



SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2025 - 2026

School Name: Helix AI & Medical Academy

School Principal Name: Jennifer Gordon

Grade Configuration: K-5

School Address: 220 Town Blvd.

City, State, and Zip: Opelousas, LA 70570

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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 educational 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:

Helix Community Schools offers unique career pathways and rigorous, innovative academic experiences that empower students to transform themselves, their families, and their communities.

Mission Statement:

Our goal for Helix AIM is to provide cutting-edge education to the students of St. Landry Parish that aligns with the future of the workforce which sets our community and children up for success. We are educating and making an impact on the future leaders of our community in St. Landry.



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 Jennifer Gordon	Date 1/28/2026
Principal Supervisor	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: __Jennifer Gordon__

School-wide School Improvement Committee Members

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

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

Name	Position
Jennifer Gordon	Principal
Tyler Solete	Assistant Principal
Aubry Tabor	Instructional Coach
Shaun Gallow	Interventionist
Kristopher Knox	Director of Operations
Dianna Davis	SPED Director
Crystal Chambers	Counselor
Katlyn Durio	Parent

School Profile

Check where applicable:

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

School Partnerships

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

University	
Technical Institute	
Feeder School(s)	
Community	
Business/Industry	
Private Grants	
Other	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
1/28/26	Jennifer Gordon	Principal	 SIPSignatures.pdf
1/28/26	Tyler Solete	Assistant Principal	
1/28/26	Kristopher Knox	Director of Operations	
1/28/26	Aubrey Tabor	Instructional Coach	
1/28/26	Ellis Green	Dean of Students	
1/28/26	Mickel Dunbar	Office Manager	
1/28/26	Sonia Landry	Kindergarten Teacher	
1/28/26	Monsanto Day	Kindergarten Teacher	
1/28/26	Karmyn Robertson	Kindergarten Teacher	
1/28/26	Gracie Jacqueaux	Kindergarten Teacher	
1/28/26	Holly Gaspard	1st Grade ELA/Social Studies Teacher	
1/28/26	Crystal Mckind-Leblanc	1st Grade Math/ Science Teacher	
1/28/26	Alysha Guillory	1st Grade Math/ Science Teacher	
1/28/26	Jessica Collins	1st Grade ELA/ Social Studies Teacher	
1/28/26	Katrelle Boast	2nd Grade Science Teacher	
1/28/26	Gabrielle Fusilier	2nd Grade Math Teacher	
1/28/26	Kandus Knox	2nd Grade Social Studies Teacher	
1/28/26	Kaitlyn Foster	2nd Grade ELA Teacher	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
1/28/26	Rachael Newman	3rd Grade Math Teacher	
1/28/26	Justine Clark	3rd Grade Science Teacher	
1/28/26	Samantha Frame	3rd Social Studies Teacher	
1/28/26	Shihnaz Abdul-Jabbar	3rd Grade ELA Teacher	
1/28/26	Markeeta Jackson	4th Grade ELA Teacher	
1/28/26	Latasha Siverand	4th Grade Science Teacher	
1/28/26	Natalie Chustz	4th Grade Math Teacher	
1/28/26	Shelly Rhymes	4th Grade Social Studies Teacher	
1/28/26	Caitlyn Duplechin	5th ELA Teacher	
1/28/26	Larencia Brooks	5th Social Studies Teacher	
1/28/26	Sadie Wheeler	5th Science Teacher	
1/28/26	Diona Zachary	5th Math Teacher	
1/28/26	Cedric Foster	SPED Teacher	
1/28/26	Monica Owens	Paraprofessional	
1/28/26	Delana Cormier	Paraprofessional	
1/28/26	Felicia Prejean	SPED Teacher	
1/28/26	Gayle Franklin	SPED Teacher	
1/28/26	Jorrell Broussard	SPED Teacher	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
1/28/26	Dianna Davis	SPED Director	
1/28/26	Crystal Chambers	Counselor	
1/28/26	Shaun Gallow	Interventionist	
1/28/26	Keisha Broussard	Paraprofessional	
1/28/26	Madison Sanders	Paraprofessional	
1/28/26	Sharie Boudreaux	Paraprofessional	
1/28/26	Rashaad Harding	Physical Education Teacher	
1/28/26	Denae Landry	Medical Lab Teacher	
1/28/26	Kimberly Thomas	Artificial Intelligence Teacher	
1/28/26	Lisa Poole	Head Custodian	
1/28/26	Vincent Thomas	Custodian	
1/28/26	Debra Boast	Custodian	
1/28/26	Kylin Leblanc	Paraprofessional	
1/28/26	Carondelet Garrett	Paraprofessional	

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 - DIBELS 8 - DRDP-K - iREADY Diagnostics - Accelerated Reader - ELPT - LEAP Connect	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Climate Surveys
<i>Parents</i>		- 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):

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: Consistent, Structured Literacy Instruction	
Instrument(s): Structured literacy routines (in class and at home)	
Data Type: 1. DIBELS 8 2. 3.	Findings 1. Students demonstrate strong foundational skill development across literacy and mathematics as a result of consistent, structured instructional practices implemented across grade levels. 2. Lesson plans and classroom observations indicate consistent use of structured instructional routines that support automaticity, accuracy, and conceptual understanding in Word Reading Fluency, High-Frequency Words, and Algebraic Thinking. 3. Diagnostic and formative data show that the majority of students meet or exceed grade-level expectations when instruction is delivered using structured, standards-aligned practices.

Contributing Factor #2: Frequent Progress Monitoring and Data Use

Instrument(s): PLC Data Analysis and Feedback	
Data Type: 1. DIBELS 8 2. iREADY Diagnostics 3.	Findings 1. Frequent analysis of progress-monitoring data allows teachers to make timely instructional adjustments, resulting in sustained student proficiency in Word Reading Fluency, High-Frequency Words, and Algebraic Thinking. 2. Data review protocols demonstrate that teachers regularly use student performance data to inform instructional planning and differentiate support. 3. Trend data indicate consistent or accelerated growth patterns for students across all three academic strength areas.

Contributing Factor #3: Targeted Intervention	
Instrument(s): Targeted Small-Group Intervention Lessons; Intervention schedules and progress-monitoring tools.	
Data Type: 1. DIBELS 8 Progress Monitoring 2. Intervention entry and exit data 3.	Findings 1. Students receiving targeted interventions demonstrate measurable growth toward grade-level expectations in foundational literacy and mathematics skills. 2. Intervention data show that targeted support effectively reduces skill gaps, contributing to strong overall performance in Word Reading Fluency, High-Frequency Words, and Algebraic Thinking. 3. Progress-monitoring results indicate that targeted interventions are aligned to student needs and implemented with sufficient intensity to support sustained academic growth.

Comprehensive Needs Assessment

SY 2025 - 2026 Schoolwide Planning

Part 2: WEAKNESSES

- Weaknesses are derived from cognitive student data: the “**what.**” Weaknesses determine areas of focus – lead to goals and objectives.

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

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

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. Decoding in grades K-3	DIBELS BOY
2. Math domain “Measurement & Data”	iReady BOY Math Diagnostic
3. Science- Reasoning in CER	Amplify Science Unit Writing Assessments
4. Reading Comprehension with Informational Text	iReady BOY Reading Diagnostic
5.	

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: Inconsistent application of explicit phonics instruction and limited opportunities for guided decoding practice.	
Instrument(s): DIBELS 8	
Data Type: 1. DIBELS 8th Edition – Nonsense Word Fluency (NWF) 2. DIBELS 8th Edition – Oral Reading Fluency (ORF) 3.	Findings 1. DIBELS NWF results indicate a significant percentage of students scored below benchmark, demonstrating difficulty applying letter-sound correspondences to decode unfamiliar words. 2. DIBELS ORF data show students reading with reduced accuracy, suggesting decoding deficits are negatively impacting overall reading fluency.

