



# **SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN**

## **2023 - 2024**

**School Name: Opelousas Middle School**

**School Principal Name: Clentrice Charles**

**Grade Configuration: 5-6**

**School Address: 409 E South Street**

**City, State, and Zip: \_\_\_\_\_**

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## District Vision & Mission

**Vision Statement:** The St. Landry Parish School Board will promote excellence in education for all citizens.

**Mission Statement:** The mission of the St. Landry Parish School Board is to ensure high-quality instruction while working collaboratively with families and communities to maximize every student's potential.



## Priorities

- **Student Achievement:** We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career
- **Exemplary Customer Service:** We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.
- **Operational Excellence:** We will be responsible stewards of community resources for the achievement of district priorities.
- **Employee Development:** We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

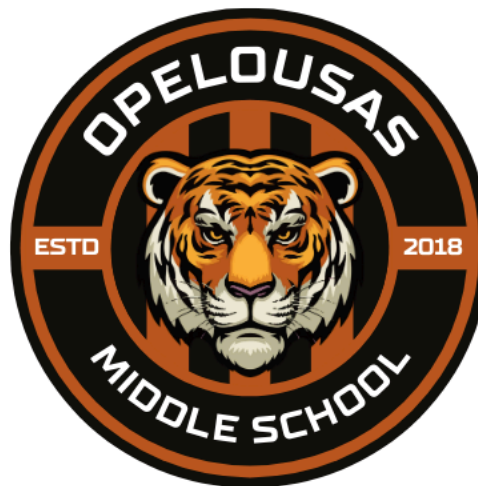
## School Vision & Mission

### Vision Statement:

At Opelousas Middle School students will grow academically and personally in order to become college and career ready.

### Mission Statement:

The mission of Opelousas Middle School is to ensure academic success while forming a unified community of stakeholders that promote a safe and nurturing culture and climate.



## District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.
  - (Component 1): Comprehensive Needs Assessment
  - (Component 2): Evidence-Based Strategies
  - (Component 3): High Quality and On-going Professional Development
  - (Component 4): Strategies to Increase Parent and Family Engagement
  - (Component 5): Early Childhood Transition
  - (Component 6): Teachers Participate in Decision
  - (Component 7): Timely Assistance and Interventions
  - (Component 8): Coordination and Integration of Federal, State, and Local Services and Programs
  - (Component 9): Teacher Recruitment and Retention
- **I further certify that the information in this assurance is true and correct to the best of my knowledge.**

Principal	Date
Principal Supervisor	Date

# CONTACT INFORMATION

School-wide School Improvement Chairperson: **Tonia Eaglin**

## School-wide School Improvement Committee Members

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

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

Name	Position
Alfred, Anita	6th Grade ELA Teacher
Taylor, Lahoma	6th Grade Math Teacher
Handy-Berry, Starlet	Interventionist
Charles, Clentrice	Principal
Leday, Crystal	Instructional Coach
Eaglin, Tonia	Assistant Principal

### School Profile

Check where applicable:

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

<b>School Partnerships</b>	
(Type the name of each partner in the spaces provided)	
University	<b>Southern University Ag Center</b>
Technical Institute	<b>South Louisiana Community College (SLCC)</b>
Feeder School(s)	<b>Northeast Elementary, Grolee Elementary</b>
Community	<b>Opelousas Police Department (D.A.R.E.), City of Opelousas Mayor’s Office, Hope For Opelousas, CASA, RevFit Gym, Dreamweaver’s Empowerment</b>
Business/Industry	<b>Wal-Mart, Sonic Restaurant, Raising Canes, Super 1 Foods, RevFit Gym, Dreamweaver’s Empowerment</b>
Private Grants	
Other	

## FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
10/16/23	Alfred, Anita	6th Grade ELA Teacher	
10/16/23	Charles, Clentrice	Principal	
10/16/23	Colligan, Nicole	5th Grade SS Teacher	
10/16/23	Cortez, Tanya	5th Grade Math Teacher	
10/16/23	Duplechain, Lashae	5th Grade ELA Teacher	
10/16/23	Eaglin, Tonia	Assistant Principal	
10/16/23	Edwards, Merisa	Itinerant SPED Teacher	
10/16/23	Gloston, Cerrissa	SPED Paraprofessional	
10/16/23	Green, Crystal	5th Grade Science Teacher	
10/16/23	Greene, Dorsey	Band Teacher	
10/16/23	Green, James	Chorus Teacher	
10/16/23	Guillory, Alexis	6th Grade Math Teacher	
10/16/23	Hammond, Jasmine	5th Grade SPED Teacher	
10/16/23	Handy, Starlette	Interventionist	
10/16/23	Leday, Crystal	Instructional Coach	
10/16/23	Lewis, Dianne	Parent Educator	



