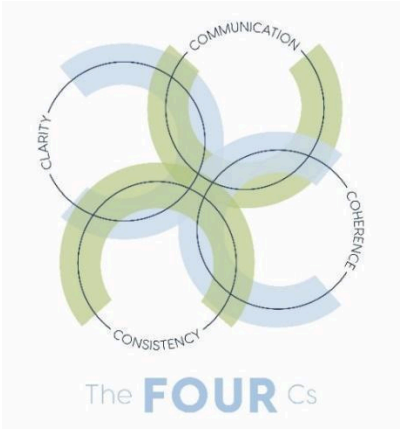

East Baton Rouge Parish School System
Schoolwide Plan
Woodlawn Elementary

PreK-5
8160 Antioch RD
Vanessa Bloss
225 7563681
vbloss@ebrschools.org
wescubs.org

2025 - 2026

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District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed for one year, 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
Executive Director	Date

Faculty and Staff Review

Date	Name	Position	Signature

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

Our mission is to provide a safe and creative school climate by building positive relationships, resulting in high academic and social achievement for all students.

School's Vision

Our vision is for each child to develop a curiosity about learning, discover their interests, and grow in their love of learning. We also desire to have strong families through parent support/fellowship and skills training. Our Vision is a community where all children feel loved, respected, and encouraged to both be themselves and to develop to their fullest potential.

Instructional Leadership Team

What are Instructional Leadership Teams (ILTs)? ILTs are led by the school principal and supported by system-level leadership in design and function. They play an important role on campuses in supporting student and educator success.

An established Instructional Leadership Team meets weekly around

- Improving classroom instruction through analysis of student and teacher data,
- Incorporating best practices for high-impact leader actions, and
- Providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

The school's ILT comprises school administrators and designated personnel who have roles and responsibilities as ILT members. Each school should appoint the team's membership based on the context of that school. Teacher leaders, department heads, literacy mentors, math mentors, interventionists, master teachers, mentor teachers, and content leaders are all examples of personnel who may be included in an Instructional Leadership Team's composition.

ILT Long Range Plan

(link a copy of the ILT Long-Range Plan)

ILT Members Bloss, Boatner, Wilson, Corley, Brown, Simoneaux, Turner, Henly			
ILT Meeting Date and Time:Tuesdays-2:00			
ILT Agenda	ILT Agenda	ILT Agenda	ILT Agenda

Data Types

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

	Data Types			
Stakeholder	**Cognitive**	**Attitudinal**	**Behavioral**	**Archival/Contextual**
Administrators		• Administrator Questionnaires • Administrator Interviews		• Demographics
Teachers		• Teacher Focus Groups • Teacher Surveys • Teacher Interviews	• Classroom Observations • Walkthroughs • Attendance Rate	• Demographics
Students	• LEAP 2025 • ACT • DIBELS • DRA • Benchmark Assessments • STAR • SRI • LEAP 360	• Student Surveys • Student Focus Groups • Student Interviews	• Classroom Observations • Walkthroughs • Discipline Rates • Attendance Rates	• School Report Cards • Demographics • Subgroup Components • Tableau Reports • Climate Surveys
Parents		• Parent Surveys • Parent Focus Groups • Parent Interviews	• Attendance Rates (school participation)	• Demographics

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

Comprehensive Needs Assessment

SY 2025-2026 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
682	361	123	24	166	108	452	45	102	8
Percentage	53.7%	18.4%	3.5	24.4%	16%	66%	6%	14%	

School Performance Score				
2018-2019 90.1 A	2021-2022 B	2022-2023 77.5 B	2023-2024 82.7 Letter B	2024-2025
Assessment Index Score				
2018-2019 SPS Letter Grade	2021-2022 72.6 C	2022-2023 SPS Letter Grade	2023-2024 70.6 C	2024-2025
Progress Index Score				
2018-2019 SPS Letter Grade	2021-2022 106.1 A	2022-2023 93 A	2023-2024 100.6 A	2024-2025

Pre-Kindergarten EOY Data (delete if not needed)							
	Skill Objective	**% Below Expectations**		**% Meeting Expectations**		**% Exceeding Expectations**	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
TS GOLD Measure	**Objective 15** Demonstrates phonological awareness, phonics skills, and word recognition*)*						
	Objective 16 Demonstrates knowledge of the alphabet						
	Objective 17 Demonstrates knowledge of print and its uses.						
	Objective 18 Comprehends and responds to books and other texts						
	Objective 19 Demonstrates writing skills						
	Objective 20 Uses number concepts and operations						