	3. Progress monitoring data reveal slower growth rates in decoding skills for students receiving core instruction only, indicating a need for more explicit and targeted phonics support.
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Contributing Factor #2: Limited conceptual understanding and insufficient instructional emphasis on measurement concepts and data interpretation.	
Instrument(s): i-Ready Diagnostics	
Data Type: 1. Beginning-of-Year (BOY) Math Diagnostic – Measurement & Data Domain 2. Diagnostic Domain Performance Reports 3.	Findings 1. i-Ready BOY diagnostic data show Measurement & Data as one of the lowest-performing domains, with a high percentage of students performing one or more grade levels below expectation. 2. Students demonstrated difficulty interpreting data representations (graphs, charts, and tables) and applying measurement concepts to real-world problems. 3. Domain-level analysis indicates gaps in prerequisite skills from prior grade levels, limiting students' ability to access grade-level Measurement & Data standards.

Contributing Factor #3: Limited exposure to and instructional focus on informational text structures and comprehension strategies.	
Instrument(s): i-Ready Diagnostic	
Data Type: 1. Reading Diagnostic – Informational Text Domain 2. 3.	Findings 1. i-Ready BOY diagnostic results show students scoring significantly lower in informational and literary text comprehension compared to other measures. 2. Students struggled to identify main ideas, key details, and text features when responding to informational text questions. 3. Diagnostic data indicate many students require intensive or targeted instruction in informational text comprehension strategies to access grade-level content.

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>				
	ELA- Decoding in grades K-3				
	Math- Math domain “Measurement & Data”				
	Science- Science- Reasoning in CER				
Objectives:	Social Studies- Reading Comprehension with Informational Text				
	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>				
	ELA- To increase students’ early literacy/foundational reading skills in the area of decoding.				
	Math- To increase students' proficiency in the domain of Measurement & Data.				
Evidence-Based Strategies:	Science- To increase students’ understanding and ability to write “reasoning” in the CER model				
	Social Studies- To increase students’ reading comprehension with informational text				
Evidence-Based Strategies:	✓ Data-Driven Decision Making	✓ Response to Intervention	✓ Job-Embedded PD	☐ Technology Integration	☐ Other:

CORE ACADEMICS - ELA		Tier 1 Resources: K-5 SAAVAS Realize	
✓ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:			
School Year	2025-2026		
ELA Trends	DIBELS BOY Composite (at/above benchmark) k- 54% 1- 56% 2- 55% 3- 56% iReady BOY Reading Diagnostic (on/above grade level) k- 35% 1- 25% 2- 31% 3- 36% 4- 25% 5- 22%	N/A	
Subgroup Trends	N/A		

AMBITION

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

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

To increase students' early literacy/foundational reading skills in the area of decoding.

LADOE Target(s)/Standard(s):

Louisiana law and LDOE policy require that the K–3 universal literacy screener (e.g., DIBELS) measure key components of early literacy, including **phonological awareness, phonics, decoding, fluency, and comprehension**, as essential predictors of later reading success. Decoding is emphasized in the **Louisiana Student Standards for English Language Arts – Reading Foundational Skills**, which require students to “know and apply grade-level phonics and word analysis skills in decoding words” in each grade (e.g., **RF.K.3, RF.1.3, RF.2.3, RF.3.3**), progressing from basic letter-sound correspondences to multisyllabic word decoding with morphology. These standards support a comprehensive reading program that ensures students build the foundational skills needed to access grade-level text and comprehension.

These screening requirements reflect what students are *expected to develop* in early grades as part of state literacy priorities.

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

By the end of the school year, the percentage of Kindergarten–Grade 3 students scoring **Well Below Benchmark** on DIBELS decoding measures will decrease as follows: Kindergarten from 59% to 35%,

	Grade 1 from 49% to 30%, Grade 2 from 33% to 20%, and Grade 3 from 35% to 22%, as measured by BOY, MOY, and EOY DIBELS assessments and ongoing progress monitoring.	
Benchmark Goals:	BOY Benchmark Goal	
	DIBELS Decoding Goals (K–3)	
	Baseline (BOY) – Current Data	
	Grade	% Well Below (BOY)
	Kindergarten	59%
	Grade 1	49%
	Grade 2	33%
	Grade 3	35%
	MOY Benchmark Goal	
	By Mid-Year (MOY) , students will demonstrate measurable improvement in decoding skills, reflected by a reduction in the percentage of students scoring Well Below Benchmark .	
	Grade	BOY MOY Target

	Kindergarten	59%	45% or below	
	Grade 1	49%	35% or below	
	Grade 2	33%	25% or below	
	Grade 3	35%	27% or below	
	EOY Benchmark Goal			
	By End-of-Year (EOY) , students will demonstrate significant growth in decoding skills, reducing the number of students requiring intensive intervention.			
	Grade	BOY	MOY Target	EOY Target
	Kindergarten	59%	45%	35% or below
	Grade 1	49%	35%	30% or below
	Grade 2	33%	25%	20% or below
	Grade 3	35%	27%	22% or below
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: Based on BOY and ongoing DIBELS data, gains have been observed in Kindergarten through Grade 3 in students' decoding skills, particularly in phonemic awareness and early word reading. These gains are most evident among students receiving targeted small-group instruction and consistent Tier 1 phonics instruction aligned to the Science of Reading. The progress achieved to date is attributed to the implementation of explicit, systematic phonics instruction, regular progress monitoring using DIBELS, data-driven instructional adjustments, and the use of decodable texts during core and intervention time. Key contributors to this improvement include classroom teachers, interventionists, and instructional leaders who collaboratively analyzed data, implemented evidence-based strategies, and monitored fidelity of instruction. To ensure continuous improvement, the school will continue to leverage these effective practices by maintaining structured data meetings, providing ongoing professional development, utilizing staff expertise to support instructional consistency, and refining intervention supports based on student performance data throughout the 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: The priority is to improve early literacy outcomes by strengthening students' decoding skills in Kindergarten through Grade 3, as decoding proficiency is foundational to reading fluency and overall academic success.

Student Learning Problem: The primary student learning problem is a high percentage of students performing Well Below Benchmark in decoding as measured by DIBELS. Beginning-of-Year data indicate that 59% of Kindergarten students, 49% of Grade 1 students, 33% of Grade 2 students, and 35% of Grade 3 students scored in the Well Below category, demonstrating significant gaps in phonemic awareness, phonics, and word-reading skills necessary for grade-level comprehension.

Root Cause & Supporting Data:

Student Impact (Measurable Impact): Educator Professional Learning Needs: The primary root causes include limited prior exposure to systematic phonics instruction, inconsistent mastery of foundational literacy skills, and student attendance challenges that have impacted continuity of instruction. DIBELS BOY data show significant decoding deficits across grade levels, and attendance data indicate that inconsistent attendance has limited students' access to core instruction and intervention supports.