10/16/23	Meche, Rico	Health/PE Teacher	
10/16/23	Nevills, Destiny	6th Grade Science Teacher	

## FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
10/16/23	Parrish, Pattie	SPED Paraprofessional	
10/16/23	Pierre-August, Lori	5th/6th SPED Teacher	
10/16/23	Pinkney, Carla	5th Grade ELA Teacher	
10/16/23	Roberts, LaKisha	Health/PE Teacher	
10/16/23	Roberts-Guillory, Tamarra	6th Grade ELA Teacher	
10/16/23	Taylor, Lahoma	6th Grade Math Teacher	
10/16/23	Thompson, Euresha	5th Grade Math Teacher	
10/16/23	Woods, Jolee	6th Grade SS Teacher	
10/16/23	Young, Alita	SPED Paraprofessional	
10/16/23	Zachery, Jennie	SPED Paraprofessional	



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## Louisiana’s Goals and Priorities

### Educational Priorities

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

### Six Critical Goals

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

### Louisiana Believes:

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

Data Portfolio: Component 1

## Data Types

The types of data in the table should make up the Data Portfolio housed at the school. **NOTE: Examples of each data type are provided. Other data sources may be utilized.**

Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		<ul style="list-style-type: none"> <li>Administrator Questionnaires</li> <li>Administrator Interviews</li> </ul>		<ul style="list-style-type: none"> <li>Demographics</li> </ul>
<i>Teachers</i>		<ul style="list-style-type: none"> <li>Teacher Focus Groups</li> <li>Teacher Surveys</li> <li>Teacher Interviews</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Walkthroughs</li> <li>Attendance Rate</li> </ul>	<ul style="list-style-type: none"> <li>Demographics</li> </ul>
<i>Students</i>	<ul style="list-style-type: none"> <li>LEAP 2025</li> <li>ACT/WorkKeys</li> <li>DIBELS 8</li> <li>DRDP-K</li> <li>iREADY Diagnostics</li> <li>Accelerated Reader</li> <li>LEAP 360 Interims</li> <li>ELPT</li> <li>ELPT Connect</li> <li>LEAP Connect</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys</li> <li>Student Focus Groups</li> <li>Student Interviews</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Walkthroughs</li> <li>Discipline Rates</li> <li>Attendance Rates</li> </ul>	<ul style="list-style-type: none"> <li>School Report Cards</li> <li>Demographics</li> <li>Subgroup Components</li> <li>Climate Surveys</li> </ul>
<i>Parents</i>		<ul style="list-style-type: none"> <li>Parent Survey</li> <li>Parent Focus Group</li> <li>Parent Interviews</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Rates (school participation)</li> </ul>	<ul style="list-style-type: none"> <li>Demographics</li> </ul>

ESSA Schoolwide Plan Requirement 1: *Conduct a Comprehensive Needs Assessment (CNA)*

## Comprehensive Needs Assessment

### SY 2023 - 2024 Schoolwide Planning

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

#### Part 1: STRENGTHS

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

STRENGTHS	DATA SOURCE/INSTRUMENT
1. 5 <sup>th</sup> Grade Math overall LEAP proficiency improved from 17% to 22%	Spring 2023 LEAP 2025 Assessment
2. 5th Grade iReady Standards Based Mastery Proficiency	Fall iReady Diagnostic Assessment
3. 6th Grade iReady Standards Mastery Proficiency	Fall iReady Diagnostic Assessment
4.	
5.	

**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:

<b>Contributing Factor #1:</b>	
<b>Instrument(s):</b> Spring 2023 LEAP 2025 Assessment	
<b>Data Type:</b> 1. LEAP 2025 2. 3.	<b>Findings</b> 1. 2. 3.

<b>Contributing Factor #2:</b>	
<b>Instrument(s):</b> iReady Diagnostic	
<b>Data Type:</b> 1. 2. 3.	<b>Findings</b> 1. 2. 3.

<b>Contributing Factor #3:</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. 2. 3.	<b>Findings</b> 1. 2. 3.

# Comprehensive Needs Assessment

SY 2023 - 2024 Schoolwide Planning

## Part 2: WEAKNESSES

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

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

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. 5 <sup>th</sup> Grade ELA, Math, Science, Social Studies	Spring 2023 LEAP 2025 Assessment
2. 6th Grade ELA, Math, Science, Social Studies	Spring 2023 LEAP 2025 Assessment
3. 5th Grade iReady Diagnostic Proficiency	Fall iReady Diagnostic Assessment
4. 6th Grade iReady Diagnostic Proficiency	Fall iReady Diagnostic Assessment
5.	

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

<b>Contributing Factor #1:</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. 2. 3.	<b>Findings</b> 1. 2. 3.

