



**East Baton Rouge Parish School System
Schoolwide Plan
Jefferson Terrace Academy**

Prek-8

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2026 - 2027

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District Assurance

- The plan was developed in collaboration with parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that a shorter timeframe 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): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

(Component 6): Multi-Tiered Systems of Support for Behavior

(Component 7): Professional Development

(Component 8): Student Transition

- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal	Date
Executive Director	Date

Faculty and Staff Review

[illegible]

Louisiana's Goals and Priorities

Educational Priorities

- Early Childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Foundational math instruction advancing from conceptual understanding
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

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 achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

At Jefferson Terrace Academy, our mission is to ensure academic excellence, equity, and student success by providing rigorous, standards-aligned instruction in a safe, inclusive, and supportive learning environment. We are committed to high-quality, data-driven instruction and targeted support to meet the needs of every learner. Through strong leadership, collaboration, and partnerships with families and the community, we strive to close achievement gaps, improve student outcomes, and prepare all students for future success.

School's Vision

At Jefferson Terrace Academy, we empower all students to achieve academic excellence, develop strong character, and become lifelong learners in a supportive and inclusive environment. Through high expectations, rigorous instruction, and data-driven practices, we ensure every student is prepared for success in college, careers, and leadership. We are committed to unlocking every student's potential and becoming a top-performing school in our district.

Data Types

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

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - ACT - 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
<i>Parents</i>		- 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 2026-2027 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
658	450	55	17	136	79	512	35	118	61
Percentage	68.4%	8.3%	2.6%	20.7	12%	78%	5%	18%	9%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	27.5/ D
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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition.	5%	5%	70%	43%	25%	52%
	Objective 16 Demonstrates knowledge of the alphabet	3%	2%	22%	20%	75%	78%
	Objective 17 Demonstrates knowledge of print and its uses.	3%	6%	92%	92%	5%	2%
	Objective 18 Comprehends and responds to books and other texts	6%	4%	90%	74%	4%	22%
	Objective 19 Demonstrates writing skills	1%	4%	54%	57%	45%	39%
	Objective 20 Uses number concepts and operations	7%	2%	73%	44%	20%	55%

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K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade K	49%	36%	16%	5%	19%	25%	19%	34%
	Grade 1	22%	29%	22%	6%	24%	25%	32%	40%
	Grade 2	38%	25%	15%	16%	20%	43%	26%	16%
	Grade 3	35%	33%	13%	11%	24%	23%	28%	33%

ELPT Data		
Jefferson Terrace Academy	% of English Learners making progress	
	2024-2025	2025-2026
	22.4%	27.5%

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
2.01%	2.36%	4.36%	11.48%	2%	3%

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	English Language Arts: Students scoring Mastery and Above increased from 25.7% to 36.9% in Grades 3–8, demonstrating significant improvement in literacy achievement and the effectiveness of targeted instructional supports. Growth in ELA Mastery+ performance from 17% to 22% in Grades 3–8, showing improvement in literacy outcomes	LEAP 2025 English Language Arts Assessment Results
2.	Mathematics: Students scoring Mastery and Above increased from 11.1% to 14.6% in Grades 3–8, reflecting continued growth in mathematics achievement and providing a foundation for continued improvement.	LEAP 2025 Math Assessment Results
3.	K–3 Literacy (DIBELS): 60.5% of K–3 students finished the year reading At or Above Benchmark, providing a strong foundation for accelerating literacy achievement through high-quality Tier I instruction, targeted intervention, and data-driven decision-making during the 2026–2027 school year.	DIBELS K–3 Benchmark 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: Implementation of high-quality Tier 1 literacy curriculum and structured writing frameworks has strengthened reading comprehension and writing performance.	
Instrument(s): LEAP 2025 ELA Assessment; LEAP 360 Diagnostic and Interim Assessments; Amira Learning Progress Monitoring Reports; Classroom Writing Samples; PLC Data Meeting Records	
Data Type: Cognitive (student literacy performance) Behavioral (student engagement in reading and writing tasks) Archival/Contextual (assessment trends and curriculum implementation)	Findings ● ELA Mastery and Above performance increased from 25.7% to 36.9%, demonstrating significant improvement in student literacy achievement and overall academic performance. ● ELA Growth increased from 42.7% to 52.8%, indicating that more students met or exceeded their individual growth targets. ● Bottom 25% ELA Growth increased from 52.7% to 60.4%, reflecting improved outcomes for the school's highest-need learners. ● Classroom observations, PLC discussions, and instructional coaching demonstrated consistent implementation of High-Quality Instructional Materials (HQIM), structured writing routines, collaborative learning, and targeted literacy interventions aligned to grade-level standards. ● LEAP 360 and classroom formative assessment data indicate continued opportunities to strengthen student performance on higher-level comprehension, evidence-based writing, and mastery-level tasks to increase the percentage of students achieving Mastery and Above. ● End-of-Year DIBELS results indicated that 60.5% of K–3 students were reading at or above benchmark, demonstrating a strong foundation in early literacy and supporting continued improvement in ELA achievement.

Contributing Factor: Consistent implementation of standards-aligned math instruction and intervention programs has improved student mathematical reasoning and problem-solving skills.

Instrument(s): LEAP 2025 Math Assessment; LEAP 360 Diagnostic and Interim Assessments; Zearn Math Progress Monitoring Reports; Common Formative Assessments; Classroom Observation Data

Data Type:	Findings
Cognitive (student math performance) Behavioral (student engagement in math practice) Archival/Contextual (instructional implementation and assessment data)	• Mathematics Mastery and Above increased from 11.1% to 14.6%, reflecting continued growth in students' understanding of grade-level mathematical concepts and standards. • Mathematics Growth increased from 34.0% to 40.1%, indicating that more students met or exceeded their individual growth targets. • Bottom 25% Mathematics Growth increased from 40.3% to 50.7%, demonstrating improved outcomes for students requiring the greatest instructional support. • Zearn progress-monitoring data, common formative assessments, and classroom observations indicate increased student engagement, stronger mathematical reasoning, and improved use of problem-solving strategies through consistent implementation of High-Quality Instructional Materials (HQIM) and targeted Tier I instruction. • Data analysis indicates continued opportunities to strengthen conceptual understanding, mathematical discourse, and application of grade-level standards to increase the percentage of students achieving Mastery and Above on LEAP Mathematics

Contributing Factor: Daily foundational literacy instruction and targeted reading intervention have strengthened early literacy skills in Grades K–3.

