



SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2026 - 2027

School Name: École Saint-Landry

School Principal Name: Lindsay Smythe

Grade Configuration: K-6

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 09/17/26
Principal Supervisor	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Catherine Bricelj

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.

First Name	Last Name	Position
Manon	DELREZ	4th Grade Immersion
Lyle	ALFORD	Learning Center Teacher
Adil	BASKAR	2nd Grade Immersion
Celine	BLANC	Kindergarten Immersion
Emilie	BONNOT	Kindergarten Immersion
Connie	BOWEN	Asst. Principal / SPED
Catherine	BRICELJ	Asst. Principal
Luz	CAZARES	Student Services Coordinator
Lindsay	McANALLY	1st Grade Immersion
Candide	WYBLE	2nd Grade Immersion
Shelly	DAVID	ELA/SPED & Parent
Michele	WARREN	4th Grade ELA
Nico	BLANC	Physical Education
Madeline	DEHART	Music
Alexia	GIUNTA	3rd Grade Immersion
Amanda	DEVILLE	5th & 6th Grade ELA

Kirby	JAMBON	3rd Grade Immersion
Marlo	DUPRE	Counselor
Gina	MENARD	Kindergarten ELA
Yaëlle	PÊCHER	1st Grade Immersion

Lainey	PICKETT	Instructional Leader
Sandrine	POUZACHE	Kindergarten Immersion
Serigne	FAYE	5th Grade Immersion
Sarah	SAVOY	Admin Manager & Parent
Lindsay	SMYTHE	School Leader
Brittany	BENOIT	1st Grade ELA
Heidi	HAYNES	2nd Grade ELA
Jessica	Rabalais	Parent
Emily	Bergeaux	Parent
Ashley	Frachebois	Parent

School Profile

Check where applicable:

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

Academically Unacceptable Schools – Year 3

☐ Academically Unacceptable Schools – Year 4

☒ 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	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
9/04/26	Lindsay Smythe	Principal	
9/04/26	Connie Bowen	Assistant Principal (Lower)	
9/04/26	Catherine Bricelj	Assistant Principal (Upper)	
9/04/26	Emilie Bonnot	Kinder Immersion	
9/04/26	Sandrine Lepoutre	Kinder Immersion	
9/04/26	Celine Sauniere Blanc	Kinder Immersion	

9/04/26	Yaelle Pecher	1st Immersion	
9/04/26	Lindsay McAnally	1st Immersion	
9/04/26	Auréliette Letourneur	1st Immersion	
9/04/26	Adil Baskar	2nd Immersion	
9/04/26	Lacey Leleux	2nd Immersion	
9/04/26	Candide Wyble	2nd Immersion	
9/04/26	Alexia Guinta	3rd Immersion	
9/04/26	Kirby Jambon	3rd Immersion	
9/04/26	Leila Ouadad	3rd Immersion	
9/04/26	Dimitri Letourneur	4th Immersion	
9/04/26	Manon Delrez	4th Immersion	
9/04/26	Serigne Faye	5th/6th Immersion	
9/04/26	Amélie Vandenbussche	5th/6th Immersion	
9/04/26	Aline Michelin	5th/6th Immersion	
9/04/26	Katelyn garrett	5th Late Immersion	
9/04/26	Nico Blanc	Immersion PE	
9/04/26	Regina Menard	Kinder ELA	
9/04/26	Brittany Benoit	1st ELA	
9/04/26	Heidi Haynes	2nd ELA	
9/04/26	Shelly David	3rd ELA	
9/04/26	Michele Warren	4th ELA	
9/04/26	Amanda Deville	5th/6th ELA	
9/04/26	Lainey Pickett	Instructional Leader	
9/04/26	Sarah Savoy	Administrative Manager	
9/04/26	Luz Cazares	Student Services Coordinator	
9/04/26	Fiona Louis-Marie	French immersion intern (Lower)	
9/04/26	Wendy Paul	French immersion intern (Upper)	
9/04/26	Madeline DeHart	Part-time Music	
9/04/26	Marlo Dupre	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
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - ACT/WorkKeys - DIBELS 8 - DRDP-K - iREADY Diagnostics - Accelerated Reader - Happy Numbers - IXL - ELPT - ELPT Connect	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Climate Surveys

	LEAP Connect			
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 2025 - 2026 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. 4th grade Math - 15/28 (54%) of students scored Mastery/Advanced on LEAP.	2026 LEAP Results
2. 1st grade ELA - 78% of student At or Above Benchmark	DIBELS 8 Literacy Results
3. 4th grade Science - 14/28 (53.5%) of students scored Mastery/Advanced in Science on LEAP. That is +34% (same group of students)	2025 LEAP Results
4. 3rd grade ELA - 69% 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 2025-2026 was 97.96% (JCampus).