<b>Contributing Factor #2:</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. 2. 3.	<b>Findings</b> 1. 2. 3.

<b>Contributing Factor #3:</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. 2. 3.	<b>Findings</b> 1. 2. 3.



## Plan to Accomplish Student Achievement Goals

As you prepare to complete your school's Action Plan steps for each content area, keep the following in mind:

- What multiple measures of assessments will be used that will provide authentic assessment of students' achievement, skills, and competencies?
- What research did you review to support the use of this strategy and action plan?
- What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
- How has the school integrated its available fiscal resources to support this strategy and action steps?
- How will each activity be monitored to ensure successful implementation of this strategy/action?
- How will we know that the activity has achieved its desired impact on student achievement?
- How will the school involve parents in the content area to increase student achievement?

## Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8

ESSA Schoolwide Plan Requirements 2 and 3

Core Academics: <i>ELA, Math, Science, Social Studies</i>				
<b>Weaknesses:</b>	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <u>List weaknesses for each Core Academic area and the subgroups.</u>			
<b>Objectives:</b>	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <u>Identify objectives for each Core Academic area and the subgroups.</u>			
<b>Evidence-Based Strategies:</b>	<input type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Job-Embedded PD	<input type="checkbox"/> Technology Integration
				<input type="checkbox"/> Other:

<b>CORE ACADEMICS - ELA</b>	Tier 1 Resources:	DELETE INFO THAT DOES NOT APPLY	
		Louisiana Guidebooks through Imagine Learning	
X Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	X Employee Development

**Historical Data Trends:**

School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
<b>ELA Trends</b>	Proficiency (Basic and Above) 5th-47% 6th-45%	Proficiency (Basic and Above) 5th-55% 6th-49%	Proficiency (Basic and Above) 5th-42% 6th-41%
<b>Subgroup Trends</b>	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-

**AMBITION**

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

<p><b>Focus Area #1: (Content or Skill)</b></p>	<p>To improve students’ reading comprehension of informational texts, with an emphasis on content specific vocabulary, including using context clues to identify the meaning of new words.</p>
<p><b>LADOE Target(s)/Standard(s):</b></p>	<p>Increase student proficiency on the ELA portion of the LEAP 2025 assessment from: 5th-42% to 49% 6th-41% to 48%</p>
<p><b>SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</b></p>	<p>OMS students will reach stretch growth target by Spring 2024 iReady Diagnostic</p>
<p><b>Benchmark Goals:</b></p>	<p><b>BOY Benchmark Goal</b></p>
	<ul style="list-style-type: none"> <li>● Use data from iReady diagnostics to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction.</li> <li>● Use iReady Personalized Instruction (MyPath) to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum.</li> <li>● Utilize MyPath to assist students with meeting or exceeding their typical growth target by Spring Diagnostic #3.</li> <li>● Use data from Spring 2023 Standardized Assessments</li> </ul>
	<p><b>MOY Benchmark Goal</b></p>

	EOY Benchmark Goal
<p style="text-align: center;"><b><u>AFFIRMATION</u></b></p> <ul style="list-style-type: none"> <li>• Where have gains been made? What strategies were used?</li> <li>• Who were the key individuals in achieving these gains?</li> <li>• How will you leverage those individuals and strategies for continuous improvement this school year?</li> </ul>	
<p><b>Areas of Progress:</b> Vacancies have been filled, and the master schedule allows content-level planning every day. Weekly PLCs, weekly ILT Meetings, bi-weekly Common Planning and job- embedded professional development are now a priority of the administration. The focus of teacher collaboration via common planning time will be utilized by analyzing student work to identify and target learning gaps.</p>	
<p style="text-align: center;"><b><u>ANALYSIS</u></b></p> <ul style="list-style-type: none"> <li>• What is the priority?</li> <li>• What student learning problem needs to be addressed to attain the goal?</li> <li>• What is the root cause of this student learning problem? What data supports this hypothesis?</li> <li>• What is the student impact if you attain this goal?</li> <li>• What professional learning is needed for administrators, teacher leaders, and teachers?</li> </ul>	
<p><b>School’s Priority:</b> Engaging students in reading, speaking and listening, and writing in every class every day.</p>	
<p><b>Student Learning Problem:</b> Students struggling with reading literacy and informational texts and in written expression</p>	
<p><b>Root Cause &amp; Supporting Data:</b> Students missed parts of the curriculum last school year due to lack of staffing.</p>	
<p><b>Student Impact (Measurable Impact):</b> Educator Professional Learning Needs: Job-embedded professional development on assessment guidance, engaging students through rigor (Madeline Hunter Lesson Cycle, COMPASS Rubric Annotations, Questioning and Discussion, and CER), analyzing student work (Student Work Analysis Protocol)</p>	
<p style="text-align: center;"><b><u>ACTION STEPS</u></b>  <b>Actions Steps &amp; Progress Indicators</b></p>	