K-3 Literacy EOY Data (in %) (delete if not needed)									
	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
DIBELS	Grade K	14%		21%		29%		36%	
	Grade 1	20%		8%		38%		35%	
	Grade 2	24%		18%		31%		27%	
	Grade 3	16%		21%		21%		43%	
	Grade 4	16%		7%		53%		24%	

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
K	0%		90%		9%	
1	21%		74%		5%	
2	24%		71%		4%	
3	17%		58%		25%	
4	17%		75%		8%	
5	18%		73%		9%	

Behavioral Data					
ISS %		**Suspension to Alternative Site %**		**Expulsion %**	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
5.8%	2.94	5.81	3.96	.008%	.002%

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	LEAP 62% M and AVD. 81% Basic and Above
2.	3rd Grade Math	LEAP 53% M and ADV. 76% Basic and Above
3.	1st Grade Literacy	DIBELS 73% Benchmark and Above 35% Above

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: Focus on the Standards aligned to the LEAP Assessment	
Instrument(s): LEAP Test, Cognia Surveys, Discipline Data	
Data Type: 1. Cognitive 2. Behavioral 3. Additional	**Findings** 1. Weekly LEAP Aligned Assessments 2.There were no major infractions in 3rd grade-0 Referrals 3.94% of all WES teachers have stated that WES sets high expectations for ALL students

Contributing Factor: Focus on the Standards aligned to the LEAP Assessment	
Instrument(s): LEAP Test, Eureka Assessments, Cognia Surveys	
Data Type: 1. Cognitive 2. Cognitive 3. Additudional	**Findings** 1. Students in grade 3 consistently scored (average of all classes) 80% or higher on the end of module assessments. 2. Focus on sprints-students have daily sprints in which they must have an 80% to move to next skill 88% of all students completed the addition, subtraction, and multiplication sprints 3.94% of all WES teachers have stated that WES sets high expectations for ALL students

Contributing Factor: Focus on the skills addresses on the DIBELs assessment
Instrument(s): Dibels Assessments, Cognia Surveys

Data Type:	Findings
1. Cognitive 2. Attitudinal 3. Additudional	1. 75% of students (average) scored an 80% or higher on the biweekly DIBELS-aligned assessments 2.87% of parents stated that our school consistently challenges our students. 3.75% of parents stated that our school meets the individual needs of our students.

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	4th Grade Math Modeling & Application -45% weakness	LEAP 2025 -School Level Report
2.	5th Grade Math Modeling & Application - 47% weakness	LEAP 2025 -School Level Report
3.	3rd Grade Science Reason Scientifically - 31%weakness	LEAP 2025 -School Level Report

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

Contributing Factor:	
Instrument(s): LEAP Data 2024-2025	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	**Findings** 1. Struggles with mult-step problem-solving and logical reasoning 2. Challenges with creating and interpreting mathematical models. 3. Inductive reasoning is a struggle for students to generalize information based on specific observations.

Contributing Factor: Limited Implementation of provided opportunities for individual or small group instruction for interventions	
Instrument(s): Staffing Records, Parent Survey, Teacher Survey	
Data Type: 1. Attitudinal 2. Archival 3. Archival	**Findings** 1. 60% of parents surveyed believe that the school does not provide enough support for students' individual learning. 2. 58% of the teachers state Instructional strategies and interventions to address the individual learning needs of students 3. The Title I budget is used primarily to secure 2 part-time paraprofessionals.

Contributing Factor: Students have trouble applying properties of operations (multiplication and division) to fraction problems.
Instrument(s): School Report Card, LEAP 360 Data.

Data Type: 1. Cognitive 2. Cognitive 3. Historical	Findings 1. 55% of the students in 3rd grade could reason scientifically. 2. 57 % of 4th grade students could use models and make applications in words problems. 3.57% of 5th grade students could use models and make applications in words problems. 23-24 was 50%

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	46%		Math	47.4%		Graduation Rate		
English	40.1%		English	54.6%		Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	39.2%		Science	37.1%		Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	67.3%		Social Studies	28.3%				
English Language	51.5%							

Acquisition (ELL)								

Overall Goal: By the end of the 2025-2026 school year, SCHOOL NAME SPS will increase from XX to XX as measured by Louisiana's Accountability System.

CORE ACADEMICS - ELA	**Tier 1** **Resources:** **IReady** **EL**		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

School Literacy Plan

(Elementary and K-8 Schools)

AMBITION

- Based on your data trends, what is the area of focus?
- Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?

