East Baton Rouge Parish School System
Schoolwide Plan
Baton Rouge Foreign Language
Academic Immersion Magnet

Pre-Kindergarten - 5th Grade

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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 **Toni Morgan**	Date **March 27, 2025**
Executive Director **Joni Sam**	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Estrella Gomez	PK4 (French)-Teacher	
	Maryurys Martinez	PK4 (Spanish)-Teacher	
	Zhijuan Ding	PK4 (Mandarin)-Teacher	
	Vacant	PK4 Paraprofessional-(French)	
	Maryoli Avalin	PK4 Paraprofessional-(Spanish)	
	Shade Huggins	PK4 Paraprofessional-(Mandarin)	
	Latedra Gayle	PK ELA-Teacher	
	Erica Wilson	K ELA-Teacher	
	Joan Mae Jamera	K ELA Teacher	
	Elizabeth Cornwell	K ELA Teacher	
	Laura Hidalgo	K (Spanish)-Teacher	
	Gabriela Burgos	K (Spanish)-Teacher	
	Gabriela Aguazul	K (Spanish)-Teacher	
	Arlette Koumo	K (French)-Teacher	
	Vacant	K (French)-Teacher	
	Min Zhang	K (Mandarin)-Teacher	
	Christine Griffin	1st ELA-Teacher	
	Dominique Jeanpierre	1st ELA-Teacher	
	Monique Chevalier Johnson	1st ELA Teacher	
	Gigliola Ortiz	1st (Spanish)-Teacher	
	Ketty Ponguillo	1st (Spanish)-Teacher	
	Dulce Mendoza	1st (Spanish)-Teacher	

Vacant	1st (French)-Teacher	
Fabienne Sizemore	1st (French)-Teacher	
Mary Wang	1st (Mandarin)-Teacher	
Lauren Lemoine	2nd ELA-Teacher	
Margaret Ashby	2nd ELA-Teacher	
Rachel Huggins	2nd ELA Teacher	
Adriana Romo	2nd (Spanish)-Teacher	
Maria Palmitesta	2nd (Spanish)-Teacher	
Aina Garcia Ballester	2nd (Spanish)-Teacher	
Justine Awono	2nd (French)-Teacher	
Kaitlin Maheu	2nd (French)-Teacher	
Yujie Liu	2nd (Mandarin)-Teacher	
Amber Mazuera	3rd ELA-Teacher	
Michelle Mahan	3rd ELA-Teacher	
Kennedi Barnes	3rd/4th ELA Teacher	
Mari Gil	3rd (Spanish)-Teacher	
Katie Garcia	3rd (Spanish)-Teacher	
Lucia Richardson	3rd (French)-Teacher	
Natacha Tomson	3rd (French)-Teacher	
Maggie Yuan	3rd (Mandarin)-Teacher	
Tara Zanders	4th ELA-Teacher	
Jodi Miller	4th ELA-Teacher	
Stella Lostalo	4th (Spanish)-Teacher	
Martha Morales	4th (Spanish)-Teacher	
Vacant	4th (French)-Teacher	

	Celine Lecas	4th (French)-Teacher	
	Melaine Oufnac	4th (Mandarin)-Teacher	
	Victoria Bergeron	5th ELA-Teacher	
	Mark Gulley	5th ELA-Teacher	
	Jordan Holloway	5th (Spanish)-Teacher	
	Luz Hernandez	5th (Spanish)-Teacher	
	Bruno Paquot	5th (French)-Teacher	
	Chafik Kouhous	5th (French)-Teacher	
	Jia Xie	5th (Mandarin)-Teacher	
	Laryssa Armstead	Child Specific Paraprofessional	
	Trekina Cobbs	Title 1 Paraprofessional	
	Bonita Robinson	PE-Teacher	
	Sydney Johnson	Art-Teacher	
	Rechelle Cluse	Music-Teacher	
	Julie Lehman	Librarian-Teacher	
	Thais Reyes	World Language-Teacher	
	Jeanne Louque	Magnet Site Coordinator	
	Rory Davis	Clerk	
	Janice Jackson-Valiare	Executive Secretary	
	Alexis Benjamin	School Counselor	
	Annie Valentine	TOR Moderator	
	Elizabeth James	Assistant Principal	
	Charla Davis	Assistant Principal	
	Toni Morgan	Principal	

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

Inspiring humanity through transformational learning in the classroom and community.