<b>Strategies to address Root Cause</b> <i>(Choose at least one to action plan)</i>	<b>Specific Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Progress Indicators</b>	<b>Materials/Resources Funding Source and Cost</b>
<b>Instructional</b>	<b>Focused instruction in all grade levels on:</b> Ready Reading Teacher PD Student Workbooks Teacher Editions	ELA Teachers  ELA Teachers ILT Members Parent Night Committee	August 2023- May 2024	iReady Standards Mastery Assessments  Improved Writing on CWT and ET (Guidebooks)	District Funded  ELA Night materials and supplies  Poster Maker and Laminator Refill Supplies (\$1,268.76)
<b>Instructional</b>	All teachers will be required to write lesson plans using the Madeline Hunter Lesson Plan design..  Teachers will annotate lesson plans and attach to OnCourse template.			On Course Lesson plans that demonstrate planning using the Madeline Hunter Lesson Cycle	HP Laptops  15 @857.00 = \$12,855.00
	Additional PLC time focused on individual student performance on formative and summative assessments.	ELA Teachers, Administrators		Routine and continuous assessments created by teachers and/or the curriculum will be used for monitoring. Teachers will meet with coaches and administrators in	HP Laptops  15 @ \$857.00 = \$12,855

				PLCs to review data following cycle assessments and use common planning PLCs to plan and remediate based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation and provide feedback.	
	School-Wide Summer Reading: Reading for Enjoyment with activities aligned to comprehension standards			iReady Standards Mastery Assessments  Improved Writing on CWT and ET (Guidebooks)	Ungifted Paperback Book  \$993.83
<b>Cultural/ Behavioral</b>	-Schoolwide CER (Claim, Evidence, Reasoning) in every class everyday -Leader In Me- 7 Habits in every class every day	Administrators, All teachers	August 2023- May 2024	Increased student engagement during walkthroughs, student work samples demonstrating increased understanding  Oncourse lesson plans that demonstrate planning using the Leader In Me 7 Habits daily	Leader in Me School License: Title 1 Schoolwide Funds \$3,000
	-MACA Holiday Arts Celebration	Admin. & 6th Grade Teachers	Dec. 2024	Increased student engagement, active participation in writing, problem solving, and creativity	Title 1 Schoolwide Funds 2 bus drivers \$98.76

<b>Operational</b>	Weekly PLCs focused on student engagement, formative assessment, and student work analysis	Administrators , ELA Teachers	August 2023- May 2024	Student Work Analysis Protocol Form Completion	Materials and Supplies Title 1 Schoolwide Funds  Blue Pens (\$105.80)
	LEAP Academy focused on improving critical foundational skills in ELA.	Administrators, ELA Tutors	October 2023- April 2024	Progress Monitoring Data Progress Reports iReady Standards Mastery Assessment Data Report Cards	LEAP Academy Staffing & Supplies: 2 Tutors (\$9,072 plus benefits) 1 bus driver (\$3,360 plus benefits) supplies and materials (\$8,000) Title 1 Schoolwide Funds

**DELETE INFO THAT DOES NOT APPLY.**  
 Include assessment frequency in parenthesis behind each assessment.

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

6th -8th: Assessments Embedded in Louisiana Guidebooks, iReady Diagnostics, and iReady Standards Mastery Assessments

<b>CORE ACADEMICS - MATH</b>	<b>Tier 1 Resources:</b>	<b>iReady Classroom Mathematics</b>
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<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
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**Historical Data Trends:**

School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
<b>Math Trends</b>	Proficiency (Basic and Above) 5th-15% 6th-22%	Proficiency (Basic and Above) 5th-17% 6th-32%	Proficiency (Basic and Above) 5th-22% 6th-26%
<b>Subgroup Trends</b>	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-

**AMBITION**

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

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

**LADOE Target(s)/Standard(s):**

Increase student proficiency on the Math portion of the LEAP 2025 assessment from:  
5th-22% to 34%  
6th-26% to 38%

<p><b>SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</b></p>	<p>Students will achieve <math>\geq 70\%</math> of their typical growth target from Diagnostic 1 to Diagnostic 3</p>
<p><b>Benchmark Goals:</b></p>	<p style="text-align: center;"><b>BOY Benchmark Goal</b></p>
	<ul style="list-style-type: none"> <li>● Use data from iReady diagnostics to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction.</li> <li>● Use iReady Personalized Instruction (MyPath) to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum.</li> <li>● Utilize MyPath to assist students with meeting or exceeding their typical growth target by Spring Diagnostic #3.</li> <li>● Use data from Spring 2023 Standardized Assessments</li> </ul>
	<p style="text-align: center;"><b>MOY Benchmark Goal</b></p>
	<p style="text-align: center;"><b>EOY Benchmark Goal</b></p>
<p style="text-align: center;"><b><u>AFFIRMATION</u></b></p> <ul style="list-style-type: none"> <li>● Where have gains been made? What strategies were used?</li> </ul>	