ACTION STEPS Actions Steps & Progress Indicators					
Strategies to address Root Cause <i>(Choose at least one to action plan)</i>	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Implement explicit, systematic phonics instruction across all K–3 classrooms, supported by small-group intervention and regular progress monitoring using DIBELS data to ensure students develop foundational decoding skills.	Classroom Teachers – deliver daily phonics instruction Interventionist Teachers – provide targeted small-group support Instructional Coach – monitor fidelity, provide coaching and support School Administration – ensure resources, schedule, and	August–September: Launch daily Tier 1 phonics instruction and begin small-group interventions; provide professional development for teachers. October–December: Monitor fidelity through walkthroughs and adjust instruction based on BOY data. January– March: Intensify	Increased percentage of students meeting or exceeding DIBELS decoding benchmarks at MOY and EOY Reduction in the number of students scoring “Well Below Benchmark” on DIBELS progress monitoring Evidence of consistent implementation of phonics instruction through walkthroughs and lesson plan reviews Student growth demonstrated on	Savvas Realize ELA – core literacy curriculum for K–3 Decodable texts aligned to phonics lessons (from Science of Reading programs) Phonemic awareness and phonics manipulatives (letter tiles, sound cards, Elkonin boxes) Teacher guides and lesson plans from Science of Reading intervention programs Progress monitoring tools, including DIBELS kits and benchmark assessments Title I Funds for Instructional Coach: (Aubrey Tabor)

		professional development are provided	interventions for students below benchmark; review MOY DIBELS progress and adjust groups. April–May: Conduct EOY assessments, analyze growth, and prepare summer learning supports for students still below benchmark.	biweekly progress monitoring data	Title I Funds for Intervention Teachers (Shaun Gallow, Kiesha Broussard, Shari Boudreaux, Madison Sanders,) Title I Funds for Learning Center Teacher
Cultural/ Behavioral	Establish consistent attendance expectations and reinforce the importance of daily instructional participation through family communication, attendance monitoring, and recognition of improved attendance to increase student access to core instruction.	Teachers – track daily attendance, reinforce expectations with students Family Engagement Coordinator/School Counselor – communicate	August–September: Set school-wide attendance expectations, communicate with families, and implement recognition systems.	Improved student attendance rates, particularly among students receiving interventions	Attendance tracking in JCampus Student and family communication through the PBIS rewards app, emails, letters home

		with families regarding attendance and support strategies Administration – monitor attendance data, implement school-wide attendance initiatives	October–December: Monitor daily attendance and intervene for students with early absences; provide counseling/support. January– March: Review attendance trends, continue interventions for chronic absenteeism, and reinforce positive behaviors. April–May: Evaluate impact on instructional access and student learning, adjust summer engagement strategies.	Decrease in chronic absenteeism for K–3 students Increased student participation in daily literacy instruction Documentation of family communication and attendance support efforts	Incentive systems for attendance- PBIS rewards and free dress days Counseling resources for supporting students with chronic absenteeism
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Operational	Schedule protected literacy and intervention blocks within the master schedule and ensure staff are trained and assigned to deliver targeted decoding interventions with fidelity.	School Administration – create and monitor the master schedule to include protected blocks Grade-Level Leads/Instructional Coaches – ensure staff adhere to the schedule and deliver interventions with fidelity Classroom Teachers and Interventionists – implement interventions according to the schedule and report outcomes	August: Schedule protected literacy and intervention blocks in the master schedule; assign staff roles. September–December: Implement scheduled blocks consistently; monitor staff adherence and make minor adjustments. January–March: Use data from progress monitoring to refine intervention placement and groupings.	Consistent scheduling and implementation of protected literacy and intervention blocks Documentation showing timely delivery of Tier 2 and Tier 3 interventions Staff participation in professional development and data meetings Fidelity checks confirming instructional and intervention alignment	Master schedule template showing protected literacy/intervention blocks Intervention lesson plans aligned to phonics/Science of Reading programs Instructional guides for Savvas Realize ELA to integrate core and intervention instruction Walkthrough checklists or observation forms for fidelity monitoring Progress monitoring data collection tools (biweekly DIBELS tracker, intervention logs)
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			April–May: Review effectiveness of scheduling and interventions, prepare recommendations for the following year.		
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): K-2: DRDP-K, DIBELS 8, Assessments Embedded in CKLA, iReady Diagnostics 3rd-5th: DIBELS 8, Louisiana Guidebooks, iReady Diagnostics 6th -8th: Assessments Embedded in Louisiana Guidebooks and iReady Diagnostics High School: Assessments Embedded in Louisiana Guidebooks and Savvas My Perspective, LEAP 360 Interims					
CORE ACADEMICS - MATH		Tier 1 Resources:		K-5 iReady Math	
☒ Student Achievement	☐ Exemplary Customer Service		☐ Operational Excellence		☒ Employee Development

Historical Data Trends:

School Year	2025-2026		
Math Trends	iReady BOY Math Diagnostic (on/above grade level) k- 16% 1- 10% 2- 17% 3- 7% 4- 11% 5- 12%		
Subgroup Trends	N/A		

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)**

To increase students' proficiency in the domain of Measurement & Data.

LADOE Target(s)/Standard(s):

Our Math action plan addresses the **Louisiana Student Standards for Mathematics** in the **Measurement & Data (MD) domain** for grades 3–5. BOY i-Ready data show 39–41% of students performing two or more grade levels below expectations in this domain. Targeted small-group instruction and the use of manipulatives support grade-level standards such as **3.MD.A.1** and **3.MD.B.3–4** (solve real-world measurement problems; represent and interpret

	data with scaled graphs and line plots), 5.MD.A.1 and 5.MD.B.2 (convert measurement units; interpret line plots with fractional units), and related measurement concepts involving volume and data representation. Protected intervention blocks, real-world tasks, and family engagement activities provide consistent practice aligned to these standards. Progress monitoring through i-Ready and classroom assessments ensures students are advancing toward grade-level mastery of Measurement & Data , directly supporting LDOE expectations for mathematics proficiency and readiness for summative assessments .
SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	Baseline Statement Beginning-of-Year (BOY) i-Ready diagnostic data indicate that students in 3rd through 5th grade demonstrate significant gaps in the Measurement and Data domain. Specifically, 39% of 3rd graders, 41% of 4th graders, and 39% of 5th graders are performing two or more grade levels below expectations. These results reveal a need for targeted instruction and intervention in data interpretation, measurement concepts, and problem-solving skills to ensure students meet grade-level standards. SMARTe Goal By the end of the school year, the percentage of students performing two or more grade levels below expectations in the Measurement and Data domain on i-Ready diagnostics will decrease as follows: 3rd grade from 39% to 20%, 4th grade from 41% to 22%, and 5th grade from 39% to 20%, as measured by BOY, MOY, and EOY i-Ready assessments and ongoing formative data. Progress will be monitored through targeted instruction, small-group intervention, and classroom performance tasks.
Benchmark Goals:	BOY Benchmark Goal

Baseline Data (BOY i-Ready Diagnostic – Measurement & Data Domain)

Grade % 2+ Years Below Grade Level (BOY)

3rd 39%

4th 41%

5th 39%

MOY Benchmark Goal

By **Mid-Year**, targeted instruction and intervention will reduce the percentage of students two or more grade levels below expectations in the Measurement & Data domain:

Grade BOY MOY Target

3rd 39% 30%

4th 41% 32%

5th 39% 30%

EOY Benchmark Goal

By **End-of-Year**, continued targeted instruction, intervention, and progress monitoring will further reduce the percentage of students performing two or more grade levels below expectations:

Grade	BOY	MOY Target	EOY Target
3rd	39%	30%	20%
4th	41%	32%	22%
5th	39%	30%	20%

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: Gains have been observed in students' understanding of measurement and data concepts, particularly in 3rd and 5th grades, as evidenced by improved performance on i-Ready diagnostics and classroom formative assessments. These gains are attributed to targeted small-group instruction, the use of manipulatives and real-world problem-solving tasks, and ongoing progress monitoring to adjust instruction. Key contributors include classroom teachers, math interventionists, instructional coaches, and school administrators, who collaboratively delivered instruction, analyzed data, and supported intervention implementation. To sustain and expand progress, the school will continue targeted interventions, leverage grade-level teams and coaches to review data and adjust instruction, provide professional development, and ensure consistent access to core instruction and intervention time, thereby supporting continuous improvement in students' measurement and data skills.

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 strengthen students' proficiency in Measurement and Data in grades 3–5 to ensure they meet grade-level math standards and can successfully interpret, represent, and solve data-related problems.

Student Learning Problem: A significant percentage of students are performing two or more grade levels below expectations in the Measurement and Data domain. BOY i-Ready diagnostics indicate 39% of 3rd graders, 41% of 4th graders, and 39% of 5th graders are below grade-level expectations, demonstrating gaps in measuring, graphing, and interpreting data.

