



East Baton Rouge Parish School System Schoolwide Plan Inspire Charter Academy

Grades K-8

5454 N. Foster Dr.

East Baton Rouge, LA 70805

Adrienne Singleton

225-356-3936

87.asingleton@nhaschools.com

<https://www.nhaschools.com/schools/inspire-charter-academy/en>

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-Adrienne Singleton	Date 3/26/2025
Executive Director: Landon Brown	Date 3/26/2025

Faculty and Staff Review

Date	Name	Position	Signature
3/26/2025	Adrienne Singleton	Principal	
3/26/2025	Cierra Warner	Dean of 3 rd -5 th	
3/26/2025	Ladesha Moore	Academic Intervention Coach	
3/26/2025	Armisha Washington	Social Worker	
3/26/2025	Jevelean Wilson	Middle School Teacher	
3/26/2025	Ashley Pinkney	Kindergarten Teacher	
3/26/2025	Tremaine Mitchell	Dean of Middle School	
3/26/2025	Lashay Payne	Office Secretary	

Louisiana's Goals and Priorities

Educational Priorities

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

Working in partnership with parents and the community, the school's purpose is to challenge each child to achieve.

School's Vision

We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations with the vision to better educate more children.

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.

Inspire Charter Academy Long-Range Plan

ILT Members:			
Adrienne Singleton, Shemeatric Coleman, Cierra Warner, Ladesha Moore, and Tremaine Mitchell			
ILT Meeting Date and Time:			
June 10 @ 9:00am	July 21-July 24 @ 9:00am	August 22@ 9:30	November 7 @ 9:30
June 11 @ 9:00am	July 31 @ 1:00pm	September 5@ 9:30	December 5 @ 9:30
June 12 @ 9:00am	August 8@ 9:30	Oct 3 @ 9:30	January 5@ 9:30

Data Types

The types of data in the table should make up the Data Portfolio housed at the school.
Most data for Inspire can be found on through InSite on myNHA in the Continuous Improvement Data Hub or through your I&A Specialist

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		<ul style="list-style-type: none"> Administrator Questionnaires Administrator Interviews 		<ul style="list-style-type: none"> Demographics
<i>Teachers</i>		<ul style="list-style-type: none"> Teacher Focus Groups Teacher Surveys Teacher Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Attendance Rate 	<ul style="list-style-type: none"> Demographics
<i>Students</i>	<ul style="list-style-type: none"> LEAP 2025 ACT DIBELS DRA Benchmark Assessments STAR SRI LEAP 360 	<ul style="list-style-type: none"> Student Surveys Student Focus Groups Student Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Discipline Rates Attendance Rates 	<ul style="list-style-type: none"> School Report Cards Demographics Subgroup Components Tableau Reports Climate Surveys
<i>Parents</i>		<ul style="list-style-type: none"> Parent Surveys Parent Focus Groups Parent Interviews 	<ul style="list-style-type: none"> Attendance Rates (school participation) 	<ul style="list-style-type: none"> 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	Two or More Races	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
715	599	18	33	91	62	623	11	16	5
Percentage	83.8%	2.3%	4.6%	12.7%	8.7%	87.1%	1.6%	2.2%	.7%

School Performance Score

2018-2019
SPS Letter Grade
C

2021-2022
SPS Letter Grade
D

2022-2023
SPS Letter Grade
C

2023-2024
SPS Letter Grade
C

2024-2025
SPS Letter Grade

Assessment Index Score

2018-2019
SPS Letter Grade
F

2021-2022
SPS Letter Grade
F

2022-2023
SPS Letter Grade
F

2023-2024
SPS Letter Grade
D

2024-2025
SPS Letter Grade

Progress Index Score

2018-2019
SPS Letter Grade
B

2021-2022
SPS Letter Grade
A

2022-2023
SPS Letter Grade
A

2023-2024
SPS Letter Grade
A

2024-2025
SPS Letter Grade

K-3 Literacy EOY Data (in %)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Grade K	34%	65%	22%	20%	22%	15%	22%	5%
	Grade 1	18%	53%	15%	7%	23%	40%	44%	20%
	Grade 2	30%	54%	40%	12%	20%	33%	10%	10%
	Grade 3	38%	55%	20%	8%	27%	37%	15%	20%
	Grade 4	30%	46%	15%	10%	30%	44%	25%	18%

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
1 st – 2 nd	0%	NA	0%	NA	100%	NA
3 rd – 5 th	0%	NA	66%	NA	33%	NA
6 th – 8 th	33%	NA	33%	NA	33%	NA

