



Breaux Bridge Elementary
2026- 2027
Schoolwide Plan at a Glance

GROW Goals & Plans	
Long-term Goal:	Bottom 25% subgroup students in grades 3–5 will achieve target growth on state/district assessments, and 100% of students in subcategories identified as Weak (51.88% Weak in Major Content, 60.41% Weak in Evaluate, 42.66% Weak in Reading Literary Text) will make documented skill growth
Short-term Goal:	By December 2026, students receiving targeted intervention in high-need subcategories will show a 5% increase in proficiency on district common assessments and i-Ready benchmarks.
Action Steps:	ILT/PLCs analyze data weekly to target bottom 25% students in ELA and Math; implement High-Dosage Tutoring and Response to Intervention (RTI) periods; plan standard-aligned Tier 1 scaffolding and differentiate instruction based on LEAP subcategory weaknesses.
GROW Goals & Plans (Attendance)	
Long-term Goal:	Reduce overall unexcused absences and decrease chronic absenteeism across grades 3–5
Short-term Goal:	Maintain student daily attendance at 93% or higher during the first semester through structured monitoring and tiered intervention.
Action Steps:	Review attendance dashboards weekly; implement classroom attendance incentives and celebrations; hold SBLC/MTSS meetings and parent conferences for attendance barriers; issue 3-, 5-, and 10-day truancy warning letters.
GROW Goals & Plans (Discipline)	
Long-term Goal:	Reduce major behavior referrals and out-of-school suspensions by implementing proactive schoolwide behavior supports.
Short-term Goal:	By the end of the first semester, total major behavior referrals will decrease by at least 10% compared to previous quarters.
Action Steps:	Identify referral trends and top behavior codes in staff PLCs; implement Tier 1 PBIS classroom management and targeted MTSS behavior interventions; increase administrative and teacher visibility during key transitions

ACHIEVE Goals & Plans (ELA)
Long-term Goal: Increase the percentage of 3rd–5th grade students scoring Mastery or Advanced (Mastery+) on the ELA LEAP assessment.
Short-term Goal: Reduce the percentage of students in the "Weak" ELA Writing (currently 60.75%) and ELA Reading (41.30%) subcategories by at least 5% on district benchmarks.
Action Steps: Conduct weekly PLCs to analyze student writing samples and LEAP 360/Louisiana Guidebook data; integrate daily writing-to-text; conduct instructional walkthroughs with targeted teacher feedback on reading stamina.
ACHIEVE Goals & Plans (Math)
Long-term Goal: Increase the overall Math Mastery+ rate on the LEAP assessment from 19.80% (17.75% Mastery, 2.05% Advanced).
Short-term Goal: Decrease the percentage of students scoring Weak in Major Content (currently 51.88%) and Solve Problems with Any Operation (53.33%) by 5% on mid-year assessments.
Action Steps: Teachers and district math coaches collaborate in PLCs to plan multi-step reasoning lessons; analyze i-Ready and district common assessments bi-weekly; deliver small-group remediation for identified skill gaps.
ACHIEVE Goals & Plans (Science)
Long-term Goal: Increase the overall Science Mastery+ rate on the LEAP assessment from 12.63% (10.24% Mastery, 2.39% Advanced).
Short-term Goal: Reduce the percentage of students scoring Weak in "Evaluate" (currently 60.41%) and "Reason Scientifically" (51.88%) by 5% on unit assessments.
Action Steps: Implement PhD Science with fidelity; analyze student exit tickets and science assessments in PLCs twice monthly; engage in PD sessions focused on Science & Engineering Practices.
ACHIEVE Goals & Plans (Social Studies)
Long-term Goal: Reduce the Unsatisfactory rate (47.10%) and increase Mastery+ (currently 9.56%) on the Social Studies LEAP assessment.
Short-term Goal: Increase student proficiency on common formative unit assessments through targeted instruction on Examining Sources and Expressing Claims (currently 72.01% Weak).
Action Steps: Administer at least two common formative assessments per unit; review source-analysis data in PLCs to address weaknesses; utilize district social studies coach support for standard alignment.