District's Vision

The East Baton Rouge Parish School System will be the cornerstone of the community as a premier educational institution by inspiring, cultivating and producing a modern workforce prepared to create a robust and thriving economy.

School's Mission

Expanding Minds Through World Languages

School's Vision

Our vision is for students to be culturally diverse, independent learners with the skills for success in the global community and a tolerance and respect for our world.

School's Purpose

The purpose of Baton Rouge Foreign Language Academic Immersion Magnet (FLAIM) is to teach children to become citizens that strive for excellence in life. We achieve this goal with rich educational experiences while broadening minds through foreign languages. Through immersion, we prepare our students to be college and career ready and leaders in the global community. Our culturally diverse faculty equips students with a second language, deep strong academic skills, a high interest in learning, and the tools to solve real life problems. Through the FLAIM program, our students become successful, happy citizens.

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.

School Name Long-Range Plan

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

ILT Members			
ILT Meeting Date and Time: Fridays, 10:30			
Toni Morgan	Charla Davis	Elizabeth James	Alexis Benjamin
Jeanne Louque	Thais Del De Reyes	Latedra Gayle	

Data Types

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

Stakeholder	Data Types			
	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
545	238	220	21	54	19	185	33	9	1
Percentage		38%	39.6%	9.9%	0.6	33.9%	6%	.01%	.001%

School Performance Score				
2018-2019 105.7 A	2021-2022 107.9 A	2022-2023 102.2 A	2023-2024 101.9 A	2024-2025 SPS TBD
Assessment Index Score				
2018-2019 SPS A	2021-2022 SPS A	2022-2023 94.9 A	2023-2024 96.5 A	2024-2025 SPS A
Progress Index Score				
2018-2019 SPS A	2021-2022 SPS A	2022-2023 SPS A	2023-2024 101.5 A	2024-2025 SPS A

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						

		Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
	Grade Level	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
DIBELS	**Grade K**	21	13	20	6	37	31	29	37
	Grade 1	8	3	8	6	32	32	59	58
	Grade 2	6	2	7	3	40	22	31	56
	Grade 3	7	4	5	7	35	16	35	48
	Grade 4	3	4	0	13	40	27	29	26

K-3 Literacy EOY Data (in #) (delete if not needed)

	# at Proficient		# at Progressing		# at Emerging	
Grade Level	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
K-5	0	3	7	3	1	3

ELPT Data

Behavioral Data					
ISS %		**Suspension to Alternative Site %**		**Expulsion %**	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
5	10	3	5	0	1

Part 1: STRENGTHS

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

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	Students in Grade 5 grew ten percentage points in SCIENCE from 83% proficient in 2023 to 93% proficient in 2024.	LEAP 2024 SCIENCE Test Data
2.	Students in Grade 3 grew three percentage points in ELA from 91% proficient in 2023 to 94% proficient in 2024.	LEAP 2024 ELA Test Data
3.	Students in Grade 4 grew two percentage points in MATH from 97% proficient in 2023 to 99% proficient in 2024.	LEAP 2024 MATH Test Data

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:	
Instrument(s): LEAP 2024	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	**Findings** 1. Out of 60 students tested-15 scored Advanced, 29 Mastery, 12 Basic, 3 Approaching Basic, and 1 Unsatisfactory. The students scored a Strong Performance Rating in Evaluating and Reasoning Scientifically with 65% of students earning a Mastery or Advanced, followed by Investigations at 57%. They scored a 93% overall proficiency rate. 2. Out of 81 students tested-19 scored Advanced, 53 Mastery, 5 Basic, 2 Approaching Basic, and 2 Unsatisfactory. The students scored an 88% in Reading Performance and 88% in Writing Performance. They scored a 94% overall proficiency rate. 3. Out of 72 students tested-4 scored Advanced, 53 Mastery, 12 Basic, and 3 Approaching Basic. The students scored an 83% in Expressing Mathematical Reasoning and next highest was 74% in Modeling and Application. They scored a 97% overall proficiency rate.