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
.14%	0% YTD	8.7%	3.1% YTD	.6 %	.3% YTD

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Most students show progress with reading when interventions are properly implemented.	State Data
2.	Students Math Proficiency is increasing on the state assessment	State Data
3.	Based on the last LEAP Assessment scholars are more proficient in ELA than all other content areas	State 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):	
Data Type: 1. Archival 2. Cognitive 3. Cognitive	Findings 1. Curriculum interventions utilized and implemented with fidelity show the most impact as evidenced by observation and progress monitoring. 2. More targeted Math Intervention was implemented consistently and effectively. 3. Scholars receive more targeted ELA intervention supports in grades 3-8.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Most students are reading below grade-level. Students struggle with comprehension skills.	State Test Data
2.	Middle School students still struggle with the basic mathematical foundations.	State Test Data
3.	Students struggle with composing a well-organized essay.	Interim and State Test Data

Schoolwide Goals

By the end of the 2025-2026 school year, INSPIRE CHARTER ACADEMY SPS will increase from 73.4 to 77.4 as measured by Louisiana's Accountability System.

By the end of the 2025-2026 school year, INSPIRE CHARTER ACADEMY Assessment Index will increase from 50 to 55 as measured by Louisiana's Accountability System.

By the end of the 2025-2026 school year, INSPIRE CHARTER ACADEMY Progress Index will increase from 101 to 105 as measured by Louisiana's Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: K -2: Expeditionary Learning (CKLA), 3 rd – 5 th : Louisiana Guidebooks, 6 th - 8 th : Louisiana Guidebooks		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>School Literacy Plan</u> (Elementary and K-8 Schools)			
<u>AMBITION</u>			
<ul style="list-style-type: none"> 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	The Focus area is reading comprehension grades 4-8.		
DIBELS Focus Area	The focus area is oral reading fluency for grades K-3.		
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 360 to 400 on the Spring 2025 DIBELS EOY Assessment for the 2024-2025 school year.		
ELA SMART Goal:	The ELA Assessment Index will increase from 50 to 55 on the LEAP 2025 Spring 2025 Assessment for the 2024-2025 school year.		
<u>AFFIRMATION</u>			
<ul style="list-style-type: none"> 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: ELL Scholars and new scholars are showing growth in their DIBEL Bands. At Risk Teachers and Academic Specialist assist with providing these scholars with intervention on a daily basis. Interventions will continue to be implemented and monitored weekly.			
<u>ANALYSIS</u>			
<ul style="list-style-type: none"> What is the priority? 			

<ul style="list-style-type: none"> • 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: Inspire will continue to focus on Decoding, Oral Reading Fluency, and Reading Comprehension.					
Student Learning Problem: Students struggle with basic comprehension and decoding at times. This can be seen with nonsense words.					
Root Cause & Supporting Data: Letter sounds, decoding, and sight words.					
Student Impact: Having these key items in place will assist with increasing student ORF and can in turn help with their comprehension .					
Educator Professional Learning Needs: Curriculum professional development, LETRS Professional Development, and small group modeling.					
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Academic Specialists will provide supplemental support in small groups or one on one with students who are below grade level English/Language Arts	Classroom Teacher	Ongoing	Biweekly / Monthly PM	mClass Data/AIM Web Progress Monitoring Data, and Curriculum Material	General Funding , ESSA
Scholars will receive instruction through the reading programs Reading Mastery, Language for Learning (ELPT), and Corrective Reading to assist in decoding, reading, and comprehension.	Academic Specialist	Ongoing	Biweekly / Monthly PM	mClass Data/AIM Web Progress Monitoring Data and Curriculum Material	Systematic Intervention, ESSA

CORE ACADEMICS - Mathematics	Tier 1 Eureka Resources:		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<p style="text-align: center;"><u>AMBITION</u></p> <ul style="list-style-type: none"> 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 focus area for Math would be Math Fluency in addition, subtraction, multiplication, and division.		
Math SMART Goal:	The Math Assessment Index will increase from 50 to 55 on the LEAP 2025 Spring 2025 Assessment for the 2024-2025 school year.		
<p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> 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 number of scholars proficient in Math are increasing.			
<p style="text-align: center;"><u>ANALYSIS</u></p> <ul style="list-style-type: none"> 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: Continue building scholars foundation in Basic Mathematical Practices.			
Student Learning Problem: Scholars struggle with word problems, applying mathematical practices and strategies taught, and mental math.			

