



SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2025 - 2026

School Name: École Saint-Landry

School Principal Name: Lindsay Smythe

Grade Configuration: K-5

School Address: 671 Napoleon Avenue

City, State, and Zip: Sunset, LA 70584

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District Vision & Mission

Vision Statement: The St. Landry Parish School Board will promote excellence in education for all citizens.

Mission Statement: The mission of the St. Landry Parish School Board is to ensure high-quality instruction while working collaboratively with families and communities to maximize every student's potential.



Priorities

- **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.

School Vision & Mission

Vision Statement:

École Saint-Landry envisions a future where every child in St. Landry Parish has access to a world-class bilingual education, where Louisiana's French heritage is celebrated and sustained, and where our graduates are leaders who bridge cultures, languages, and communities across the globe.

Mission Statement:

Excellence. Bilingualism. Global Citizenship.
École Saint-Landry prepares students to reach their highest academic potential, to communicate fluently in French and English, and to grow as compassionate citizens ready to engage in an interconnected world.

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.**

Principal	Date 09/10/2025
Principal Supervisor	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Lindsay Smythe

School-wide School Improvement Committee Members

(Representatives should include Administrators, Parents (*cannot be employees of the school*), Community Members, Teachers, Students, School Staff, etc.)

It is highly recommended that more than one parent is part of the committee. This will help to ensure that at least one parent is at each meeting.

Name	Position
Lindsay Smythe	Principal/Chairperson
Sarah Savoy	Administrative Manger
Connie Bowen	Assistant Principal
Lainey Pickett	Instructional Leader
Wendy Thibodeaux	ELA Teacher
Gina Menard	ELA Teacher
Shelly David	ELA Teacher/SPED Teacher/Parent
Sandrine Pouzache	Kindergarten Immersion
Emilie Bonnot	Kindergarten Immersion
Sylvie Collodel	1st Grade Immersion
Yaelle Pecher	1st Grade Immersion
Adil Baskar	2nd Grade Immersion
Kirby Jambon	3rd Grade Immersion
Moussa Sadou	5th Grade Immersion
Michele Warren	ELA Teacher

Katie Bergeron	Parent
Makayelin Hayes	Parent
Mary Brower	Parent
Dena Robin	Parent
Kendra McKinney	Parent
Emily Huval	Parent
Jessica Rabalais	Parent

School Profile

Check where applicable:

- ☐ School is in School Improvement
- ☐ Academically Unacceptable Schools – Year 1
- ☐ Academically Unacceptable Schools – Year 2
- ☐ Academically Unacceptable Schools – Year 3
- ☐ Academically Unacceptable Schools – Year 4
- ☐ Comprehensive Intervention Required (CIR)
- ☐ Urgent Intervention Required (UIR)
 - ☐ UIR - Academic
 - ☐ UIR – Discipline

☒ School-wide Title I School

☐ Non-Title I School

School Partnerships

(Type the name of each partner in the spaces provided)

University	University of Louisiana - Lafayette, Université Sainte-Anne, Tulane
Technical Institute	
Feeder School(s)	All Head Start Centers and All PK, K public schools in SLP
Community	Town of Sunset, Moncus Park, St. Luc French Immersion Campus, Sunset Library, Sunset Mardi Gras Assn.
Business/Industry	SchoolMint, The Woman's Foundation, Harps
Private Grants	Schumacher Family Foundation, La Fondation Louisiane, Louisiana Consortium of Immersion Schools, Franco-American Benevolent Society
Other	University of Louisiana - Lafayette, Université Sainte-Anne, Tulane

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
9/05/25	Lindsay Smythe	Principal	
9/05/25	Connie Bowen	Assistant Principal	
9/05/25	Emilie Bonnot	Kinder Immersion	
9/05/25	Sandrine Lepoutre	Kinder Immersion	
9/05/25	Celine Saunier Blanc	Kinder Immersion	
9/05/25	Yaelle Pecher	1st Immersion	
9/05/25	Sylvie Collodel	1st Immersion	
9/05/25	Adil Baskar	2nd Immersion	
9/05/25	Philippe Costes	2nd Immersion	
9/05/25	Candide Wyble	2nd Immersion	
9/05/25	Alexia Guinta	3rd Immersion	
9/05/25	Kirby Jambon	3rd Immersion	
9/05/25	Leila Ouadad	3rd Immersion	

9/05/25	Nina Adde	4th & 5th Immersion	
9/05/25	Manon Delrez	4th & 5th Immersion	
9/05/25	Moussa Sadou	4th & 5th Immersion	
9/05/25	Fady Eslama	Immersion PE	
9/05/25	Regina Menard	Kinder ELA	
9/05/25	Wendy Thibodeaux	1st ELA	
9/05/25	Shelly David	3rd ELA	
9/05/25	Michele Warren	2nd ELA	
9/05/25	Roxanne Guidry	4th & 5th ELA	
9/05/25	Lainey Pickett	Instructional Leader	
9/05/25	Sarah Savoy	Administrative Manager	
9/05/25	Brian Clary	Student Services Coordinator	
9/05/25	Marilou Keubler	French immersion intern	
9/05/25	Jamie Lynn Fontenot	Part-time Music	
9/05/25	Andrea LeDee	Part-time Counselor & SEL	

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

Data Portfolio: Component 1

Data Types

The types of data in the table should make up the Data Portfolio housed at the school. **NOTE:** Examples of each data type are provided. **Other data sources may be utilized.**

Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		• Administrator Questionnaires • Administrator Interviews		• Demographics

Teachers		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
Students	- LEAP 2025 - ACT/WorkKeys - DIBELS 8 - DRDP-K - iREADY Diagnostics - Accelerated Reader - Happy Numbers - IXL - LEAP 360 Interims - ELPT - ELPT Connect - LEAP Connect	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Climate Surveys
Parents		- Parent Survey - Parent Focus Group - Parent Interviews	Attendance Rates (school participation)	Demographics

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

Comprehensive Needs Assessment

SY 2024 - 2025 Schoolwide Planning

- Strengths are derived from cognitive student data: the “**what**.” Strengths 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):

STRENGTHS	DATA SOURCE/INSTRUMENT
1. 3rd grade ELA - 20/35 (57%) of students scored Mastery/Advanced on LEAP.	2025 LEAP Results
2. 2nd grade ELA - 85% of student At or Above Benchmark	DIBELS 8 Literacy Results
3. 4th grade Science - 12/21 (57%) students grew in Science LEAP from grade 3 to grade 4	2025 LEAP Results
4. 1st grade ELA - 81% of students At or Above Benchmark	DIBELS 8 Literacy Results

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

Contributing Factor #1: Attendance Rates	
Instrument(s): Parent/Student Survey, Teacher Attendance Report, JCAMPUS Student Attendance Report	
Data Type: 1. Archival/Contextual	Findings Average student attendance rate for 2024-2025 was 95.5% (jCampus).