Root Cause & Supporting Data:

Student Impact (Measurable Impact): Educator Professional Learning Needs: The root cause includes limited prior exposure to targeted instruction in measurement and data concepts, insufficient practice with real-world problem-solving tasks, and gaps in differentiating instruction for students performing below grade level. i-Ready diagnostic results and classroom formative assessments support this hypothesis, showing persistent deficits in measurement, graphing, and data interpretation skills across multiple classrooms. If this goal is achieved, students will demonstrate improved ability to measure, represent, and interpret data accurately, which will increase their overall math proficiency and readiness for grade-level content. Reducing the percentage of students performing two or more grade levels below expectations will also enhance problem-solving skills and confidence in mathematics.

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	Targeted Small-Group Instruction: Use i-Ready	Classroom Teachers – deliver small-group instruction and track	August– September: Form small groups based on BOY i-Ready data and	Reduction in percentage of students performing two or more grade levels below expectations in	i-Ready diagnostic and progress monitoring reports

	data to form flexible small groups and provide focused instruction on measuring objects, interpreting graphs, and solving data-related word problems.	student progress Math Interventionists – provide targeted support to below-grade-level students Instructional Coaches/Grade-Level Leads – support lesson planning, monitor fidelity, and provide coaching School Administration – ensure scheduling, resources, and staffing for small groups	begin targeted instruction October– December: Monitor progress biweekly and adjust groups based on student growth January– March: Intensify instruction for students not meeting MOY targets; adjust groupings as needed April–May: Conduct EOY assessment and evaluate overall impact for summer planning	Measurement & Data Growth in i-Ready scores on MOY and EOY diagnostics Improvement on classroom formative assessments related to measurement and data concepts Evidence of regular small-group instruction through walkthroughs and lesson plan reviews	iReady math lessons for core instruction Supplemental intervention materials aligned to measurement & data concepts Student grouping charts and lesson planning templates Title I funds for Intervention materials and supplies (\$3000) Title I Funds for Instructional Coach: (Aubrey Tabor) Title I Funds for Intervention Teachers: Shaun Gallow and Paraprofessionals: Kiesha Broussard, Shari Boudreaux, Madison Sanders salaries \$91,143.68 Title I Funds for Learning Center Teacher
Cultural/ Behavioral	Recognition of Progress: Celebrate growth in measurement	Classroom Teachers – track student growth and implement recognition in the	August– September: Establish recognition systems (charts, certificates, incentives) and communicate criteria	Increased student motivation and engagement in math lessons	Recognition charts, certificates, and stickers

	and data skills through student shout-outs, classroom charts, or math achievement recognition to increase motivation and engagement.	classroom Grade-Level Leads – support consistency across classrooms and monitor progress recognition systems School Administration – approve school-wide recognition initiatives and provide resources for celebrations	to students October– December: Implement recognition for student growth on measurement & data assessments and i-Ready diagnostics January– March: Continue recognition initiatives for students meeting MOY targets; adjust recognition methods if needed April– May: Celebrate EOY growth, review effectiveness of recognition strategies, and plan for next year	Positive changes in classroom participation and task completion Improvement in formative assessment scores aligned to Measurement & Data concepts Documentation of students recognized and incentives awarded	Classroom display boards for tracking growth Small rewards or incentives (e.g., pencils, math tokens) Progress monitoring data (i-Ready, formative assessments)
Operational	Protected Intervention Blocks: Schedule dedicated math intervention periods within the master	School Administration – create the master schedule, allocate staffing and resources, and monitor implementation	August: Design and finalize the master schedule to include protected intervention blocks for K–5 math September–December: Implement scheduled	Evidence of consistent delivery of intervention blocks as scheduled Increase in student mastery of measurement & data concepts during	Master schedule showing protected math intervention blocks Lesson plans aligned to Savvas Realize and supplemental measurement & data

	schedule to ensure consistent, uninterrupted time for students needing targeted support.	Grade-Level Leads/Instructional Coaches – support teachers in planning and implementing intervention blocks, ensure fidelity Classroom Teachers and Math Interventionists – deliver instruction and interventions during scheduled blocks and track student progress	blocks consistently; monitor adherence and adjust groupings or time allocation as needed January–March: Review MOY data and adjust intervention intensity, groupings, or block duration for students not making adequate progress April–May: Conduct EOY review of student growth and evaluate scheduling effectiveness for next year	intervention sessions Reduction in the percentage of students performing two or more grade levels below expectations in Measurement & Data Documentation of student attendance and participation during intervention blocks	interventions Intervention tracking sheets or digital tools to monitor student progress Title I Funds for intervention materials (manipulatives, whiteboards, graphing tools) (\$3000)
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DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

K-2 Assessments Embedded in iReady Classroom Mathematics, iReady Diagnostics

3rd-8 Assessments Embedded in iReady Classroom mathematics, iReady Diagnostics

High School: Assessments Embedded in Savvas Envision AGA

CORE ACADEMICS - SCIENCE		Tier 1 Resources:		K-5 Amplify Science													
✓ Student Achievement		☐ Exemplary Customer Service		☐ Operational Excellence													
				✓ Employee Development													
Historical Data Trends: <table border="1"> <tr> <td>School Year</td> <td>2024-2025 LEAP</td> <td></td> <td></td> </tr> <tr> <td>Science Trends</td> <td>N/A</td> <td></td> <td></td> </tr> <tr> <td>Subgroup Trends</td> <td>N/A</td> <td></td> <td></td> </tr> </table>						School Year	2024-2025 LEAP			Science Trends	N/A			Subgroup Trends	N/A		
School Year	2024-2025 LEAP																
Science Trends	N/A																
Subgroup Trends	N/A																
<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)		To increase students' understanding and ability to write "reasoning" in the CER model															
LADOE Target(s)/Standard(s):		Our Science goal aligns with the Louisiana Student Standards for Science and the ELA Literacy Standards for Informational Text (3–5.RI.1, 3–5.RI.2, 3–5.RI.8) . Students are expected to engage in scientific practices , including making claims, using evidence, and providing reasoning to explain phenomena, as outlined in the LDOE Science standards for grades 3–5. Strengthening the reasoning component of CER supports students in analyzing data, citing evidence, and articulating scientific explanations in writing , which directly addresses															

	LDOE targets for proficiency in both science content and literacy within science. Progress toward this goal ensures students meet grade-level expectations for scientific understanding, critical thinking, and written communication , preparing them for summative assessments and future science learning.
SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the school year, students in grades 3–5 will demonstrate improved reasoning in Claim, Evidence, and Reasoning (CER) responses in science writing. Specifically, the percentage of students scoring below grade-level expectations in reasoning will decrease by at least 20% across all science units, as measured by Amplify Science writing assessments and teacher-scored CER rubrics. Students will consistently explain why their evidence supports their claim , using scientific concepts and vocabulary, and their writing will show progression from BOY to MOY to EOY in accuracy, clarity, and scientific justification.
Benchmark Goals:	BOY Benchmark Goal
	Grade 3: 42% of students scoring below grade-level in reasoning
	Grade 4: 46% of students scoring below grade-level in reasoning
	Grade 5: 50% of students scoring below grade-level in reasoning
	MOY Benchmark Goal
	Grade 3: Reduce to 32% of students below grade-level
	Grade 4: Reduce to 35% of students below grade-level
	Grade 5: Reduce to 40% of students below grade-level

	EOY Benchmark Goal Grade 3: Reduce to 25% of students below grade-level Grade 4: Reduce to 28% of students below grade-level Grade 5: Reduce to 35% of students below grade-level
<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: Gains have been observed in students' ability to support claims with evidence and provide reasoning in science writing, particularly in grades 3–5, as demonstrated through improved performance on Amplify Science unit writing assessments. These gains were achieved through targeted strategies, including explicit modeling of Claim, Evidence, and Reasoning (CER) writing, guided practice with graphic organizers, and structured peer and teacher feedback. Key individuals contributing to these gains include classroom teachers, instructional coaches, and grade-level leads, who collaboratively analyzed student writing, modeled CER expectations, and provided ongoing feedback to strengthen reasoning skills. This school year, the school will leverage these individuals and strategies by continuing collaborative planning, providing professional learning on CER writing and scientific reasoning, and using data from unit assessments to adjust instruction and interventions, ensuring continuous growth in students' ability to articulate reasoning in science.	
<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: The priority is to strengthen students' reasoning skills in Claim, Evidence, and Reasoning (CER) writing, ensuring they can clearly explain why evidence supports their scientific claims using appropriate scientific vocabulary.