Root Cause & Supporting Data: Scholars struggle with base ten, comprehension, and application of skills.

Student Impact: If scholars can improve with their foundational skills and fluency, then it will assist with them mastering current grade level standards and increase proficiency .

Educator Professional Learning Needs: Math Small Group Instruction and Math Scaffolding

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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
<p>Instructional Learning Paraprofessionals will provide supplementatl support in small groups or one-on-one with students who are below grade level in math.</p> <p>After school tutoring and Saturday school tutoring will be provided for scholars who are below grade level in math. Sessions will be offered to scholars according to areas of need.</p>	Classroom Teacher	Ongoing	Biweekly/ Monthly	Math Fluency Check, Curriculum, Supplemental Intervention, and Numeracy Assessments	ESSA, Systematic Intervention

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<p>Instructional Learning Paraprofessionals will provide supplemental support in small groups or one-on-one with students who are below grade level in math.</p> <p>After school tutoring and Saturday school tutoring will be provided for scholars who are below grade level in math. Sessions will be offered to scholars according to areas of need</p>	<p>Math Academic Specialist and At-Risk Teacher</p>	<p>Ongoing</p>	<p>Biweekly/ Monthly</p>	<p>Math Fluency Check, Curriculum, Supplemental Intervention, and Numeracy Assessments</p>	<p>ESSA, Systematic Intervention</p>
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CORE ACADEMICS - Science	Tier 1 Resources: Amplify and IQWST		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<p style="text-align: center;"><u>AMBITION</u></p> <ul style="list-style-type: none"> 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	Students understanding the content and being able to apply it to different questions and scenarios.		
Science SMART Goal:	The Science Assessment Index will increase from 50 to 55 on the LEAP 2025 Spring 2025 Assessment for the 2024-2025 school year.		
<p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> 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: Scholars are understanding basic grade level content.			
<p style="text-align: center;"><u>ANALYSIS</u></p> <ul style="list-style-type: none"> 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: Student application of skills and content.			
Student Learning Problem: Application of skills and content knowledge			

Root Cause & Supporting Data: Vocabulary and comprehension.					
Student Impact: Gaining this knowledge will assist students with mastering grade level content and standards.					
Educator Professional Learning Needs: Professional Development on instructional rigor and application.					
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
<p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction while utilizing Tier 1 curricula</p> <p>Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities. Specific core content programs will be used accordingly.</p>	Classroom Teacher	Ongoing	Biweekly/ Monthly	Curriculum Material	General

CORE ACADEMICS - Social Studies	Tier 1 Bayou Bridges Resources:		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<ul style="list-style-type: none"> 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:	Students comprehending a variety of sources and answering grade level questions		
Social Studies SMART Goal:	The SS Assessment Index will be 55 on the LEAP 2025 Spring 2025 Assessment for the 2024-2025 school year.		
<p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> 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: Students are progressing with content material but still haven't mastered it.			
<p style="text-align: center;"><u>ANALYSIS</u></p> <ul style="list-style-type: none"> 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: Getting scholars to masteral grade level content and sources .			
Student Learning Problem: Comprehension			

Root Cause & Supporting Data: Reading and Reading Comprehension

Student Impact: Once scholars master grade level content and material, they should perform better on the state assessment.

Educator Professional Learning Needs: Professional Development for new curriculum.

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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
<p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction while utilizing Tier 1 curricula</p> <p>Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities. Specific core content programs will be used accordingly.</p>	Classroom Teacher	Ongoing	Biweekly/Monthly	Curriculum Material	General

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

<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
<ul style="list-style-type: none"> • Art • Music/Band • Physical Education • Technology/Keyboarding 	Special Teachers	Ongoing	Biweekly/ Monthly	Curriculum Materials	General

*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		
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Professional Development: <ul style="list-style-type: none"> Teachers will participate in high-quality Tier 1 professional development sessions which will be provided for: ELA <ul style="list-style-type: none"> K-2nd: Great Minds, Better Lessons, District, ELA Content Leader, Literacy Coach 3rd-5th: Learn Zillion, Better Lessons, District 6th- 8th: IQWST, District, Curriculum and Instruction Math <ul style="list-style-type: none"> Great Minds / Eureka Teachers will receive coaching via a tiered approach in an effort to support, motivate, and develop a teacher by setting concrete, short term, individualized goals. 	Content Leaders Principal Academic Intervention Coordinator Teachers Deans Paraprofessionals	Summer 2025 Throughout school year	Quarterly	Onsite interactive training provided by vendors, hardcopy materials, weekly coaching documentation	ESSA, Systematic Intervention