Contributing Factor #2: Highly Qualified/Effective Teachers	
Instrument(s): Teacher certificates, Walkthroughs, Classrooms Observations	
Data Type: 1. Archival/Contextual	Findings 1. 100% of full time teaching staff is certified in their teaching areas 2. 100% of teachers who were in the classroom scored 3.5 and above during 24-25 school year

The Student and Family Coordinator monitors attendance trends, communicates with families regarding attendance concerns, and collaborates with school staff to address barriers to regular attendance.

Contributing Factor #3: Implementation of Tier I Curricular/Effective Teaching & Learning	
Instrument(s): 2024 LEAP 2025, Common Planning Meeting Notes, Learning Walks	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings 1. Overall school increase in students scoring Mastery/Advanced in ELA, Math, and Science. 2. Common Planning Meeting Notes reflected intentional and purposeful teacher planning with student performance and understanding of content. 3. Classroom observations and Learning Walks indicate consistent use of curriculum content, and strategies.

Comprehensive Needs Assessment

SY 2025 - 2026 Schoolwide Planning

Part 2: WEAKNESSES

- Weaknesses are derived from cognitive student data: the “**what.**” 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.

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

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. Grade 4 Mathematics: Only 28.6% of students scored Mastery/Advanced on the 2025 LEAP Mathematics assessment.	2025 LEAP 2025 Results
2. Grade 3 Mathematics: Only 27.8% of students scored Mastery/Advanced on the 2025 LEAP Mathematics assessment.	2025 LEAP 2025 Results

3. Grade 3 Science: Only 19.4% of students scored Mastery/Advanced on the 2025 LEAP Science assessment.	2024 LEAP 2025 Results
4. Grade 4 Social Studies: Only 31.8% of students scored Mastery/Advanced on the first operational administration of the Social Studies assessment.	2024 LEAP 2025 Results

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

Contributing Factor #1: Need for Deeper Standards-Aligned Instruction and Assessment Literacy	
Instrument(s): LEAP 2025 Results, Classroom Observations, Learning Walks, Common Planning Meeting Notes	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings 1. Mathematics Mastery/Advanced rates remained below 30% in both tested grades on the 2025 LEAP assessment. 2. Science and Social Studies results indicate students experienced difficulty with rigorous grade-level tasks requiring analysis, reasoning, and application of content knowledge. 3. Classroom observations and common planning meetings identified a need for continued alignment between daily instruction, Louisiana standards, and state assessment expectations.

Contributing Factor #2: Limited Historical Assessment Data and Expanding Accountability Requirements	
Instrument(s): LEAP Historical Data, School Accountability Reports, Administrative Interviews, School Enrollment and Grade Expansion Records	
Data Type: 1. Archival/Contextual 2. Cognitive 3. Attitudinal	Findings 1. École Saint-Landry is a young school that has only recently added upper elementary grades and therefore has limited longitudinal assessment data available for instructional planning. 2. Current Grade 4 students participated in the Social Studies assessment during its first operational administration following the pilot year. 3. Teachers continue refining instructional practices and assessment preparation strategies as additional tested grades are added to the school.

Contributing Factor #3: Need for Stronger Data-Driven Intervention and Enrichment Systems
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Instrument(s): LEAP 2025 Results, DIBELS 8 Results, MTSS Documentation, Common Planning Meeting Notes, Classroom Observations	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings 1. Student performance data reveal achievement gaps between content areas, with ELA outperforming mathematics, science, and social studies. 2. DIBELS and LEAP data indicate varying levels of student readiness and proficiency across grade levels, requiring targeted intervention and enrichment. 3. Common planning meetings and classroom observations demonstrate a continued need for systematic use of assessment data to guide instructional decisions and student support..

Plan to Accomplish Student Achievement Goals

As you prepare to complete your school's Action Plan steps for each content area, keep the following in mind:

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

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8

ESSA Schoolwide Plan Requirements 2 and 3

Core Academics: <i>ELA, Math, Science, Social Studies</i>					
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <u>List weaknesses for each Core Academic area and the subgroups.</u>				
	- Grade 4 Mathematics: Only 28.6% of students scored Mastery/Advanced on the 2025 LEAP Mathematics assessment. - Grade 3 Mathematics: Only 27.8% of students scored Mastery/Advanced on the 2025 LEAP Mathematics assessment. - Grade 3 Science: Only 19.4% of students scored Mastery/Advanced on the 2025 LEAP Science assessment. - Grade 4 Social Studies: Only 31.8% of students scored Mastery/Advanced on the 2025 LEAP Social Studies assessment.				
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <u>Identify objectives for each Core Academic area and the subgroups.</u>				
	- Increase student proficiency and mastery in Mathematics through standards-aligned Tier I instruction, data-driven intervention, and targeted teacher support. - Increase student proficiency and mastery in Science through consistent implementation of the Tier I curriculum and instructional best practices. - Increase student proficiency and mastery in Social Studies through improved alignment to Louisiana standards and assessment expectations. - Maintain strong literacy outcomes while increasing the percentage of students achieving Mastery and Advanced levels in ELA.				
Evidence-Based Strategies:	☒ Data-Driven Decision Making	☐ Response to Intervention	☒ Job-Embedded PD	☒ Technology Integration	☐ Other:

CORE ACADEMICS - ELA	Tier 1 Resources:	Grades K-5: EL Education/Open Up Resources English Language Arts Curriculum Grades K-3: DIBELS 8 Literacy Assessments		
X Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	X Employee Development	
Historical Data Trends:				
School Year	2023-2024	2024-2025		
ELA Trends	Mastery & Above Grade 3 - 42.4%	Mastery & Above Grade 3 - 55.6% Grade 4 - 47.6%		
Subgroup Trends	Economically Disadvantaged - Mastery & Above Grade 3 - 40%	Economically Disadvantaged - Mastery & Above 3rd Grade - 54.2% 4th Grade - 38.5%		
ELA achievement has remained strong and demonstrated improvement over the past two years. The percentage of Grade 3 students scoring Mastery/Advanced increased from 52.4% in 2023-2024 to 55.6% in 2024-2025. Additionally, Grade 4 students achieved 47.6% Mastery/Advanced in 2024-2025. DIBELS data indicate strong foundational literacy outcomes across grades K-3, supporting continued emphasis on high-quality Tier I instruction and data-driven intervention.				

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)**

Maintain strong literacy outcomes while increasing the percentage of students achieving Mastery and Advanced levels on state assessments.

LADOE Target(s)/Standard(s):

Increase the percentage of students scoring Mastery and Advanced on LEAP ELA while maintaining strong foundational literacy outcomes as measured through DIBELS 8 and classroom-based assessments.

SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):

By Spring 2026, the percentage of students scoring Mastery or Advanced on the LEAP ELA assessment will increase from 52% to 55%, while maintaining or increasing the percentage of students scoring At or Above Benchmark on DIBELS 8 in grades K-3.

Benchmark Goals:

BOY Benchmark Goal

Establish baseline DIBELS 8 and classroom assessment data.

MOY Benchmark Goal

72% of K-3 students will score At or Above Benchmark on DIBELS 8.
Students identified through MTSS will demonstrate progress toward individual literacy goals.

EOY Benchmark Goal

75% of K-3 students will score At or Above Benchmark on DIBELS 8.
55% of students in tested grades will score Mastery or Advanced on LEAP ELA.

AFFIRMATION

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

Areas of Progress:

- * École Saint-Landry is fully staffed with certified teachers, instructional leaders, and support personnel committed to student achievement and bilingual education. International teachers receive ongoing support to ensure successful implementation of Louisiana standards and curricula.
- * The school maintains an active Instructional Leadership Team consisting of administration, the instructional leader, and teacher leaders. The team meets regularly to review student achievement data, monitor implementation of school improvement initiatives, identify areas of need, and develop action plans to support student success.
- * Teachers participate in regularly scheduled collaborative planning meetings focused on curriculum implementation, assessment analysis, intervention planning, and instructional best practices.
- * The Instructional Leadership Team and administration utilize classroom observations, learning walks, and coaching cycles to provide ongoing instructional support and feedback to teachers.
- * Student progress is monitored through multiple measures, including DIBELS 8, LEAP 2025, LEAP 360, classroom assessments, and curriculum-based assessments. Data are reviewed regularly to guide instructional decisions and intervention efforts.
- * The school implements a Multi-Tiered System of Supports (MTSS) to identify students in need of intervention or enrichment and to monitor student growth over time.
- * Teachers utilize high-quality Tier I curricula, including EL Education/Open Up Resources for ELA, Eureka Math, PhD Science, and Bayou Bridges Social Studies, to provide rigorous standards-aligned instruction.
- * Professional learning opportunities, instructional coaching, common planning, and collaborative data analysis are used to strengthen instructional practices and improve student outcomes.
- * Families are engaged through regular communication, parent conferences, literacy and academic events, and opportunities to participate in school improvement efforts.
- * The school leverages partnerships with the St. Landry Parish School System, the Louisiana Department of Education, CODOFIL, the University of Louisiana at Lafayette, and other community organizations to support student achievement and continuous school improvement.

ANALYSIS

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

School's Priority: Maintain and strengthen literacy achievement by increasing the percentage of students scoring Mastery and Advanced on LEAP ELA while sustaining strong foundational literacy outcomes.

Student Learning Problem: Although ELA performance exceeds district averages and remains a school strength, a significant percentage of students have not yet reached Mastery or Advanced performance levels on state assessments. Achievement gaps also persist among student subgroups.

Root Cause & Supporting Data: Students require continued opportunities to engage with rigorous grade-level texts, written responses, academic vocabulary, and standards-aligned tasks. Analysis of assessment data indicates a need for ongoing use of data-driven instruction, targeted intervention, and enrichment to move more students from Basic to Mastery performance levels.

Supporting Data

- Grade 3 ELA Mastery/Advanced increased from 52.4% in 2023-2024 to 55.6% in 2024-2025.
- Grade 4 students scored 47.6% Mastery/Advanced on the 2025 LEAP ELA assessment.

- DIBELS 8 End-of-Year results showed:
 - Grade 1: 77% At/Above Benchmark
 - Grade 2: 62% At/Above Benchmark
 - Grade 3: 69% At/Above Benchmark
- Economically disadvantaged students scored below their non-economically disadvantaged peers in ELA, indicating a need for continued targeted support.
- Schoolwide SPS increased to 71.3 (C) and would have earned a 47.5 (B) under the new accountability formula.

Student Impact (Measurable Impact): The percentage of students scoring Mastery or Advanced on the LEAP ELA assessment will increase from approximately 52% to 55% by Spring 2026. Additionally, at least 75% of students in grades K-3 will score At or Above Benchmark on DIBELS 8 by the end of the school year. Students receiving intervention services will demonstrate measurable growth toward individual literacy goals as evidenced by progress monitoring data, classroom assessments, and benchmark assessments.

Educator Professional Learning Needs: Teachers will participate in ongoing professional learning focused on effective literacy instruction, implementation of the EL Education/Open Up Resources curriculum, assessment literacy, data analysis, differentiation, and intervention strategies. Professional learning will be supported through instructional coaching, collaborative planning, classroom observations, learning walks, and data review meetings. Training will emphasize strategies for increasing student performance from Basic to Mastery while maintaining strong foundational literacy outcomes.

ACTION STEPS

Actions Steps & Progress Indicators

Strategies to address Root Cause (Choose at least one to action plan)	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Implement EL Education/Open Up Resources with fidelity. Utilize collaborative planning, lesson internalization, instructional coaching, and classroom observations to strengthen literacy instruction, writing, vocabulary development, and standards alignment.	Teachers, Instructional Leader, Administration	Ongoing	Classroom observations, lesson plans, student work samples, LEAP-aligned assessments	EL Education/Open Up Resources, teacher guides, curriculum materials. \$15,862 from general budget

Operational	Conduct regular data reviews utilizing DIBELS 8, classroom assessments, and progress monitoring data to identify student needs and adjust instruction. Utilize MTSS processes to provide intervention and enrichment opportunities.	Teachers, Instructional Leader, Administration, Student Services Coordinator	Ongoing; BOY, MOY, EOY benchmark windows	DIBELS reports, LEAP 360 data, MTSS documentation, student growth data	DIBELS 8, LEAP 360, assessment reports, MTSS documentation
Instructional	Provide job-embedded professional learning through instructional coaching, common planning meetings, and professional development focused on literacy instruction, differentiation, and assessment literacy.	Instructional Leader, Administration, Teachers	Weekly/On going	Coaching logs, common planning agendas, observation feedback, student achievement data	Professional development resources, coaching materials, planning documents paid via Title II or IV.
Cultural/Behavioral	Communicate student literacy progress with families and provide resources and strategies to support reading, vocabulary development, and literacy activities at home. Encourage participation in literacy-focused family engagement activities.	Teachers, Administration	Ongoing	Parent participation records, communication logs, conference documentation	Family literacy resources, newsletters, parent communication platforms. Title I, PFE Funds.
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):

- DIBELS 8 Literacy Assessments (BOY, MOY, EOY) – Administered by classroom teachers and administration to measure foundational literacy skills and reading proficiency in grades K-3.
- EL Education/Open Up Resources Module and Unit Assessments (Throughout Each Module) – Administered by classroom teachers to monitor mastery of grade-level ELA standards.
- LEAP 360 Assessments (3 Times Per Year) – Administered by classroom teachers and administration to measure progress toward grade-level expectations and LEAP readiness.
- Classroom Formative and Summative Assessments (Weekly) – Administered by classroom teachers to monitor student understanding and inform instructional decisions.
- LEAP 2025 English Language Arts Assessment (Annually) – Administered by the school testing coordinator and classroom teachers to measure student proficiency on Louisiana academic standards.