Instrument(s): DIBELS Beginning, Middle, and End-of-Year Benchmark Assessments; Amira Learning Progress Monitoring Reports; Guided Reading Assessment Data; Intervention Logs

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Data Type:	Findings
Cognitive (reading fluency and decoding performance)	
Behavioral (student participation in literacy intervention)	
Archival/Contextual (historical benchmark trends)	60.5% of K–3 students finished the year reading at or above benchmark on the DIBELS End-of-Year assessment, demonstrating strong growth in foundational literacy skills. - Students demonstrated measurable improvement in phonemic awareness, decoding, oral reading fluency, and reading accuracy through daily Tier I literacy instruction and targeted intervention. - DIBELS progress-monitoring data and intervention records indicate that systematic small-group instruction and evidence-based literacy interventions contributed to improved early literacy outcomes. - Classroom observations and PLC discussions confirmed consistent implementation of High-Quality Instructional Materials (HQIM), structured literacy routines, and data-driven instructional adjustments to meet student needs. - Although overall benchmark performance improved, BOY, MOY, and EOY data indicate continued opportunities to strengthen early literacy instruction for students identified as Strategic and Intensive through targeted intervention and ongoing progress monitoring.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Science achievement remains a significant area of need, with only 11.6% of students scoring Mastery and Above on the LEAP Science assessment, indicating the need to strengthen phenomenon-based instruction, scientific reasoning, and standards-aligned Tier I instruction.	LEAP 2025 Science Assessment; LEAP 360 Diagnostic and Interim Assessments; Classroom Science Assessments; Amplify Science Curriculum Assessment
2.	Social Studies achievement remains a significant area of need, with only 9.1% of students scoring Mastery and Above on the LEAP Social Studies assessment, indicating the need to strengthen document-based instruction, historical thinking, evidence-based writing, and analysis of informational texts.	LEAP 2025 Social Studies Assessment; LEAP 360 Assessments; Gallopade Curriculum Assessments; Common Formative Assessments
3.	Although early literacy performance improved, 39.5% of K–3 students remained below benchmark on the DIBELS End-of-Year assessment, indicating continued needs in foundational reading skills, including	DIBELS K–3 Benchmark Assessment; Amira Learning Progress Monitoring Reports

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	phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.	
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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: Limited student proficiency in scientific reasoning, data analysis, and explanation of scientific concepts aligned to grade-level standards.	
Instrument(s): LEAP 2025 Science Assessment; LEAP 360 Diagnostic and Interim Assessments; Amplify Science Curriculum Assessments; Classroom Science Common Formative Assessments	
Data Type:	Findings
Cognitive (student science performance)	11.6% of students scored Mastery and Above on the LEAP 2026 Science Assessment, indicating modest improvement while demonstrating the continued need to strengthen scientific content knowledge and reasoning. - Classroom formative assessments, LEAP 360 data, and PLC discussions indicate that students continue to struggle with analyzing scientific models, interpreting data, constructing evidence-based explanations, and applying scientific concepts to real-world phenomena. - Classroom observations and student work samples demonstrate opportunities to increase student engagement in phenomenon-based instruction, scientific discourse, hands-on investigations, and evidence-based scientific writing aligned to Louisiana Student Standards and LEAP expectations. - Data analysis supports the continued implementation of High-Quality Instructional Materials (Amplify Science), collaborative planning, and targeted intervention to increase the percentage of students achieving Mastery and Above in Science.
Behavioral (student engagement in science tasks)	
Archival/Contextual (historical assessment performance and instructional implementation)	

Contributing Factor: Limited student ability to analyze informational texts, interpret historical evidence, and apply content knowledge in written responses.
Instrument(s): LEAP 2025 Social Studies Assessment; LEAP 360 Assessments; Gallopade Curriculum Assessments; Classroom Writing Samples; Common Formative Assessments

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Data Type:	Findings
Cognitive (student performance in social studies) Behavioral (student engagement in reading and writing tasks) Archival/Contextual (assessment trends and curriculum implementation)	● 9.1% of students scored Mastery and Above on the LEAP 2026 Social Studies Assessment, reflecting improvement while indicating continued opportunities to strengthen historical content knowledge and analytical thinking. ● Classroom assessments, LEAP 360 data, and student writing samples indicate that students continue to experience difficulty analyzing primary and secondary sources, interpreting historical evidence, and constructing evidence-based written responses. ● Classroom observations and PLC discussions indicate a need for more consistent implementation of document-based instruction, historical inquiry, academic discourse, and evidence-based writing aligned to Louisiana Student Standards and LEAP expectations. ● Data supports continued implementation of High-Quality Instructional Materials (Gallopade), collaborative planning, and targeted instructional support to increase the percentage of students achieving Mastery and Above in Social Studies.

Contributing Factor: Gaps in foundational literacy skills, including phonics, decoding, and reading fluency, among K–3 students.	
Instrument(s): DIBELS K–3 Benchmark Assessment; Amira Learning Progress Monitoring Reports; Guided Reading Assessments; Intervention Logs	
Data Type:	Findings
Cognitive (student literacy performance) Behavioral (student engagement in reading intervention) Archival/Contextual (historical literacy trends)	● 39.5% of K–3 students finished the year below benchmark on the DIBELS End-of-Year assessment, indicating that a significant number of students continue to require targeted support in foundational literacy skills. ● DIBELS progress-monitoring data indicates that students performing below benchmark continue to need explicit instruction in phonemic awareness, phonics, oral reading fluency, vocabulary, and reading comprehension. ● Intervention data and classroom observations demonstrate the need to strengthen the intensity and consistency of targeted small-group instruction, progress monitoring, and differentiated Tier I literacy instruction to accelerate reading achievement for students identified as Strategic and Intensive. ● Continued implementation of High-Quality Instructional Materials (HQIM), systematic literacy instruction, and data-driven intervention will be essential to increase the percentage of K–3 students reading at or above benchmark during the 2026–2027 school year.

Schoolwide Goals

Overall Goal: By the end of the 2026–2027 school year, Jefferson Terrace Academy’s School Performance Score (SPS) will increase from 27.5 D to at least 33.0 C, as measured by Louisiana’s Accountability System.

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	40.1%	50%	Math	14.6%	22%	Graduation Rate		
English	52.8%	60%	English	36.9%	42%	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	50.7%	60%	Science	11.6%	18%	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	60.4%	68%	Social Studies	9.1%	16%			
English Language Acquisition (ELL)	27.5%	40%						

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CORE ACADEMICS - ELA	Tier 1 Resources: • Louisiana Guidebooks / My Perspectives (core grade-level curriculum) • LEAP 2025–aligned instructional tasks and released practice items • Amira Learning (daily literacy practice and fluency support) • Accelerated Reader (AR) for independent reading and comprehension tracking • Structured writing frameworks (RRSS, CER) to support constructed responses • DIBELS-aligned foundational literacy strategies (K–3) • Curriculum-embedded assessments and common formative assessments (CFAs) • Teacher feedback protocols aligned to LEAP writing rubrics
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<u>AMBITION</u> • 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	Improve student proficiency in reading comprehension, evidence-based writing, and constructed responses through rigorous Tier I instruction, High-Quality Instructional Materials (HQIM), and targeted interventions aligned to grade-level standards.
DIBELS Focus Area	Strengthen foundational literacy skills in Grades K–3 by improving phonemic awareness, phonics, decoding, oral reading fluency, vocabulary, and reading comprehension through systematic Tier I instruction and targeted intervention
DIBELS SMART Goal:	The percentage of K–3 students reading at or above benchmark on the DIBELS End-of-Year Assessment will increase from 60.5% to 72.0% by Spring 2027 through the consistent implementation of High-Quality Tier I literacy instruction, systematic intervention, and data-driven progress monitoring.
ELA SMART Goal:	By Spring 2027, the percentage of students in Grades 3–8 scoring Mastery and Above on the LEAP English Language Arts Assessment will increase from 36.9% to 42.0% through the consistent implementation of High-Quality Instructional Materials (HQIM), evidence-based writing instruction, targeted intervention, and data-driven instructional planning.

