



**East Baton Rouge Parish School System
Schoolwide Plan
School Name**

Grades K-8

5454 North Foster Drive
East Baton Rouge, LA 70805-3127

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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 Signature:	Date
Executive Director Signature:	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Adrienne Singleton	Principal	
	Shemeatric Coleman	K-2nd Dean	
	Farrlyn Dunford	3rd-5th Dean	
	Cierra Warner	6th-8th Dean	
	Ladesha Moore	ESS Dean	
	Armisha Washington	Social Worker	
	Joshua Mulder	6th/7th Social Studies Teachers	
	Alelia Johnson	Kindergarten Teacher	
	Jevelean Wilson	6th/7th Teacher	
	Lafonda Heard	5 th Grade Teacher	
	Lisa East	4 th Grade Teacher	
	Tyweon Pigott	K-2 nd Teacher	

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

To prepare students for success in high school , college, and beyond, by providing a rigorous academic environment, setting high expectations for success, implementing research based instructional strategies, and supporting students' individual learning needs.

School's Vision

The ICA Community will cultivate and maintain a safe learning environment where each scholar experiences success academically and thrive socially and emotionally.

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

756The 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
763	756	25	0	37	72	754	4	6	2
Percentage	99.08%	3.27%	0%	4.84%	9.43%	98.82%	.52%	078%	026%

School Performance Score

2025-2026 SPS Score and Letter Grade	71.2/C
2025-2026 Simulated SPS Score and Letter Grade	35.7/C

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	50%		17%		23%		10%	
	Grade 1	46%		17%		23%		14%	
	Grade 2	36%		12%		29%		23%	
	Grade 3	45%		22%		15%		18%	
	Grade 4	40%		15%		25%		20%	

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026

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1	0%		100%			
3	0%		50%		50%	
4	0%		100%			
5	0%		33%		67%	

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
1	0	7	4	2	1

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Science performance has improved steadily over the past three years, increasing from 15% in 2022–2023 to 18% in 2023–2024 and 24% in 2024–2025. This 9-point increase indicates that instructional practices in science are improving and more students are reaching higher levels of mastery.	State Data
2.	Overall reading performance increased from 32% in 2023–2024 to 37% in 2024–2025, surpassing the 2022–2023 performance of 35%. This growth suggests improved literacy instruction and stronger student performance in reading comprehension.	State Data
3.	Overall math performance increased from 17% in 2022–2023 to 22% in 2023–2024 and 23% in 2024–2025. Although the growth this year was smaller, the continued upward trend suggests gradual improvement in mathematics instruction and student understanding.	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: Improved instructional practices and alignment to standards in science and reading.

Instrument(s): LEAP Assessment Data, Edulastic/Common Assessments, Classroom Observations, Lesson Plans

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Data Type: 1. Cognitive 2. Behavioral 3. Archival	Findings 1. Science mastery increased from 15% in 2022–23 to 24% in 2024–25, showing improved student understanding of science content. 2. Classroom observations indicate students are increasingly engaged in collaborative discussions, peer review, and analysis of prompts, which strengthens comprehension and reasoning skills. 3. Teachers are consistently using LEAP-aligned questions and immediate data review from Edulastic, allowing instruction to be adjusted in real time to address misconceptions.
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Contributing Factor: Data-driven instruction and targeted intervention support student achievement growth.

Instrument(s): Benchmark Assessments, Edulastic Reports, PLC Meeting Notes, LEAP Data Reports

Data Type: 1. Cognitive 2. Behavioral 3. Archival	Findings 1. Reading performance increased from 32% to 37% in 2024–25, demonstrating improved literacy outcomes. 2. Teachers are implementing small-group instruction and targeted remediation based on assessment results, leading to more focused support for struggling learners. 3. PLC documentation shows teachers regularly analyze student performance data and adjust instruction, contributing to improved academic outcomes.
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Contributing Factor: Strong instructional practices in middle school grades leading to increased student performance.

