruction. Teachers will collaborate during PLC meetings to review upcoming lessons, discuss instructional strategies, and share best practices for using the curriculum effectively.	ILT All teachers	July 2026 - May 2027	PD documentation and sign in PLC documentation	High implementation of HQIM as intended	Title I Summer Planning \$17,000.00
Teachers will engage in professional development and collaborative planning focused on lesson internalization and annotation. Teachers will review upcoming lessons, identify key standards and learning targets, anticipate student misconceptions, and annotate instructional materials to prepare for effective lesson delivery.	ILT Core & ESS Teachers	August 2026 - May 2027	Lesson annotations Walkthrough data CFA data	Teacher Evaluation Data	N/A
Teachers will receive professional development on implementing small-group instruction and differentiated teaching strategies to meet the needs of diverse learners. Teachers will use student data to form instructional groups and provide targeted support to address specific skill gaps.	ILT Core & ESS Teachers	September 2026	Walkthrough data Student work samples & data	Teacher Evaluation Data Individual Student Growth Goals performance	N/A

STUDENT SUPPORT SERVICES

Narrative

Westdale Middle School is committed to supporting students’ mental, social, and emotional well-being through activities such as counseling, school-based mental health presentations and campaigns, specialized instructional support services, mentoring services, and explicit social emotional learning lessons to improve students’ social and emotional skills that align with applicable Louisiana Education Priorities.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
The school will use the Multi-Tiered System of Supports (MTSS) to provide academic and behavioral interventions tailored to students’ needs.	School Counselors/ICare representative	August 2026-May 2027	Grade Distribution Report & Discipline Data	BOY/EOY SEL Assessment	N/A
The school will implement social-emotional learning (SEL) lessons within the curriculum to teach empathy, problem-solving, and conflict resolution.	School Counselors/ICare representative/P.E. teachers	August 2026-May 2027	Lesson Delivery Documentation	Pre and Post assessments	N/A
The school will train all staff in positive behavior interventions and supports (PBIS) to create a consistent, supportive school environment.	ILT/Staff	August 2026-May 2027	LiveSchool Data	Behavior Data	LiveSchool Title I cost \$6690.00

MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

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

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

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

Indicator Focus Area 1:		Indicator Focus Area 2:	
S	All Physical Education teachers will deliver the SEL curriculum.	S	We will foster a supportive school and classroom climate 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 using LiveSchool.
A	All teachers will receive SEL professional development for weekly check-ins with their homeroom students.	A	Computer misuse is a topic we will focus on to ensure that the students are following the rules with their technology. 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"> By the end of August all students will pretest in RethinkED. During the second week of school, we will begin the scope and sequence for SEL instruction. 	T	<ul style="list-style-type: none"> By the end of August we will have explicitly taught all behavior expectations to students. By the end of August all teachers will be familiar with Westdale’s rules and procedures. Focus areas will be identified monthly for the discipline team.

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 26-27 school year, Westdale 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 26-27 school year, Westdale will focus on implementing Supportive School and Classroom Climates that will help to monitor our PBIS procedures so that we have a culture at Westdale 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
Tier I	
<ul style="list-style-type: none"> Curricular resources used: iReady, MyPerspectives, Eureka Squared, Amplify and Gallopade Instructional Strategies will include TLAC strategies, small group instruction, and cooperative learning strategies, Schoolwide Literacy Plan with content-specific literacy strategies 	<ul style="list-style-type: none"> PBIS - School wide behavior expectations will be taught first day and week of school; monitored via LiveSchool SEL will be first 20 minutes of Physical Education classes ICare lessons Counselor lesson in classrooms
Tier II	
<ul style="list-style-type: none"> Small groups during the day to deliver targeted assistance Counselors will develop a schedule for intervention times Strategies for Tier II and Tier III students' interventions will be planned by counselors 	<ul style="list-style-type: none"> Mentoring with counselors and discipline team Reset Room SEL lessons Tier II sessions with Reset Room moderator (Restorative Practices), counselor or I CARE
Tier III	

- Focus on Explicit Vocabulary instruction
- Counselor will have Individual or small groups to address individual needs

- Refer to Social Worker
- Tier III lessons or sessions in TRUE Room

Monitoring Interventions: How will your school make sure that interventions are taking place? **The instructional leadership team will monitor interventions using LiveSchool in our weekly operational meetings. ILT team members will facilitate in PLC about data and interventions.**

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? **Daily 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 be scheduled for students throughout the school year? **This time is embedded in core classes. Also, we will begin the school year with students identifying learning goals that will be revisited multiple times throughout the school year. The iReady ELA & Zearn Math platforms 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				
Classroom	Honesty - Come prepared and give your best effort each day.	Acceptance - Receive instruction and feedback from your teachers.	Worth - Each day is an opportunity to learn something new.	Kindness - Behave in a manner that will not distract your classmates.	Service - Organize your space before being dismissed.
Hallway	Honesty - Take the most direct path to your destination.	Acceptance - Keep your hands to yourself while moving around campus.	Worth - Do not litter or damage any property or decor.	Kindness - Stay to the right and keep moving.	Service - Keep the hallways clean.