Contributing Factor:	
Instrument(s): Attendance and Discipline Data from JCAMPUS	
Data Type: 1. Behavioral 2. Behavioral 3. Behavioral	**Findings** 1. The attendance rate at BRFLAIM in French, Spanish, and Mandarin averaged 96.3% growing from 91% the year prior. 2. BRFLAIM had a 17% referral rate for the year. There were 99 referrals out of 595 students for the year with 19 of those referrals being repeat offenders. 3.During the 2023-2024 school year 13 students were suspended.

Contributing Factor:	
Instrument(s): LABelieves and JCAMPUS	
Data Type: 1. Archival/Contextual 2. Archival/Contextual	**Findings** 1. The School Report Card for the 23-24 school year was 101.9 A. 2. Demographics at BRFLAIM -43.4% Black, 40.6% White, 10.9% Hispanic, 3.9% Asian, and 1.1% Native American/Alaskan Native.

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	Students in Grade 3 dropped 1 percentage point in Science from 85% proficient in 2023 to 84% proficient in 2024.	LEAP 2024 SCIENCE Test Data
2.	Students in Grade 4 showed no growth in Science remaining at 92% proficient for 2024.	LEAP 2024 SCIENCE Test Data
3.	Students in Grade 5 showed no growth in Math remaining at 97% proficient for 2024.	LEAP 2024 MATH Test Data

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 2024	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	**Findings** 1. Out of 81 students tested- 14 scored Advanced, 29 Mastery, 27 Basic, 10 Approaching Basic, and 1 Unsatisfactory. The highest percentage proficient was Evaluate-58%. The lowest at 49% was Investigate. 2. Out of 72 students tested- 13 scored Advanced, 35 Mastery, 20 Basic, and 4 Approaching Basic. The highest percentage proficient was Reason Scientifically-67%. The lowest at 43% was Evaluate. 3. Out of 60 students tested- 7 scored Advanced, 35 Mastery, 16 Basic, and 2 Approaching Basic. The highest percentage proficient was Modeling and Application-75%. The lowest was at 53%-Interpret Fractions, Place Value, and Scaling and also at 53%-Recognize, Represent, and Determine Volume/Multiply and Divide Whole Numbers.

Contributing Factor:	
Instrument(s): Attendance and Discipline Data from JCAMPUS	
Data Type: 1. Behavioral 2. Behavioral	**Findings** 1. BRFLAIM had a 17% referral rate for the year. There were 99 referrals out of 595 students for the year with 19 of those referrals being repeat offenders 2. .During the 2023-2024 school year 13 students were suspended.

Contributing Factor:	
Instrument(s): LABelieves	
Data Type: 1. Archival/Contextual	**Findings** 1. The School Report Card dropped from 102.2/A in 2022-2023 to 101.9/A for 2023-2024 school year..

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	36.6	39	Math	73	76	Graduation Rate	NA	NA
English	51.9	54	English	88.2	91	Read based on a nationally recognized exam	NA	NA
Math growth for the lowest 25% of students	59.4	62	Science	64.5	67	Accelerated into college coursework, career training, or service	NA	NA
English growth for the lowest 25% of students	80	83	Social Studies	55.5	58			
English Language Acquisition (ELL)	NA							

Overall Goal: By the end of the 2025-2026 school year, BR FLAIM SPS will increase from 101.9 to 105 as measured by Louisiana's Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources:	Wit & Wisdom	
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

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School Literacy Plan

(Elementary and K-8 Schools)

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	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	Writing across the curriculum
	Implementing RACE writing strategy embedded in The Wit and Wisdom Curriculum.
	3rd Grade: Informational Text
	         Literary Text
	         Vocabulary
	4th Grade: Literary Text,
	         Knowledge, and Use of Language Conventions.
	5th Grade: Informational Text
	         Literary Text
	         Vocabulary

DIBELS Focus Area	DIBELS Maze component (2nd and 3rd grade)
DIBELS SMART Goal:	The 85% of 2nd and 3rd grade students' DIBELS EOY Composite Score will score above well below on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.
ELA SMART Goal:	The ELA Assessment Index will increase from 98.8 to 101.8 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: Literary text and vocabulary; Knowledge and Use of Conventions

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: Writing Across Curriculums

Student Learning Problem: Students struggle to cite evidence from multiple sources and develop ideas

Root Cause & Supporting Data: Students lack opportunities to cite evidence from multiple sources in class. Data from 2024 walkthroughs specify that students are rarely engaged in reading and responding to texts with multiple sources.