Instrument(s): LEAP Assessment Data, Edulastic/Common Assessments, Classroom Observations, Lesson Plans`

Data Type: 1. Cognitive 2. Behavioral 3. Archival	Findings 1. 7th grade science increased from 17% to 37%, demonstrating significant improvement in student mastery. 2. Teachers are actively circulating, providing feedback, and facilitating academic discourse, which increases student engagement and understanding. 3. Middle school grades show consistent growth trends, particularly in reading and science, suggesting effective instructional strategies are being implemented in these grade levels.
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Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Despite gradual improvement, overall math mastery remains at 23%, indicating that a large percentage of students are still performing below mastery levels.	State Data
2.	Some grade levels experienced declines or limited growth, such as:	State Data

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	Grade 5 Math (35% - 27%) Grade 6 Math (22% - 20%) Grade 3 Science (17% - 15%)	
3.	While overall reading improved, some grades still show variability across years, suggesting the need for continued focus on consistent literacy instruction across grade levels.	State Data

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

Contributing Factor: Inconsistent math instructional practices and gaps in foundational math skills across grade levels.	
Instrument(s): LEAP Assessment Data, Edulastic Benchmark Data, Classroom Walkthrough Observations	
Data Type: 1. Cognitive 2. Behavioral 3. Archival/Contextual	Findings 1. Overall math mastery remains relatively low at 23% in 2024–2025, indicating many students are not reaching mastery levels. Behavioral 2. Classroom observations show inconsistent implementation of math discourse, problem-solving strategies, and student explanation of thinking across grade level 3. Benchmark and Edulastic data indicate persistent gaps in foundational math skills, particularly in grades where performance declined (e.g., Grade 5 and Grade 6).

Contributing Factor: Inconsistent academic performance across grade levels due to gaps in vertical alignment and curriculum pacing.	
Instrument(s): LEAP Data Reports, PLC Meeting Notes, Curriculum Pacing Guides	
Data Type: 1. Cognitive 2. Behavioral 3. Archival/Contextual	Findings 1. Some grade levels experienced declines, such as Grade 5 Math decreasing from 35% to 27% and Grade 6 Math decreasing from 22% to 20%. 2. PLC discussions indicate that teachers are sometimes teaching standards at different pacing rates, which can create gaps in skill progression between grade levels. 3. Curriculum and pacing documentation shows opportunities to strengthen vertical alignment of standards and instructional expectations across grades.

Contributing Factor:
Instrument(s): Literacy instruction impacting consistent reading growth across all grade levels.

Data Type: 1. Cognitive 2. Attitudinal 3. Archival/Contextual	Findings 1. While overall reading improved, some grades experienced fluctuations, such as Grade 4 reading decreasing from 43% to 26% before increasing to 31%. 2. Student engagement in reading tasks varies across classrooms, with some students demonstrating difficulty with complex texts and written responses. 3. Walkthrough and assessment data suggest the need for stronger consistent implementation of literacy strategies and text-based questioning across classrooms.
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Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Inspire’s SPS will increase from 35.7% to 48% as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	35.8	48.1	Math	23.2	35.5	Graduating on time		
English	45.3	57.6	English	37.3	49.6	Ready based on a nationally recognized exam		
Math growth for the lowest 25% of students	45.6	57.9	Science	23.1	35.4	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	55.3	67.9		20	32.3			

English Language Acquisition (ELL)								
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CORE ACADEMICS - ELA	Tier 1 Resources: CKLA/ Guidebooks
AMBITION - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	Strengthening foundational literacy skills such as phonemic awareness, decoding, and fluency to improve reading comprehension.
DIBELS Focus Area	Inspire will continue to focus on Oral Reading Fluency and Reading Comprehension.
DIBELS SMART Goal:	The DIBELS EOY Benchmark Percentage Score will increase from 30% to 50% on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.
ELA SMART Goal:	The ELA % Mastery and above will increase from 37% to 43% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
Narrative The school will strengthen its literacy program by implementing high quality Tier 1 instruction aligned to the Science of Reading with a focus on foundational literacy skills and comprehension. Based on the data, while students are making progress in letter naming and phonemic awareness, there are still significant gaps with decoding, fluency, and comprehension. In order to combat this, we will provide explicit, systematic phonics instruction targeting decoding. There will be daily phonemic awareness and phonics routines in K-3, along with fluency instruction through repeated reading, phrasing, and progress monitoring. Instruction will be driven by DIBELS with teachers adjusting instruction based on	

student needs identified by analyzing assessment data .