<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
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Jefferson Terrace Academy’s schoolwide plan aligns with the Louisiana Education Priority of High-Quality Curriculum and Data-Driven Instruction to strengthen literacy outcomes for all students. The school will implement a comprehensive instructional framework that strengthens the academic program, increases the quality and quantity of learning time, provides enriched learning opportunities, and ensures targeted interventions for underperforming student groups.

- 1. Strengthen the Academic Program-** Jefferson Terrace Academy will implement Louisiana Guidebooks and My Perspectives with fidelity to ensure daily instruction is aligned to grade-level standards and LEAP 2025 expectations. Teachers will use structured writing frameworks (IBC, CER), LEAP-aligned tasks, and curriculum-based assessments to strengthen reading comprehension and written responses. Students will engage in daily literacy practice through Amira Learning, iREADY and teachers will provide feedback aligned to LEAP writing rubrics.
- 2. Increase the Amount and Quality of Learning Time-**Students will participate in daily Tier 1 literacy instruction, Amira Learning intervention, iREADY intervention, AIR READING and independent reading through Accelerated Reader. Small-group instruction and high-dosage tutoring will be provided based on student data. Instructional leadership will monitor implementation through walkthroughs, PLCs, and coaching cycles.
- 3. Provide Enriched and Accelerated Curriculum-**Students will engage in structured reading and writing tasks using complex, grade-level texts and extended writing opportunities across content areas. Targeted small-group instruction and enrichment activities will provide accelerated learning opportunities based on student needs.
- 4. Implement Targeted Interventions for Underperforming Subgroups-**Targeted interventions will support English Learners, students with disabilities, and students below benchmark through daily Amira Learning, small-group guided reading, writing intervention, and frequent progress monitoring using DIBELS, LEAP 360, and common formative assessments.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will deliver daily literacy instruction using EL Education (K–2), Louisiana Guidebooks (3–5), and MyPerspectives (6–8) with fidelity to ensure instruction aligns with Louisiana Student Standards and LEAP expectations.	ILT and Teachers	August 2026 – May 2027	Weekly walkthroughs	Dibels, LEAP and CFA results	\$85,000 Instructional specialist
Students will engage in daily structured reading practice using Amira Learning to strengthen foundational reading skills, fluency, and comprehension while	ILT, teachers, interventionists	Daily	Weekly Amira Reports	DIBELS growth	\$12,600 iREADY

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teachers monitor progress and provide feedback based on student data.					
Teachers will implement structured writing strategies (CER, IBC) across content areas to support students in citing evidence, organizing ideas, and constructing well-developed written responses.	ILT, teachers, interventionists	Daily	Weekly	Writing Samples	\$85,000 Instructional specialist
Students will participate in independent reading and comprehension monitoring through Accelerated Reader to increase reading stamina and reinforce comprehension strategies.	ILT, teachers, interventionists, librarians	Daily	Weekly AR Reports	Reading growth	\$14,000 Renaissance STAR and Accelerated Reader
Teachers and instructional leaders will conduct weekly PLC data meetings to review student performance data, analyze assessments, and plan targeted instructional responses.	ILT, teachers	Weekly	PLC agendas	Student growth	\$10,000 Summer Planning
Teachers will provide targeted small-group literacy instruction based on assessment data to address skill gaps in reading comprehension, vocabulary, and writing.	All faculty and staff	Daily	Intervention logs	Benchmark growth	Title I Paraprofessional \$20,000
Students will complete daily individualized literacy practice through iREADY to reinforce grade-level skills and provide differentiated support aligned to diagnostic data.	ILT, teachers, interventionists	Daily	iREADY Reports	Reading growth	\$12,600 iREADY
Two interactive flat panels to support instructional support	ILT, teachers, interventionists	Daily		Reading growth	\$7,875.06

CORE ACADEMICS - Mathematics	Tier 1 Resources: • Eureka Math Squared / Eureka Math (core Tier 1 curriculum aligned to Louisiana Student Standards) • LEAP 2025–aligned instructional tasks and released practice items • Zearn Math (daily personalized math practice aligned to Eureka) • LEAP 360 Diagnostic and Interim Assessments • Curriculum-embedded assessments and Common Formative Assessments (CFAs) • Structured problem-solving frameworks (Read–Draw–Write, Claim–Evidence–Reasoning for math explanations) • Anchor charts and math vocabulary development aligned to grade-level standards • High-quality Tier 1 tasks emphasizing conceptual understanding, procedural fluency, and application • Teacher feedback protocols aligned to LEAP math scoring expectations
<u>AMBITION</u> • 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	Improving student proficiency in problem-solving, multi-step application problems, and mathematical reasoning aligned to grade-level standards.
Math SMART Goal:	By Spring 2027, the percentage of students in Grades 3–8 scoring Mastery and Above on the LEAP Science Assessment will increase from 11.6% to 18.0% through the consistent implementation of High-Quality Instructional Materials (Amplify Science), phenomenon-based instruction, scientific discourse, targeted intervention, and data-driven instructional planning.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Jefferson Terrace Academy’s schoolwide plan aligns with the Louisiana Education Priority of High-Quality Curriculum and Data-Driven Instruction to strengthen mathematics achievement for all students. The school will implement a comprehensive instructional framework that strengthens the academic program, increases the quality and quantity of learning time, provides enriched learning opportunities, and ensures targeted interventions for underperforming	

student groups.

1. Strengthen the Academic Program-To strengthen the academic program, teachers will implement Eureka Math with fidelity and utilize LEAP-aligned instructional tasks, structured problem-solving strategies, and curriculum-embedded assessments. Instruction will focus on developing conceptual understanding, procedural fluency, and mathematical reasoning.

2. Increase the Amount and Quality of Learning Time-To increase the amount and quality of learning time, students will engage in daily Tier 1 math instruction, Zearn Math intervention, small-group instruction, and high-dosage tutoring. Instructional leadership will monitor implementation through walkthroughs, PLC meetings, and data analysis to ensure effective instruction.

3. Provide Enriched and Accelerated Curriculum-To provide an enriched and accelerated curriculum, students will engage in rigorous, grade-level problem-solving tasks, math discourse, and real-world application activities. Enrichment and acceleration opportunities will be provided through differentiated instruction and targeted small-group support.