Contributing Factor #2: Highly Qualified/Effective Teachers	
Instrument(s): Teacher certificates, Walkthroughs, Classrooms Observations	
Data Type: 1. Archival/Contextual	Findings 1. 93% of full time teaching staff is certified in their teaching areas 2. 100% of teachers who were in the classroom scored 3 and above during 25-26 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): 2025 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 2026 - 2027 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 3 Social Studies: Only 14.3% of students scored Mastery/Advanced on the first operational administration of the Social Studies assessment.	LEAP 2025 Social Studies Assessment - 2025-2026 Results
2. Grade 3 Science: Only 26.2% of students scored Mastery/Advanced on the 2025 LEAP Science assessment.	LEAP 2025 Science Assessment - 2025-2026 Results
3. Grade 3 Mathematics: Only 31% of students scored Mastery/Advanced on the 2025 LEAP Mathematics assessment.	LEAP 2025 Mathematics Assessment - 2025-2026 Results
4. Grade 5 Mathematics: Only 45% of students scored Mastery/Advanced on the 2025 LEAP Mathematics assessment.	LEAP 2025 Mathematics Assessment - 2025-2026 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: - Cognitive - Behavioral	Findings Mathematics Mastery/Advanced rates remained below 55% in all three tested grades on the 2025 LEAP assessment.

3. Attitudinal	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.
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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	
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> 1. Grade 4 Mathematics: Only 53.3% of students scored Mastery/Advanced on the 2025 LEAP Mathematics assessment. 2. Grade 3 Mathematics: Only 31% of students scored Mastery/Advanced on the 2025 LEAP Mathematics assessment. 3. Grade 3 Science: Only 26.2% of students scored Mastery/Advanced on the 2025 LEAP Science assessment. 4. Grade 3 Social Studies: Only 14.3% 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. • Strengthen the schoolwide Response to Intervention process to ensure that students receive timely, targeted, and data-driven support to accelerate academic growth and increase proficiency across content areas.				
Evidence-Based Strategies:	☒ Data-Driven Decision Making	☒ Response to Intervention	☒ Job-Embedded PD	☒ Technology Integration	☐ Other:

CORE ACADEMICS - ELA		Tier 1 Resources:		Grades K-6: 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	2025-2026		
ELA Trends	Mastery & Above Grade 3 - 42.4%	Mastery & Above Grade 3 - 55.6% Grade 4 - 47.6%	Mastery & Above Grade 3 - 47.6% Grade 4 - 66.7% Grade 5 - 55.0%		
Subgroup Trends	Economically Disadvantaged - Mastery & Above Grade 3 - 40%	Economically Disadvantaged - Mastery & Above 3rd Grade - 54.2% 4th Grade - 38.5%	Economically Disadvantaged - Mastery & Above 3rd Grade -31.6% 4th Grade - 63.2% 5th Grade - 50%		

ELA achievement has remained strong and demonstrated improvement from 24-24 to 24-25. The percentage of Grade 3 students scoring Mastery/Advanced increased from 52.4% in 2023-2024 to 55.6% in 2024-2025. There is a slight decrease with the results in 25-26 with 47.6% of students scoring Mastery/Advanced but an increase overall from 52.6% in 2024-2025 to 55.4% in 2025-2026. Additionally, Grade 4 students achieved 66.7% Mastery/Advanced in 2025-2026. 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 [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)

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.

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

By Spring 2027, the percentage of students scoring Mastery or Advanced on the LEAP ELA assessment will increase from 55.4% to 57.9%, 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

59% 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

68.2% of K-3 students will score At or Above Benchmark on DIBELS 8.
57.9% 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

- **Strong instructional foundation:** Ecole St Landry has established a strong foundation for literacy instruction through the implementation of high-quality, standards-aligned ELA curriculum and the support of certified teachers, IL, and support personnel. International teachers receive ongoing coaching and support to strengthen their implementation of Louisiana standards and curriculum expectations.
- **Data-informed literacy instruction:** Student literacy progress is monitored through multiple measures, including DEIBELS 8, LEAP 2025, curriculum-based assessments, and classroom assessments. Teachers and instructional leaders regularly analyze this data to identify strengths, determine instructional needs, and adjust instruction and intervention.
- **Collaborative planning and data analysis:** Teachers engage in collaborative planning focused on unpacking standards, analyzing student work and assessment results, planning for differentiated instruction, and identifying targeted interventions. These collaborative structures have strengthened consistency in literacy instruction across classrooms.
- **Targeted intervention and support:** the implementation of MTSS and Response to Intervention has provided a structure for identifying students who need additional support in reading and literacy. Student data are used to determine areas of need, provide targeted intervention, and monitor progress over time.
- **Instructional coaching and feedback:** Classroom observations, learning walks, coaching cycles, and feedback from the ILT have supported teachers in strengthening literacy practices, increasing alignment to standards, and responding to student learning needs.
- **Focus on foundational literacy skills:** Through the use of DIBLES8 and classroom based data, teachers are better positioned to identify gaps in foundational reading skills and provide targeted support in areas such as phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Strong professional collaboration:** Professional learning, common planning, instructional coaching, and collaborative data analysis have created opportunities for teachers to share effective literacy strategies and build consistency in instructional practices.
- **Family engagement in literacy:** Families are engaged through regular communication, parent conferences, literacy events, and academic activities that promote reading and support student learning beyond the classroom.