CORE ACADEMICS - MATH

Tier 1 Resources:

Eureka Math (French translation)

☒ Student Achievement

☐ Exemplary Customer Service

☐ Operational Excellence

☒ Employee Development

Historical Data Trends:

School Year	2023-2024	2024-2025		
Math Trends	Mastery & Above Grade 3 - 33.3%	Mastery & Above Grade 3 - 27.8% Grade 4 - 28.6%		
Subgroup Trends	Economically Disadvantaged - Mastery & Above Grade 3 - 21%	Economically Disadvantaged - Mastery & Above 3rd Grade - 25% 4th Grade - 15.4%		

Economically disadvantaged students demonstrated lower mathematics achievement than their non-economically disadvantaged peers. Data indicate a continued need for targeted support, intervention, and opportunities to develop conceptual understanding and mathematical reasoning.

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?

**Focus Area #1:
(Content or Skill)**

Increase mathematics proficiency by strengthening conceptual understanding, mathematical reasoning, and problem-solving skills through rigorous standards-aligned instruction and data-driven intervention.

LADOE Target(s)/Standard(s):

Increase the percentage of students scoring Mastery and Advanced on the LEAP Mathematics assessment while reducing the percentage of students scoring Approaching Basic and Unsatisfactory.

SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):

By Spring 2026, the percentage of students scoring Mastery or Advanced on the LEAP Mathematics assessment will increase from approximately 28% to 35%.

Benchmark Goals:

BOY Benchmark Goal

Establish baseline performance using Eureka Math module assessments and classroom assessments.

MOY Benchmark Goal

Students identified for intervention will demonstrate growth toward individual mathematics goals. Increase the percentage of students demonstrating proficiency on module assessments by 5%.

EOY Benchmark Goal

Increase LEAP Mathematics Mastery/Advanced performance from approximately 28% to 35%. Reduce the percentage of students scoring Approaching Basic and Unsatisfactory.

AFFIRMATION

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

Areas of Progress:

- École Saint-Landry has adopted Eureka Math as its Tier I mathematics curriculum and provides standards-aligned instruction in all grade levels.
- The school is fully staffed with certified teachers, instructional leaders, and support personnel committed to improving student achievement and implementing high-quality mathematics instruction.
- The Instructional Leadership Team meets regularly to review mathematics achievement data, identify areas of need, and develop action plans to support student growth.
- Teachers participate in regularly scheduled collaborative planning meetings focused on curriculum implementation, assessment analysis, intervention planning, and instructional best practices.
- Administration and the Instructional Leader conduct classroom observations, learning walks, and coaching cycles to support effective mathematics instruction and monitor curriculum implementation.
- Student progress is monitored through Eureka Math module assessments, classroom formative and summative assessments, and state assessment data.
- The school utilizes a Multi-Tiered System of Supports (MTSS) to identify students in need of additional mathematics intervention and to monitor student growth over time.
- Teachers use data from classroom assessments, module assessments, and state assessments to adjust instruction and provide targeted support to students.
- Professional learning opportunities, instructional coaching, and collaborative planning support teachers in strengthening mathematics instruction, problem-solving strategies, and mathematical discourse.
- The school maintains strong attendance rates and family engagement efforts that support student learning and academic success.

ANALYSIS

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

School's Priority: Improve mathematics achievement through high-quality Tier I instruction, data-driven decision-making, targeted intervention, and ongoing professional learning.

Student Learning Problem: A majority of students in tested grades are performing below the Mastery level in mathematics. Students demonstrate difficulties with conceptual understanding, mathematical reasoning, multi-step problem solving, and application of grade-level standards.

Root Cause & Supporting Data:

Students require increased opportunities to engage in rigorous standards-aligned mathematics instruction that emphasizes conceptual understanding, mathematical discourse, problem solving, and application of skills. Data analysis indicates a need for continued use of assessment data, intervention, and instructional support to increase student proficiency.

Supported Data

- Grade 3 Mathematics Mastery/Advanced decreased from 33.3% in 2023-2024 to 27.8% in 2024-2025.
- Grade 4 Mathematics Mastery/Advanced was 28.6% in 2024-2025.
- Economically disadvantaged students scored 25.0% Mastery/Advanced in Grade 3 and 15.4% Mastery/Advanced in Grade 4.
- Classroom observations and common planning discussions identified a need for increased focus on mathematical reasoning, problem solving, and standards alignment.
- Mathematics remains the lowest-performing tested content area at École Saint-Landry.

Student Impact (Measurable Impact): The percentage of students scoring Mastery or Advanced on the LEAP Mathematics assessment will increase from approximately 28% to 35% by Spring 2026. Students receiving intervention services will demonstrate measurable growth on classroom assessments, Eureka Math module assessments, and progress-monitoring measures throughout the school year.

Educator Professional Learning Needs: Teachers will participate in ongoing professional learning focused on effective mathematics instruction, implementation of Eureka Math, mathematical discourse, problem-solving strategies, assessment literacy, differentiation, and data analysis. Professional learning will be supported through instructional coaching, collaborative planning, classroom observations, learning walks, and data review meetings.

ACTION STEPS

Actions Steps & Progress Indicators

Strategies to address Root Cause (Choose at least one to action plan)	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Implement Eureka Math with fidelity and emphasize conceptual understanding, mathematical reasoning, problem solving, and mathematical discourse during daily instruction. Providing extra support to identified students through Learning Center & Enrichment	Math Teachers LC Teacher LC Paraprofessional	Ongoing	Classroom observations, lesson plans, student work samples, module assessment results	Eureka Math (French), teacher guides, curriculum materials (Title IV)