ELA Focus Area	4th Grade-Literary Text 31%Weak Writing 34% Weak
DIBELS Focus Area	2nd Grade ORF-60% Benchmark (no above)
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 65% to on 70% the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.
ELA SMART Goal:	The ELA Assessment Index will increase from 75% to 80% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

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: 2nd Grade MOY Dibels 73% Benchmark and Above Corley, Barber, Mahan

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: The priority is to increase the literacy skills of incoming 3rd graders

Student Learning Problem: Decoding, Fluency

Root Cause & Supporting Data:Not enough focus on phonics instruction in the 2nd grade

Student Impact: Lack of knowledge of letter sounds/ decoding

Educator Professional Learning Needs: Phonics instruction

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
LETRs training and implementation of strategies addressed in the training.	**LETRs**	**all year**	**units completed**	**units successfully completed**	**district**
Progress monitoring of Small group instruction and remediation will be provided by a certified teacher during school hours (RTI: Tier II & III) for students performing	**teachers**	**bi-weekly**	**data at PLC**	**Percent of students at benchmark**	**Part-time Paras 15,000**

below grade level.					**Family Engagement 5,000 Workbooks**
Professional Development with an emphasis on phonics instruction in alignment with the DIBELs screener. 1. **Students scoring below a score of Basic on the LEAP assessment will be eligible for after school tutoring from February 23rd-March 13th** 2. **Students scoring below Benchmark on the EOY Dibels assessment will be eligible for summer tutoring.**	**Corley, Riddle, Brown, Simoneaux**	**weekly** **After School Tutoring-Feb. 23rd-Mach 13th** **Summer Tutoring during the month of June**	**data at PLC** **LEAP Practice Test** **Amplify Progress Monitoring**	**Percentage of students at benchmark**	**none Teachers at school**

CORE ACADEMICS - Mathematics	**Tier 1** **Resources:** **ZEARN** **EMBARCC** **Great Minds**		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

AMBITION ● Based on your data trends, what is the area of focus? ● Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Math Focus Area	Math: Students scored lowest in Solving Time Area, Measurement, & Estimation Problems: 3rd Grade 30%; Expressing Mathematical Reasoning 4th: 44% and Modeling and Application 5th 47% (Weak)
Math SMART Goal:	The Math Assessment Index will increase from 65.8 to 69 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.
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:	
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: 3rd-Time Area, Measurement, & Estimation Problems, 4th- Expressing Mathmatical Reasoning, 5th-Modeling and Application	

Student Learning Problem: 3rd- Difficulty understanding & calculating elapsed time & applying measurement concepts; 4th- Expressing Mathematical Reasoning- Struggles with multi-step problem-solving and logical reasoning; 5th- Modeling and Application-Struggles with multi-step problems and using the appropriate strategies.

Root Cause & Supporting Data: Math: Students scored lowest in Solving Tim, Area, Measurement, & Estimation Problems: 3rd Grade 30%; Expressing Mathematical Reasoning 4th: 44% and Modeling and Application 5th 47% (Weak)

Student Impact: Students will be able to use reasoning to solve problems with multiple steps.

Educator Professional Learning Needs: Implementing projects that require students to apply math concepts to real-world situations and break down complex problems into smaller, manageable steps.

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
3. Teachers will utilize Eureka math and problem-based learning activities aligned with Louisiana State Standards, incorporating math problem-solving strategies to express mathematical reasoning and model and apply concepts. 4. Effective grouping (cooperative, whole group, and small group) will be utilized to ensure increased learning opportunities with an emphasis on the standards for mathematical practices, including constructing viable arguments and critiquing the reasoning of others. Instruction: 5. Students will be engaged with hands-on math activities using interactive instructional methods that focus on problem-solving strategies in math. They will express their mathematical reasoning both orally and in writing. Teachers will plan	Teachers Principal Assistant Principals Para Teacher Aid	Aug. 2025-April 2026After School Tutoring-Feb. 23rd-Mach 13th	The principal and A.P. will review lesson plans, observe classroom instruction weekly, and provide feedback and follow-up to teachers to ensure effective implementation of problem-solving strategies. Student progress will be monitored by the Illuminate/IO Education	Principal, A.P., & Teachers will review rubrics and assessment methods weekly at Grade Level Professional Learning Team meetings to ensure implementation of effective assessment methods.	Title I Additional Teacher $50,000 (Benefits -31,035.00) Para $20,500 (Benefits 582.73) Part-Time Remediation

technology-based lessons. 6. Small group instruction and remediation will be provided by a certified teacher during school hours (RTI: Tier II & III) for students performing below grade level. 7. Students scoring below a score of Basic on the LEAP assessment will be eligible for after school tutoring from February 23rd-March 13th **Students will use research-based programs for remediation and acceleration like IXL, Zearn.**			Benchmark tests, Teacher weekly CFA. Zearn IXL	Score of 85%-100% on IXL, 3-5 complete lessons on Zearn	**$13,095** **Supplies (Crayons 7 Pencils) $37.27** **Sub- part Time: $1,000** **Title I**

CORE ACADEMICS - Science	**Tier 1 Resources: Amplify Sci, CK-12**		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

AMBITION

- Based on your data trends, what is the area of focus?
- Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?