4. Implement Targeted Interventions for Underperforming Subgroups-To support underperforming subgroups, targeted interventions will include daily Zearn Math intervention, small-group instruction based on student data, and frequent progress monitoring using LEAP 360 and common formative assessments. Instruction will be adjusted based on student performance to ensure academic growth.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will deliver daily standards-aligned math instruction using Eureka Squared with fidelity, emphasizing conceptual understanding, procedural fluency, and mathematical reasoning through problem-solving, modeling, and student discourse aligned to Louisiana Student Standards.	ILT and Teachers	August 2026 – May 2027	Weekly walkthroughs	LEAP and CFA results	\$85,000 Instructional specialist
Students will complete daily Zearn Math lessons aligned to Eureka content to reinforce grade-level standards and strengthen independent problem-solving skills. Teachers will monitor student progress and adjust instruction based on mastery data.	ILT, teachers, and interventionists	Daily	Zearn usage reports	Student growth data	\$12,600 iREADY/ Math

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Teachers will provide targeted small-group math instruction based on assessment data to address specific skill gaps in major work of the grade, including number sense, operations, and problem-solving strategies.	All faculty and staff	Daily	Intervention logs	LEAP 360 and CFA data	Title 1 Paraprofessional \$20,000
Teachers and instructional leaders will conduct weekly Professional Learning Community (PLC) meetings to analyze student assessment data, review math misconceptions, and plan targeted instructional responses aligned to grade-level standards.	ILT, teachers	Weekly	PLC documentation	Student growth	Planning Summer \$10,000
Teachers will implement LEAP-aligned math tasks and performance-based problems that require students to explain mathematical reasoning, model solutions, and justify answers using appropriate mathematical vocabulary and strategies.	ILT, teachers	Daily	Lesson Plan review	LEAP readiness	\$85,000 Instructional specialist

CORE ACADEMICS - Science	Tier 1 Resources: • Amplify Science hands-on investigations and lab-based learning experiences • Amplify Science digital platform for simulations, modeling, and student engagement • LEAP 2025–aligned science tasks and released practice items • Claim–Evidence–Reasoning (CER) framework for scientific explanations • Curriculum-embedded assessments and Common Formative Assessments (CFAs) • LEAP 360 Diagnostic and Interim Assessments • Science vocabulary development using Amplify Science anchor charts and discourse routines • Cross-curricular literacy integration aligned to Amplify Science reading and writing components
<u>AMBITION</u> • 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	Improving student proficiency in scientific reasoning, data analysis, and written scientific explanations aligned to Louisiana Student Standards and LEAP 2025 expectations. Data trends indicate students need support analyzing data, explaining scientific concepts using evidence, and applying knowledge to real-world scenarios.
Science SMART Goal:	By Spring 2027, the percentage of students in Grades 3–8 scoring Mastery and Above on the LEAP Science Assessment will increase from 11.6% to 18.0% through the consistent implementation of High-Quality Instructional Materials (Amplify Science), phenomenon-based instruction, scientific discourse, targeted intervention, and data-driven instructional planning.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
1. Strengthen the Academic Program-To strengthen the academic program, teachers will implement standards-aligned science curriculum with fidelity and utilize hands-on investigations, scientific inquiry, and the Claim–Evidence–Reasoning framework to strengthen student understanding and reasoning skills. Instruction will emphasize data analysis, scientific explanation, and application of concepts. 2. Increase the Amount and Quality of Learning Time-To increase the amount and quality of learning time, students will engage in daily science instruction,	

structured investigations, and targeted intervention based on student data. Instructional leadership will monitor implementation through walkthroughs, PLC meetings, and data analysis to ensure effective science instruction.

3. Provide Enriched and Accelerated Curriculum-To provide an enriched and accelerated curriculum, students will participate in hands-on labs, real-world science applications, and cross-curricular literacy integration. Enrichment opportunities will be provided through differentiated instruction and inquiry-based learning experiences.

4. Implement Targeted Interventions for Underperforming Subgroups-To support underperforming subgroups, targeted interventions will include small-group instruction, structured scientific writing practice, and frequent progress monitoring using LEAP 360 and Common Formative Assessments. Instruction will be adjusted based on student performance to ensure academic growth.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source</i> (Federal, state, and local)
Teachers will deliver daily standards-aligned science instruction using the district-approved science curriculum with fidelity, ensuring lessons emphasize scientific concepts, inquiry-based learning, and alignment to Louisiana Student Standards and LEAP 2025 expectations.	ILT and Teachers	August 2026 – May 2027	Weekly walkthroughs	LEAP and CFA results	\$85,000 Instructional specialist
Students will participate in regular hands-on science investigations and inquiry-based learning activities that allow them to observe, experiment, collect data, and apply scientific concepts to real-world situations.	ILT, teachers, and interventionists	Daily	Lesson plans, observations	Student performance data	\$85,000 Instructional specialist
Teachers will implement Claim–Evidence–Reasoning (CER) writing strategies in science to support students in explaining scientific ideas, analyzing data, and constructing evidence-based responses aligned to LEAP science expectations.	All faculty and staff	Daily	Student writing samples	LEAP readiness	\$85,000 Instructional specialist
Teachers will provide targeted small-group science instruction and intervention to address gaps in scientific	All faculty and staff	Daily	Intervention logs	LEAP 360 and CFA data	Title 1: Paraprofession

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vocabulary, conceptual understanding, and data interpretation based on student assessment results.					al \$20,000
Teachers and instructional leaders will conduct weekly PLC meetings focused on science data analysis, reviewing student performance, identifying misconceptions, and planning instructional adjustments.	ILT and Teachers	Weekly	PLC documentation	Student growth	Summer Planning \$10,000
Teachers will incorporate LEAP-aligned science tasks and performance-based questions that require students to analyze data, interpret scientific models, and explain reasoning using academic vocabulary.	ILT, teachers, and interventionists	Daily	Lesson plan review	LEAP performance	\$85,000 Instructional specialist