To address learning gaps, Inspire will increase both the amount and quality of literacy instruction by implementing a protected, uninterrupted literacy block daily across K–2, imbedding a dedicated intervention block within the daily schedule. We will also provide learning opportunities, including after-school tutoring and targeted reading intervention support.

We will offer enrichment opportunities such as advanced reading groups, project-based learning, and literacy-based activities. The school will implement a Multi-Tiered System of Supports (MTSS) to address the needs of students performing below benchmark. Strategies include targeted small-group intervention based on specific skill deficits. Use of diagnostic and progress monitoring tools (DIBELS) to track student growth frequently.

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>
Implement explicit, systematic phonics instruction aligned to the Science of Reading, focusing on decoding (NWF-WRC) and word reading (WRF).	Principal, Instructional Coach, K–3 Teachers	September 2026 – May 2027	Intervention logs, DIBELS subgroup reports, progress monitoring data	Reduction in % of students in well-below/basic levels. Increase in students at/above benchmark in decoding and word reading	Grant
Strengthen fluency and comprehension through structured reading routines, including repeated reading, teacher modeling, and text-based discussions.	Teachers, Instructional Coach	August 2026 – May 2027	DIBELS ORF data, student work samples, walkthrough data	Increase in reading fluency rates and comprehension (Maze) scores	General

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Provide targeted small-group intervention during WIN/RTI time based on student deficits in phonemic awareness, phonics, and fluency.	Interventionists, Teachers, SPED Staff	September 2026 – May 2027	Intervention logs, DIBELS subgroup reports, progress monitoring data	Reduction in % of students in well-below/basic levels	Grant
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math /Illustrative Math
<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	Students demonstrate significant gaps in foundational math skills, including addition, subtraction, multiplication, division, and fractions. These gaps limit their ability to successfully engage with and master grade-level standards. The school will prioritize building computational fluency and conceptual understanding to improve overall math success.
Math SMART Goal:	The Mathematics % Mastery and above will increase from 23% to 30% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u>	
The school will implement high-quality, standards-aligned Tier 1 math instruction with a strong emphasis on foundational skill development (addition, subtraction, multiplication, division, and fractions). Instruction will be supported through the use of LEAP-aligned and questioning strategies. Data-driven instruction through frequent use of common assessments (e.g., Edulastic) Structured math discourse and student explanation of thinking to deepen understanding Ongoing professional learning and coaching cycles focused on effective math instruction. These strategies will ensure consistency in instructional delivery and strengthen overall academic outcomes in mathematics. We will increase the amount and quality of learning time by implementing a dedicated daily math intervention/enrichment block, providing targeted small-group instruction based on real-time student data and offer before-school, after-school, and/or extended learning opportunities for students needing additional support instructional time through bell-to-bell engagement, clear routines, and minimized transitions . The school will continue to implement a multi-tiered system of support (MTSS) to address the needs of underperforming subgroups, including students performing below grade level. Strategies to assist with getting scholars up to level , we will implement small-group interventions focused on foundational math skills. We will do this through the use of interventionists, paraprofessionals, and support staff to provide additional instructional support.	

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>
Implement explicit, systematic Tier 1 instruction focused on foundational math skills (addition, subtraction, multiplication, division, and fractions) using modeling, guided practice, and math discourse.	Principal, Instructional Math Coach, Math Teachers	August 2026 – May 2027	Classroom walkthroughs, lesson plan reviews, exit tickets, common assessments	Increase in student mastery on benchmarks and LEAP; improved accuracy in foundational skills	General
Provide targeted small-group intervention during to address gaps in foundational math skills based on student data.	Interventionists, Teachers, SPED Staff	September 2026 – May 2027	Intervention logs, assessments, progress monitoring data	Decrease in % of students performing below mastery; increased subgroup performance	Grant
Strengthen math fluency through daily spiral review, fact fluency practice, and problem-solving routines aligned to grade level skills/standards	Teachers, Instructional Coach	August 2026 – May 2027	Fluency trackers, exit tickets, walkthrough observations	Improved student fluency, accuracy, and ability to solve grade-level problems	General