Student Learning Problem: Many students in grades 3–5 struggle to provide logical and well-articulated reasoning in their science writing, even when they can state a claim and provide evidence, limiting their ability to demonstrate full mastery of scientific understanding.

Root Cause & Supporting Data:

Student Impact (Measurable Impact): Educator Professional Learning Needs: The root cause is inconsistent instruction and scaffolding in the reasoning component of CER, combined with limited practice in articulating scientific explanations. Amplify Science unit writing assessments and CER rubrics indicate that 40–50% of students score below grade-level expectations in reasoning across units, supporting the need for targeted instructional strategies. If this goal is achieved, students will demonstrate improved reasoning in science writing, resulting in stronger ability to explain scientific phenomena, make connections between evidence and claims, and perform successfully on formative and summative assessments. This will also increase students' critical thinking and communication skills within science.

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	Guided CER Writing Practice: Students will practice reasoning in structured CER writing tasks using Amplify Science units, with teacher feedback focused specifically on	Classroom Teachers (Grades 3–5) – implement guided CER writing activities and provide feedback Instructional Coaches – model CER instruction, support teachers with	August–September: Introduce CER scaffolds, sentence frames, and rubric criteria to teachers; provide professional learning on	Improvement in student CER writing scores on unit assessments Increased frequency of students articulating clear reasoning in written responses	Amplify Science unit materials and student texts CER graphic organizers and scaffolds Teacher rubrics for scoring reasoning

	reasoning clarity and use of scientific vocabulary.	scaffolds, and monitor fidelity Grade-Level Leaders – facilitate collaborative planning and analyze student writing data School Administration – support scheduling and allocate resources for instructional support	reasoning-focused instruction October–December: Implement guided CER writing practice in each science unit; provide teacher feedback and track student progress January– March: Adjust instruction based on MOY data and formative assessments; provide targeted intervention for students still below grade-level April–May: Continue guided practice and evaluate progress toward EOY CER reasoning goals	Evidence of consistent teacher feedback and use of CER scaffolds in lessons Reduction in the percentage of students scoring below grade-level in reasoning from BOY to MOY to EOY	Sentence frames and writing guides for reasoning Student writing samples and progress-tracking spreadsheets
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Cultural/ Behavioral	Science Talk and Peer Review: Implement structured discussion routines (think-pair-share, accountable talk) to allow students to orally explain reasoning before writing, reinforcing habits of scientific discourse.	Classroom Teachers (Grades 3–5) – facilitate structured student discussions and peer review sessions Instructional Coaches – model discussion routines and provide feedback on implementation Grade-Level Leaders – monitor consistency of engagement routines and support teachers in using accountable talk strategies School Administration – ensure time and schedule support for structured discussion sessions	August–September: Train teachers on structured discussion protocols, accountable talk strategies, and peer review procedures October–December: Implement discussion and peer review routines during each science unit; provide teacher coaching and support January– March: Refine routines based on student participation and MOY CER writing data; target students who need additional	Increased student participation and verbal articulation of reasoning during discussions Higher quality reasoning in CER writing as measured by unit assessments and teacher rubrics Documentation of peer review sessions and structured talk protocols in lesson plans Reduction in percentage of students scoring below grade-level in reasoning from BOY to MOY to EOY	Discussion protocol guides (e.g., think-pair-share, accountable talk stems) Peer review checklists and rubrics aligned to CER reasoning Student journals or writing notebooks. Title I funds (\$1000) Teacher observation tools to monitor participation and reasoning
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			scaffolding April– May: Maintain consistent discussion routines and evaluate impact on reasoning in CER writing at EOY		
Operational	Collaborative Planning for CER Instruction: Schedule regular PLC or grade-level meetings for teachers to analyze student writing, calibrate scoring, and plan reasoning-focused instruction.	School Administration (Principal, Assistant Principal) – schedule and support collaborative planning sessions Instructional Coaches (ELA/Science) – guide lesson planning, model CER instruction, and facilitate data discussions Grade-Level Leaders – coordinate grade-level meetings and support consistency in planning and implementation	August: Establish regular collaborative planning schedule and communicate expectations to teachers September– December: Conduct weekly or biweekly planning sessions focused on CER reasoning, analyzing student writing, and calibrating rubrics January–March: Review MOY CER	Meeting agendas and notes show focus on CER reasoning strategies and student work analysis Increased alignment of CER instruction across classrooms Teacher reports and classroom observations indicate consistent use of reasoning scaffolds and feedback practices Improvement in student CER reasoning scores across unit assessments and overall reduction in below-grade-level performance	Collaborative planning calendar and meeting agendas CER rubrics and scoring guides Student writing samples from Amplify Science units Data tracking tools/spreadsheets for monitoring CER progress Professional learning resources on CER instruction and reasoning

		Classroom Teachers (Grades 3–5) – participate in planning, share student writing samples, and align instruction to CER goals	writing data to adjust instructional plans and interventions; continue regular planning sessions April–May: Evaluate overall effectiveness of planning sessions and CER instruction; plan for continuous improvement next year		
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): Grades K – 8 Embedded Assessments in Amplify Science High School Embedded Assessments in Biology and Chemistry OpenSciEd					

CORE ACADEMICS – SOCIAL STUDIES		Tier 1 Resources:	K-5 Bayou Bridges
✓ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	✓ Employee Development

Historical Data Trends:			
School Year	2024-2025 LEAP		
Social Studies Trends	N/A		
Subgroup Trends	N/A		

<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)	To increase students' reading comprehension with informational text
LADOE Target(s)/Standard(s):	Our Social Studies goal aligns with the Louisiana Student Standards for Social Studies and the ELA Literacy Standards for Informational Text (3–5.RI.1, 3–5.RI.2, 3–5.RI.4, 3–5.RI.10) . Students must read and comprehend grade-level informational texts, including primary and secondary sources, maps, charts, and

	diagrams, to understand historical, geographic, civic, and economic concepts. Improving comprehension supports students in identifying main ideas, citing text evidence, interpreting domain-specific vocabulary, and analyzing content-based sources. Progress toward this goal ensures students meet LDOE reading proficiency targets and are prepared for grade-level Social Studies assessments.
SMART Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	Baseline Data Statement (Grades 3–5) Beginning-of-Year i-Ready Reading Diagnostic data indicate significant gaps in students' comprehension of informational text across grades 3–5. The percentage of students scoring well below grade level in comprehension is 32% in Grade 3, 49% in Grade 4, and 56% in Grade 5. These gaps impact students' ability to access Social Studies content, including understanding main ideas, using text evidence, interpreting academic vocabulary, and analyzing informational and primary source texts. SMART Goal: Informational Text Comprehension in Social Studies By the end of the school year, the percentage of students in grades 3–5 scoring well below grade level in reading comprehension will decrease as measured by the i-Ready Reading Diagnostic, with a specific focus on comprehension of informational text used in Social Studies. ● Grade 3: Decrease from 32% to 20% ● Grade 4: Decrease from 49% to 30% ● Grade 5: Decrease from 56% to 35% Progress will be monitored through BOY, MOY, and EOY i-Ready Reading diagnostics, along with standards-aligned Social Studies assessments and classroom-based formative measures.