CORE ACADEMICS - Social Studies	Tier 1 Resources: • Gallopade interactive notebooks, primary sources, and inquiry-based lessons • LEAP 2025–aligned Social Studies tasks and released practice items • Document-Based Questions (DBQs) and Claim–Evidence–Reasoning (CER) writing framework • Curriculum-embedded assessments and Common Formative Assessments (CFAs) • Cross-curricular literacy integration aligned to reading and writing standards								
<table border="1"> <tr> <td colspan="2" data-bbox="111 451 2011 581"> <u>AMBITION</u> • 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? </td> </tr> <tr> <td data-bbox="111 589 373 678"> Social Studies Focus Area </td> <td data-bbox="384 589 2011 678"> Improving student proficiency in analyzing primary and secondary sources, constructing written responses using evidence, and demonstrating understanding of historical concepts aligned to the Louisiana Student Standards and LEAP expectations. </td> </tr> <tr> <td data-bbox="111 686 373 800"> Social Studies SMART Goal: </td> <td data-bbox="384 686 2011 800"> By Spring 2027, the percentage of students in Grades 3–8 scoring Mastery and Above on the LEAP Social Studies Assessment will increase from 9.1% to 16.0% through the consistent implementation of High-Quality Instructional Materials (Gallopade), document-based instruction, evidence-based writing, targeted intervention, and data-driven instructional planning. </td> </tr> <tr> <td colspan="2" data-bbox="111 808 2011 1185"> <u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i> </td> </tr> </table>		<u>AMBITION</u> • 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	Improving student proficiency in analyzing primary and secondary sources, constructing written responses using evidence, and demonstrating understanding of historical concepts aligned to the Louisiana Student Standards and LEAP expectations.	Social Studies SMART Goal:	By Spring 2027, the percentage of students in Grades 3–8 scoring Mastery and Above on the LEAP Social Studies Assessment will increase from 9.1% to 16.0% through the consistent implementation of High-Quality Instructional Materials (Gallopade), document-based instruction, evidence-based writing, targeted intervention, and data-driven instructional planning.	<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
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- 1. Strengthen the Academic Program**-To strengthen the academic program, teachers will implement Gallopade curriculum with fidelity and utilize inquiry-based instruction, primary source analysis, and structured writing frameworks such as CER and DBQs to develop student critical thinking and analytical writing skills.
- 2. Increase the Amount and Quality of Learning Time**-To increase the amount and quality of learning time, students will engage in daily Social Studies instruction aligned to Gallopade curriculum, small-group instruction based on student data, and structured literacy integration to support comprehension and writing. Instructional leadership will monitor implementation through walkthroughs, PLC meetings, and coaching cycles.
- 3. Provide Enriched and Accelerated Curriculum**-To provide an enriched and accelerated curriculum, students will participate in inquiry-based learning, historical analysis, and real-world connections to deepen understanding of historical concepts. Differentiated instruction and enrichment activities will support accelerated learning opportunities.
- 4. Implement Targeted Interventions for Underperforming Subgroups**-To support underperforming subgroups, targeted interventions will include small-group instruction, structured writing support, and frequent progress monitoring using common formative assessments and LEAP-aligned tasks. Instruction will be adjusted based on student performance to ensure academic growth

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will deliver daily standards-aligned Social Studies instruction using the Gallopade curriculum with fidelity, ensuring lessons emphasize historical thinking, primary source analysis, and alignment to Louisiana Student Standards and LEAP 2025 expectations.	ILT and Teachers	August 2026 – May 2027	Weekly walkthroughs	LEAP and CFA results	\$85,000 Instructional specialist
Teachers will implement Document-Based Question (DBQ) and Claim–Evidence–Reasoning (CER) writing strategies to help students analyze historical documents, evaluate evidence, and construct well-supported written responses.	ILT, teachers, and interventionists	Daily	Student writing samples	Student performance data	Title 1: Paraprofessional \$20,000

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Teachers will implement Document-Based Question (DBQ) and Claim–Evidence–Reasoning (CER) writing strategies to help students analyze historical documents, evaluate evidence, and construct well-supported written responses.	ILT, teachers, and interventionists	Daily	Lesson plans, observations	LEAP readiness	\$85,000 Instructional specialist
Teachers will provide targeted small-group Social Studies instruction based on student data to address gaps in content knowledge, vocabulary development, and document analysis skills.	All faculty and staff	Daily	Intervention logs	Student growth	Title 1: Paraprofessional \$20,000
Teachers and instructional leaders will conduct weekly Professional Learning Community (PLC) meetings to analyze assessment data, identify misconceptions in historical understanding, and plan targeted instructional responses.	ILT and Teachers	Weekly	PLC documentation	LEAP performance	Summer Planning \$10,000

Non-CORE Academics	Resources: • Elementary Music, Art, and Physical Education (Grades K–5) • Sweat N Spirit (nonprofit organization providing fitness, character, and leadership development for Grades 3–5) • Middle School Band program • Middle School Art program • Middle School Physical Education program • Cheer Team • Dance Team • Boys Basketball Team • Girls Basketball Team • Football Team • Boys Soccer Team • Student Council • Youth Leadership Program • Extracurricular enrichment and leadership programs supporting student engagement, responsibility, and character development
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<u>ACTION STEPS</u> Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Schedule and provide Music, Art, and Physical Education instruction for all elementary and middle school students at least once per week through the master schedule. Teachers will deliver standards-based lessons that promote creativity, physical wellness, and student engagement.	ILT, Music Teacher, Art Teacher, PE Teachers	August 2026 – May 2027	Master schedule review, lesson plans, walkthrough observations	Increased student engagement and participation	Student Support \$8,017.99
Implement structured writing instruction across all content areas using CER (Claim, Evidence, Reasoning), RACE strategy, and LEAP-style constructed response practice to strengthen students’ written explanations and comprehension of complex texts.	ILT Team, ELA Teachers, Content Teachers, Instructional Specialist	August 2026 – May 2027	Weekly walkthroughs, PLC data reviews, student writing samples, CFA results	Improvement in writing rubric scores, LEAP constructed response performance, benchmark assessments	\$85,000 Instructional specialist

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Implement the Sweat N Spirit program to promote physical fitness, teamwork, and character development. Staff will be provided with expectations and routines to ensure consistent delivery.	Principal, Sweat N Spirit Coordinators	Weekly throughout school year	Participation logs, attendance records	Improved attendance, behavior, and student engagement	Student Support \$8,017.99
Provide band instruction for middle school students through scheduled class periods and/or after-school practices. Students will be given opportunities to develop musical skills and participate in school-based and community performances.	ILT and Band director	August 2026 – May 2027	Enrollment data, rehearsal attendance	Student performance and increased participation	Student Support \$8,017.99
Offer school athletic programs, including football, basketball, soccer, cheer, and dance, to increase student engagement and promote school connectedness. Coaches will establish expectations for participation and maintain regular communication with students, staff, and families.	ILT, Athletic Director, Coaches	August 2026 – May 2027	Team rosters, attendance, eligibility reports	Increased student participation and improved school culture	Student Support \$8,017.99
Implement a Student Council with elected representatives from each grade level. The council will meet regularly to plan and support school activities, service projects, and initiatives that contribute to a positive school culture. Students will be given defined roles and responsibilities to support leadership development	ILT, Student Council Sponsor	August 2026 – May 2027	Meeting agendas, participation logs	Increased student leadership and engagement	Student Support \$8,017.99
Implement a Youth Leadership program focused on developing student voice, leadership skills, and character. Participating students will engage in leadership activities, collaborative projects, and opportunities to contribute to school improvement efforts throughout the year	ILT, Counselors, Community Partners	August 2026 – May 2027	Participation records, student reflections	Improved student leadership and school climate	Student Support \$8,017.99