CORE ACADEMICS - Science	Tier 1 Resources: Amplify/ IQWST
<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	Strengthening Tier 1 science instruction to increase student mastery of Louisiana Student Standards for Science. Students understanding grade level content and being able to apply it to different questions and scenarios.
Science SMART Goal:	The Science % Mastery and above will increase from 24 % to 30% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u>	
Inspire will strengthen its science program through the implementation of high-quality Tier 1, standards-aligned instruction rooted in Louisiana Student Standards for Science. Instruction will emphasize asking questions, analyzing data, constructing explanations, and using evidence-based reasoning, which is a big part of the newer science standards. To accomplish this task, teachers will implement inquiry based and hands-on investigations to build conceptual understanding. There will also be frequent checks for understanding and formative assessments to guide instruction. The school will also increase both the quantity and quality of science instruction by embedding science instruction into literacy blocks where appropriate by utilizing intervention/enrichment blocks to reinforce key science concepts. Instructional time will be maximized through intentional lesson planning, clear routines, and high student engagement, ensuring all students have access to rigorous science learning experiences. Inspire will also provide enrichment opportunities, including STEM activities, project-based learning, and real-world problem-solving tasks. Offer opportunities for students to engage in scientific inquiry, experimentation, and design thinking. Students will also consistently engage in grade-level content, with scaffolds provided to support access rather than reducing expectations.	

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>
Implement high-quality Tier 1 science instruction using LDOE aligned HQIM, emphasizing inquiry-based learning, hands on learning, and scientific discourse/explanations.	Principal, Instructional Coach, Science Teachers	October 2026-March 2027	Classroom walkthroughs, lesson plan reviews, observation feedback, PLC agendas	Increase in LEAP Science scores and benchmark assessment performance (Interims)	General
Increase student engagement through STEM activities, project-based learning, and cross-curricular integration of science with literacy and math.	Teachers, Instructional Coach	October 2026-March 2027	Student work samples, project rubrics, walkthrough data	Improved student engagement and application of scientific practices	General/Grant
Provide ongoing professional development and coaching cycles focused on effective science instruction, scientific practices, and use of HQIM.	Principal, Instructional Coach,	October 2026-March 2027	PD attendance, coaching logs, teacher feedback surveys	Improved instructional quality as evidenced by observation data and student outcomes	General/Grant

CORE ACADEMICS - Social Studies	Tier 1 Resources: Bayou Bridges				
AMBITION					
- Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?					
Social Studies Focus Area	Student performance and classroom data indicate that scholars struggle with analyzing primary and secondary sources and comprehending rigorous informational texts. The school will prioritize the use of high-quality, standards-aligned Tier 1 instruction that embeds literacy strategies, source analysis, and writing to improve student achievement in social studies.				
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 24 to 30 on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.				
Narrative					
Inspire will strengthen the social studies program by implementing high-quality, standards-aligned Tier 1 instruction that embeds literacy and content learning. Instruction will emphasize students’ ability to analyze primary and secondary sources, build understanding of grade level content. To assist with this, the teacher will provide explicit instruction in source analysis, including identifying central ideas, author’s purpose, and use of evidence. Close reading strategies will also be implemented in order to support comprehension of rigorous informational texts. There will also be ongoing professional development, coaching, and PLC collaboration will ensure consistent implementation across grade levels. For time, Inspire will be sure to protect the social studies instructional block across K–8. Instructional time will be maximized through engaging, rigorous tasks and clear instructional routines to ensure all students are actively engaged in meaningful learning. that require students to analyze multiple sources. Provide opportunities for students to engage in debates, presentations, and writing .+					
ACTION STEPS					
Actions Steps & Progress Indicators					
What evidence-based practice (Activity or strategy) will	Person(s) Responsible	Timeline	Progress	Evaluation	Funding