Leveraging Our Success

- The school will leverage the strengths of its instructional leadership team, teacher leaders, and collaborative planning structures to continue improving ELA instruction. Effective literacy practices identified through classroom observations, student data, coaching cycles, and teacher collaboration will be shared and replicated across grade levels.
- Teachers and instructional leaders will continue using multiple sources of literacy data to identify student needs early, provide targeted intervention, and monitor progress toward proficiency and mastery.
- The school will build on existing strengths in foundational literacy while increasing the focus on comprehension, vocabulary, written response, and higher-order thinking skills needed for students to reach Mastery and Advanced levels on LEAP.

Building on strong literacy foundations and existing student achievement, the school will focus on increasing the percentage of students reaching Mastery and Advanced levels in ELA by strengthening rigorous Tier I instruction, increasing opportunities for complex reading and writing, and using assessment data to provide targeted support and enrichment.

Building on strong literacy foundations, the school will continue to increase the percentage of students achieving mastery and Advanced levels in EKA. A strong foundation in English literacy is essential as students simultaneously develop proficiency in their second language. In our dual-language immersion setting, a temporary decrease in reading fluency may occur in Grade 2 as students learn to read and write in two languages. Historically, students typically overcome this gap by grade 3, when accelerated growth often brings performance above grade-level averages.

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 and slightly decreased to 47.6% in 2025-2026.
- Grade 4 students scored 47.6% Mastery/Advanced on the 2025 LEAP ELA assessment and increased to 66.7% in 2025-2026. It confirms the continued growth of our grade 3 student population.
- DIBELS 8 End-of-Year results showed:
 - Grade 1: 67.5% At/Above Benchmark
 - Grade 2: 64.4% At/Above Benchmark
 - Grade 3: 64% 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 from 71.3 (C) to 77.8

Student Impact (Measurable Impact): The percentage of students scoring Mastery or Advanced on the LEAP ELA assessment will increase from approximately 55% to 57.5% by Spring 2027. Additionally, at least 68.7% 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. \$15,240 for Open Up
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, MTSS documentation, student growth data	DIBELS 8, assessment reports, MTSS documentation
Instructional	Provide job-embedded professional learning through instructional coaching, common planning meetings, and professional development focused on	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.

	literacy instruction, differentiation, and assessment literacy.				
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.
Instructional/Data	Monitor literacy and fluency growth across Grades 1-3 to identify students who need additional support during the transition to reading and writing in two languages. Use data to ensure students maintain strong English literacy foundations while continuing to develop proficiency in French.	Teachers, IL, Administration	BOY, MOY, EOY	DIBLES growth, classroom assessment data, student work, Grade 2-3 literacy growth trends	DIBELS 8, curriculum assessments, progress-monitoring tools.

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.
- 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:

Illustrative Math (French translation)

X Student Achievement

☐ Exemplary Customer Service

☐ Operational Excellence

X Employee Development

Historical Data Trends:

School Year	2023-2024	2024-2025	2025-2026	
Math Trends	Mastery & Above Grade 3 - 33.3%	Mastery & Above Grade 3 - 27.8% Grade 4 - 28.6%	Mastery & Above Grade 3 - 31% Grade 4 - 53.3% Grade 5 - 45%	
Subgroup Trends	Economically Disadvantaged - Mastery & Above Grade 3 - 21%	Economically Disadvantaged - Mastery & Above 3rd Grade - 25% 4th Grade - 15.4%	Economically Disadvantaged - Mastery & Above 3rd Grade - 21.1% 4th Grade - 47.4% 5th Grade - 30%	

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 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 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 2027, the percentage of students scoring Mastery or Advanced on the LEAP Mathematics assessment will increase from 41.3% to 43.8%
Benchmark Goals:	BOY Benchmark Goal
	Establish baseline performance using Illustrative 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.
<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 strengthened mathematics instruction through the implementation of Eureka Math as its Tier I curriculum, supported by standards-aligned instruction, collaborative planning, and instructional coaching. - Student achievement data show positive growth in mathematics, particularly in Grade 4, where the percentage of students achieving Mastery and Above increased from 28.6% in 2024-2025 to 53.3% in 2025-2026. Grade 5 students also demonstrated strong performance, with 45% achieving Mastery and Above.	