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement targeted small-group instruction to support student subgroups including Economically Disadvantaged students, English Learners (EL), and Students with Disabilities (SWD). Instruction will focus on literacy and math intervention aligned to LEAP standards.	ILT Team, Teachers, Interventionists, ESS Staff	Daily, August 2026 – May 2027	Intervention logs, CFA data, benchmark assessments	Increased subgroup proficiency and growth on LEAP and benchmark assessments	Title 1: Paraprofessional \$20,000
Implement a schoolwide attendance monitoring system with daily attendance tracking and immediate follow-up for absences	Principal, Assistant Principal, Attendance Clerk, Counselor	Daily, August 2026 – May 2027	Daily attendance reports, JCampus data review	Increase overall attendance rate and reduce chronic absenteeism	Student Support Services \$8,017.99
Conduct regular parent communication through calls, letters, and meetings to improve student attendance	Principal, Assistant Principal, Attendance Clerk, Counselor	Daily, August 2026 – May 2027	Daily attendance reports, JCampus data review	Improved student attendance and parent engagement	Student Support Services \$8,017.99
Provide targeted attendance intervention plans for chronically absent students, including parent conferences and individualized attendance contracts	Principal, Assistant Principal, Attendance Clerk, Counselor	Daily, August 2026 – May 2027	Daily attendance reports, JCampus data review	Reduction in chronic absenteeism among targeted students	Student Support Services \$8,017.99

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Provide ongoing professional development on implementation of Tier 1 curriculum (Louisiana Guidebooks, My Perspectives, Eureka Squared Math, Amplify Science, Gallopade Social Studies)	ILT, District support, Content leader	Monthly, August 2026 – May 2027	Lesson plans, walkthrough data, PLC documentation	Increased instructional alignment and student achievement	Summer/Professional Development \$10,000
Conduct weekly Professional Learning Communities (PLCs) focused on data analysis, lesson planning, and instructional strategies aligned to LEAP standards	ILT, District support, Content leader	Weekly	PLC agendas, student data, CFA results	Improved instructional effectiveness and student performance	Summer/Professional Development \$10,000
Provide training on differentiated instruction and intervention strategies to support diverse learners, including EL, SWD, and struggling students	ILT, District support, Content leader	Weekly	Walkthrough data, student writing samples	Improved subgroup performance and equity outcomes	Summer/Professional Development \$10,000

STUDENT SUPPORT SERVICES

Narrative

Describe schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health problems, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Louisiana Education Priorities.

Jefferson Terrace Academy is committed to supporting the academic, social, emotional, and behavioral well-being of all students through a comprehensive system of student support services aligned to Louisiana Education Priorities, including Well-Being, Student Success, and Educational Equity.

The school provides counseling services, mental health support, mentoring, and specialized instructional support to address barriers to student learning identified through the comprehensive needs assessment. The school counselor and social worker provide individual counseling, group counseling, and crisis intervention services to support students' emotional and social development. Students identified as at-risk receive targeted support through behavior intervention plans, mentoring programs, and individualized student support services.

Jefferson Terrace Academy partners with families, community organizations, and district support staff to provide wraparound services, including mental health referrals, Students in Transition support for homeless students, and social-emotional learning supports. The school implements Positive Behavioral Interventions and Supports (PBIS) to promote positive student behavior, increase engagement, and create a safe and supportive learning environment.

Mentoring and leadership opportunities, including student council, youth leadership programs, athletics, and enrichment activities, help students build confidence, responsibility, and social-emotional skills.

The school monitors student attendance, behavior, and academic performance regularly to identify students in need of additional support. Intervention plans are implemented to improve student engagement, attendance, and academic success.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal,</i>
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<i>improvement goal?</i>					<i>state, and local</i>
Provide individual and group counseling services to support students' social-emotional and behavioral needs	School Counselor, Social Worker	Ongoing, August 2026 – May 2027	Counseling logs, behavior reports	Improved student behavior and emotional well-being	Student Support Services \$8,017.99
Implement PBIS framework to promote positive behavior and student engagement	ILT, PBIS Team, Teachers, Counselors	Ongoing	Behavior data, discipline reports	Reduction in behavior incidents and improved school climate	Student Support Services \$8,017.99
Provide mentoring programs and leadership opportunities (Student Council, Youth Leadership, athletics)	Counselor, Teachers	Ongoing	Participation logs, student surveys	Increased student engagement and leadership skills	Student Support Services \$8,017.99

MULTI-TIERED SYSTEM OF SUPPORT

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:

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 SEL Instruction		Indicator Focus Area 2: Supportive Discipline	
S	Jefferson Terrace Academy will implement explicit SEL instruction schoolwide through structured lessons, advisory periods, and classroom integration to strengthen students' self-management, responsible decision-making, and relationship skills.	S	Jefferson Terrace Academy will implement supportive discipline practices, including PBIS, restorative practices, and MTSS behavioral supports, to promote positive student behavior.
M	100% of classrooms will implement SEL instruction at least once per week, and student behavior incidents will decrease by 20% by May 2027.	M	Office discipline referrals will decrease by 25%, and student attendance will increase by 5% by May 2027.
A	Teachers will receive professional development, SEL lesson resources, and administrative support to ensure consistent implementation.	A	Staff will receive training on PBIS, restorative practices, and MTSS behavioral interventions.
R	Explicit SEL instruction will improve student behavior, engagement, attendance, and academic performance, aligned with MTSS and Louisiana Education Priorities.	R	Supportive discipline practices will improve school climate, student engagement, and academic outcomes.
T	Implementation will occur from August 2026 through May 2027, with progress reviewed monthly.	T	Implementation will occur throughout the 2026–2027 school year with quarterly progress reviews.
I	SEL instruction will support all students, including English Learners, students with disabilities, economically disadvantaged students, and students receiving behavioral support.	I	Supports will be provided to all students, with targeted interventions for at-risk subgroups.
E	SEL instruction will ensure equitable access to social-emotional skill development, improving outcomes for underperforming student	E	Behavior interventions will ensure equitable and fair discipline practices across all student groups.

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subgroups.	
Goal Statement: By May 2027, Jefferson Terrace Academy will implement explicit SEL instruction in 100% of classrooms weekly, resulting in a 20% reduction in student behavior incidents and improved student engagement, attendance, and academic outcomes, as measured by behavior data, attendance reports, and MTSS progress monitoring.	Goal Statement: By May 2027, Jefferson Terrace Academy will implement supportive discipline practices schoolwide, resulting in a 25% reduction in office discipline referrals and a 5% increase in student attendance, as measured through PBIS data, MTSS tracking, and attendance reports.