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<i>you implement to support achieving this overarching improvement goal?</i>			<i>Monitoring</i>		<i>Source (Federal, state, and local)</i>
Implement high-quality Tier 1 instruction using primary and secondary sources, with explicit instruction in source analysis (central idea, author's purpose, use of evidence).	Principal, Instructional Coach, Social Studies Teachers	August 2026 – May 2027	Classroom walkthroughs, lesson plan reviews, student work samples	Increased student proficiency in source analysis and text-based responses	General
Incorporate literacy strategies such as close reading, text dependent questioning, and evidence-based writing across all social studies classrooms (literacy/reading strategies).	Teachers, Instructional Coach	August 2026 – May 2027	Student writing samples, walkthrough observations, formative assessments	Improved reading comprehension and ability to cite evidence in responses	General
Increase student engagement through inquiry-based learning, project-based tasks, and opportunities for discussion, debate, and analysis of multiple sources.	Teachers, Instructional Coach	October 2026 – May 2027	Student projects, rubrics, walkthrough data	Improved student engagement and critical thinking skills	General

Non-CORE Academics	Resources: Special Courses: Art, Music, Technology, P.E.
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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>
Implement standards based instruction in Music, Art, Technology, and Physical Education that promotes creativity, critical thinking, and student engagement.	Principal, Enrichment Teachers, Instructional Coach	August 2026 – May 2027	Lesson plan reviews, classroom walkthroughs, student work samples	Increased student engagement and participation in enrichment courses	General
Integrate cross curricular connections between enrichment courses and core subjects (e.g., technology art in literacy, math/science).	Enrichment Teachers, Classroom Teachers	August 2026 – May 2027	Walkthrough data, lesson plans, collaborative planning notes	Improved student application of skills across content areas	General
Provide opportunities for student participation in performances, showcases, projects, and competitions. Examples include art displays, music programs, STEM projects, etc.	Enrichment Teachers, School Leadership	October 2026 – May 2027	Event participation data, student projects, attendance logs	Increased student participation and demonstration of learned skills	General

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 a schoolwide attendance monitoring system with weekly data reviews to identify and respond to students at risk of chronic absenteeism.	Principal, Deans, and Attendance Liaison	August 2026 – May 2027	Weekly attendance reports, attendance dashboards, MTSS logs	Reduction in % of students with 8+ absences; improved ADA	
Introduce and implement incentives and recognition programs to promote positive attendance (e.g., monthly rewards, classroom competitions, celebrations).	Principal, Teachers, PBIS Team, Attendance Liaison	August 2026 – May 2027	Attendance incentive tracking, participation data	Increase in students with perfect or improved attendance	
Develop and implement targeted intervention/intervention plans for chronically absent students, including parent communication, attendance contracts, and home visits.	Counselors, Attendance Liaison, Attendance Team	September 2026 – May 2027	Intervention logs, parent contact records, attendance tracking	Increased attendance for identified students; decrease in chronic absenteeism	

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>
Teachers will participate in Tier 1 professional development sessions which will be provided by ELA - o K-2nd: Great Minds, Better Lessons, District, ELA - Content Leader, Literacy Coach - o 3rd-5th: Learn Zillion, Better Lessons, District - o 6th-8th: IQWST, District, Curriculum and Instruction - Math - o Great Mind - s/Eureka Summary of what is above: Provide ongoing professional development on high-quality Tier 1 instruction aligned to LDOE standards, including Science of Reading (ELA), foundational math skills, and content literacy (science/social studies).	Content Leaders Principal Teachers Deans , C&I Specialist	Summer 2024 – Throughout school year	Quarterly/Monthly	Improved instructional quality as evidenced by observation ratings and student achievement data	General
Implement coaching cycles and embedded professional learning focused on effective instructional strategies	Instructional Coach, School Leadership	August 2026 – May 2027	Coaching logs, teacher feedback, walkthrough observations	Increased teacher effectiveness and improved student outcomes	General

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Conduct PLC meetings focused on data analysis and instructional planning across all content areas and enrichment areas	Instructional Coach, Teachers, PLC Teams	August 2026 – May 2027 (biweekly PLCs)	PLC agendas, data trackers, student work analysis	Improved use of data to drive instruction and increased student performance	General
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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.