Science Focus Area	3rd Grade- Evaluate 4th/5th Grade-Reason Scientifically
Science SMART Goal:	The Science Assessment Index will increase from 66.2 to 70.0 on the LEAP 2025 Spring 2026 LEAP 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:

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: To decrease the non-proficiency score of students in Reasoning Scientifically; 3rd grade 31% to 21%; Investigatey; Evaluate 4th grade 35%-25%; 5th Grade 42% to 32% by the end of the 2025-26 school year.

Student Learning Problem: Developing and refining scientific concepts based on evidence and reasoning to advance scientific knowledge.

Root Cause & Supporting Data: Reasoning Scientifically; 3rd grade 31% to 21%; Investigatey; Evaluate 4th grade 35%- 25%; 5th Grade 42% to 32%

Student Impact: Students will be able to use causal reasoning by understanding cause-effect relationships.

Educator Professional Learning Needs: CER is being used to calibrate studnet writing in science.

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
1. **Students will be engaged with hands-on science investigations.** 2. **They will plan and conduct investigations using the Science and Engineering Practices to express their scientific reasoning both orally and in writing.** 3. **Teachers will plan technology-based lessons using Mystery Science and Amplify.** 4. **Students will use research-based programs for remediation and acceleration like IXL**	**Teachers Principal Assistant Principals**	**Aug. 2025-April 2025**	**Student progress will be monitored by A Illuminate/IO Education assessments. Embedded Assessments in Curriculum / 1 teacher made CFA each 9 weeks**	**The principal and A.P. will review lesson plans, observe classroom instruction weekly, and provide feedback and follow-up to teachers to ensure effective implementation of problem-solving strategies.**	**Title I Additional Teacher $50,000 (Benefits -31,035.00) Para $20,500**

					(Benefits 582.73) **Part-Time Remediation $13,095** **Supplies (Crayons 7 Pencils) $37.27** **Sub- part Time: $1,000**

CORE ACADEMICS - Social Studies	**Tier 1** **Resources:** **DBQ** **64 Parishes** **TE Materials** **Core** **Knowledge**		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

AMBITION ● Based on your data trends, what is the area of focus? ● Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Social Studies Focus Area	Social Studies Proficiency: 3rd-50%; 4th-56%; 5th-56% Social Studies: 3rd grade: 55%, 4th grade 45%, 5th grade 50% students scored weak on the Economics subclaim.
Social Studies SMART Goal:	To decrease the non-proficient average score of students in economics subclaim 3rd grade 55% to 45%; 4th Grade 28% to 20%; 5th grade 34%- 24% by the end of the 2024-25 school year.
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:	
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:: 3rd grade: 55%, 4th grade 45%, 5th grade 50% students scored weak on the Economics subclaim.

Student Learning Problem: Pulling details from source content and not answering questions completely.

Root Cause & Supporting Data:
Social Studies: 3rd grade: 55%, 4th grade 45%, 5th grade 50% students scored weak on the Economics subclaim.

Student Impact: To improve proficiency in the economic sub-claim

Educator Professional Learning Needs: Extended Responses in Social Studies.

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
1. **Students will engage in lessons that provide them with opportunities to demonstrate their understanding of social studies through engagement with source documents while developing claims about social studies content and concepts.** 2. **Students apply their understanding of social studies content and concepts by making connections and showing relationships among ideas, people, and events within and across time and place.** 3. **Students use both their content knowledge and the sources embedded in the assessment to develop their ideas and support their**	**Teachers Principal Assistant Principals**	**Aug 2025-April 2025**	**Student progress will be monitored by the Illuminate Test & Teacher-made tests.**	**The principal and A.P. will review lesson plans, observe classroom instruction weekly, and provide feedback and follow-up to teachers to ensure effective implementation of problem-solving strategies.**	**Title I Additional Teacher $50,000 (Benefits -31,035.00) Para $20,500 (Benefits 582.73)**

claims. **4. Students will use research-based programs for remediation and acceleration: IXL, Read Works,**					**Part-Time Remediation $13,095** **Supplies (Crayons 7 Pencils) $37.27** **Sub- part Time: $1,000**

Non-CORE Academics	Resources:		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

ACTION STEPS **Actions Steps & Progress Indicators**					
What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	***Person(s) Responsible***	***Timeline***	***Progress Monitoring***	***Documentation (Success Criteria)***	***Funding Source***

This section is mandated for AUS, CIR, UIR, and UIN schools, and optional for all other schools.
Executive Directors will provide additional guidance.