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	
• Implementation of a high-quality Tier 1 curriculum • Louisiana Guidebooks / My Perspectives (ELA) • Eureka Math • Amplify Science • Gallopade Social Studies • LEAP 2025-aligned instruction and assessments • Curriculum-embedded assessments and CFAs • Standards-aligned instruction • Daily Amira Learning literacy support • Zearn Math individualized math practice • Structured writing using CER and RRSS frameworks • Independent reading through Accelerated Reader (AR) • Weekly PLC data analysis and instructional planning	• PBIS framework implementation • SEL curriculum and instruction • Schoolwide behavioral expectations • Schoolwide PBIS implementation • Explicit SEL instruction during advisory and classroom lessons • Clearly defined behavioral expectations • Positive reinforcement systems and student incentives • Student leadership opportunities (Student Council, Youth Leadership) • Supportive school climate initiatives • Teacher training on classroom management strategies
Tier II	
• Small-group intervention based on student performance data • Progress monitoring using district assessment tools	• Behavioral intervention plans • Small-group SEL interventions

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• Targeted intervention programs • Small-group reading intervention using DIBELS and Amira data • Small-group math intervention using Zearn and Eureka Math supports • High-dosage tutoring during and after school • Targeted writing intervention for students below proficiency • Intervention blocks built into the master schedule • Frequent progress monitoring (biweekly/monthly) • Targeted instruction based on LEAP 360 and CFA data	• Counseling services • Small-group counseling sessions • Behavioral intervention plans (BIPs) • Check-in/Check-out support system • Mentoring programs • Social worker and counselor support • Parent conferences and behavior support plans • Attendance intervention plans
Tier III	
• Intensive individualized intervention plans • Special education services • Individualized academic intervention support • Individualized intervention plans for students significantly below grade level • Special education services and accommodations (IEP implementation) • English Learner intervention support • Students in Transition support services • One-on-one and very small-group intensive intervention • Increased frequency of progress monitoring • Direct intervention support from interventionists and specialized staff	• Individualized behavioral intervention plans • Mental health support referrals • Specialized behavioral support services • Individual counseling support • Intensive behavioral intervention plans • Functional Behavior Assessments (FBA) • Wraparound services and mental health referrals • Crisis intervention support • Students in Transition services • Individualized support plans through MTSS team

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

Jefferson Terrace Academy will ensure interventions are implemented with fidelity through a structured MTSS monitoring system embedded within the master schedule and monitored weekly by administration and the Instructional Leadership Team (ILT). Teachers and interventionists will document intervention delivery and student progress using DIBELS, Amira Learning, Zearn, LEAP 360, and Common Formative Assessments.

The principal, instructional coach, and MTSS team will conduct weekly walkthroughs and monthly data meetings to review progress and adjust interventions as needed. Intervention fidelity will also be monitored through lesson plan reviews, intervention logs, and coaching cycles.

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

Explicit SEL instruction will occur weekly during designated advisory or homeroom periods. At Jefferson Terrace Academy, SEL instruction will be scheduled for a minimum of 30 minutes per week in all grade levels.

Additionally, SEL practices will be reinforced daily through classroom routines, PBIS expectations, restorative conversations, and teacher-led SEL integration. Counselors and teachers will provide additional small-group SEL instruction for students requiring Tier II or Tier III support.

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

Jefferson Terrace Academy will conduct Professional Learning Communities (PLCs) weekly. Each grade level and content team will meet for a minimum of 45–60 minutes per week during designated planning periods.

PLCs will focus on:

- Analyzing student data (LEAP 360, DIBELS, CFAs, Amira, Zearn)
- Planning Tier I instruction aligned to standards
- Identifying students for Tier II and Tier III interventions
- Developing intervention plans and instructional adjustments
- Reviewing student work and monitoring progress

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?

Jefferson Terrace Academy will provide individualized learning time through a structured intervention block embedded in the master schedule. This designated intervention time will allow teachers and interventionists to provide targeted instruction based on students' academic and behavioral needs.

Individualized learning opportunities will include:

- Small-group intervention during daily intervention blocks
- Amira Learning individualized literacy intervention
- Zearn Math personalized instruction
- High-dosage tutoring before, during, or after school
- Tier II and Tier III intervention services
- Special education and English Learner support services

Student progress will be monitored regularly, and intervention groups will be adjusted based on data to ensure students receive appropriate and effective support throughout the school year.

Behavior Expectations Matrix

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

Locations	Behavior Expectations		
	Respect Yourself & Others	Be Responsible	Be Safe
Classroom	Use kind words and listen when others speak.	Follow directions, complete assignments on time.	Keep hands, feet, and objects to yourself.
Hallway	Walk quietly, respect others' space.	Keep hallways clean, stay on the right side.	Walk at a safe pace, no running or pushing.
Cafeteria	Use polite language, say "please" and "thank you."	Clean up after yourself, follow cafeteria procedures.	Stay seated, walk carefully, and keep hands to yourself.
Restroom	Respect others' privacy, use appropriate language.	Use restroom quickly and flush after use.	Wash hands, keep water in the sink, and throw away trash.
Bus	Listen to the driver, use respectful language.	Keep your belongings with you, follow bus rules.	Stay seated, keep hands and feet inside the bus.

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

To ensure all students understand and follow schoolwide behavior expectations, the school will implement a structured behavior expectations rollout at the beginning of each semester. This plan will include explicit instruction, modeling, practice, reinforcement, and ongoing review of expected behaviors across all school settings.

Week 1: Behavior Expectations Kickoff (First 5 Days of School & After Winter Break)

Day 1: Schoolwide Expectations Assembly (Whole School)

- Admin-led assembly to introduce or reinforce behavior expectations.

- Review Behavior Expectations Matrix with examples for each location (classroom, hallway, cafeteria, bus, etc.).
- Discuss PBIS incentives and consequences for positive and negative behaviors.

Days 2-5: Classroom Behavior Lessons

- Teachers explicitly teach behavior expectations for each area of the school using direct instruction, discussions, and modeling.
- Role-playing activities to practice behavior expectations in different locations.
- Restorative conversations on why behavior expectations matter.
- Exit tickets, anchor charts, or reflection activities to reinforce learning.

Behavior Walkthroughs & Modeling (Whole School)

- Grade levels take turns practicing hallway, cafeteria, and arrival/dismissal procedures with teacher guidance.
- Staff model appropriate and inappropriate behaviors and discuss why rules exist.

Check for Understanding

- Teachers administer a short behavior expectations quiz or classroom discussion to confirm understanding.
- Schoolwide reinforcement games (e.g., Jeopardy-style behavior quiz, team challenges) to engage students in learning expectations.

Ongoing Reinforcement Throughout the Semester

Weekly PBIS Focus Area

- Each week, teachers will review and reinforce one key behavior expectation (e.g., “Hallway Respect” Week, “Engaged Learning” Week).

Daily Check-Ins & Reminders

- Morning meetings or bell work with short SEL discussions on behavior expectations.
- Daily announcements reinforcing expectations and celebrating positive behaviors.

Mid-Semester Re-Teaching (Quarterly Behavior Reset)

- Grade-level assemblies to revisit expectations after long breaks (spring break, holiday breaks, etc.).
- Teachers will conduct classroom behavior refresher lessons using scenarios and role-play.
- Behavior walkthroughs and re-teaching of high-traffic areas (e.g., hallway, cafeteria, restroom).

Behavior Tracking & Parent Communication

- PBIS tracking system to monitor positive behaviors and identify areas needing improvement.

- Parent newsletters reinforcing schoolwide expectations and behavior strategies.

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

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum, and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

English Learners and students with disabilities, in developing the schoolwide plan through parent meetings, Title I sessions, surveys, and family engagement events. School leadership shared student data such as LEAP 2025, DIBELS, and intervention program information, and provided guidance on understanding curriculum, assessments, and how to support learning at home. Translation support was provided to ensure full participation.