Operational	Conduct regular data reviews using Eureka Math module assessments, classroom assessments, and LEAP data to identify student needs and adjust instruction. Utilize MTSS processes to provide intervention and enrichment opportunities.	Math Teachers, LC Teacher	August 2024 - May 2025	Module assessment results, MTSS documentation, student growth data, common planning notes	Assessment reports, MTSS documentation, student data reports Title I, State & Local Funds
Instructional	Provide job-embedded professional learning through instructional coaching, collaborative planning, lesson internalization, and professional development focused on mathematics instruction, differentiation, and standards alignment.	Instructional Leader, Administration, Teachers	August 2024-- May 2025	Coaching logs, common planning agendas, observation feedback, student achievement data	Professional development resources, coaching materials, planning documents
Instructional	Utilize IXL, classroom technology resources, and differentiated instructional materials to provide targeted support, intervention, and enrichment opportunities in mathematics.	Teachers, Instructional Leader	August 2024-- May 2025	Student participation data, classroom assessments, module assessment results	IXL, Chromebooks, Eureka Math resources Title I, State & Local Funds
Cultural/Behavioral	Communicate student progress with families and provide resources and strategies to support mathematics learning and problem-solving at home. Encourage family participation in academic support opportunities.	Teachers, Instructional Leader, Administration, Student Services Coordinator	August 2024-- May 2025	Parent communication logs, conference documentation, family participation records	Family resources, newsletters, parent communication platforms Title

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

Assessments

- Eureka Math Mid-Module Assessments (Throughout Each Module) – Administered by classroom teachers to monitor student understanding of grade-level standards and guide instructional decisions.
- Eureka Math End-of-Module Assessments (Throughout Each Module) – Administered by classroom teachers to assess mastery of grade-level mathematics concepts and skills.
- Classroom Formative Assessments (Weekly) – Administered by classroom teachers to monitor student progress and adjust instruction.
- Classroom Summative Assessments (At the Conclusion of Each Unit/Module) – Administered by classroom teachers to evaluate mastery of instructional content.
- LEAP 2025 Mathematics Assessment (Annually – Spring 2026) – Administered by the school testing coordinator and classroom teachers to measure student proficiency on Louisiana mathematics standards.

CORE ACADEMICS - SCIENCE		Tier 1 Resources:	Tier 1 Resources: K – 8: Amplify Science	
X Student Achievement		☐ Exemplary Customer Service	☐ Operational Excellence	X Employee Development
Historical Data Trends:				
School Year	2023-2024	2024-2025		
Science Trends	Mastery & Above Grade 3 - 38.1%	Mastery & Above Grade 3 - 19.4% Grade 4 - 33.3%		
Subgroup Trends	Economically Disadvantaged - Mastery & Above Grade 3 - 21%	Economically Disadvantaged - Mastery & Above 3rd Grade - 16.7%		

		4th Grade - 15.4%		
Science achievement data indicate inconsistent performance across tested grade levels. In 2023-2024, 38.1% of Grade 3 students scored Mastery or Advanced on the LEAP Science assessment. In 2024-2025, Grade 3 students scored 19.4% Mastery or Advanced, while Grade 4 students scored 33.3% Mastery or Advanced. These results indicate a need for continued emphasis on standards-aligned science instruction, scientific reasoning, and application of grade-level content through consistent implementation of the school's Tier I science curriculum.				
<u>AMBITION</u> - 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)		Increase science proficiency through standards-aligned instruction and consistent implementation of Amplify Science.		
LADOE Target(s)/Standard(s):		Increase the percentage of students scoring Mastery or Advanced in Science from approximately 26% to 30%.		
SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):		34% or more of students will score Mastery or Advanced on the Spring 2025 LEAP Assessment for Science. We will increase the percentage of students scoring Mastery or Advanced in Science by 3% from the previous year as measured by the LEAP 2025 Science Assessment.		
Benchmark Goals:		BOY Benchmark Goal		
		Establish baseline performance using Amplify Science formative and unit assessments.		
		MOY Benchmark Goal		
		Students will demonstrate growth in science proficiency as measured by Amplify Science assessments and classroom assessments. Increase the percentage of students demonstrating proficiency on unit assessments by 5%.		
		EOY Benchmark Goal		

Increase the percentage of students scoring Mastery or Advanced on the LEAP Science assessment from approximately 26% to 30%.
Reduce the percentage of students scoring Approaching Basic and Unsatisfactory on the LEAP Science assessment.

AFFIRMATION

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

Areas of Progress:

- École Saint-Landry has adopted Amplify Science as its Tier I science curriculum and provides standards-aligned science instruction across all grade levels.
- Teachers participate in collaborative planning meetings that support curriculum implementation, assessment analysis, and instructional planning.
- Administration and the Instructional Leader conduct classroom observations and learning walks to support science instruction and monitor curriculum implementation.
- Student progress is monitored through Amplify Science assessments, classroom assessments, and state assessment data to guide instructional decisions.
- The school utilizes a Multi-Tiered System of Supports (MTSS) to identify students requiring additional support and to monitor student growth.
- Teachers use assessment data and common planning opportunities to strengthen instructional practices and improve student achievement.
- The school maintains strong attendance rates and family engagement efforts that support student learning and academic success.

ANALYSIS

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

School's Priority: Ensuring that students are mastering grade-level content by analyzing data from curriculum assessments, student work, and summative assessments.

Student Learning Problem: Students demonstrate difficulty applying scientific concepts, analyzing information, and utilizing scientific reasoning to solve grade-level tasks.

Root Cause & Supporting Data: Students require increased opportunities to engage in rigorous science instruction that emphasizes inquiry, scientific reasoning, evidence-based explanations, and application of content knowledge.

Student Impact (Measurable Impact): 47% of students performed “Weak” in Investigate as evidence of the Spring 2024 LEAP assessment data.

Educator Professional Learning Needs: Teachers will continue to strengthen implementation of Amplify Science through collaborative planning, instructional coaching, classroom observations, and analysis of student assessment data.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause <i>(Choose at least one to action plan)</i>	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Implement Amplify Science with fidelity. Utilize collaborative planning, classroom observations, and instructional support to strengthen scientific reasoning, inquiry-based learning, and standards alignment.	Science Teachers, Instructional Leader, Administration	August 2024-- May 2025	Classroom observations, lesson plans, student work samples, unit assessment results	Amplify Science, teacher guides, curriculum materials. State & Local Funds
Operational	Review classroom assessment data, unit assessments, and LEAP results to identify student needs and adjust instruction. Utilize common planning meetings to analyze student performance and develop intervention and enrichment opportunities.	Science Teachers, Instructional Leader, Administration	August 2024-- May 2025	Unit assessment data, common planning notes, student growth data, LEAP results	Assessment reports, student data reports State & Local Funds

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):

Amplify Science Unit Assessments (At the End of Each Unit) – Administered by classroom teachers to assess mastery of grade-level science standards and content.

Amplify Science Formative Assessments (Throughout Each Unit) – Administered by classroom teachers to monitor student understanding and guide instructional decisions.

Classroom Assessments (Weekly) – Administered by classroom teachers to monitor student progress and understanding.

LEAP 2025 Science Assessment (Annually – Spring 2026) – Administered by the school testing coordinator and classroom teachers to measure student proficiency on Louisiana science standards.