- 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:** We have a math instructional specialist that support teachers with the implementation of the Tier 1 curriculum. Learning Beyond the Bell will be utilized to extend the learning of those students identified as needing additional support. Gains have been made since the implementation of the Tier 1 curriculum as evidenced by iReady learning walks and school level formal and informal observations by ILT, and the math instructional specialist. We will leverage the instructional specialist to continue improving the implementation of the Tier 1 curriculum. ILT will use assessment data to monitor the success of SMARTE goals. ILT will also monitor growth during walk-throughs as evidenced by Bullseye Education. ILT will use this data to provide focus for PLCs.

**ANALYSIS**

- What is the priority?
- What student learning problem needs to be addressed to attain the goal?
- What is the root cause of this student learning problem? What data supports this hypothesis?
- What is the student impact if you attain this goal?
- What professional learning is needed for administrators, teacher leaders, and teachers?

**School’s Priority:** Ensuring that students achieve at a minimum their target growth target and preferably their stretch growth target by the end of the Diagnostic 3 so that students are ready for success when they transition to junior high school.

**Student Learning Problem:** LEAP data indicates that students are weak in the area of \_\_\_\_\_. The continued and consistent use of Three Read Protocol will assist with problem solving skills

**Root Cause & Supporting Data:** Not implementing the curriculum with fidelity and integrity. Teacher attendance issues (one teacher left midyear) and no certified teacher to implement the curriculum with fidelity or no certified teacher to replace the vacancy both enhanced the decline in student learning.  
**Student Impact (Measurable Impact):** All students will receive grade-level Tier 1 instruction. Additionally, interventions will be on grade-level with below grade-level scaffolds for just-in-time supports (accelerate) measured by observation and review of annotated lesson plans, Madeline Hunter lesson plan cycle, as well as improved student outcomes as noted in student work analysis.

**Educator Professional Learning Needs:** Job-embedded Professional Development, Support with Math Pacing, Support from Math Instructional Specialists, Master Schedule that provides content collaboration time and PLCs.

**ACTION STEPS**

**Actions Steps & Progress Indicators**

<i>Strategies to address Root Cause (Choose at least one to action plan)</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Materials/Resources Funding Source and Cost</i>
<p><b>Instructional</b></p>	<p><b>Focused instruction in all grade levels on: 5th Grade:</b> Operations with Decimals/Read, Write, and Compare Decimals, Solve Fraction Problems, Interpret Fractions, Place Value, and Scaling, Recognize, Represent, and determine volume/multiply and divide whole numbers</p>	<p>Math Teachers ILT Members Parent Night Committee</p>	<p>August 2023 - May 2024</p>		<p>District Funded  Title 1 Schoolwide Funds: <b>Math Night Supplies</b>  File Folders for Take-Home Resources (\$257.08)</p>

	<b>6th Grade:</b>				
<b>Cultural/ Behavioral</b>	Continuous spiral review on all math assessments (formal and informal), rich mathematics discourse in all lessons, consistent use of three read protocol, exit tickets, test corrections; Ongoing communication with parents concerning iReady Diagnostics, student progress, and school/classroom expectations	ILT, Math Teachers, Math Instructional Specialist, and iReady PD Specialist	August 2023 - May 2024	Parent Night Agenda/Sign In Assessment and Data Review during PLCs, Lesson Annotations for Math Discourse Strategies, Evidence of Test Corrections	District Funded School-Level iReady Support  Title 1 iReady Professional Development \$ Chart Paper and markers for PLCs \$  Computer Speakers Wired Computer Mouse ( \$740.89)
<b>Operational</b>	Additional PLC time focused on individual student performance on				

	formative and summative assessments, Madeline Hunter teaching cycle.				
	LEAP Academy focused on improving critical foundational skills in math content	Administrators/Math Tutors	October 2023- April 2024	Progress Monitoring Data Progress Reports iReady Standards Mastery Assessment Data Report Cards	LEAP Academy Staffing & Supplies: 2 Tutors (\$9,072 plus benefits) 1 bus driver (\$3,360 plus benefits) supplies and materials (\$8,000) Title 1 Schoolwide Funds  Pencils (\$259.44)  Ink for Risograph (