Student Impact: By May 2026, 95% of students will attain Mastery or above on the ELA Component of the LEAP Assessment.

Educator Professional Learning Needs: More training around, writing across the curriculum, and utilizing the Wit & Wisdom curriculum and rubrics provided by LDOE with the district literacy coach. Teachers must also specify where we will target open-ended constructed responses in lesson plans.

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

Implementing Wit & Wisdom with fidelity	District Literacy Coach, Admin	Aug 2025-May 2026	End of Unit Assessments	Writing Samples	
Implementing Writing Intervention	Classroom Teachers	Aug 2025-May 2026	Intervention Documentation Forms	Writing Samples	
Provide teachers with real-time support via PLC, walkthroughs, and modeling	ILT	Aug 2025-May 2026	Walk-throughs	PLC Agendas	

CORE ACADEMICS - Mathematics	**Tier 1 Resources:**	Eureka Math Squared		
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	The Interim Tests data shows that the math focus for students in 3-5 grade will be the following reporting categories: 3rd - Modeling and Application (23%) - Expressing Mathematical Reasoning (47%) 4th - Modeling and Application (17%) - Expressing Mathematical Reasoning (52%) 5th - Modeling and Application (20%) - Additional and Supporting Content (30%)
Math SMART Goal:	The Math Assessment Index will increase from 90.6 to 93.6 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: The students are making progress in the *Major Content* and *Additional & Supporting Content* categories.
          In general, students from 3-5 grade can solve problems involving major content and additional and supporting content for their grade level. Additionally, the students in 3rd and 5th grade improved in the category of *Modeling and Application* for interim 2.

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: In order to improve the categories *Modeling & Application*, and *Expressing Mathematical Reasoning*, the priority for the students in 3rd-5th grade is to continue using the strategy RDW to solve multi-step word problems. By using the strategy RDW the students will read the problem in order to understand what is being asked, make a visual representation (model), and finally write to explain the solution to the problem.

Student Learning Problem: Some students have difficulties following directions when they are solving multi-step word problems. Sometimes they don't use the RDW strategy which will help them to understand what is being asked.

Root Cause & Supporting Data: Students don't take their time to read and analyze the word problems. They don't follow specific directions to solve the problems. The supporting data comes from our weekly PLC discussions of student's work samples.

Student Impact: By using the strategy RDW consistently to solve multi-step word problems, the students will be able to improve their mathematical thinking skills, and apply the strategies learnt in class to solve word problems by drawing diagrams, tables, number lines etc to illustrate their thinking.

Educator Professional Learning Needs: 3rd-5th grade teachers need to continue modeling how to solve multi step word problems using the RDW strategy. They need to use the rubric to grade the constructed response items, provide feedback, and share with them exemplar student responses.

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*
Implementing Math Curriculum with fidelity	District Literacy Coach, Admin	Aug 2025-May 2026	PLC Meetings Grade Level Meetings	End of Unit Assessments	**?**
Professional Development with the curriculum	District Literacy Coach, Admin	Aug 2025-May 2026	PLC Meetings Grade Level Meetings	Lesson Plans	

Teachers will continue bringing student's work samples with rubrics to the PLC meetings to discuss the progress of the students using the strategy RDW.	Admin Team	August 2024 May 2025	Walkthroughs Student's work samples Formal observations	End of the module assessments Interim data	

CORE ACADEMICS - Science	Tier 1 Resources:	Amplify Science		
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	The students will focus on drawing conclusions through investigations using data, graphs, and diagrams. Upper grade students will write in CER (Claim, Evidence, Reasoning) form for written science responses.
Science SMART Goal:	The Science Assessment Index will increase from 85 to 88 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: Fourth and Fifth grade students made gains when they were asked to Reason Scientifically. The teachers use rubrics and CER strategies.