CORE ACADEMICS – SOCIAL STUDIES	Tier 1 Resources:	DELETE INFO THAT DOES NOT APPLY Tier 1 Resources: None K – 3 Bayou Bridges 4 – 5 Bayou Bridges	
	☒ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence
		☒ Employee Development	

Historical Data Trends:

School Year	2023-2024	2024-2025	
Social Studies Trends	Mastery & Above Grade 3 - NA	Mastery & Above Grade 3 - 27.8% Grade 4 - 33.3%	
Subgroup Trends	Economically Disadvantaged - Mastery & Above Grade 3 - NA	Economically Disadvantaged - Mastery & Above 3rd Grade - 24% 4th Grade - 16%	

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 <u>SMART E Goal Worksheet</u> for this year? - Using the SMART E Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?	
Focus Area #1: (Content or Skill)	Increase student proficiency in Social Studies through standards-aligned instruction, consistent implementation of Bayou Bridges, and opportunities for students to develop historical thinking, geographic reasoning, and civic understanding.
LADOE Target(s)/Standard(s):	Increase the percentage of students scoring Mastery and Advanced on the LEAP Social Studies assessment while reducing the percentage of students scoring Approaching Basic and Unsatisfactory.
SMART E Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By Spring 2026, the percentage of students scoring Mastery or Advanced on the LEAP Social Studies assessment will increase from approximately 30% to 35%.
Benchmark Goals:	BOY Benchmark Goal
	Establish baseline performance using Bayou Bridges assessments and classroom assessments.
	MOY Benchmark Goal
	Students will demonstrate growth on curriculum-based and classroom assessments. Increase proficiency rates on Bayou Bridges assessments by 5%.
	EOY Benchmark Goal
	Increase the percentage of students scoring Mastery or Advanced on the LEAP Social Studies assessment from approximately 30% to 35%. Reduce the percentage of students scoring Approaching Basic and Unsatisfactory on the LEAP Social Studies assessment.
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?	
Areas of Progress: - École Saint-Landry has adopted Bayou Bridges as its Tier I Social Studies curriculum and provides standards-aligned instruction across all grade levels. - Teachers participate in collaborative planning meetings focused on curriculum implementation, instructional planning, and student achievement.	

- Administration and the Instructional Leader conduct classroom observations and learning walks to support instruction and monitor curriculum implementation.
- Student progress is monitored through Bayou Bridges assessments, classroom assessments, and state assessment data to guide instructional decisions.
- Teachers utilize assessment data and collaborative planning opportunities to strengthen instructional practices and improve student achievement.
- The school maintains strong attendance rates and family engagement efforts that support student learning and academic success.

ANALYSIS

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

School's Priority: Improve student achievement in Social Studies through standards-aligned instruction, effective implementation of Bayou Bridges, and ongoing analysis of student performance data.

Student Learning Problem: Students demonstrate difficulty applying social studies content knowledge, analyzing informational sources, and utilizing historical thinking skills to answer grade-level questions and tasks.

Root Cause & Supporting Data:

Students require increased opportunities to engage with rigorous social studies content, historical thinking skills, and standards-aligned instructional tasks. Teachers and students continue to develop familiarity with the content and expectations associated with Louisiana's Social Studies assessment.

Supported Data

- In 2024-2025, 27.8% of Grade 3 students scored Mastery or Advanced on the LEAP Social Studies assessment.
- In 2024-2025, 33.3% of Grade 4 students scored Mastery or Advanced on the LEAP Social Studies assessment.
- Economically disadvantaged students scored 24.0% Mastery or Advanced in Grade 3 and 16.0% Mastery or Advanced in Grade 4.
- Classroom observations and collaborative planning discussions indicate a need for continued emphasis on content knowledge, historical thinking skills, and standards alignment.

Student Impact (Measurable Impact): The percentage of students scoring Mastery or Advanced on the LEAP Social Studies assessment will increase from approximately 30% to 35% by Spring 2026. Students will demonstrate growth on Bayou Bridges assessments and classroom assessments throughout the school year.

Educator Professional Learning Needs: Teachers will continue to strengthen implementation of Bayou Bridges through collaborative planning, instructional coaching, classroom observations, and analysis of student assessment data. Professional learning will focus on standards alignment, content knowledge, and instructional strategies that promote historical thinking and student engagement.

ACTION STEPS

Actions Steps & Progress Indicators

Strategies to address Root Cause (Choose at least one to action plan)	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	implement Bayou Bridges with fidelity. Utilize collaborative planning, classroom observations, and instructional support to strengthen content knowledge, historical thinking skills, source analysis, and standards alignment.	Social Studies Teachers, Instructional Leader, Administration	August 2024 - May 2025	Classroom observations, lesson plans, student work samples, curriculum-based assessment results	Bayou Bridges, teacher guides, curriculum materials, instructional resources State & Local Funds
Operational	Review classroom assessment data and LEAP results to identify student needs and adjust instruction. Utilize common planning meetings to analyze student performance and develop intervention and enrichment opportunities.	Social Studies Teachers, Instructional Leader, Administration	August 2024 - May 2025	Assessment data, common planning notes, student growth data, LEAP results	Assessment reports, student data reports, planning documents State & Local Funds

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):

Bayou Bridges Unit Assessments (At the End of Each Unit) – Administered by classroom teachers to assess mastery of grade-level social studies standards and content.

Bayou Bridges Formative Assessments (Throughout Each Unit) – Administered by classroom teachers to monitor student understanding and guide instructional decisions.

Classroom Assessments (Weekly) – Administered by classroom teachers to monitor student progress and understanding of social studies content.

LEAP 2025 Social Studies Assessment (Annually – Spring 2026) – Administered by the school testing coordinator and classroom teachers to measure student proficiency on Louisiana Social Studies standards.

Non-Core Academics

All CIR/UIR schools must address their identified subgroup(s) deficiency area(s) based on trend data. All other schools should select an area/areas for a non-core academic improvement area. Principal Supervisors will provide CIR and UIR with additional guidance.