- **Economically disadvantaged students demonstrated significant growth in Grade 4, increasing from 15.4% achieving Mastery and Above in 2024-2025 to 47.4% in 2025-2026,** indicating that targeted instructional support and data-driven intervention are contributing to improved outcomes.
- The ILT, administration, and teachers have played a key role in monitoring mathematics data, identifying areas of need, and adjusting instruction and intervention to support student growth.
- Collaborative planning, classroom observations, coaching cycles, and professional learning have supported teachers in strengthening mathematical reasoning, problem-solving, mathematical discourse, and effective implementation of the Eureka Math Curriculum.
- Teachers regularly use module assessments, classroom assessments, and state assessment data to identify learning gaps, provide targeted support, and monitor student progress through the MTSS process.
- The school will leverage the instructional practices and collaborative structures that contributed to the strong Grade 4 and Grade 5 outcomes, while applying these strategies more intentionally in Grade 3 and with student subgroups that continue to demonstrate achievement gaps.

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, with a particular focus on increasing the percentage of students achieving Mastery and Above.

Student Learning Problem: Although mathematics achievement has shown significant growth in some grades, a majority of students in tested grades continue to perform below the mastery level. Students need continued support in conceptual understanding, mathematical reasoning, multi-step problem solving, and application of grade-level standards.

Root Cause & Supporting Data:

Students' performance indicates a need for continued strengthening or rigorous, standards-aligned Tier I mathematics instruction, particularly instruction that develops conceptual understanding, mathematical reasoning, problem solving, and mathematical discourse. Consistent use of assessment data to identify learning gaps and provide targeted intervention is also needed. At the middle school level (Grades 5-6), the school revamped and restructured its RTI process to better align intervention groups with students' specific levels of performance and learning needs, allowing for more targeted and responsive support.

Supported Data

- Grade 3 Mathematics Mastery/Advanced decreased from 33.3% in 2023-2024 to 27.8% in 2024-2025, then increased to 31% in 2025-2026.
- Grade 4 Mathematics Mastery/Advanced increased significantly from 28.6% in 2024-2025 to 53.3% in 2025-2026.
- Economically disadvantaged students increased from 15.4% to 47.4% Mastery/Advanced from 2024-2025 to 2025-2026.

- Economically disadvantaged Grade 3 students remained relatively stable, at 25% in 2024-2025 and 21.1% in 2025-2026, indicating a continued need for targeted support.
- Classroom observations and collaborative planning discussions continue to identify opportunities to strengthen mathematical reasoning, problem solving, mathematical discourse, and consistent standards alignment. .

Student Impact (Measurable Impact): The school will increase the percentage of students achieving Mastery and Above on the LEAP Mathematics assessment, building on the significant gains demonstrated in Grades 4 and 5 while addressing continued areas of need in Grade 3 among identified student subgroups. Students receiving intervention will demonstrate measurable growth through classroom assessments, our new Tier I curriculum Illustrative Mathematic assessments, and progress-monitoring measures. The restructured RTI process in Grades 5-6 will provide more targeted intervention based on individual student needs and allow the school to monitor student growth more systematically throughout the year.

Educator Professional Learning Needs: Teachers will participate in ongoing professional learning focused on high-quality Tier I mathematics instruction, Illustrative Math implementation, conceptual understanding, mathematical discourse, problem solving, assessment literacy, differentiation, and data-driven instruction. Professional learning will be reinforced through instructional coaching, collaborative planning, classroom observations, learning walks, and regular data review meetings. Teachers and IL will continue to refine the use of student data to form flexible intervention groups, identify specific skill gaps, and provide targeted instruction through the revised RTI process.

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 Illustrative Mathematics (IM) as the Tiers I mathematics curriculum with fidelity, emphasizing conceptual understanding, mathematical reasoning, problem solving, mathematical discourse and application of grade-level standards. Provide additional support through the Learning Center and enrichment opportunities based on student needs.	Math Teachers LC Teacher LC Paraprofessional	Ongoing	Classroom observations, lesson plans, student work samples, IM assessments, LEAP-aligned assessments	Illustrative Math (French), teacher guides, instructional materials (Title IV)
Data/Intervention	Conduct regular data reviews using IM assessments, classroom assessments, and LEAP data, and	Math Teachers, LC Teacher, IL	BOY, MOY, EOY and ongoing	Assessment results, MTSS documentation, intervention	Assessment reports, MTSS documentation, student data reports