Based on parent input, the school increased tutoring opportunities, strengthened communication about student progress, expanded SEL supports, and enhanced intervention programs. Parents also requested more engagement opportunities, which resulted in additional workshops, parent meetings, and leadership opportunities

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Host Family Literacy & Math Nights to provide parents with strategies to support reading and math at home	Teachers, Admin, Family Engagement Team	Fall and Spring	Parent Meeting Attendance, Student Growth Data	Increased family participation and student growth in literacy and numeracy	Title 1 \$500
Implement Parent Workshops on Understanding LEAP 2025 and Dibels for Data Analysis to help families support student progress	Teachers, Admin, Family Engagement Team	Fall and Spring	Parent Meeting Attendance, Student Growth Data	Increased family participation and student growth in literacy and numeracy	Title 1 \$500
Develop Take-Home Learning Kits for ELA, Math, Science & Social Studies to reinforce classroom instruction at home LEAP 2025 workbooks	Teachers, Admin, Family Engagement Team	Fall and Spring	Parent Meeting Attendance, Student Growth	Increased family participation and student growth in	Title 1 \$10,000

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			Data	literacy and numeracy	
Launch Parent-Teacher Academic Goal-Setting Conferences to involve families in student learning plans	Teachers, Admin, Family Engagement Team	Quarterly	Attendance Logs, Parent Surveys	Increased family participation and student growth in literacy and numeracy	Title 1 \$500
Establish Monthly Curriculum Newsletters & Virtual Updates to share academic resources and upcoming events	Teachers, Admin, Family Engagement Team	Weekly/ Monthly	Attendance Logs, Parent Surveys	Increased family participation and student growth in literacy and numeracy	Title 1 \$500
Strengthen Communication Through Family-Focused Digital Platforms (ClassDojo, Remind, Google Classroom)	Teachers, Admin, Family Engagement Team	Daily, Weekly, Monthly	Attendance Logs, Parent Surveys	Increased family participation and student growth in literacy and numeracy	School based

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 Parent Information Nights: Host bi-annual meetings to explain Tier 1, Tier 2, and Tier 3 interventions, progress monitoring, and how parents can support learning at home.
- Parent Letters & Brochures: Send MTSS introduction letters at the beginning of the year and distribute progress updates throughout the year.
- Dedicated MTSS Page on the School Website: Provide resources, FAQs, and intervention strategies for parents to access at any time.
- One-on-One Parent Conferences: Conduct goal-setting meetings for students receiving Tier II and Tier III interventions.
- Digital Updates (ClassDojo, Remind, Email Newsletters): Send monthly MTSS progress updates and tips for parents to support students a home.

MTSS Plan Overview	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide targeted academic, social-emotional, and behavioral interventions to meet the diverse needs of all students. The plan includes evidence-based instructional strategies, progress monitoring, and collaborative support to ensure student success.
Academic Programs & Interventions	Tier 1: Core Instruction for All Students

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	High-quality, standards-aligned instruction in ELA, Math, Science, and Social Studies. Differentiated instruction using Eureka Math, Gallipade, Amplify Science, and structured literacy programs. Universal screening & progress monitoring with DIBELS, LEAP 360, i-Ready, formative classroom assessments. Embedded literacy and writing strategies across all subjects. SEL integration into academic instruction to support student engagement. Tier 2: Targeted Academic Interventions Small-group intervention for students scoring below proficiency on benchmark assessments. Use of intervention programs such as i-Ready, Amira Learning, Zearn, and Imagine Math. Guided reading, structured writing supports, and math problem-solving strategies. High-Dosage Tutoring (HDT) and pull-out intervention groups. Bi-weekly data team meetings to adjust interventions based on progress monitoring. Tier 3: Intensive Academic Supports One-on-one instruction with interventionists or specialists (SPED, EL, dyslexia support). Personalized learning plans and modified assignments. More frequent progress monitoring (every 2-3 weeks) to track student growth. Collaboration with Special Education, 504 teams, and support services.
MTSS Plan Overview	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide targeted academic, social-emotional, and behavioral interventions to meet the diverse needs of all students. The plan includes evidence-based instructional strategies, progress monitoring, and collaborative support to ensure student success.

Community Involvement

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

Partner with Local Businesses & Organizations for Student Support-Collaborate with local businesses to sponsor student incentives for academic and behavior achievements (PBIS rewards, reading challenges, attendance awards). Work with nonprofits and community centers to provide mentoring programs, tutoring services, and student enrichment activities. Partner with local bookstores and libraries to promote family literacy nights, book donations, and reading programs.(Math Counts, Blue Cross Blue Shield, Local Churches, Sweat n Spirit, VIPS)

Engage with Universities & Educational Institutions-Establish teacher mentorship and tutoring programs with local colleges/universities to support students needing Tier 2 & Tier 3 interventions. Collaborate with education departments to provide intern teachers or intervention specialists to assist in small-group learning. Work with school psychology and counseling programs to provide mental health support and SEL workshops.

Build Stronger Relationships with Mental Health & Social Services-Partner with local counseling agencies to provide on-campus mental health services for students needing Tier 3 SEL/behavior support. Work with family resource centers to offer parent training, food assistance, and social services for families in need. Invite community health professionals for student wellness checks, vision screenings, and emotional well-being workshops. (Students in Transition)

Strengthen Family & Parent Engagement-Organize monthly parent engagement nights focusing on MTSS strategies, literacy support, and behavior interventions. Partner with faith-based organizations and local groups to provide family support services and student mentoring programs. Host career days, STEM nights, and financial literacy workshops with community professionals. Involve Law Enforcement & First Responders in Positive Engagement. Collaborate with local police and fire departments for safety workshops, school assemblies, and community-building events. Work with school resource officers (SROs) to build positive relationships with students through mentorship programs.

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 who are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Targeted Recruitment of Certified Teachers	Principal, HR Department	Ongoing	Teacher Certification Reports	Increased percentage of certified hires	Title 1 \$2000
Provide Certification Pathway Support for Non-Certified Teachers	Principal, Mentor Teachers	Monthly Check-Ins	Individual Progress Plans	All non-certified teachers enrolled in certification programs	Title 1 \$2000
Retain Highly Effective Certified Teachers Through Incentives & PD	Principal, Mentor Teachers	Monthly Check-Ins	Teacher Retention Data, PD Participation	Increased retention of certified and highly effective teachers	Title 1 \$2000

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Host Middle School Transition Parent & Student Nights	Admin, Counselors, Middle School Staff	Spring Semester	Parent & Student Attendance Logs	Increased parent involvement & student readiness	Title 1 \$200
Middle School Teacher Meet & Greet with 5th Graders	Admin, Counselors, 5th Grade School Staff	Spring Semester	Parent & Student Attendance Logs	Increased parent involvement & student readiness	School based
Preschool transition parent and student nights	Admin, Counselors, PreK Staff	Spring Semester	Parent & Student Attendance Logs	Increased parent involvement & student readiness	Title 1 \$200