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 will be to use investigations and data to make arguments to prove an hypothesis using CER.

Student Learning Problem:
4th Grade-Ask Questions, Define Problems, and Plan Investigations
5th Grade-Analyze and Interpret Data, Use Mathematics and Computational Thinking, and Engage in Argument from Evidence

Root Cause & Supporting Data: The students need to better understand how to use multiple sources of investigations and data to formulate and prove a claim using the CER process. LEAP Science Data 2024

Student Impact: The students will understand how to formulate a Claim (argument) and use evidence to prove the Claim. Using data to create a hypothesis will help not only in Science but all subjects.
By May 2025, 80% of students will attain Mastery or above on the Science Component of the LEAP Assessment.

Educator Professional Learning Needs: The upper grade teachers need to understand the LEAP Science Assessment Guide. Lower grade teachers need to be familiar with the ultimate goals in science and understanding the progress needed to reach the goal.

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*
District Provided Professional Development for Curriculum and Instructional Strategies	Elizabeth James, Asst. Principal	TDW - August 2024-May 2025	-Lesson Plans	-Common Formative Assessment Data	

			-Walk-throughs -Student Work Samples -CER Samples	-Unit Assessment Data -LEAP Data -CER Samples -Rubrics	
Professional Learning Communities for data analysis	Toni Morgan, Principal	PLC - Ongoing August-May	-PLC Sign in		

CORE ACADEMICS - Social Studies	Tier 1 Resources:	Bayou Bridges (K-2) Galipade (3-5)

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	Integration of Writing (Constructed Response) into Social Studies lessons
Social Studies SMART Goal:	The Social Studies Assessment Index will increase from 85 to 88 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: Regularly and consistently integrating Writing into Social Studies Instruction

Student Learning Problem: Students struggle with using sources to construct a written response

Root Cause & Supporting Data: Data from 2025-2026 Illuminate Assessments

Student Impact: By May 2026, 70% of students will attain Mastery or above on the Social Studies Component of the LEAP Assessment.

Educator Professional Learning Needs: More training around the LDOE SS writing rubrics. Teachers should understand the connection between the assign task and the rubric

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
District Provided Professional Development for Curriculum and Instructional Strategies (DBQ)	Charla Davis, Asst. Principal	Ongoing Aug-May	● Lesson Plans ● Walk Throughs ● Student Work Samples	● PLC Sign In ● Student Work Samples	
Professional Learning Communities for data analysis	Toni Morgan, Principal	Ongoing Aug-May	● Lesson Plans ● Student Work Samples	● CFAs ● Unit Assessments	

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 Learning Communities	School Admin	Aug 2025-May 2026	Lesson Plans, Student Work	Agenda, Sign-In Sheets	
School Based Professional Development	School Admin	Aug 2025-May 2026		Agenda, Sign-In Sheets	
Just In Time Professional Development	District Coaches	Aug 2025-May 2026		Agenda, Sign-In Sheets	
SEL (*What professional development is needed to ensure faculty members can implement the MTSS plan?* o SEL o Academics o Behavior	Alexis Benjamin	Aug 2025-May 2026			

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: Explicit Instruction		Indicator Focus Area 2: Supportive School and Classroom Climates	
S	Each grade level will utilize the Second Step curriculum. This will consist of one lesson per week over two days (15-20 minutes each day).	S	BR FLAIM will develop a system of supportive discipline through the use of restorative practices and ensuring a strong MTSS Discipline (PBIS) system is placed campus wide.
M	We will measure success through observations of lessons, student quiz scores and the WCSD-SEL Assessment for grades 3rd-5th. For grades K-2nd, teachers will complete a needs assessment for their class, given by the school counselor.	M	We will measure success through monitoring discipline data through the data reports monthly (discipline, by infraction, time, location, student and teacher)
A	Our goal of 100% of students receiving daily SEL instruction is attainable due to adjustments in the schedule.	A	Right now, discipline is not a major concern on campus; we have 2 percent of students who have received an OSS. The goal is to reduce the amount of students receiving a suspension by 1 percent. This is attainable because of the action items we have put into place.
R	This goal is relevant because SEL is a part of our school's MTSS plan and is recognized as a key component	R	The goal is relevant because disciplinary concerns prevent students from receiving adequate instruction. Creating a

	addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.		supportive environment allows students to learn from their mistakes and prevent them from happening again.
T	● By the end of August all students will have pre-tests utilizing the WSCD-SEL Assessment or needs assessment. ● By the second week of school we will begin the scope and sequence for SEL instruction. ● Weekly teachers will focus on one training area to strengthen their own knowledge	**T**	● By the end of August we will have explicitly taught all behavior expectations to students ● Each month we will have a focus area to work on and a discipline challenge for students to work on ● Our goal is to see a reduction in discipline each month, when compared to the previous year.
I	ALL students will participate in the Second Step SEL lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed. This connects to our school's mission and vision.	**I**	We will create a focus group of students to ensure we are getting their perspective on discipline policies/practices to ensure we are representing their voices.
E	Developing SEL skills in students will allow us to help them identify situations that are unfair and stand up for injustice. This will also empower them to be leaders in their classes and on campus.	**E**	In order to ensure that discipline practices are applied equitably to all groups of students, we will monitor the discipline data.
Goal Statement: During the 2025-2026 school year, BR FLAIM is going to focus on ensuring that every student receives 20 minutes of explicit SEL instruction, two times a week, using the Second Step platform. As a result, we should see an increase in SEL assessment scores.		**Goal Statement:** BR FLAIM Elementary School will focus on implementing supportive discipline policies so as to both address discipline concerns and prevent students from repeating the infractions, as a result, we should see a reduction of 1% in the number of students receiving an OSS.	

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	
● **Curricular resources used: Eureka, Amplify & DBQ**	● **PBIS -** School-wide behavior expectations taught the first day and

Project
● **Instructional Strategies will include TLAC strategies and Differentiated Instruction**
   ○ Scaffolding
   ○ Graphic Organizers
   ○ Flexible Grouping/ Small groups
   ○ Cooperative Learning
	week of school (each day-one expectation – each subject contributes)
	● SEL lessons (One lesson per week, taught over two days for 15-20 minutes each day)
	● ICARE prevention lessons
	● School Counseling Lessons

Tier II	

● **Using Small groups during the block to deliver targeted assistance**
● **The school will develop a schedule for intervention time**
● **Referral to after school programs**
● **Strategies we are going to focus on to ensure consistency in delivering Tier II**
   ○ Use of Manipulatives
   ○ Use of sentence frames
   ○ Use of Visual Aids
	● **Mentoring with admin team**
	● **Check in/Check out with daily point card cards**
	● **Restorative Circles**
	● **Reset Room SEL Lessons**
	● **Tier II sessions with Counselor (small groups or individual/check-ins) or ICare (based on topic)**
	● **Behavior Support Plans using Insights to Behavior (individual students on a case by case basis)**

Tier III	
● Focus on Explicit Vocabulary instruction (foundational gaps) ● Individual or small groups to address individual needs	● Functional Behavior Assessment with Individualized Behavior Plans ● ESS Behavior Strategist (ESS Students) ● Referral to Social Worker ● Tier III lessons or sessions

Monitoring Interventions: How will your school make sure that interventions are taking place?
- In our weekly meeting, the instructional leadership team will monitor interventions. ILT members will also facilitate discussions over student data and interventions in PLCs.

Scheduling

Mandatory: What is the designated time for Explicit SEL Instruction?
- There will be one lesson per week, instructed over two days (15-20 minutes each day)

How will time be scheduled for PLCs/Grade or Content Teams?
- The PLCs/Grade or Team Content will be scheduled during teachers' instructional planning time.

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?
- We will continue meeting with Tier II and Tier III students in the morning this year. Students can spend some time working on these areas during Breakfast Club.