Benchmark Goals:	BOY Benchmark Goal
	Beginning of Year (BOY) – Baseline Based on BOY i-Ready Reading Diagnostic data, the percentage of students scoring well below grade level in comprehension is: • Grade 3: 32% • Grade 4: 49% • Grade 5: 56%
	MOY Benchmark Goal
	Middle of Year (MOY) Goal By MOY, the percentage of students scoring well below grade level in comprehension will decrease to: • Grade 3: 25% • Grade 4: 38% • Grade 5: 45%

	EOY Benchmark Goal
	By EOY, the percentage of students scoring well below grade level in comprehension will decrease to: • Grade 3: 20% • Grade 4: 30% • Grade 5: 35%
<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: Gains have been observed in students' ability to engage with Social Studies informational texts, particularly in identifying key ideas, using text evidence, and discussing content-specific vocabulary during instruction. These gains were supported through intentional integration of literacy strategies into Social Studies lessons, including explicit instruction in close reading of informational texts, use of text-dependent questions, structured discussion protocols, and consistent exposure to primary and secondary sources. Key individuals contributing to these gains include classroom teachers, instructional coaches, and grade-level leaders who collaborated on lesson planning, modeled effective strategies, and analyzed student work to adjust instruction. This school year, the school will leverage these individuals and strategies by strengthening cross-curricular planning, providing targeted professional learning on content-area literacy, and ensuring consistent implementation of evidence-based reading strategies across all Social Studies classrooms to support continuous improvement.	
<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: The priority is to improve students' comprehension of informational text within Social Studies, ensuring students can access grade-level content by identifying main ideas, using text evidence, understanding academic vocabulary, and analyzing informational and primary source texts.

Student Learning Problem: A significant number of students in grades 3–5 struggle with reading comprehension of informational texts, which limits their ability to understand Social Studies content, engage in text-based discussions, and demonstrate mastery of standards during instruction and assessments.

Root Cause & Supporting Data:

Student Impact (Measurable Impact): Educator Professional Learning Needs: The root cause is inconsistent student proficiency in informational text comprehension skills, including limited exposure to complex nonfiction texts, challenges with academic vocabulary, and irregular attendance that reduces instructional continuity. BOY i-Ready Reading Diagnostic data show 32% of Grade 3, 49% of Grade 4, and 56% of Grade 5 students scoring well below grade level in comprehension, supporting the need for targeted, cross-curricular literacy instruction. If this goal is attained, students will demonstrate improved comprehension of Social Studies texts, increased engagement in content-area learning, stronger written and oral responses using evidence, and improved performance across literacy-based assessments, better preparing them for grade-level expectations and future academic success.

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	Explicit Instruction in Informational Text Comprehension: Teachers will embed daily instruction in main idea, text evidence, and academic vocabulary using	Classroom Teachers (Grades 3–5 Social Studies) ELA and Social Studies	August–September: Provide professional learning on informational text comprehension strategies and lesson	Evidence of daily comprehension strategies embedded in Social Studies lesson plans Increased student accuracy in identifying main ideas and	Grade-level Social Studies Bayou Bridges curriculum. Primary and secondary source documents as provided through Bayou Bridges

	Social Studies texts, including primary and secondary sources, graphic organizers, and text-dependent questions.	Instructional Coaches Grade-Level Leaders School Administration (monitoring and support)	expectations October–December: Implement explicit comprehension instruction daily within Social Studies lessons; monitor fidelity January–March: Adjust instruction based on MOY i-Ready data and classroom assessments April–May: Continue implementation and evaluate effectiveness using EOY data	citing text evidence during classroom tasks Growth on formative Social Studies assessments through Bayou Bridgeges and reading comprehension checks Decrease in the percentage of students scoring well below grade level on MOY and EOY i-Ready Reading diagnostics	Graphic organizers (main idea, text evidence, vocabulary) i-Ready Reading data reports and formative assessment tools
Cultural/ Behavioral	Consistent Student Engagement Routines: Teachers will implement structured discussion protocols (turn-and-talk, accountable talk, written responses) to increase	Classroom Teachers (Grades 3–5) Grade-Level Leaders	August–September: Train teachers on structured engagement and discussion routines tied to informational	Observation data showing regular use of discussion protocols and written response routines	Discussion protocol guides (turn-and-talk, accountable talk stems) Student response tools (journals, graphic organizers, exit tickets)

	student engagement with informational texts.	Instructional Coaches School Administration (monitoring implementation)	text October–December: Implement engagement routines consistently during Social Studies instruction January–March: Review classroom observation data and student participation; refine routines as needed April–May: Maintain consistent implementation and evaluate effectiveness using EOY data	Increased student participation during Social Studies lessons Improved quality of student responses using text evidence and academic vocabulary Positive trends in reading comprehension and Social Studies formative assessment results	Title I funding (\$1000) Observation and walkthrough tools for monitoring engagement Title I Funds for Instructional Coach: (Aubrey Tabor) Professional learning materials on student discourse and engagement strategies
Operational	Protected Content-Literacy Planning Time: The master schedule will include dedicated collaborative planning time for ELA and Social Studies	School Administration (principal, assistant principal) Instructional Coaches (ELA and	August: Develop and publish the master schedule to include protected collaborative planning time	Master schedule reflects protected collaborative planning time Meeting agendas and minutes show focus on informational text strategies and data	Master schedule and meeting calendar Planning templates aligned to literacy standards

	teachers to align literacy strategies and analyze reading data.	Social Studies) Grade-Level Leaders Classroom Teachers (Grades 3–5)	September–December: Implement regular content-literacy planning meetings focused on lesson alignment and data review January–March: Use MOY data to refine instructional focus and adjust supports April–May: Evaluate effectiveness and plan for continuous improvement for the following school year	analysis Increased alignment between ELA and Social Studies instruction Improved student performance on Social Studies assessments and i-Ready Reading comprehension measures	i-Ready Reading data reports and Social Studies assessment data Professional learning resources on content-area literacy integration
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DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

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

Grades K – High School: Embedded Assessments in each curriculum

Non-Core Academics

CIR and UIR schools must address the deficiency area(s) identified in their subgroup(s). All other schools should select an area or areas for a non-core academic improvement area based on trend data. 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**

NON-CORE ACADEMICS	Non-Core Academic Area(s) Chosen: <u>Attendance Rate</u>		
	Resources: JCampus Attendance Data		
☒ Student Achievement	☐ Exemplary Customer Service	☒ Operational Excellence	☐ Employee Development
Historical Data Trends:			
School Year	2025-2026		
Trends	Attendance Rates: Sep. 94% Oct. 95% Nov. 89% Dec. 93%		
Subgroup Trends			
<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 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)		To increase daily attendance rates.	