	progress-monitoring measures to identify student needs and adjust instruction. Use MTSS processes to provide targeted intervention and enrichment.			records, student growth data, data meeting notes	Title I, State & Local Funds
RTI Restructuring	Implement the revised RTI process at the middle school level (Grade 5-6), organizing intervention groups according to students' performance levels and specific learning needs. Monitor progress regularly and adjust groups and interventions based on student data.	Math Teachers, Learning Center Teacher, IL	Ongoing progress reviewed regularly	RTI group rosters, intervention plans, progress-monitoring data, student growth, regrouping documentation	Progress-monitoring tools, intervention resources, student data (Title I funds)
Professional Learning	Provide job-embedded professional learning through instruction coaching, collaborative planning, lesson internalization, and professional development focused on the implementation of IM, conceptual understanding mathematical discourse, problem solving, differentiation, assessment literacy and standards alignment.	Teachers, Instructional Leader, Administration	Weekly/Ongoing	Coaching logs, common planning agendas, observation feedback, teacher implementation evidence, student achievement data	IM professional learning resources, coaching materials, planning documents (Title IV)
Instructional/Technology	Utilise IXL, classroom technology, and differentiated instructional resources to provide targeted practice, intervention, and enrichment aligned to identified student needs and grade-level standards.	Teachers, IL	Ongoing	Student participation and usage data, classroom assessments, IM assessment results, progress-monitoring data	IXL, Chromebooks, IM resources (Title I)
Family Engagement	Communicate student mathematics progress with families and provide resources and strategies to support mathematical reasoning, problem solving, and practice at home. Encourage family participation in academic support opportunities	Teachers, IL, Administration	Ongoing	Parent communication logs, conference documentation, family participation records	Family mathematics resources, newsletters, communication platforms (Dojo) (Title I PFE)

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

Assessments

- Illustrative Math Mid-Unit Assessments (Throughout Each Unit) – Administered by classroom teachers to monitor student understanding of grade-level standards and guide instructional decisions.
- Illustrative Math End-of-Unit Assessments (Throughout Each Unit) – 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) – 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	2025-2026		
Science Trends	Mastery & Above Grade 3 - 38.1%	Mastery & Above Grade 3 - 19.4% Grade 4 - 33.3%	Mastery & Above Grade 3 - 26.2% Grade 4 - 50% Grade 5 - 40%		
Subgroup Trends	Economically Disadvantaged - Mastery & Above Grade 3 - 21%	Economically Disadvantaged - Mastery & Above 3rd Grade - 16.7%	Economically Disadvantaged - Mastery & Above 3rd Grade - 21.1%		

		4th Grade - 15.4%	4th Grade - 47.4% 5th Grade - 30%	
Science achievement data show variability across tested grade levels, with significant gains in Grade 4 and 5 in 2025-2026. Grade 3 performance decreased from 38.1% Mastery or Advanced in 2023-2024 to 19.4% in 2024-2025, then increased to 26.2% in 2025-2026. Grade 4 increased from 33.3% in 2024-2025 to 50% in 2025-2026, while Grade 5 reached 40% Mastery or Advanced, These results indicate a continued need to strengthen standards-aligned science instruction, scientific reasoning, and application of grade-level content, while leveraging recent gains through the implementation of Amplify Science as the school's new 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, consistent implementation of Amplify Science, scientific reasoning, and application of grade-level content.		
LADOE Target(s)/Standard(s):		Increase the percentage of students demonstrating proficiency in Science, with a focus on increasing the percentage achieving Mastery and Advanced on the LEAP 2025 Science Assessment.		
SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):		36% or more of students will score Mastery or Advanced on the Spring 2025 LEAP Assessment for Science, building on the strong gains demonstrated in Grades 4 and 5 during 2025-2026. The school will use Amplify Science assessments, classroom data, and progress monitoring to identify and address learning gaps throughout the year, with particular attention to Grade 3 and identified student subgroups.		
Benchmark Goals:		BOY Benchmark Goal		
		Establish baseline performance using Amplify Science formative and unit assessments.		
		MOY Benchmark Goal		
		At least 50% of students will demonstrate proficiency on targeted unit assessments, with intervention and instructional adjustments provided for students who are not yet meeting expectations.		

	EOY Benchmark Goal At least 35% of students will achieve Mastery or Advanced on the LEAP 2025 Science Assessment. The school will also reduce the percentage of students performing at AB and U levels and demonstrate measurable growth among identified student subgroups.
<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 Amplify Science as its Tier I science curriculum and provides standards-aligned science instruction across all grade levels. • The school has strengthened science instruction through collaborative planning, assessment analysis, and instructional support focused on standards alignment and student learning needs. • Administration and the IL use classroom observations, learning walks, and coaching to support teachers and strengthen the implementation of effective science instructional practices. • Teachers use classroom and state assessment data to identify student learning needs, adjust instruction, and provide targeted support through MTSS. • The IL and administrative team with the help of the teachers have played a key role in analyzing student achievement data and target needs. • Professional learning and coaching will support teachers in effectively implementing Amplify Science and strengthening scientific reasoning, inquiry, vocabulary, and application of grade-level content.	
<u>ANALYSIS</u> • 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): Students will demonstrate increased proficiency in science through improved performance on Amplify Science assessments, classroom assessments, and the LEAP 2025. the school will increase the percentage of students achieving Mastery and Advanced while reducing the percentage of students performing at AB and U levels.