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 Respectful	**Be Responsible**	**Be Safe**	**Be Prepared**
Classroom	- Appropriate language when interacting with peers/adults - Use materials appropriately - Follow the classroom rules/expectations	-Follow classroom rules and expectations - take ownership of mistakes - prioritize tasks/assignments - keep area neat & tidy	-Keep your hands & feet to yourself -Walk quietly around the building -Alert the teacher of any injuries/accidents - Use materials responsibly	-Participate, work hard, and ask questions if you do not understand - get to class on time with all materials needed
Hallway	-Use appropriate language -Respect other's personal space - Keep your hands to yourself - OFF of bulletin boards/decor	- Walk to the right of hallways	Keep your hands & feet to yourself	Know where you are going
Cafeteria	- Keep food on your plate - use your manners "please" & "thank you"	-Clean your area	-walk in the cafeteria - carry your tray with two hands	wash your hands quickly to keep the line moving
Restroom	- Give others privacy and personal space	-Clean up after yourself -Use proper hygiene	-Use it, wash your hands, and get back to class -Don't linger	
Bus	-Listen to and follow the bus drivers rules	-Keep belongings stowed away -no food or drinks out -follow the rules of the driver	-Stay seated while bus is in motion -Keep your hands & feet to yourself -Voices at a low level	Get to the bus in a timely manner
Arrival/ Dismissal	-Respond immediately when teachers/adults call	Go to your designated area for intake and dismissal.	Walk quickly and quietly to classrooms/bus/ carpool	Listen to directions given during class intake and dismissal

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below: Expectations will be taught by the homeroom teacher the first week of school (August & January), focusing on one location/day.

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*
Literacy Night	Charla Davis, AP	Fall Semester		Sign-In Sheets	Title 1 - (Teacher Stipends)
Math Night	Elizabeth James, AP	Spring Semester		Sign-In Sheets	Title 1 - (Teacher Stipends)
Communication (Newsletter, School Website, School App)	Toni Morgan	Ongoing Aug-May			

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	Using Second Step, **SEL will be integrated into Academics.** School teams will work with the MTSS department.
Academic Programs & Interventions	Program: Second Step Interventions: Meet with the school counselor individually or in small groups as appropriate.
SEL & Behavior Interventions	Weekly SEL topics and Expectation focus areas will be shared with parents via the APP and in the weekly memo. In the first week of every month, parents will be informed of the activity and the requirements for students who meet the targeted behavior goal for the month (no referrals, no more than one absence).

Community Involvement
How are you going to foster community partnerships to assist with your MTSS Plan? Monthly meetings with the BR FLAIM PTO

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
Partner with LaDOE to recruit International Associate Teachers	Toni Morgan, Principal	Ongoing Aug-May	Followup Meetings with LaDOE		
Mentor Teachers will support 1st & 2nd Year Teachers	Thais Reyes, World Language Teacher, Latedra Gayle, LEAD ELA Teacher	Ongoing Aug-May	Mentoring Matters Program Walkthroughs Monthly Meetings	Mentee Teacher Log Peer to Peer Observation Tool	
Attend EBRPSS Recruiting Activities	Toni Morgan, Principal	Ongoing Aug-May			

Transition to Next-Level School Programs

Choose Appropriate Level
Preschool to Elementary School
Elementary School to Middle School
Middle School to High School
High School to Post-Secondary

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*
PK and Kinder teachers will meet during planned grade level data meetings monthly to align PK curricula and goals.	Latedra Gayle, Kindergarten Teacher	Aug 2025 - May 2026	PLC Meeting Agenda	Meeting Notes	
PK-K teachers will meet during planned collaborative Planning meetings to align PK and K curricula and goals. PK Teachers will observe K classrooms quarterly and review K work samples.	Latedra Gayle, Kindergarten Teacher	Aug 2025 - May 2026	Collaborative Planning Meeting Agenda	Meeting Notes	
Magnet Site Coordinator will collaborate with middle school site coordinators/counselors to provide assemblies for fifth grade students about the transition to middle school & arrange MS tours	Jeanne Louque, Magnet Site Coordinator	Aug 2025 - May 2026	Reviewed at ILT Meetings	Meeting Notes	Magnet

<h1 style="text-align:center">Academic Intervention</h1>
<h2 style="text-align:center">Schools with Academic Intervention Labels</h2>

Is the school identified as a school requiring academic intervention? No   Academic Intervention Label: Select

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

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)?