- ***Subgroups***
- ***Freshman Academy***
- ***ACT***
- ***Pathways***
- ***Graduation Rate***
- ***Attendance Rate***

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Professional Development: • **Teachers will participate in high-quality Tier 1 professional development sessions, which will be provided by** **ELA** ○ **Pre-K:Frog Street, District** ○ **K-2nd: Great Minds, , ELA Content Leader, EL** ○ **3rd-5th:Guide Books,, District Lesson Plans** ○ **Heggerty** **Principal, Assistant Principals & Coach will facilitate weekly grade level Professional Learning Team meetings for all teachers as job-embedded professional development to identify, develop and /or evaluate instructional strategies that incorporate aspects of Meaningful Engaged Learning (MEL) and Kagan and Collaborative Conversation Strategies to include differentiated instruction and authentic writing activities that incorporate literary analysis, research simulation task, and narrative and informational writing tasks. Professional Development will also focus on developing performance-based assessments for science and social studies with emphasis on levels of understanding and teaching to a depth of the standard, with consistent writing across the curriculum. Use GYTO strategies.** **Math** ○ **Great Minds and Math Content**	**Principal, Assistant Principals, Teachers**	**Aug 2025-EOY**	**Monthly, ITL Meeting**	**Teachers will share and discuss instructional strategies weekly during grade-level Professional Learning Team meetings to develop and/or evaluate lesson effectiveness plus assessment methods. The principal and A.P.s will provide feedback and follow-up to teachers to ensure effective implementation of TLC & Kagen instructional strategies. Student progress will be monitored by unit tests as well as weekly CFAs**	**Title I** **Additional Teacher $50,000 (Benefits -31,035.00)** **Para $20,500 (Benefits 582.73)** **Part-Time Remediation Part-Time Remediation $13,095** **Supplies (Crayons 7 Pencils) $37.27**

Leader ○ **IXL, Zearn** **Principal, Assistant Principals, and teachers will participate in weekly grade level Professional Learning Team meetings as job embedded staff development to review and develop lessons that include problem solving strategies in math. Lessons will include the use of manipulatives, constructed response questions, and activities that promote higher-order thinking. An additional focus during professional discussions will be to share strategies to incorporate literacy (math vocabulary and writing) in math modeling and application.** **Social Studies** ○ **DBQ,64 Parishes, TCM, For Social Studies** **Principal, Assistant Principals and teachers will participate in weekly grade level Professional Learning Team meetings as job embedded staff development to review and develop lessons that include problem solving strategies in math. Lessons will include use of constructed response questions, text-based writing and activities that promote higher order thinking. An additional focus during professional discussions will be to share strategies to incorporate literacy.** **Science** ○ **Amplify Science** ○ **K-5 Science Resources** ○ **Science Kits** **Principal, Assistant Principals, and teachers will participate in weekly grade level Professional Learning Team meetings as job embedded staff development to review and develop lessons that include problem solving strategies in math. Lessons will include the use of constructed response questions, CER, and activities that promote higher order thinking. An additional focus during professional discussions will be to share strategies to incorporate**					**Sub- part Time: $1,000**

literacy. **SEL (*What professional development is needed to ensure faculty members are able to implement the MTSS plan?*** **SEL** ○ **Each teacher will participate in SEL PD** **Academics** ○ **Tiered interventions in ELA for grades K-2** ○ **ELL paraprofessional for ELL students in addition to ELL Instructional specialist** ○ **Full inclusion for ESS students** ○ **Intervention programs such as IReady, IXL, Zearn, Achieve 3000, and Dreambox** **Behavior** ○ **Review discipline procedures & school-wide expectations and provide strategies for students**	**APS, Restroom Para**	**Aug. 2025-April 2026**	**Data Reports**	**Counselor feedback form**	