<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 a schoolwide Social Emotional Learning program that includes explicit instruction in self help skills to manage emotional needs	Principal, Counselors, Teachers, and Social Worker	August 2026 – May 2027	SEL lesson plans, walkthrough data, student behavior reports	Reduction in behavior referrals; improved student engagement and climate survey results	
Provide mental health services such as crisis intervention, and referrals to outside agencies as needed.	School Counselor, Social Worker, Mental Health Providers	August 2026 – May 2027	Counseling logs, referral data, student support plans	Improved student attendance, behavior, and academic engagement	
Implement a Multi-Tiered System of Supports (MTSS) for behavior and social-emotional needs, including Tier	Administration, MTSS Team, Teachers	August 2026 – May 202			

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2/3 interventions and progress monitoring.					
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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 (SEL integrated into Academics)		Indicator Focus Area 2: Supportive School and Classroom Climates	
S	The school will strengthen a positive and supportive school culture through implementation of PBIS, consistent behavior expectations, attendance supports, etc.	S	The school will strengthen a positive and supportive school culture through implementation of PBIS, consistent behavior expectations, attendance supports, etc.
M	By May 2027: Chronic absenteeism (8+ absences) will decrease from 61% to 45%. The average daily attendance will increase from 89.7% to 92% Positive behavior indicators (PBIS data) will improve by 20%	M	By May 2027: Chronic absenteeism (8+ absences) will decrease from 61% to 45% Average daily attendance will increase from 89.7% to 92% Positive behavior indicators (PBIS data) will improve by 20%
A	The school will implement PBIS systems, attendance incentives, mentoring programs, and family engagement strategies to support student success.	A	The school will implement PBIS systems, attendance incentives, mentoring programs, and family engagement strategies to support student success.
R	This directly addresses school data showing high absenteeism and the need for improved student engagement and school connectedness.	R	This directly addresses school data showing high absenteeism and the need for improved student engagement and school connectedness.
T	August 2026 – May 2027, with monthly monitoring.	T	August 2026 – May 2027, with monthly monitoring.

I	All students, particularly those identified as chronically absent or at-risk, will receive targeted interventions and supports	I	All students, particularly those identified as chronically absent or at-risk, will receive targeted interventions and supports.
E	The school will ensure equitable access to supports such as counseling, mentoring, and attendance interventions for all student groups.	E	The school will ensure equitable access to supports such as counseling, mentoring, and attendance interventions for all student groups.
Goal Statement: By May 2027, the school will increase student social-emotional competency by implementing explicit SEL instruction, resulting in a 20% decrease in behavior incidents and increased student engagement across all grade levels.		Goal Statement: By May 2027, the school will improve school climate and student engagement by reducing chronic absenteeism and increasing attendance, resulting in a minimum ADA of 92% and a 20% improvement in positive student behavior outcomes.	

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? 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 .	Ask permission before leaving classroom .	Do your best follow the class contract.	
Hallway	Follow hallway procedures .	Travel in one direction.	Walk to the right .	Put trash in cans Keep the walls clean by keeping hands and feet off.	
Cafeteria	Follow lunch procedures	Clean up after yourself	Stay seated while eating	Use good manners	

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Restroom	Respect the privacy of others.	Flush the toilet. Put paper towels in the trash can. Avoid wasting water, soap, paper, and time	Wash hands with soap and water.	Keep the bathrooms clean Follow restroom procedures.	
Bus	Follow all staff directions the first time given	Follow school conduct code Report vandalism	Keep hands, feet, and objects to yourself	Respect the equipment and property of the school and others	
Arrival/ Dismissal	Remove hats and hoods as you enter the building	Be on time	Stay on sidewalk Walk at a safe pace	Follow arrival and departure procedures	

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

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.

<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 regular family engagement events and academic workshops (Literacy Night, Numeracy Night, STEM Nights, etc.,) to help families understand curriculum, assessments, and strategies to support learning at home.	Principal, Teachers, ICA Administration Team	August 2026 – May 2027 (quarterly)	Event attendance logs, parent feedback surveys	Increased parent participation and improved student performance	General
Provide ongoing communication with families regarding student progress and MTSS supports through newsletters, conferences, and digital platforms.	Teachers, School Leadership	August 2026 – May 2027	Communication logs, parent contact records	Increased family awareness and engagement in student	General
Offer parent training sessions on literacy, math, and social and emotional strategies to support student learning at home.	Instructional Coach, Teachers	October 2026 – May 2027	Workshop attendance, parent surveys	Increased parent capacity to support student achievement	General/Grant

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?