Westdale Middle School – Schoolwide Plan 2026-2027

Cafeteria	Honesty Taste each food item everyday.	Acceptance Sit where assigned. Respect students and teachers.	Worth - Appreciate the nutritional value of breakfast/lunch.	Kindness - Hold appropriate conversations with other students.	Service - Clean your area before exiting the cafeteria.
Restroom	Honesty - Only enter the restroom to take care of personal needs.	Acceptance - Be considerate of others who are in the restroom with you. No fighting or horseplaying.	Worth - Be quick and move on to class.	Kindness - Leave the restroom neat for the next person.	Service - Dispose of all trash in the trash cans. Let an adult know if the restroom needs attention.
Bus	Honesty	Acceptance	Worth	Kindness	Service
Arrival/ Dismissal	Honesty	Acceptance	Worth	Kindness	Service

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

- 1. Review PBIS expectations with faculty and staff during In-service days in August 2026.**
- 2. Post PBIS signage in each area listed above.**
- 3. Use morning announcements the first week of school to teach and review the PBIS expectations.**
- 4. Re-iterate cafeteria and bathroom expectations at August grade level meetings.**

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

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

Westdale Middle School intentionally hosts several parent and family engagement events throughout the year that prepare a diverse group of families and parent leaders—including parents of English Learners and students with disabilities—to meaningfully contribute to the development of the schoolwide plan. To build capacity, Westdale offers informational sessions focused on helping families understand key elements such as student performance data, curriculum standards, and assessment systems. These sessions included simplified explanations of academic data reports, guidance on interpreting assessment results, and overviews of the school’s curriculum and instructional goals. Materials are presented in family-friendly language and, when necessary, translated to ensure accessibility for non-English-speaking families. One change made to the schoolwide plan based on input from families/parents is the development of an Annual Family/Community Engagement Plan.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Foster growth and engagement among parents through the HAWKS PTO, the parent-teacher organization.	Administrators	Jul '26-May '27	Impact tracker which monitors #of participants, # of community partners, documentation of events, trust index, and social media visibility	Sign-in sheets, meeting agendas, meeting minutes, evidence of communication	N/A
An Annual Family/Community Engagement Plan which includes plans for school orientation, Open House, a community resource fair, HAWKSFEST, High School planning night, STEM Night, Literacy Night, special needs walk, and artistic performances in the Spring and Fall Semesters. At Open House/Community Resource Fair,	Administrators, Counselors, Department Chairpersons	Jul '26-May '27	Impact tracker which monitors #of participants, # of community partners, documentation of	Sign-in sheets, planning minutes, flyers for events, and parent feedback	Title I cost \$2,000

Westdale Middle School – Schoolwide Plan 2026-2027

<p>HAWKSFEST, High School Night, STEM Night, Literacy Night, and Hawk Walk (ESS walk) will bring in a variety of community partners with a targeted focus to support the goals and academic standards of each event. This plan will include the following for each event: the name of the event, the date and time, the goal or purpose, potential partners, and a planning guideline.</p>			<p>events, trust index, and social media visibility, parent surveys</p>		
<p>Establish regular communication routines. Teachers must regularly communicate with parents about behavior and grades. All communication with parents should be documented in JCampus. The school will have regular communication routines for mass communication as well. A “This Week at Westdale” post will be made in the school app, the PTO group, and the school's social media weekly. The EBR Schools Parent Power newsletter will be shared on all avenues monthly. Before an event, the school will communicate using JCampus and social media two weeks, one week, and one day before an event. Other regular updates of academic and athletic achievements will occur on the school’s social media pages to keep all stakeholders engaged and informed.</p>	<p>Administrators, Teachers</p>	<p>Jul ‘26-Jun ‘27</p>	<p>Impact tracker, social media insights, parent surveys</p>	<p>JCampus Communication logs, parent communication flyers</p>	<p>N/A</p>

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>MTSS Plan Overview</p>	<p>Westdale Middle School bases its MTSS plan on the CASEL framework, seeking to focus on the academic success, health, and emotional well-being of every child. We will foster community partnerships that align with student learning opportunities. To foster community partnerships, we will engage in a regular cycle of stakeholder events, including, but not limited to, orientation, open house, community resource fair, HAWKSFEST, STEM Night, Literacy Night, and the Hawk Walk for students and families in the ESS program.</p> <p>Similarly, we will strengthen authentic partnerships with our families through whole-school meetings, group-specific meetings, parent-teacher organization meetings, and parent-teacher meetings/conferences. Whole-school meetings include student orientation and Open House, where expectations are outlined for parents and students. In the school’s annual orientation before classes end, parents will be provided a digital packet that includes the parent bill of rights, cell phone policy, information for students in transition, media forms, technology policy and signature form, school calendar, information on school fees, information on school uniform, and a family survey. During the first week of school, we will provide all parents and students with the Westdale Middle School handbook and the administrator-teacher-parent-student compact, which further establishes the responsibilities and expectations of all stakeholders. We will have group-specific meetings focusing on parents of students in our ESS, ESL, and magnet programs. All events and programs will be communicated to parents via JCampus robo-calls/emails/text messages, Instagram, Facebook, and the EBR Schools app.</p>
----------------------------------	--