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
SEL Foundation for MTSS Success			
<p>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:</p> <p>For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted</p> <p>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).</p> <p>Supportive Environments: Schools will select either Supportive Discipline or Supportive School and Classroom Climates.</p>			
Indicator Focus Area 1:		Indicator Focus Area 2:	
S		S	
M		M	
A		A	
R		R	
T		T	
I		I	
E		E	
Goal Statement: By the end of the AY, 80% of students will demonstrate improved self-regulation during small group activities, as measured by a rubric that assesses on task behavior and active participation, by implementing a 2-3 minute mindfulness		Goal Statement: By the end of each benchmark period, 100% of students will show growth on a personal or academic goal as measured by a self-assessment.	

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exercise before small group work.	
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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	
High Quality Instruction, Tier 1 Curriculum and technology tools such as Lexia and Dream Box implemented. These tools will target grade level skills where scholars are weak.	MTSS approved interventions will be provided to teachers.
Tier II	
Small group intervention provided by an At-Risk Teacher. During small group, research-based interventions will be provided.	MTSS will provide additional interventions contingent upon type of behavior. All strategies will be researched based. Students will also be seen by the Achievement Behavior Specialist.
Tier III	
Individual and Small group intervention provided by an Academic Specialist. During small group, research-based interventions will be provided.	Administration/MTSS/Teachers will create intensive behavior plan.

Monitoring Interventions: How will your school make sure that interventions are taking place? How will your school make sure that interventions are taking place? Interventions will be tracked in the school wide progress monitoring system and RTI Packet.

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? SEL instruction takes place from 8:00am -8:30am on Monday's, Wednesday's, and Friday's.

How will time be scheduled for PLCs/Grade or Content Teams? Time will be embedded in the master schedule.

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year? Time will be embedded in the master schedule.

Behavior Expectations Matrix

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

Locations	Behavior Expectations				
Classroom	Use kind words and actions Listen while others are talking	Ask questions when you do not understand Do your best Follow the class contract	Ask permission before leaving classroom		
Hallway	Follow hallway procedures Travel in one direction	Put trash in cans Keep the walls clean by keeping hands and feet off	Walk to the right		
Cafeteria	Use good manners Follow lunch procedures	Clean up after yourself	Stay seated while eating		
Restroom	Respect the privacy of others Keep the bathrooms clean Follow restroom procedures	Flush the toilet Put paper towels in the trash can Avoid wasting water, soap, paper, and time	Wash hands with soap and water		

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Bus	Follow all staff directions the first time given Respect the equipment and property of the school and others	Follow school conduct code Report vandalism	Keep hands, feet, and objects to yourself		
Arrival/ Dismissal	Remove hats and hoods as you enter the building Follow arrival and departure procedures	Be on time	Stay on sidewalk Walk at a safe pace		

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below: Inform- Model- Practice and Repeat (This technique will be done at the beginning of each semester for each classroom teacher.)

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics			
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Fall Back into Reading	ICA Admin/Classroom Teachers	September	NA	Parent Surveys/Sign In	Parent Engagement Funds
Literacy Night	ICA Admin/Classroom Teachers	December	NA	Parent Surveys/Sign In	Parent Engagement Funds
ICA Club Meeting	ICA Admin/Classroom Teachers	February	NA	Parent Surveys/Sign In	Parent Engagement Funds
Numeracy Night	ICA Admin/Classroom Teachers	March	NA	Parent Surveys/Sign In	Parent Engagement Funds
LEAP Night	ICA Admin/Classroom Teachers	April	NA	Parent Surveys/Sign In	Parent Engagement Funds

MTSS Plan Overview	Inspire Charter Academy is committed to the implementation of an all-inclusive MTSS for students to be taught schoolwide expectations for being successful students. We developed a system of rewards for students who meet expectations and as well as a system of interventions for students who do not meet expectations. The goal of MTSS is to change student behaviors when they do not meet desired expectations.
Academic Programs & Interventions	Dream Box, Lexia, iReady, Dibels mClass, Aims Web, and other Research Based Interventions.