**DELETE INFO THAT DOES NOT APPLY.**  
 Include assessment frequency in parenthesis behind each assessment.

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

Assessments Embedded in iReady Classroom mathematics, iReady Diagnostics (3X per year), iReady standards mastery assessment (8 X per year)

<b>CORE ACADEMICS - SCIENCE</b>	<b>Tier 1 Resources:</b>	<b>Amplify Science</b>	
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development

**Historical Data Trends:**

School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
<b>Science Trends</b>	Proficiency (Basic and Above) 5th-22% 6th-24%	Proficiency (Basic and Above) 5th-20% 6th-28%	Proficiency (Basic and Above) 5th-15% 6th-15%
<b>Subgroup Trends</b>	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-	Proficiency (Basic and Above) <u>SWD</u> 5th- 6th-

**AMBITION**

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

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

**LADOE Target(s)/Standard(s):**

Increase student proficiency on the Science portion of the LEAP 2025 assessment from:  
5th-15% to 25%  
6th-15% to 25%

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

<b>Benchmark Goals:</b>	<b>BOY Benchmark Goal</b>
	<b>MOY Benchmark Goal</b>
	<b>EOY Benchmark Goal</b>
<b><u>AFFIRMATION</u></b>	
<ul style="list-style-type: none"> <li>• Where have gains been made? What strategies were used?</li> <li>• Who were the key individuals in achieving these gains?</li> <li>• How will you leverage those individuals and strategies for continuous improvement this school year?</li> </ul>	
<b>Areas of Progress:</b>	
<b><u>ANALYSIS</u></b>	
<ul style="list-style-type: none"> <li>• What is the priority?</li> <li>• What student learning problem needs to be addressed to attain the goal?</li> <li>• What is the root cause of this student learning problem? What data supports this hypothesis?</li> <li>• What is the student impact if you attain this goal?</li> <li>• What professional learning is needed for administrators, teacher leaders, and teachers?</li> </ul>	
<b>School's Priority:</b>	



**Student Learning Problem:**

**Root Cause & Supporting Data:**  
**Student Impact (Measurable Impact):** Educator Professional Learning Needs:

**ACTION STEPS**  
**Actions Steps & Progress Indicators**

<i>Strategies to address Root Cause (Choose at least one to action plan)</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Materials/Resources Funding Source and Cost</i>
<b>Instructional</b>	Professional Development to build the everyday practices of educators by building knowledge and skills in all areas, including science.		May 2024		Teacher Leader 2024 registration, Lodging, and other expenses related to travel.
<b>Cultural/ Behavioral</b>					
<b>Operational</b>					

**DELETE INFO THAT DOES NOT APPLY.**  
**Include assessment frequency in parenthesis behind each assessment.**

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):  
 Grades K – 8 Embedded Assessments in Amplify Science  
 High School Embedded Assessments in Biology and Chemistry OpenSciEd

<b>CORE ACADEMICS – SOCIAL STUDIES</b>	<b>Tier 1 Resources:</b>	<b>Grade 5 Bayou Bridges (Pilot) Grade 6 Savvas History Interactive</b>	
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<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
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<b>Historical Data Trends:</b>			
School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
<b>Social Studies Trends</b>	Proficiency (Basic and Above) 5th-22% 6th-23%	Proficiency (Basic and Above) 5th-12% 6th-20%	Proficiency (Basic and Above) 5th-13% 6th-10%
<b>Subgroup Trends</b>	Proficiency (Basic and Above)	Proficiency (Basic and Above)	Proficiency (Basic and Above)

	<u>SWD</u> 5th- 6th-	<u>SWD</u> 5th- 6th-	<u>SWD</u> 5th- 6th-
<b><u>AMBITION</u></b>			
<ul style="list-style-type: none"> <li>• Based upon your data trends, what is the area of focus?</li> <li>• What is the LADOE target? <a href="#">Link to LDOE Data Library Louisiana School Finder</a></li> <li>• Based upon the data trends, state target, and student learning needs, what is the <a href="#">SMARTE Goal Worksheet</a> for this year?</li> <li>• Using the SMARTE Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?</li> </ul>			
<b>Focus Area #1: (Content or Skill)</b>			
<b>LADOE Target(s)/Standard(s):</b>	Increase student proficiency on the Social Studies portion of the LEAP 2025 assessment from: 5th-13% to 20% 6th-10% to 20%		
<b>SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</b>			
<b>Benchmark Goals:</b>	<b>BOY Benchmark Goal</b>		