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

SEL Foundation for MTSS Success

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

For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted

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

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

Indicator Focus Area 1:		**Indicator Focus Area 2:**	
S	**Teachers and school counselors will teach character lessons. Teachers will deliver lessons during the first and last 10 minutes. of the instructional day. School counselors will teach lessons in small groups.**	**S**	**Woodlawn Elementary will continue to support all teachers through strategies that will help create a productive learning environment.**
M	**School staff will use the pre/post assessments in SEL and discipline data to measure proper implementation.**	**M**	**In the 2024 -2025 School Year, only 10% of the students were in ISS, and 6.1% were in TOR. The goal has been to keep this number below 10%. This goal is to continue the downward trend. This goal is attainable.**
A	**Progress monitoring is needed to ensure full implementation.**	**A**	**The goal is attainable because we have a supportive environment that provides a supportive campus.**
R	**The goal has been written to support the SEL/ MTSS plan to ensure that students' emotional needs are met.**	**R**	**The goal is relevant because we have seen success with the implementation of discipline protocols, which has led to an increase in student and teacher achievement.**
T	**Aug. 2025 pretest students Sept. 2025 Character lessons start School counselors will monitor bi-weekly**	**T**	**By the end of the first month, teachers will be given a climate survey that will give us data on student and teacher progress.**

I	**ESS, gifted resource, ESL and regular education students will be included in weekly lessons.**	**I**	**By the end of the first month, teachers will be given a climate survey that will give us data on student and teacher progress.**
E	**We will individualize our SEL instruction as needed to meet the needs of all students.**	**E**	**School counselors will be used to support teachers and classrooms by pulling focus of students' discipline and academic concerns.**
Goal Statement: Woodlawn Elementary School will ensure that 70% of students will receive at least a least 2 character instruction per week.		**Goal Statement: During the 2025-2026 school year we will continue to implement a supportive campus climate with the goal of keeping our ISS and TOR numbers below 10%**	

Academic & Behavioral Tiered Supports Defined

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

Academic Systems	Behavior/Social Emotional Systems
Tier I	
Eureka Math **EL** **I-Ready** **Amplify Science** **Illuminate** **LDOE Scope & Sequence** **Thinking Maps**	**Rethink Ed using the EBRPSS scope and sequence** **SW Restorative Practices** **EBRPSS Counselor Curriculum** **Schoolwide PBIS (MTSS Discipline): Development of Behavior Expectation Matrix and plan for the explicit teaching of expectations** **Safe Schools** **I CARE prevention education campaign lessons** **I CARE school-wide support**
Tier II	
Dibels Practice **IXL** **Eureka Curriculum (Enrichment & Acceleration)** **ZEARN** **Teacher Created Materials (K-3)** **Amira**	**Small groups or supplemental instruction using: Second Steps, Too Good for Drugs/Violence and/or the EBRPSS Counselor Curriculum** **Additional lessons from Tier I rethink Ed curriculum** **Tier II Strategies (not limited to):** **Check In/Out**

Xtra Math **IReady Reading**	**Behavior Report Cards** **Behavior Support Plan**** **Restorative Circles (must be trained in Restorativ Practices)**
Tier III	
Illuminate Assessment **Individualized Interventions** **Eureka Curriculum (Enrichment & Acceleration)** **Zearn Foundational Guidance/Intensive Supports** **IXL** **Zearn** **Xtra Math** **Amira**	**Behavior Plans**** **ESS Behavior Strategist (ESS Students)** **Referral to Social Worker** **Referral to I CARE** **Crisis Response**

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

Admin observation
Teacher intervention logs
Data reports review during PLC
Data reports review during ILT
Student work review
Discipline report review

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?

08:20-0830 & 3:00-3:10

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

PLC & Data Meetings (8:00 - 9:15)

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?
Intervention pull outs throughout school day with Title I Part-Time Teachers

Intervention push-ins through the school day with Title I Part-Time Teachers, ESL Teachers, Resource Teachers