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

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 Amplify Science for the second year as the Tier I science curriculum with fidelity. Use collaborative planning, lesson internalization, classroom observations, and instructional support to strengthen scientific inquiry, reasoning, evidence-based explanations, academic vocabulary, and application of grade-level standards.	Science Teachers, Instructional Leader, Administration	Ongoing	Classroom observations, lesson plans, student work samples, unit assessment results, evidence of inquiry and scientific reasoning	Amplify Science, teacher guides, curriculum materials. State & Local Funds
Professional Learning	Provide job-embedded professional learning and coaching to support effective implementation of Amplify Science. Focus on inquiry-based instruction, scientific reasoning, student	Science Teachers, Instructional Leader, Administration	Weekly/Ongoing	Coaching logs, professional learning agendas, collaborative planning notes, observation feedback, teacher implementation evidence	Amplify professional learning resources, coaching materials, planning documents, State & Local Funds

	discourse, evidence-based explanations, differentiation, assessment practices, and alignment to Louisiana science standards.				
Data-Driven Instruction	Establish regular data-review cycles using Amplify Science formative and unit assessments, classroom assessments, and LEAP data to identify student learning needs, adjust Tier I instruction, and plan targeted intervention and enrichment.	Science Teachers, Instructional leader, Administration	BOY, MOY, EOY, ongoing	Assessment results, data meeting notes, instructional adjustments, student growth data	Amplify assessment resources, assessment reports, student data reports, state & local funds
Intervention & Enrichment	Use MTSS processes to provide targeted science intervention and enrichment based on student performance and identified learning needs. Monitor student progress and adjust support as needed.	Science Teachers, IL, Learning Center Teacher	Ongoing	MTSS documentation, intervention records, progress-monitoring data, student work, student growth	Intervention resources, progress-monitoring tools, student data, Title I, State & Local funds
Family Engagement	Communicate student science progress with families and provide resources and strategies to support scientific vocabulary, inquiry, and learning at home.	Science Teachers, Administration	Ongoing	Family communication logs, conference documentation, family participation records	Family resources, newsletters, communication platforms Title I PFE

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 2027) – 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 – 6 Bayou Bridges	
	☒ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☒ Employee Development

Historical Data Trends:			
School Year	2023-2024	2024-2025	2024-2025
Social Studies Trends	Mastery & Above Grade 3 - NA	Mastery & Above Grade 3 - 27.8% Grade 4 - 33.3%	Mastery & Above Grade 3 - 14.3% Grade 4 - 43.3% Grade 5 - 40%
Subgroup Trends	Economically Disadvantaged - Mastery & Above Grade 3 - NA	Economically Disadvantaged - Mastery & Above 3rd Grade - 24% 4th Grade - 16%	Economically Disadvantaged - Mastery & Above 3rd Grade - 10.5% 4th Grade - 42.1% 5th Grade - 20%

<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 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 levels.

SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By Spring 2027, at least 35% of students will achieve Mastery or Advanced on the LEAP 2025 Social Studies Assessment. The school will build on strong Grade 4 and Grade 5 performance while addressing the significant achievement gap in Grade 3 and among identified student subgroups.
Benchmark Goals:	BOY Benchmark Goal
	Establish baseline performance using Bayou Bridges assessments, classroom assessments, and prior LEAP 2025 data. Identify priority standards, student learning gaps, and students requiring targeted support.
	MOY Benchmark Goal
	Students will demonstrate measurable growth in Social Studies proficiency through Bayou Bridges assessments and classroom assessments. Increase the percentage of students demonstrating proficiency on targeted standards by at least 5 percentage points from the BOY baseline, with instructional adjustments and targeted intervention provided for students who are not yet meeting expectations.
	EOY Benchmark Goal
	At least 35 % of students will achieve Mastery or Advanced on the LEAP 2025 Social Studies Assessment. The school will also reduce the percentage of students performing at AB and U levels and demonstrate measurable growth among identified student subgroups.
<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 demonstrated progress in Social Studies achievement, particularly in Grades 4 and 5. Grade 4 increased from 33.3% to 43.3% of students scoring Mastery or Advanced, while Grade 5 reached 40% Mastery or Advanced. • Significant growth was also demonstrated among economically disadvantaged students in Grade 4, increasing from 16% to 42.1% Mastery or Advanced. • The implementation of Bayou Bridges as the school's Tier I Social Studies curriculum provides teachers with a consistent, standards-aligned instructional framework focused on content knowledge, historical thinking, evidence-based analysis, and application. • Collaborative planning, classroom observations, and learning walks have provided opportunities for teachers and instructional leaders to strengthen curriculum implementation, align instruction to standards, and respond to student needs.	