	<b>MOY Benchmark Goal</b>
	<b>EOY Benchmark Goal</b>
<b><u>AFFIRMATION</u></b>	
<ul style="list-style-type: none"> <li>• Where have gains been made? What strategies were used?</li> <li>• Who were the key individuals in achieving these gains?</li> <li>• How will you leverage those individuals and strategies for continuous improvement this school year?</li> </ul>	
<b>Areas of Progress:</b>	
<b><u>ANALYSIS</u></b>	
<ul style="list-style-type: none"> <li>• What is the priority?</li> <li>• What student learning problem needs to be addressed to attain the goal?</li> <li>• What is the root cause of this student learning problem? What data supports this hypothesis?</li> <li>• What is the student impact if you attain this goal?</li> <li>• What professional learning is needed for administrators, teacher leaders, and teachers?</li> </ul>	
<b>School's Priority:</b>	
<b>Student Learning Problem:</b>	
<b>Root Cause &amp; Supporting Data:</b>	
<b>Student Impact (Measurable Impact): Educator Professional Learning Needs:</b>	

<b>ACTION STEPS</b> Actions Steps & Progress Indicators					
<i>Strategies to address Root Cause</i> <i>(Choose at least one to action plan)</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Materials/Resources Funding Source and Cost</i>
Instructional					
Cultural/ Behavioral					
Operational					

**DELETE INFO THAT DOES NOT APPLY.**  
 Include assessment frequency in parenthesis behind each assessment.  
**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):  
**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):  
 Grades K – High School: Embedded Assessments in each curriculum

## Non-Core Academics

*All CIR/UIR schools must address their identified subgroup(s) deficiency area(s) based on trend data. All other schools should select an area/areas for a non-core academic improvement area. Principal Supervisors will provide CIR and UIR with additional guidance.*

- **Subgroups**
  - **Exceptional Student Services (SWD)**
  - **English Learners**

- *Freshman Academy*
- *ACT/WorkKeys*
- *Pathways (Industry-Based Credentials, Advanced Placement, Dual Enrollment, College-Level Examination Program (CLEP))*
- *Graduation Rate*
- *Attendance Rate*
- *Discipline Rate*
- *DCAI (Dropout/Credit Accumulation Index)*
- *Interest and Opportunities*

<b>NON-CORE ACADEMICS</b>	Non-Core Academic Area(s) Chosen: <u>Exceptional Student Services (SWD)</u>		
Resources:			
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
Historical Data Trends:			
School Year	2020 – 2021	2021 – 2022	2022 – 2023

Trends			
Subgroup Trends			

**AMBITION**

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

<b>Focus Area #1: (Content or Skill)</b>	To improve students’ comprehension of informational and fictional texts.
<b>LADOE Target(s)/Standard(s):</b>	Increase student proficiency on LEAP 2025 from            to
<b>SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</b>	Students with Disabilities at OMS will increase typical growth as measured on iReady Diagnostic 1, 2, and 3.

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Instruction:</b>  Full Inclusion  Delivery of instruction via take-home Back-Pack to avoid regression during extended breaks	Special Education Teachers, Administrators	April 2024	Title 1	Teacher Created Materials Take-Home Backpack 40 @\$54.99 each \$2,199.60 Pre-and Post Assessment

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**DELETE INFO THAT DOES NOT APPLY.**

6th -8th: Assessments Embedded in Louisiana Guidebooks (weekly), iReady Diagnostics (quarterly), and iReady Standards Mastery Assessments (monthly)

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

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development	
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>



<p><b>Professional Development: (Consider linking your ILT Long Range Plan)</b></p> <ul style="list-style-type: none"> <li>● Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by             <ul style="list-style-type: none"> <li>○ ELA</li> <li>○ Math</li> <li>○ Science</li> <li>○ Social Studies</li> </ul> </li> <li>● Math Lead Teachers will ...</li> <li>● ELA Lead Teachers will ...</li> <li>● Instructional coach (if applicable) will ...</li> <li>● <b>SEL</b> (<i>What professional development is needed to ensure faculty members are able to implement the MTSS plan?</i>)             <ul style="list-style-type: none"> <li>● SEL</li> <li>● Academics</li> <li>● Behavior</li> </ul> </li> <li>● <b>Non-Core Academics</b></li> </ul>				
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<b>MULTI-TIERED SYSTEM OF SUPPORT</b>			
<input type="checkbox"/> <b>Student Achievement</b>	<input type="checkbox"/> <b>Exemplary Customer Service</b>	<input type="checkbox"/> <b>Operational Excellence</b>	<input type="checkbox"/> <b>Employee Development</b>
<p><b>SEL Foundation for MTSS Success</b></p> <p>Using the CASEL Indicators (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making Skills) for Schoolwide SEL, identifying which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:</p>			

For the 2023- 2024 school year, schools will be asked to select one component from two different focus areas that have been highlighted  
**SEL Instruction:** Schools will select either SEL **integrated into Academics** or **Explicit SEL instruction** School teams will work with the MTSS department and their principal supervisors to select the category that best fit the needs of their campuses.  
**Supportive Environments:** Schools will select either **Supportive Discipline** or **Supportive School and Classroom Climates**.  
**Smartie: Specific, Measurable, Attainable, Realistic, Time-Bound, Inclusive, Equitable**

Indicator Focus Area 1:		Indicator Focus Area 2:	
S		S	
M		M	
A		A	
R		R	
T		T	
I		I	
E		E	
Goal Statement:		Goal Statement:	

**Academic & Behavioral Tiered Supports Defined**

Outline what academic and behavioral supports your school will provide. Are there any specific strategies?