Behavior Expectations Matrix

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

Locations	Behavior Expectations				
Classroom	**Follow directions the first time given. Stand for the daily pledge.**	**Stay at a designated workplace.**	**Talk only when permissible.**	**Keep hands, feet, and objects to self.**	**Be respectful to others.**
Hallway	**Walk quietly one square from the wall to the right. (Brown tiles)**	**Place your hands by your side.**	**Keep hands off the walls**	**Enter the room when your teacher gives the signal**	**Stop walking and stand with your hand over your heart during the pledge.**
Cafeteria	**Come in quietly.**	**Wash hands before getting food**	**Get all needed lunch items while in line and walk to your table. Students who bring their lunch can go directly to their table**	**Stand by your seat until you're directed to sit.**	**Keep your area clean. When lunch is over, pick up all lunch items and dispose of them in the trash can.**
Restroom	**Three students are allowed in the restroom at one time, and the fourth student waits at the restroom entrance.**	**Wash and dry hands.**	**Be quiet.**	**No horse playing**	**Be courteous to nearby classes.**
Bus	**Do not get off the bus until a duty teacher gives you the signal**	**Walk in line and pick up your breakfast**	**Walk to your classroom quietly**		
Arrival/ Dismissal	**Bus Arrival** **1. Do not get off the bus until a duty teacher gives you the signal**	**Bus Dismissal** **1. Listen for your bus** **2. Walk quietly in a single file line down the center of the hallway.**	**Carpool Arrival** **1. Do not get out of your car until a duty teacher gives you the signal** **2. Walk in line and pick**	**Carpool Dismissal** **1. Watch for your car tag number.** **2. Quietly exit class**	

	2. Walk in line and pick up your breakfast **3. Walk to your classroom quietly**	**3. Do not stop to get water.** **4. Do not get on the bus until a duty teacher gives you the signal**	**up your breakfast** **3. Walk to your classroom quietly**	**3. Walk silently down the MIDDLE of the hallway and do not stop to get water.** **4. Keep Items in your book bag.** **5. When exiting the building, follow the duty teacher's instructions.** **6. Listen for your name.** **7. Go to your cone and look for your vehicle.**	

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

- Stating rules positively encourages desired behavior.
- Rules for the classroom should reflect and support school-wide expectations.
- You teach behavior the same way you teach academics.
- Communicate clearly to students what we want.
- Create clear behavioral expectations.
- Monitor student behavior.
- Explicitly model desired behavior and provide practice opportunities.
- Provide frequent and specific feedback.
- Behaviors will be taught at the beginning of the school year. Often enough to achieve and maintain discipline goals. Before times when problem behaviors tend to increase. Ongoing throughout the year. (Refresher lessons) At teachable moments.
- Where do we teach behavior: Everywhere in the school. Specific lessons taught during class. Embedded in other school activities.

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
1 .The school will send informational newsletters monthly to parents as reminders of events on the school calendar, new events, and special recognitions. 2. Teachers will maintain class websites and send class newsletters to inform parents about classroom news, special projects, homework, and grade-level curriculum information. Teachers will conduct parent conferences as needed. 3. JCampus call-out system will be utilized to notify parents of special events. The School WebMaster will maintain the school's website or app, which will feature special events, announcements to parents, and monthly newsletters. 4. Data and Donuts for grades 3-5 5.Each grade level must hold 1-2 functions for parents yearly. Ex. Bingo, Mardi Gras Parent Student Dance 6.Black History Proformance	**Principal, Assistant Principals, Teachers**	**May 2026**	**Parent/Teacher Survey**	**All informational flyers, school-wide newsletters, classroom newsletters, parent conference documentation, and JCampus Call-out verifications will be maintained in the SIP Documentation Box. Parent participation will be documented by sign in sheets.**	**N/A**

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?

MTSS Plan Overview	**We will communicate the MTSS through the parent letter in the SEL system. Teachers and school counselors will teach SEL lessons. Teachers will deliver the lessons first and last 10 mins. of the instructional day. School counselors will teach the lessons through ancillary weekly. Woodlawn Elementary will continue to support all teachers through strategies that will support a productive**

	learning environment. We will increase parental support by using our annual calendar in our handbook to communicate with parents about our MTSS events.
Academic Programs & Interventions	**Academics** ● **Tiered interventions in ELA for grades K-5** ● **ELL paraprofessional for ELL students in addition, ELL 2- Instructional specialist** ● **Full inclusion for ESS students** ● **Intervention programs such as IReady, IXL, Zearn, Amira** ● **Targeted after school tutoring** ● **High Dosage Tutoring**
SEL & Behavior Interventions	● **Each student will participate in SEL lessons daily and GrowthMind SET lesson** ● **Rethink Ed using the EBRPSS scope and sequence** ● **SW Restorative Practices** ● **EBRPSS Counselor Curriculum** ● **Schoolwide PBIS (MTSS Discipline): Development of Behavior Expectation Matrix and plan for the explicit teaching of expectations** ● **I CARE prevention education campaign lessons**

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

- *Outline our vision and mission to partnerships, especially families*
- *State the objectives or goals, needed resources to accomplish our objectives- Example: Funds necessary for Live Learning Lab*
- *Describe potential barriers to our partnership's success and how we will overcome them*
- *Establish the partnership's goal and expected outcomes.*
- *Encourage community members to volunteer in schools. High School students, VIPS, retired teachers*