- **Subgroups**
 - *Exceptional Student Services (SWD)*
 - *English Learners*
- *Freshman Academy*
- *ACT/WorkKeys*
- *Pathways (Industry-Based Credentials, Advanced Placement, Dual Enrollment, College-Level Examination Program (CLEP))*
- *Graduation Rate*
- *Attendance Rate*
- *Discipline Rate*
- *DCAI (Dropout/Credit Accumulation Index)*
- *Interest and Opportunities*

NON-CORE ACADEMICS

Non-Core Academic Area(s) Chosen: Interest and Opportunities

Resources:

☒ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development	
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Historical Data Trends:

School Year	2022 – 2023	2023 - 2024	2024 - 2025	
Subgroup Trends	0 students out of 100 qualified for gifted/talented.	4 students out of 166 qualified for gifted/talented. (2.4%)	10 students out of 202 qualified for gifted/talented. (5%)	

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 **SMART**E Goal Worksheet for this year?
- Using the SMART E Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Focus Area #1: (Content or Skill)	Increase access to enrichment opportunities and identification of students demonstrating exceptional talents through participation in arts, music, cultural, and enrichment programming.
LADOE Target(s)/Standard(s):	École Saint-Landry has experienced growth in the number of students identified for Talented services. During the 2023-2024 school year, 4 of 166 students (2.4%) were identified as Talented. During the 2024-2025 school year, 10 of 202 students (5.0%) were identified as Talented. These results indicate increased access to enrichment opportunities and improved identification of students demonstrating exceptional talents.
SMART E Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By Spring 2026, the percentage of students identified for Talented services will increase from 5.0% to 8.0% through expanded enrichment opportunities, intentional observation of student strengths, and continued collaboration with families and evaluation personnel

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instructional Provide opportunities for students to demonstrate talents through music, art, physical education,	Teachers, Enrichment	August 2024 - May 2025	State & Local Funds	Student participation records, performance programs, student work samples, teacher observation notes

cultural programming, classroom projects, performances, and enrichment activities. Audience: All Students.	Teachers, Administration			
Identify and refer students demonstrating exceptional talents through classroom observations, enrichment activities, student performances, and teacher recommendations. Audience: Students demonstrating potential for Talented services.	Teachers, Administration, Student Services Personnel	Ongoing; referral reviews each semester	State & Local Funds	Referral records, observation notes, evaluation documentation
Monitor Talented identification data annually and evaluate trends to ensure equitable access to enrichment opportunities and referral processes. Audience: All Students.	Administration	Administration	State & Local Funds	Talented identification reports, enrollment reports, annual data review documentation

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):

PROFESSIONAL DEVELOPMENT

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

XStudent Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	XEmployee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Professional Development: (Consider linking your ILT Long Range Plan) - Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by the St. Landry Parish School District throughout the school year in the content areas of: - ELA - Math - Science - Social Studies	ELA Teachers/ Instructional Leader/Lead Teachers Math Teachers/ Instructional Leader/Lead	August 2024 - May 2025 Professional Development is provided regularly (bi-weekly to monthly) by the district in which	School and Districted Funded Professional Development	Agendas Attendance Logs

• Math Lead Teachers will redeliver to school level math teachers when needed during Common Planning and/or school-level professional development days. • ELA Lead Teachers will redeliver to school level ELA teachers when needed during Common Planning and/or school-level professional development days. • Science Lead Teachers will redeliver to school level Science teachers when needed during Common Planning and/or school-level professional development days. • Social Studies Lead Teachers will redeliver to school level Social Studies teachers when needed during Common Planning and/or school-level professional development days. • District Instructional Specialists will provide school level professional development when needed, or as requested. • SEL & PBIS chairpersons will attend district provided professional development and redeliver to school level teachers when needed • Special Education teacher will attend trainings and professional development provided by District Special Education personnel. • Additional professional development may be provided by the school level administration and/or outside vendors as needed.	TeachersDistrict Math Supervisor Science Teachers/ Instructional Leader/Lead Teachers Social Studies Teachers/ Instructional Leader/Lead Teachers SEL: Counselor Special Education Teacher/ District Special Education Instructional Specialists/ District Special Education Supervisors	teachers have the opportunity to attend. Administration will decide if the offered professional development is necessary for the teacher and will instruct the teacher to attend if so.		
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MULTI-TIERED SYSTEM OF SUPPORT

☒ Student Achievement

☒ Exemplary Customer Service

☒ Operational Excellence

☐ Employee Development

SEL Foundation for MTSS Success

Using the CASEL Indicators (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making Skills) 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 2024- 2025 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 principal supervisors to select the category that best fit the needs of their campuses.

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

Smartie: Specific, Measurable, Attainable, Realistic, Time-Bound, Inclusive, Equitable

Indicator Focus Area 1:		Indicator Focus Area 2:	
S	The counselor will deliver SEL lessons during physical education classes and/or health classes. The regular education teacher will reinforce the SEL skills within the classroom.	S	We will develop an environment conducive to learning by ensuring a strong (PBIS) system is in place campus-wide.
M	Administrators will monitor observations of lessons during learning walks, formal observations, and lesson planning.	M	We will monitor success using PBIS data, infraction logs, and times of infraction by student and teacher as a means to address identified behavioral concerns.

A	SEL will be integrated across the curriculum. The school's master schedule and teachers lesson plans should reflect SEL integrations.	A	Cafeteria and hallway misbehavior are topics we will focus on to ensure that students are following the expectations. We will ensure that students understand and practice expected behaviors. Teachers will monitor, correct, and reward as needed.
R	This goal is relevant as SEL is a part of our school's MTSS plan and is recognized as a key part of it. We will address intentionally building school system and school leaders' foundational knowledge of SEL to create safe, welcoming environments where stakeholders' social and emotional needs are met and students, families, and staff feel connected, valued, and included resulting in acquisition of emotional competencies while improving school culture, student achievement, and discipline infractions. This goal supports maximizing the academic achievement and social and emotional growth of all students.	R	This goal will help our students to understand the importance of PBIS. Student misbehavior will decrease and student learning will increase.
T	By the end of the first quarter, the physical education teacher will begin the scope and sequence for SEL instruction. The physical education teacher will choose one focus area to help students with daily lessons.	T	By the end of the first quarter, we will have explicitly taught all behavior expectations to all students. By the end of August all teachers will be familiar with PBIS rules and procedures. Focus areas will be identified monthly.
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 PBIS. By focusing on PBIS, we will Increase student learning and decrease major infractions.
E	Developing SEL skills in students will strengthen their leadership skills and empower them to be lifelong leaders on campus and beyond.	E	Developing PBIS skills in students will help them to identify situations that will empower them to be leaders on campus.
Goal Statement: During the 2025-2026 school year, we will focus on ensuring that every student will receive weekly SEL instruction.		Goal Statement: During the 2025-2026 school year, the school-wide suspension/expulsion rate will decrease.	

Academic & Behavioral Tiered Supports Defined

Outline what academic and behavioral supports your school will provide. Are there any specific strategies?

Academic Systems	Behavior/Social Emotional Systems
Tier I	
Curricular Resources Classroom Instructional Strategies	PBIS - School-Wide Behavior Expectations SEL Screening - Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)
Tier II	
Small Group (Targeted Assistance)	Check In/Check Out Relationship Agreements Help/Hinder Keep/Start/Stop
Tier III	
Individual or Small Group (to address individual needs) Check-ins (Counselors and/or Administrative Team)	Check-ins (Counselors and/or Administrative Team) Referral to Counselor Referral to Counseling (ESS) Back to Youth Inventory

Monitoring Interventions

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

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

Weekly during all health and physical education classes. Content level PLCs/Common Planning occur weekly.