- Teachers and instructional leaders use assessment data to monitor student progress and identify areas for instructional adjustment, including data from Bayou Bridges assessments, classroom assessments, and state assessments.
- The school will leverage the collaboration of teachers, the IL, and administration, along with the instructional strategies contributing to the gains in Grades 4 and 5, to strengthen Tier I instruction and address achievement gaps, particularly in grade 3 and among identified student subgroups, during the 2026-2027 school year.

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 high-quality, standards-aligned Tier I instruction, effective implementation of Bayou Bridge, and consistent analysis of student performance data to inform instruction, intervention, and enrichment.

Student Learning Problem: Students demonstrate inconsistent proficiency in applying social studies content knowledge, analyzing primary and secondary sources, using evidence to support responses, and applying historical thinking skills to grade-level tasks. While Grade 4 and 5 demonstrated progress, Grade 3 and identified student subgroups continue to require targeted support.

Root Cause & Supporting Data:

Students need more consistent opportunities to engage in rigorous grade-level social studies content and to apply historical thinking, source analysis, evidence-based reasoning, and academic vocabulary in standards-aligned tasks. Continued strengthening of Tier I instructions, differentiation, and data-driven instructional decision-making is needed to ensure students can transfer content knowledge and skills to assessment tasks.

Supported Data

- Grade 3: The percentage of students scoring Mastery or Advanced decreased from 27.8% in 2024-2025 to 14.3% in 2025-2026, indicating a significant need for additional instructional support.
- Grade 4: The percentage of students scoring Mastery or Advanced increased from 33.3% in 2024-2025 to 43.3% in 2025-2026, demonstrating meaningful growth.
- Grade 5: 40% of students scored Mastery or Advanced in 2025-2026.
- Economically disadvantaged Grade 4 students: Mastery or Advanced decreased from 24% in 2024-2025 to 42.1% in 2025-2026, representing significant subgroup growth.
- Economically disadvantaged Grade 3 students: Mastery or Advanced decreased from 24% in 2024-2025 to 10.5% in 2025-2026, indicating a significant achievement gap that requires targeted support.
- Economically disadvantaged Grade 5 students: 20% scored Mastery or Advanced in 2025-2026, indicating an additional area for targeted subgroup support.

- Classroom observations, collaborative planning, and assessment data indicate a continued need to strengthen standards alignment, historical thinking, source analysis, academic vocabulary, and evidence-based responses.

Student Impact (Measurable Impact): By spring 2027, the percentage of students scoring Mastery or Advanced on the LEAP 2025 Social Studies assessment will increase to at least 35%, while reducing the percentage of students performing at AB and U levels. Students will demonstrate measurable growth throughout the year on Bayou Bridges unit assessments, classroom assessments, and targeted standards. Specific attention will be given to Grade 3 and identified student subgroups.

Educator Professional Learning Needs: Administrators, teacher leaders, and teachers will strengthen implementation of Bayou Brides and alignment to Louisiana Student Standards through collaborative planning, instructional coaching, classroom observations, and learning walks. Professional learning will focus on historical thinking, source analysis, evidence-based reasoning, academic vocabulary, rigorous questioning and discourse, assessment literacy, differentiation, and data-driven instructional decision-making. Effective instructional practices contributing to Grade 4 and Grade 5 gains will be identified, shared, and leveraged across grade levels.

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 and align instruction to Louisiana Student Standards. Use collaborative planning to develop rigorous grade-level tasks that emphasize content knowledge, historical thinking, source analysis, evidence-based reasoning, and academic vocabulary.	Social Studies Teachers, Instructional Leader, Administration	August 2026-May 2027	Lesson plans, classroom observations, learning walks, student work samples. Bayou Bridges assessment results, evidence of standards alignment	Bayou Bridges, teacher guides, curriculum materials, instructional resources State & Local Funds

Professional Learning	Provide job-embedded professional learning and coaching focused on Bayou Bridges implementation, historical thinking, source analysis, evidence-based responses, questioning and discourse, differentiation, and assessment literacy. Share effective instructional practices identified through observations and collaborative planning.	Social Studies Teachers, Instructional Leader, Administration	August 2025 - May 2026	Professional learning participation, coaching notes, observation data, collaborative planning artifacts, evidence of implementation in classroom instruction	Bayou Bridges resources, professional learning materials, coaching resources; State & Local Funds
Data-Driven Instruction	Establish regular data-review cycles using Bayou Bridges assessments, classroom assessments, and LEAP 2025 data. Identify priority standards and student learning gaps, adjust Tier I instruction, and use data to plan targeted intervention and enrichment.	Social Studies Teachers, Instructional Leader, Admin	August 2026-May 2027	Data meeting notes, student data trackers, identified priority standards, instructional adjustments, student growth on common/curriculum-based assessments	Assessment reports, student data reports, data-tracking tools, planning documents; State & Local Funds