LADOE Target(s)/Standard(s):				
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):		By the end of the school year, the school will maintain monthly student attendance rates at or above 96% . Specifically, the school will implement targeted attendance interventions, monitoring, and engagement strategies to reduce absenteeism. Progress will be tracked monthly, with the goal of improving months that fall below 96% (e.g., November at 89%) and sustaining attendance at or above 96% in all months moving forward.		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Classroom Recognition of Attendance: Track and celebrate class-level attendance weekly with charts, incentives, or shout-outs, encouraging consistent student participation.	Classroom Teachers (K–5), Grade-Level Leaders, School Administration	Weekly throughout the school year	Title IV funds; \$500	JCampus tracker, classroom walkthrough/observations
Family Engagement and Communication: Send weekly attendance updates to families via email, text, or phone calls, highlighting positive trends and areas for improvement.	Front Office Staff, School Counselor Classroom Teachers, School Administration	Weekly throughout the school year	General Funds; no cost	JCampus letter, Calendar invites for parent meetings, weekly family newsletters, meeting minutes
Student Incentive Programs: Recognize students with perfect or improved attendance monthly through certificates, badges, or school-wide announcements.	Front Office Staff, School Counselor Classroom Teachers, School Administration, SBLC Team	Weekly throughout the school year	Title IV funds \$1000	PBIS assemblies, social media posts, PBIS rewards platform, weekly family newsletters

DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment. Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): Embedded Assessments in Curriculum/Resources				
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 - ELA - Math - Science - Social Studies - Math Lead Teachers will ... - ELA Lead Teachers will ... - Instructional coach (if applicable) will ... SEL (<i>What professional development is needed to ensure faculty members are able to implement the MTSS plan?</i>) - SEL - Academics - Behavior Non-Core Academics LEADS Training Teacher Leader Conference	- Principal, assistance principal, instructional coach - Teacher leaders	- Throughout year - Summer planning	Title II funds	ILT Long Range Plan Additional Documentation: Sign-in Sheets Agendas
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MULTI-TIERED SYSTEM OF SUPPORT

☐ **Student Achievement**
☐ Exemplary Customer Service

☐ **Operational Excellence**
☐ Employee Development

SEL Foundation for MTSS Success

Using the CASEL Indicators (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making Skills) for Schoolwide SEL, identifying which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:

For the 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 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: SEL Integrated Into Academics		Indicator Focus Area 2: Supportive School and Classroom Climates	
S	Helix AI & Medical Charter Academy's General Education Teachers and Staff will provide SEL lessons that are integrated across all curriculums during general education instruction.	S	Helix AI & Medical Charter Academy will create a conducive learning environment for all students by implementing a schoolwide collaborative, data driven system of Positive Behavior Interventions and Support.
M	Helix AI & Medical Charter Academy's Administrative Team will conduct ongoing observations via walk-throughs, periodic lesson plan review and formal observations.	M	Helix AI & Medical Charter Academy will consistently monitor the effectiveness of the schoolwide PBIS System by analyzing the student PBIS discipline logs and discipline referrals to address behavior concerns.
A	Helix AI & Medical Charter Academy provides SEL lessons that are integrated across all curriculums and incorporated in the weekly lesson plan annotations schoolwide.	A	Helix AI & Medical Charter Academy's staff, students, and families will focus on implementing the Three Tiered Approach to behavior, in addition to incorporating intentional instructional practices that will target positive behavior reinforcement and building a positive school culture.
R	Helix AI & Medical Charter Academy's goal will provide its staff with the SEL foundational knowledge and skills needed to create a school culture that is welcoming to all stakeholders. Integrating SEL Instruction into all curriculum areas provides a holistic approach to fostering and maintaining a positive inclusive school culture where all students feel emotionally safe, valued, and supported.	R	Helix AI & Medical Charter Academy's PBIS goal will build the student's knowledge of social emotional development and reinforce positive behaviors to create a positive and nurturing school culture and climate.
T	Helix AI & Medical Charter Academy General Education Teachers and staff will integrate SEL lessons during General Education Instruction by the end of the first nine weeks.	T	Helix AI & Medical Charter Academy's staff will be provided training and ongoing support in August of each school year. Schoolwide PBIS instruction of behavior expectations lessons provided the end

			of the first nine weeks. Behavior Expectations and Lesson Focus will be identified monthly.
I	Helix AI & Medical Charter Academy's staff will provide SEL Instruction to all students to create an inclusive school environment.	I	Helix AI & Medical Charter Academy's PBIS system will provide instruction and interventions for all students to encourage positive behavior that will decrease discipline referrals and increase academic achievement.
E	Helix AI & Medical Charter Academy's will provide SEL instruction to all students that will strengthen their leadership skills and empower them to be life-long leaders.	E	Helix AI & Medical Charter Academy will focus on consistently providing a schoolwide PBIS system for all students that will provide support and interventions and create a positive school climate.
Goal Statement: During the 2025-2026 school year, Helix AI & Medical Charter Academy will focus on ensuring all students receive SEL instruction within the general education classroom to build and strengthen their leadership skills and increase academic achievement.		Goal Statement: During the 2025-2026 school year, Helix AI & Medical Charter Academy will focus on creating a schoolwide PBIS System that will result in a decrease in the number of office referrals every nine week quarter and identify students who need behavior interventions and support.	

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	
(Tier 1 Curriculum & Resources) Helix AI & Medical Charter Academy will provide all students with high quality classroom instruction with the regular education teacher providing whole group and small group instruction. The SEL curriculum has	PBIS System/App School Counselor Dean of Student Culture

integrated resources and classroom instructional strategies that will be used during instruction within the classroom.	
Tier II	
Accelerate / RTI Small Groups Classroom Learning Centers	Check In / Check Out System School Counselor Monitoring Behavior Contracts / Tracking
Tier III	
Accelerate / RTI (Small Groups / Individual Sessions) Referral to Pupil Appraisal Team Check In w/ Support Team (Administration/Counselors, etc.)	Functional Behavior Analysis Behavior Intervention Plans (PBIS) Check In w/ Support Team (Administration/Counselors, etc.) Referral to School Counselor Referral to Outside Counselor/Medical

Monitoring Interventions

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

Helix AI & Medical Charter Academy's staff will monitor, document and analyze the student's progress daily, weekly and monthly. Academic and behavioral needs will be discussed at weekly PLC's to create a plan of action, discuss current interventions and supports and make a decision of next steps (continue interventions, referrals, etc.)

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction?

The designated time for Explicit SEL Instruction is built into each general education teacher's daily instructional schedule.

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

The PLCs are scheduled weekly with the content teams and if additional time is needed, if additional time is needed, the administrative team member to discuss concerns.

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.)

Accelerate / RTI Small Group Sessions

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		
	BE SAFE	BE RESPECTABLE	BE RESPONSIBLE
Classroom	★ Keep your hands, feet and belongings to yourself ★ Walk at all times ★ Enter and Exit quietly ★ Raise your hand to be acknowledged	★ Use appropriate language. ★ Respect all staff and students ★ Foster a positive environment for staff and students by acting in a respectful manner. ★ Be helpful and mindful of everyone	★ Bring all school supplies and materials needed daily. ★ Use your inside voice ★ Keep the campus clean ★ Arrive on time for school and classes
Hallway	★ Walk on the right side of the hallway (right is right)	★ (Do not touch) Enjoying wall displays with your eyes (art, wall hangings) ★ Use appropriate volume	★ Use appropriate volume ★ Walk quickly to all classes and be on time ★ Keep your hands, feet and belongings to yourself
Cafeteria	★ Use appropriate volume ★ Wash Hands	★ Use appropriate volume ★ Pick up all dropped/spilled items immediately	★ Place all discarded food in trash cans ★ Clean area before leaving

	★ Walk quickly to all classes and be on time ★ Keep your hands, feet and belongings to yourself	★ Keep your hands, feet and belongings to yourself	
Restroom	★ Wash hands before leaving ★ Walk at all times	★ Flush Toilets ★ Place garbage in trash can ★ Give privacy to all ★ Use appropriate voice volume	★ Keep restroom clean ★ Report spills and messes to custodian or office staff
Bus	★ Keeping hands, feet and objects to yourself ★ Walk at all times ★ Keep all personal belongings with you at all times	★ Use appropriate voice volume ★ Keeping hands, feet and objects to yourself ★ Remain seated at all times ★ Foster a positive environment for staff and students by acting in a respectful manner. ★ Follow directions/rules at all times	★ Load/Unload bus one at a time ★ Upon Arrival/Dismissal: Arrive and Leave classes on time ★ Keep area clean
Arrival/Dismissal	★ Enter quietly and calmly ★ Keeping hands, feet and objects to yourself ★ Walk at all times ★ Wait until your name/color is called ★ Wait until car has stopped, staff member is with you to approach your car ★ Enter on passenger side only	★ Keeping hands, feet and objects to yourself ★ Respect school property ★ Follow directions	★ Use appropriate volume ★ Listen for your name and look for your car in line ★ Wait until car has stopped, staff member is with you to approach your car ★ Keeping hands, feet and objects to yourself

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:
Behavior expectation lesson plans are provided for each teacher and taught at the beginning of each 9 nine weeks.