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.)

(ILT - a time set aside for students to work independently on learning goals, online programming, Data Day (review) etc.). This time is embedded in core classes. We began the School year with students identifying learning goals that will be revisited multiple times throughout the school year.

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			
	RESPECTFUL	RESPONSIBLE	CAREFUL	ON TASK
Classroom	Raise your hand for permission to speak. Respect others' opinions. Keep hands and feet to yourself. Respect school property.	Work quietly. Complete work on time. Be on time for school. Pick up your trash.	Walk slowly in the classroom. Sit with both feet on the floor and all four legs of the chair on the floor.	Use a quiet voice, listen, and follow teacher lessons and directions. Work hard and try your best.
Playground	Treat others the way you'd want to be treated. Share equipment and invite others to play.	Use the restroom and water fountain during recess.	Stay in approved areas. Use equipment appropriately.	Line up quickly and quietly when signaled by staff.
Dismissal	Use kind words. Follow adult directions.	Keep hands, feet, and objects to yourself.	Walk to your bus line and work quietly while waiting to be called.	Stay in line and keep belongings in your backpack.
Meal Time	Keep your area clean. Keep food on your tray. Keep hands and feet to yourself	Clean your space after eating. Clean up dropped food. Hold your tray with two hands.	Walk slowly when carrying food. Wait patiently and quietly in line. Watch out for other students.	Eat your meal quietly and finish on time.
Restroom	Eat your meal quietly and finish on time.	Put toilet paper in the toilet. Wash hands with one pump of soap. Use two paper towels and place them in the trash. Keep water off the floor.	Shut the door after entering. Leave the door unlocked. Report problems.	Walk to the restroom and return to class promptly
Bus	Use kind words and a quiet voice. Follow bus driver directions.	Keep hands, feet, and objects to yourself.	Stay seated. Walk carefully on bus steps.	Stay in your seat and keep belongings in your backpack.
Hallway	Walk quietly, respect personal space, and keep the hallway clean.	Walk directly to your destination, keep your backpack zipped and on your back, and carry a pass when required.	Walk on the right side. Keep hands, feet, and objects to yourself. Walk facing forward.	Use time wisely and return to class promptly.

*All students attend a Beginning-of-the-Year PBIS training.

*All new students are provided PBIS training.

*The PBIS team presents a new focus area each Monday during Morning Assembly

*Teachers enforce PBIS rules/expectations daily.

PARENT AND FAMILY ENGAGEMENT ELA, Mathematics, Science, Social Studies, and Non-Core Academics				
☒ Student Achievement	☒ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development	
Action Steps and Audience The plan must include a minimum of three activities that promote parent and family engagement. One activity must be held at the beginning of the year, another during the middle of the year, and another at the end of the year. Include Subgroups - Aligned to the Strategies	Persons Responsible	Target Date(s)/Timeline	Materials/ Resources Funding Source(s) and Cost	Documentation
Parent and Family Engagement: *Back-to-School Orientation (MTSS) (Beginning of the Year) *Annual Parent Informational Meeting (SPS & MTSS) (Middle of the Year) *Quarter 3 Open House (End of the Year)	Administration Teachers Student/Family Coordinator	August 2025 December 2026 March 2026	N/A	Flyers JCAMPUS Messages Attendance Logs
MTSS Parent and Family Engagement: *Back-to-School Orientation *Annual Parent Informational Meeting	Administration Teachers Student/Family Coordinator	August 2025 December 2025 March 2026	N/A	Flyers JCAMPUS Messages Attendance Logs
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? Information regarding MTSS will be communicated to parents during our Back-to-School Orientation, and our Annual Parent Informational Meeting. Communication with parents will be specific when student-need arises. Communication will be mainly through phone calls and in-person parent meetings.				
The Student and Family Coordinator serves as a liaison between home and school, supports family engagement activities, assists families in accessing school and community resources, coordinates communication efforts, and works to increase family participation in school programs and events.				
MTSS Plan Overview	MTSS will include: Academic - SBLC, Accelerate, Learning Center, Tutoring Emotional - SEL, School Counseling Behavioral - PBIS			
Academic Programs & Interventions	SBLC; Accelerate Small Groups; Learning Center; Tutoring			
SEL & Behavior Interventions	SEL Lessons; PBIS Expectations (See Multi-Tiered System of Support starting on page 42)			
Community Involvement How are you going to foster community partnerships to assist with your MTSS Plan? <i>Please list below.</i>				

Invitations to local businesses, local government, and local police are offered for inclusion in programs, school activities, and events. Administration also attends community events when invited.

Instruction by Certified Teachers – Certified Teacher Recruitment

(Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers.
School Objective(s):	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.

☒ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence		☒ Employee Development
Action Steps	Persons Responsible	Target Date(s)/Timeline	Materials/Resources Funding Source(s) and Cost	Documentation

*Assist current teachers with the necessary steps to acquire their certification through the Louisiana Department of Education, including the completion of an alternative certification program, successful passing of Praxis exams, and completion and processing of correct certification application. *Maintain eligible teachers certified to host a teacher resident. *Contact local colleges to obtain information regarding graduating education majors for recruitment purposes. *Attend Job Fairs hosted by the district and local colleges.	Administration	August 2025 - May 2026 (For immediate need, or future purposes)	Alternative Certification Program Information LDOE Certification Applications Assignment of Mentor	Teacher Certification Inquiry Emails Flyers Attendance Logs Mentor/Mentee Meeting Logs
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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/Professional Careers**

High School to Post-Secondary / Vocational Careers				
☒ Student Achievement	☐ Exemplary Customer Service	☒ Operational Excellence		☐ Employee Development
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation

Prospective students and families, including those enrolled in local Head Start and Pre-K programs, are invited to attend regularly scheduled campus tours throughout the school year. These tours provide opportunities for families to meet school staff, learn about the French immersion program, visit classrooms, and gain an understanding of school expectations and academic programs. School representatives also participate in recruitment activities and community outreach efforts to inform families about enrollment opportunities.	Principal Head Start, PK Director/Supervisor	2025-2026	N/A	Head Start Invitation Student/Parent Attendance Log
As students prepare to transition beyond École Saint-Landry, middle school students are provided opportunities to learn about available secondary school options. Students participate in visits and informational sessions with their zoned high schools and other educational opportunities, including Magnet Academy for Cultural Arts (MACA). These experiences allow students and families to explore academic programs, extracurricular opportunities, scheduling options, and graduation pathways as they prepare for high school enrollment.	Principal Head Start, PK Director/Supervisor	2025-2026	N/A	Informational Letter to Students/Parents Completion of Freshman Schedules

Principal Supervisor Quarterly Review

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