Academic Systems	Behavior/Social Emotional Systems
Tier I	

Tier II	
Tier III	

**Monitoring Interventions**

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

**Scheduling**

**Mandatory:**

What is the designated time for Explicit SEL Instruction?

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

**Planning for the Future:**

How can individualized learning time (ILT) be scheduled for students throughout the school year? (ILT--a time set aside for students to work independently on learning goals, online programming, etc.)

**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			
	Responsible	Ownership	Always Safe	Respectful
Classroom				

<b>Hallway</b>	Move quickly to your destination		Walk on the right side	Remain silent
<b>Cafeteria</b>				
<b>Restroom</b>				
<b>Bus</b>	Sit in your assigned seat	Listen to the bus driver's directions	Walk quickly whenever your bus is called	Obey duty teachers' instructions before exiting and entering bus
<b>Arrival/Dismissal</b>				

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

<p><b>PARENT AND FAMILY ENGAGEMENT</b>  <b>ELA, Mathematics, Science, Social Studies, and Non-Core Academics</b></p>			
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development

<p><b>Action Steps and Audience</b>                      The plan must include a minimum of three activities that promote parent and family engagement. One activity must be held at the beginning of the year, another during the middle of the year, and another at the end of the year.                      Include Subgroups - Aligned to the Strategies</p>	<p>Persons Responsible</p>	<p>Target Date(s)/Timeline</p>	<p>Materials/Resources Funding Source(s) and Cost</p>	<p>Documentation</p>
<ul style="list-style-type: none"> <li>● OMS Progress Report Open House</li> <li>● Positive Morning at OMS in collaboration with Dads &amp; Kids</li> <li>● Progress Report/ ELA &amp; MathFamily Night</li> </ul>	<p>Parent Action Team Administration</p> <p>Parent Action Team Administration</p> <p>School Improvement Team, Administration</p>	<p>9/14/23</p> <p>12/5/23</p> <p>12/6/23</p>	<p>NA</p> <p>N/A</p> <p>Refreshments \$101.09</p>	<p>Sign in sheet, Conference request form, Agenda, slidedeck presentation</p> <p>Sign in sheet, Conference request form, Agenda, slidedeck presentation</p>
<p><b>COMMUNICATION</b>                      (Effective forms of school-to-home &amp; home-to-school communications about school programs, school performance &amp; student progress)</p>	<p>Mrs. Charles</p>	<p>Aug. 2023-May 2024</p>	<p>Title 1 Parent involvement Allocation \$1,219.00</p>	<p>Parents will be informed of school events and</p>

Thrillshare, JCAMPUS Class DoJo, <b>Student Agendas/Planner</b>	Mrs. Eaglin Teachers Parent Educator		student progress.  Parents will be informed of daily assignments and student progress
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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?

<b>MTSS Plan Overview</b>	
<b>Academic Programs &amp; Interventions</b>	
<b>SEL &amp; Behavior Interventions</b>	

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

## Instruction by Certified Teachers – Certified Teacher Recruitment

**(Schoolwide Component 3)**

<b>District Goal(s):</b>	To reach a goal of 100% certified teachers.
<b>School Objective(s):</b>	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.

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
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Action Steps	Persons Responsible	Target Date(s)/Timeline	Materials/Resources Funding Source(s) and Cost	Documentation

### Transition to Next Level School Programs

(Schoolwide Component 7)

Choose Appropriate Level

- Preschool to Elementary School
- Elementary School to Middle School
- Middle School to High School
- High School to Post-Secondary/Professional Careers

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence		<input type="checkbox"/> Employee Development
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation


**Principal Supervisor Quarterly Review**

<b>Quarter #1 Date:</b>	<b>Evidence and Resources Reviewed</b>	<b>Potential Adjustments</b>
<b>Quarter #2 Date:</b>	<b>Evidence and Resources Reviewed</b>	<b>Potential Adjustments</b>
<b>Quarter #3 Date:</b>	<b>Evidence and Resources Reviewed</b>	<b>Potential Adjustments</b>
<b>Quarter #4 Date:</b>	<b>Evidence and Resources Reviewed</b>	<b>Potential Adjustments</b>



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