Inspire Charter Academy – Schoolwide Plan 2025-2026

SEL & Behavior Interventions	<ul style="list-style-type: none">• School-wide norms, expectations, and routines are explicitly taught, posted, and reviewed regularly (PBIS).• Utilizing discipline data to inform decisions, adopt and/or revise discipline flow charts (PBIS) to reflect discipline practices that support SEL and other behavior interventions.• Utilize the MTSS framework to meet the academic and behavioral needs to provide student support to all students at all tiers regardless of interventions needed. <p>Teachers use inclusive, relationship-centered and culturally responsive practices to create supportive classroom environments.</p>
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Community Involvement

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

The goal is to involve parents in the creation of the MTSS Plan

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

<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
<ul style="list-style-type: none"> (CIR & UIR Academics) Schools will partner, as appropriate, with iTeach, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America to meet the school's workforce needs. (CIR & UIR Academics) Mentor Teachers will ... to undergraduate residents and Post-Bac candidates. 	Principal, HR Business Partner and recruitment	Ongoing	n/a	Continued high percentage of certified teachers	n/a

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	
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Objective(s): Continue efforts to increase effectiveness of transition program thereby influencing comfort level of transition parents/kindergarten students School utilizes a dedicated representative who works with area preschools, daycares, Head Start programs etc., in ensuring kindergarten readiness. The school's Admissions Representative and Leadership meet with community members and preschools to discuss Preschool transition. Schools plan for transition from preschool to kindergarten include: <ul style="list-style-type: none"> • Basic skills children should know coming into K • Difference between young fives and Kindergarten • Kindergarten curriculum • Kindergarten behavior management plan • Tour of the school • Meeting the teachers and visiting the classrooms 		Principal Dean Lower Elem Teachers		Ongoing	Na	Na	General

Academic Intervention Schools with Academic Intervention Labels

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

If the school requires academic intervention, please link your Academic Subgroup Data Sheet. [School Name Subgroup Data Sheet](#)

AUS Status - AUS 1

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.
Data, formal and informal, along with surveys were collected from staff and parents to develop the 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.
<ul style="list-style-type: none"> <i>Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.</i>
Administration : Oversee development, Staff: Contribute to the vision by sharing their ideas and aspirations for the organization's future, Parents: Provide perspectives on the organization's impact on the local area, helping to ensure that goals are aligned with community needs and values.
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.
NA

Effective Workforce

- In this section, the school will identify 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?
Plan to market to certified teachers in high need areas.
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.
Build principal capacity, offering professional development , regular evaluations, and parent surveys.
What steps is your school taking to retain effective educators?
Offer competitive pay and ongoing professional development and coaching.
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?
Weekly PLC's , weekly individual coaching, and ongoing observations and on the spot feedback .
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?
Research based interventions are selected based on student needs.
How is your school identifying and creating key positions to support school improvement and academic achievement?
Positions are created based on student needs from data. For example, there is a math deficit in the building. Thus, based on the budget we will be looking to hire another Match Specialist or Math Coach.

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?
Ongoing professional development .
How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?

Ongoing observations, coaching, and feedback.
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?
We plan to capitalize on the academic coach's strengths in the building and allowing them to assist with the development of the teachers in the building .
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?
Team structures, professional development that leads to desired outcomes and results needed .
What supports and interventions do you plan to implement and how are they related to your school's identified needs?
Interventions in all content areas and professional development.
How is your school selecting strong, moderate, or promising evidence-based strategies?
All strategies on based on research and evidenced based.
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?
All strategies on based on research and evidenced based.

Critical Categories

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

How is your school establishing or continuing internal routines?

Internal routines and procedures are planned in advance with the input of key staff. They are also modeled and practiced prior to implementation and are reviewed . Internal routines and procedures are also monitored on an ongoing basis for effectiveness.
How is your school establishing or continuing routines with stakeholders?
Routines and procedures are planned in advance with the input of key stakeholders. They are also modeled and practiced prior to implementation and are reviewed . Routines and procedures are also monitored on an ongoing basis for effectiveness.
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
The school wide plan is developed with a variety of stakeholders including parents, staff, and board members. Once the plan is developed it is reviewed with the variety of stakeholders for suggestions and feedback. The plan is shared with various stakeholder and feedback is requested during the annual Spring SIP meetings with Parents, Staff and Board as well as during the Fall Federal and State Programs Parent meeting. The final copy is produced and published on the school website and available to the public.
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?
The plan will be posted on the school’s website and copies will be kept on file at the school for parties that may want to view it.
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)?
There is ongoing monitors and consistent review of implementation and effectiveness of the plan. Adjustments are made based on needs and feedback of participants.