PARENT AND FAMILY ENGAGEMENT

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

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development	
Action Steps and Audience The plan must include a minimum of three activities that promote parent and family engagement. One activity must be held at the beginning of the year, another during the middle of the year, and another at the end of the year. Include Subgroups - Aligned to the Strategies	Persons Responsible	Target Date(s)/Timeline	Materials/Resources Funding Source(s) and Cost	Documentation
Parent and Family Engagement: 1. Grandparents Day 2. Reading and Social Studies Literacy Night 3. HAIM Fall Fest 4. HAIM Christmas Program 5. DIBELS Diagnostic Review 6. Math and Science Literacy Night	Parent and Family Engagement: 1. Persons Responsible - Grandparent's Day Committee Date - October 7, 2025 Materials/Resources Funding Source - Donations and parent engagement funds Documentation - Flyers 2. Persons Responsible - Instructional Coach and ELA & Social Studies Team Leads Date - November 11, 2025 Materials/Resources Funding Source - General Funds Documentation - Flyers, Sign-In Sheet 3. Persons Responsible - HAIM Events Committee & Parent Volunteers Date - November 11, 2025 Materials/Resources Funding Source - General Funds and Donations and parent engagement funds Documentation - Flyers, Sign-Up Sheets			

MTSS Parent and Family Engagement:

1. Family SEL Night
2. Quarterly SEL Family Surveys

4. **Persons Responsible** - HAIM Events Committee **Date** - December 16, 2025 **Materials/Resources Funding Source** - Donations and parent engagement funds **Documentation** - Flyers
5. **Persons Responsible** - **Date** - January 22, 2025 **Materials/Resources Funding Source** - General Funds and parent engagement funds **Documentation** - Flyers, Sign-In Sheet
6. **Persons Responsible** - Instructional Coach and Math & Science Team Leads **Date** - February 26, 2025 **Materials/Resources Funding Source** - General Funds **Documentation** - Flyers, Sign-In Sheet

MTSS Parent and Family Engagement:

1. **Persons Responsible** - Administration Team, SPED Director, Guidance Counselor **Date** - September 18, 2025 **Materials/Resources Funding Source** - General Funds and parent engagement funds **Documentation** - Flyers, Sign-In Sheet
2. **Persons Responsible** - Administration Team, SPED Director, Guidance Counselor **Date** - End of each quarter **Materials/Resources Funding Source** - n/a **Documentation** - Google Forms

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	Parents and families are welcomed to the Helix AI & Medical Charter Academy campus. All parents will be notified of parent and family engagement They will be notified of any parent and family engagement activities through digital announcements on the school's Facebook page, PBIS system, and printed announcements and invitations will also go home by the students.
Academic Programs & Interventions	Helix AI & Medical Charter Academy will host Academic nights for all students and their families, small group interventions, Medical & AI Curriculum, and support through Accelerate/RTI Interventions. (LEAP & Literacy Family Night)
SEL & Behavior Interventions	SEL Instruction is built into daily instruction and will be taught in the general education setting by the general education teacher. Students who require behavior interventions will be monitored on a consistent and individualized basis.

Community Involvement

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

Once a month, Helix AI & Medical Charter Academy will host a community event that will invite various community partners to visit the school, take part in school events, and motivate the students to become active in their communities.

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
The school will prioritize the recruitment and hiring of content-certified teachers by advertising vacancies through approved LDOE channels, university educator preparation programs, and professional organizations. Job postings and interviews will clearly identify certification requirements, and hiring teams will verify certification status prior to employment to ensure alignment with content-area needs. The school will formally notify non-certified teachers of certification requirements and	School Administration (Principal, Assistant Principal) Human Resources (HR) Department	Ongoing throughout the school year, with priority recruitment during spring and summer hiring cycles Within 30 days of hire: Notify non-certified teachers of certification requirements and timelines Throughout the school year: Monitor progress toward certification and	Materials: Job postings on LDOE-approved platforms (Teach Louisiana) Recruitment outreach to universities and educator preparation programs Interview and certification verification tools	Recruitment Evidence Copies/screenshot s of job postings (Teach Louisiana, district website, university job boards)

establish clear timelines for obtaining certification. Teachers will receive written documentation outlining deadlines, available certification pathways, and support resources. Progress toward certification will be monitored regularly by school leadership to ensure compliance with state requirements.	Hiring Committees / Grade-Level Leaders Instructional Coaches / Mentor Teachers	provide support By assigned deadline: Teachers meet certification requirements or demonstrate documented progress	Recruitment materials (flyers, digital ads, career fair materials) Alternative certification program enrollment support Praxis or certification exam preparation materials Mentoring and coaching supports Certification tracking and compliance documentation tools Funding Sources: General Fund Estimated Costs: Job postings and recruitment advertising: \$500–\$1,500 annually Recruitment events/job fairs: \$500–\$1,000 annually	Recruitment emails or outreach logs to educator preparation programs Career fair sign-in sheets or agendas Recruitment flyers or digital advertisements Hiring & Certification Verification Interview schedules, notes, and scoring rubrics Teacher certification verification from LDOE Teach
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			Printing and digital recruitment materials: \$250–\$500 annually Certification exam fees and prep materials: \$300–\$600 per teacher Alternative certification program support (partial reimbursement): \$1,000–\$2,500 per teacher (as applicable) Mentor stipends or coaching support: \$500–\$1,000 annually Estimated Total: \$2,550–\$7,000 per year	Louisiana portal Copies of teaching certificates or certification status reports Offer letters indicating certification requirements
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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
The school will implement structured student preparation activities to support a successful transition from elementary to middle school. Fifth-grade students will receive explicit instruction in organizational skills, time management, self-advocacy, and understanding middle school routines such as class changes, expectations for independence, and academic responsibility. Opportunities for student discussion and question-and-answer sessions will be provided to address concerns and build confidence, with targeted supports for students identified as needing additional transition assistance.	Principal, Assistant Principal, School Counselor, 5th Grade Teachers, Interventionists	January–May (spring semester of Grade 5)	General Funds– \$0–\$500 (instructional materials, planning time)	Lesson plans and schedules Counselor guidance materials Student agendas or transition checklists Sign-in sheets or agendas from transition sessions
The school will engage families in the middle school transition process through targeted communication and informational opportunities. Family meetings, information sessions, and written resources will be provided to explain middle school academic expectations, schedules, behavior policies, and available supports. Families of students receiving special education services, 504 accommodations, or academic interventions will receive additional outreach to ensure continuity of services and understanding of next steps.	Principal, School Counselor, Family Engagement Coordinator, 5th Grade Teachers, Special Education Coordinator	February–May (with follow-up as needed)	General Funds– \$250–\$1,000 (printing, meeting materials, refreshments, translation services if needed)	Parent meeting agendas and sign-in sheets Copies of newsletters, emails, or flyers Family communication logs Transition handouts and presentations

Principal Supervisor Quarterly Review

<i>Principal Supervisor Review of SIP Before Uploading:</i>	<i>Principal Supervisor's Signature</i>	<i>Date of Review before Upload</i>
Quarter #1 <i>Date:</i>	<i>Evidence and Resources Reviewed</i>	<i>Potential Adjustments</i>
Quarter #2 <i>Date:</i>	<i>Evidence and Resources Reviewed</i>	<i>Potential Adjustments</i>
Quarter #3 <i>Date:</i>	<i>Evidence and Resources Reviewed</i>	<i>Potential Adjustments</i>
Quarter #4 <i>Date:</i>	<i>Evidence and Resources Reviewed</i>	<i>Potential Adjustments</i>