Instruction by Certified Teachers – Certified Teacher Recruitment

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.		
School Objective(s):	To employ teachers 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**

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
(Principal/Assistant Principals, and classroom teachers will promote the recruitment of highly qualified teachers at EBR Job Fair by sharing pictures, expectations, and special school activities of Woodlawn Elementary.	**Principal/Assistant Principal/**	**Aug. 2025**	**Use Applicant system to track applications** **Track key metrics such as the number of qualified candidates** **Collect feedback from candidates and new hires about recruitment** **Monitor retention rates of newly hired teachers.**	**Highly Qualified Staff Members' Certifications**	**General Fund**

Transition to Next-Level School Programs

Choose Appropriate Level

Preschool to Elementary School

Elementary School to Middle School

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
To provide opportunities for parents to be engaged in learning Louisiana State Standards curriculum by viewing student products and interacting with teachers about their child's education. **Provide students with the opportunity to interact with middle school teachers and to learn expectations required in middle school.** **School counselors will assist students in 5th grade with career day.**	**Pre-K and kindergarten teachers will collaborate to align Pre-K and Kindergarten curricula, arrange for classroom visits/observations, and share children's portfolios to provide for a smooth transition from Pre-K to Kindergarten.** **Fifth-grade students and teachers will visit Woodlawn Middle School to tour the school and attend a presentation about academic courses, electives, and extracurricular opportunities available to them in middle school.**	**Aug. 2025-April 2026**	**TS Gold IAPs**	**Pre-K and kindergarten teachers will collaborate to align Pre-K and Kindergarten curricula, arrange for classroom visits/observations, and share children's portfolios to provide for a smooth transition from Pre-K to Kindergarten.** **Fifth-grade students and teachers will visit Woodlawn Middle School to tour the school and attend a presentation about academic courses, electives, and extracurricular opportunities available to them in middle school. Middle school staff will visit students so that they can choose courses before the 2025-2026 school year.** **Counselors will pull monthly reports to track student progression.**	**General Fund**

Academic Intervention

Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention? Select Academic Intervention Label: Select

If the school requires academic intervention, please link your Academic Subgroup Data Sheet. School Name Subgroup Data Sheet

AUS Status - Select

Overall Vision and Goals

- In this section, you will explain the coherent, aligned vision for your school, how you determined it, and how you will know if you are moving towards that vision.

Describe the data analysis and needs assessment process that was used to inform the school's vision and goals.
Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs. ● *Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.*
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.

Effective Workforce

- In this section, the school will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

What is the school's theory of action around an effective workforce? Include a description of the strategies that will be utilized to strengthen educators' instructional practices. Additionally, include the role of the instructional leadership team and teacher collaborations within the theory of action. *(NIET Process)*

What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment?
What is your school's plan to ensure strong leadership over the next three years? This includes maintaining an effective principal, supporting other key leadership roles, and building the capacity of future leaders.
What steps is your school taking to retain effective educators?
How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning (teacher collaboration) and observation and feedback cycles?
How is your school selecting strong, moderate, or promising evidence-based strategies for educators and determining strategies based on the conclusion of the needs assessment?
How is your school identifying and creating key positions to support school improvement and academic achievement?

Instruction

- In this section, by investing in resources aligned to school needs, building educator capacity, and using evidence-based instructional strategies how will you ensure all students are prepared for success in college and career?

What is the school's theory of action in ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?
What strategies and interventions do you plan to implement and how are they related to your school's identified needs?

How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?
How is your school planning to expand its instructional approach across all classrooms to ensure it has the greatest impact and can be sustained over time?
How is your school selecting strong, moderate, or promising evidence-based strategies; and determining strategies based on conclusions of the needs assessment?

System Supports

What is the school's theory of action around structural configuration and how will it reinforce and facilitate the work you are doing in effective workforce and instruction?
What supports and interventions do you plan to implement and how are they related to your school's identified needs?
How is your school selecting strong, moderate, or promising evidence-based strategies?
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?

Critical Categories

- In this section, explain the routines for how the school will determine whether the schoolwide plan is achieving its intended outcomings, including self-monitoring and continuous stakeholder engagement.

How is your school establishing or continuing internal routines?
How is your school establishing or continuing routines with stakeholders?
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
How is your school making the schoolwide plan available to teachers, paraprofessionals, parents, and the public in a form that is understandable and uniform, to the extent practicable and/or required by Louisiana law, provided in a language that the parents understand?
How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (i.e. other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)?