Intervention & Enrichment	Use MTSS/RTI processes to provide targeted support for students who demonstrate gaps in content knowledge, reading of informational sources, historical thinking, and evidence-based reasoning. Provide enrichment opportunities for students demonstrating proficiency or advanced performance.	Social Studies Teachers, Instructional Leader, Intervention Staff, Admin	August 2026-May 2027	Intervention/enrichment groups, progress-monitoring data, student work samples, assessment growth, documentation of regrouping based on student performance	Intervention resources, Bayou Bridges materials, supplemental resources; State & Local Funds
Grade-Level & Subgroup Support	Closely monitor Grade 3 and identify student subgroups, including economically disadvantaged students. Use assessment data to identify specific standards and skills requiring additional instruction and provide targeted support through Tier I instruction and intervention.	Social Studies Teachers, IL, Admin	August 2026-May 2027	Grade-level and subgroup data reviews, progress-monitoring results, student work samples, assessment growth	Student data reports, Bayou Brides assessments, intervention resources; State & Local Funds
Family Engagement	Communicate student progress in Social Studies and	Social Studies Teachers, Admin	August 2026-May 2027	Family communications, resources shared with	Bayou Brides resources, family communication materials; State & Local Funds

	provide families with strategies and resources to support content knowledge, academic vocabulary, reading informational sources, and discussion of historical and civic topics at home.			families, participation in family engagement opportunities	
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 2027) – 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
Historical Data Trends:				
School Year	2022 – 2023	2023 - 2024	2024 - 2025	2025-2026
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%)	10 students out of 334 qualified for gifted/talented. (3%)
<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 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. During the 2025-2026 school year, 2 of 202 (1%) were identified as Gifted and in the process of being evaluated 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 2027, 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, cultural programming, classroom projects, performances, and enrichment activities. Audience: All Students.	Teachers, Enrichment Teachers, Administration	August 2026-May 2027	State & Local Funds	Student participation records, performance programs, student work samples, teacher observation notes
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

☒ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☒ Employee 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 - 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	ELA Teachers/ Instructional Leader/Lead Teachers Math Teachers/ Instructional Leader/Lead Teachers District 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	August 2026 - May 2027 Professional Development is provided regularly (bi-weekly to monthly) by the district in which 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.	School and Districted Funded Professional Development	Agendas Attendance Logs

- Special Education teachers will attend training 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.				
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MULTI-TIERED SYSTEM OF SUPPORT

☒ Student Achievement	☒ Exemplary Customer Service	☒ Operational Excellence	☐ Employee Development
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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 2026- 2027 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 2026-2027 school year, we will focus on ensuring that every student will receive weekly SEL instruction.		Goal Statement: During the 2026-2027 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.	Persons Responsible	Target Date(s)/Timeline	Materials/ Resources Funding Source(s) and Cost	Documentation

Include Subgroups - Aligned to the Strategies				
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) MTSS Parent and Family Engagement: *Back-to-School Orientation *Annual Parent Informational Meeting	Administration Teachers Student/Family Coordinator	August 2026 December 2026 March 2027	Family information materials, MTSS resources, flyers; State & Local Funds - \$2,528 total across events, including maximum \$252 for snacks -Math games for door prizes for -Family Math Night Literacy games for door prizes for -Family Literacy Night -A speaker for Parenting Workshops (childcare available)	Flyers JCAMPUS Messages Attendance Logs
	Administration Teachers Student/Family Coordinator	August 2026 December 2026 March 2027	Student data, progress monitoring reports, MTSS documentation, family resources; State & Local Funds	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. When student data indicate a need for additional support, families will receive individualized communication regarding the student's identified need, intervention, progress-monitoring process, and recommended strategies for supporting the student at home. communication will occur through Class Dojo/JCampus, phone calls, email, and in-person meetings as appropriate.				

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	SBLC; Accelerate Small Groups; Learning Center; Tutoring, targeted classroom interventions, and progress monitoring
Social-Emotional	SEL lessons, school counseling, and targeted student supports
Behavioral	PBIS expectations, reinforcement systems, and targeted behavioral supports

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

The school will continue to develop partnerships with local businesses, local government agencies, law enforcement, and community organizations to support the school's MTSS and family engagement efforts. Community partners will be invited to participate in school programs, student activities, family events, and educational opportunities when appropriate. Administration will also participate in community events and outreach opportunities to strengthen relationships between the school and the broader community. Community partnerships may support MTSS by providing resources, enrichment opportunities, mentoring, family resources, and connections to community services that address student and family needs.

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 2026 - May 2027 (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**

☒ 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	2026-2027	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	2026-2027	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>