Parent meetings and informational sessions explaining MTSS processes and supports
 Regular updates during parent-teacher conferences
 Progress reports and intervention updates shared with families
 School-wide communication platforms (newsletters, emails, text alerts)

The school is working with students by:

Providing tiered academic and behavioral interventions based on student data
 Monitoring student progress regularly through assessments and MTSS meetings
 Offering targeted support in small groups and individualized plans

To increase parental involvement in MTSS, the school will:

Invite parents to participate in MTSS meetings and decision-making processes
 Provide resources and training to help families support interventions at home
 Strengthen two-way communication between school and families
 Offer flexible meeting options (in-person/virtual) to increase accessibility

MTSS Plan Overview	The school will implement a MultiTiered System of Supports (MTSS) to address academic needs across all content areas. Tier 1 instruction will focus on high-quality, standards-aligned instruction in ELA, Math, Science, and Social Studies,
Academic Programs & Interventions	Science of Reading (ELA) to address foundational literacy gaps (phonics, fluency, comprehension) Foundational math skill development (operations and fractions) to improve access to grade-level content Content literacy strategies in science and social studies (reading comprehension, source analysis) Tier 2 and Tier 3 supports will include: Targeted small-group interventions during intervention time Use of data-driven instruction through DIBELS, LEAP, Edulastic, and benchmark assessments Progress monitoring every 2–4 weeks to adjust instruction Individualized support plans for students performing below grade level

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	PLCs will meet regularly to analyze data, identify student needs, and plan targeted interventions to ensure all students make progress toward mastery.
SEL & Behavior Interventions	The school will implement a comprehensive SEL and behavior support system aligned to MTSS and PBIS frameworks to improve student well-being and engagement. Tier 1 supports will include: - Implementation of a schoolwide SEL program focusing on self-management, relationship skills, and responsible decision-making - Clear behavior expectations and PBIS systems to promote positive behavior - Schoolwide incentives and recognition programs Tier 2 and Tier 3 supports will include: - Small-group and individual counseling services - Behavior intervention plans and check-in/check-out systems - Mentoring programs for at-risk students - Collaboration with families and outside agencies to support student needs

Community Involvement

How are you going to foster community partnerships to assist with your MTSS Plan?

The school will foster strong community partnerships to support the MTSS plan by collaborating with local organizations, families, and service providers. These partnerships will provide additional academic, social-emotional, and behavioral supports for students. Community involvement strategies include:

Partnering with local mental health agencies to provide counseling and support services. Collaborating with community organizations and nonprofits to provide mentoring programs and enrichment opportunities. Engaging families through workshops, events, and MTSS meetings to support student success at home. Partnering with local businesses and organizations to support attendance initiatives and student incentives. Utilizing community resources to provide afterschool tutoring and extended learning opportunities

Instruction by Certified Teachers – Certified Teacher Recruitment

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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>
School 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.	Principal, HR Business Partner and recruitment	Ongoing	n/a	Continued high percentage of certified teachers	General
Recruitment Staff and Admin will also attend Carrer and Job fairs to recruit high performing and certified teachers.	Principal, HR Business Partner and recruitment	March – June 1	n/a	The percentage of certified teachers hired will increase by 10%	General

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>
Implement a Kindergarten readiness transition program that includes early literacy skills. (phonemic awareness, letter recognition) and parent workshops to support school readiness. This can also be done through kinder camp as well.	Principal, Kindergarten Teachers, Instructional Coach	April 2026 – August 2026	Kindergarten readiness assessments, parent participation logs	Increased readiness skills in incoming students (DIBELS/BOY data)	General
Provide structured transition supports from elementary to middle school, including orientation sessions, academic expectations training, and SEL skill development (organization, self-management). We can also host a move up day.	Counselors, Teachers, School Leadership	March 2026 – August 2026	Student surveys, attendance at orientation, behavior/academic data	Improved student adjustment, reduced behavior incidents, and increased academic performance in middle grades	General
Implement data sharing and vertical planning between grade levels to ensure consistency in instruction and specific targeted support	Instructional Coach, Teachers, PLC Teams	May 2026 – August 2026	PLC notes, student data trackers, transition plans	Lesson Planning , PLC Meetings, and Vertical Alignment Meetings	General