Westdale Middle School – Schoolwide Plan 2026-2027

<p>Academic Programs & Interventions</p>	<ul style="list-style-type: none"> • All core curriculum, supplementary materials, and intervention materials will be communicated in the student handbook. Additionally, this information is shared with parents at the back-to-school orientation and at the school-wide Open House. • Students with a score of <i>Unsatisfactory</i> or <i>Approaching Basic</i> (up to [list score]) in ELA and Math will be placed in a math or reading intervention elective to provide an environment where students will receive dedicated support and <i>high-dosage tutoring</i> to support student growth. • Students will be offered free <i>LEAP intervention tutoring</i> after school from November to April. Students who demonstrate the need for further academic support will be given a letter to their parents and have the opportunity for after-school tutoring. • STEM Night and Literacy Night will bring in standards-based interactive programs that will engage students in experiential learning. These programs serve as opportunities for faculty, parents, students, and community stakeholders to collaborate in high-interest, highly engaging learning activities.
<p>SEL & Behavior Interventions</p>	<ul style="list-style-type: none"> • The school will use Live School as a way to moderate its PBIS program. This is a beneficial program because it builds campus culture by allowing students to be a part of a team or a “house” that participates in various team-building activities and school-wide competitions. All parents have access to the program to see how students are earning and losing points for behaviors in class. Additionally, teachers can comment on both excellent behaviors observed in the classroom and challenging student behaviors. This program connects students to quarterly <i>House Parties</i> as well as events such as <i>Trunk or Treat, Egg Hunt, and Field Day</i>.

Community Involvement

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

During the 2026-2027 school year, we intend to foster community partnerships that assist with the MTSS Plan based upon the CASEL framework. Westdale Middle School will have events throughout the year in which community stakeholders will participate as exhibitors offering valuable resources to our parents and students. Our goal is to connect with and foster at least 30 community partners during the 2026-2027 school year, inviting them to participate in the Open House/Community Resource Fair, HAWKSFEST, STEM Night, Literacy Night, and other school programming throughout the year. We also intend to foster reciprocal relationships with partners so that our interactions are not transactional only. Some of our most prominent partners are the following:

Front Yard Bikes, a local non-profit organization, works with our students in in-school programming, after-school programming, and out-of-school-time programming, teaching students mechanical and life skills.

Gardere Initiative, a local non-profit organization, works with students and families offering after-school programming and out-of-school-time programming. They offer tutoring and family support. We regularly communicate about events and student needs.

SU Center for Excellence, a program of the larger SU Ag Center, sponsors the Westdale Middle School agriscience program through education assistance and donations in kind.

Istroma Baptist Church, a local church, supports our students annually through a large backpack donation. They also provide regular meals, support, and encouragement to teachers and staff.

We Produce Grads, a local non-profit organization that invests in STEM education. They partner with Westdale Middle School’s aquaponic program

Capital Area Corporate Recycling Council, a local non-profit, collaborates with Westdale on many of its annual events, teaching students about technology and sustainability.

Alliance Francaise of New Orleans, a French government subsidiary that provides educational support to our French Immersion students
West Baton Rouge Museum co-hosts several events with our French Immersion program
OLOL Health Center provides health services to students on campus.

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
During collaborative planning periods throughout the school year, administrators, on-site mentors, district mentors, the magnet lead teacher, and/or instructional coaches will meet with highly qualified mentee teachers to model/coach, to problem-solve, and to provide support.	Instructional Leadership Team, Mentor & Mentee Teachers	July 2026 - May 2027	PLC & coaching documentation	Increase in certifications obtained, retention of new teachers	N/A
Mentor Teachers will provide individual support to teachers with 0-3 years experience.	Mentor & Mentee Teachers	August 2026 - May 2027	Mentor documentation	Increased evaluation data for new teachers	N/A
100% of our paraprofessionals are highly qualified.	Paraprofessionals	August 2026 - May 2027	N/A	Parapro passed or Associate's Degree	N/A

Transition to Next-Level School Programs

Choose Appropriate Level

Preschool to Elementary School

Elementary School to Middle School

Middle School to High School

High School to Post-Secondary

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<ul style="list-style-type: none"> 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. Instruction will be specifically designed to bridge gaps in mathematics and ELA, utilizing support from small group pull outs with teachers. 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. 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. 	<p>Administrators, School Counselors, Support Staff, and Teachers</p>	<p>August 2026-May 2027</p>	<p>Grade Distribution Reports</p>	<p>6th grade success data 8th grade high school credit data</p>	<p>N/A</p>

