St. Martin Parish School System

Title I Schoolwide Plan
Breaux Bridge Jr. High

Grade Level: 6-8
Address: 100 Martin Street
Principal's Name: Lisa Sylvester **School Phone Number: 337-909-3001**
Principal's Email Address: lisa_sylvester@saintmartinschools.org

2026 - 2027

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School Vision and Mission Statement 8

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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, is 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.

Lisa Sylvester — 8/28/2026

Principal — Date

Executive Director — Date

Faculty and Staff Review

Date	Name	Position	Signature

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	Lisa Sylvester	Principal	
	Coy Darby	Assistant Principal	
	Semecia Tiller	Curriculum Coordinator	
	Camille Ardoin	Behavior Strategist/SEL Facilitator	
	Shadonne Jones	Teacher Science	
	Ann Brewer	Teacher Soc. Studies	
	Havana Broussard	Teacher ELA	
	Pam Celestine Lee	Teacher Math	
	Amanda Landry	Teacher Math	
	Angela Morris	Teacher Science	
	Tyler Smith	Teacher Soc. Studies	
	Kristyn Champagne	Sp. Ed. Teacher	
	Ashlynn Tate	Sp. Ed. Teacher	
	Grace Venable	Teacher Math	
	Nichole Viator	Teacher ELA	
	Patricia Richard	Teacher ELA	
	Jason Goessl	Teacher Physical Ed./Soc. Studies	
	Macey Boyd	Teacher Physical Ed./Soc. Studies	
	Junius Egby	Teacher Soc. Studies/Comp. Science	
	Tim Collier	Teacher Science	
	~~Carolyn~~ Catherine Boudreaux	Teacher Sp. Education	
	Angela Recce		

Faculty and Staff Review

Date	Name	Position	Signature

	Adrianna Bautista	Teacher Spanish	
	Warren Milson	Teacher Band	
	Danitra Alexander	Secretary	
	Rashonda Davis	Cafeteria Manager	
	Whitley Ozene	Cafeteria Technician	
	Kailee Maturin	Cafeteria Technician	
	Cecile Angelle	Cafeteria Technician	
	Tiffany Marcell	Custodian 10 month	
	Tricia Lardge	Custodian 10 month	
	Carlton Randall	Custodian 12 month	
	Barbara Tyler	Bus Driver	
	Diane Cormier	Bus Driver	
	Missy Hypolite	Sp. Ed. Paraprofessional	
	Courtney Deveaux	Sp. Ed. Paraprofessional	
	Denise Simon	LPN Sp. Ed. Paraprofessional	
	Becky Guidry	Bus Driver	
	Bliss Guidry	Bus Aide	

Faculty and Staff Review

Date	Name	Position	Signature
	Erin Darby	parent	

St. Martin Parish School System Vision and Mission Statements

Vision: Ground and inspire the St. Martin school community with a district-wide vision that promotes the success of all students, embraces equity, and energizes students, staff and families.

Mission: The St. Martin Parish School District will provide quality educational experiences while utilizing a TEAM approach with all stakeholders focused on SUCCESS.

School Vision and Mission Statements

Vision:

Mission:

Data Portfolio - Title I Schoolwide Programs: *Component 1*

Comprehensive Needs Assessment Data

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

Stakeholder	Data Types			
	Cognitive	*Attitudinal*	*Behavioral*	*Archival*

Administrators		• *Administrator Evaluation*	• *Attendance Rate*	• *Demographic Data*
Teachers		• *Teacher Focus Group* • *Teacher Survey* • *Climate and Culture Survey*	• *Classroom Observations* • *Walkthroughs* • *Attendance Rate*	• *Demographic Data*
Students	• *LEAP 2025* • *iReady* • *LEAP 360* • *District Benchmark Assessments* • *SRI* • *ZEARN Lift* • *Lexia*	• *Student Survey* • *Student Focus Group*	• *Classroom Observations* • *Walkthroughs* • *Discipline Rates* • *Attendance Rates*	• *School Report Card* • *Demographic Data* • *Subgroup Component Data*
Parents		• *Parent Survey* • *Parent Focus Group*	• *Attendance Rates (school participation)*	• *Demographic Data*

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

Comprehensive Needs Assessments for SY 2024-2025 Title I Schoolwide Planning

Strengths and Weaknesses are derived from cognitive student data: the "**what.**" Strengths and Weaknesses determine areas of focus – lead to goals 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).

A schoolwide program shall include a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in Public Law 107-110 - Section 1111(b)(1). The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

STRENGTHS

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

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	6th Grade overall achievement levels in ELA is vocabulary 53.9 %; Informational Text 48.2%; Literary Text 39.5%	Spring LEAP 2026
2.	7th Grade overall achievement levels in ELA is Vocabulary 41%; Informational Text 37%; Literary Text 39%	Spring LEAP 2026
3.	8th Grade overall achievement levels in ELA is	

Part IIa: 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 data of the previously identified strengths:

Contributing Factor:
Domain: Reading Performance Sub domain: Vocabulary/Informational Text/Literary Text
Instrument(s): Classroom observations and LEAP 2026

Data Type:	Findings
1. Cognitive 2. Behavioral 3. Attitudinal	1 . 43 or 53.9% of students scored strong in the area of vocabulary. 39 or 48.2% of students scored strong in the area of Reading Informational Text. 32 or 39.5% of students scored strong in Literary Text. 2. Teachers implemented HQIM with fidelity; Teachers provided small group instruction. 3. According to the Climate and Culture Teacher survey, the educational leader performed regular walkthroughs, provided coaching assistance, mentor/buddy teachers, provided gradebook assignment schedules, and built a strong master schedule which all supported students and teachers.

Contributing Factor:	
Domain: Reading Performance Sub domain: Vocabulary/Informational Text/Literary Text	
Instrument(s): Classroom observations and LEAP 2026	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	**Findings** 1 . 41 or 41% of students scored strong in the area of Vocabulary. 37 or 37% of students scored strong in Informational Text. 39 or 39% of students scored strong in Literary Text. 2. Teachers implemented HQIM with fidelity; Teachers provided small group instruction. 3. According to the Climate and Culture Teacher survey, the educational leader performed regular walkthroughs, provided coaching assistance, mentor/buddy teachers, provided gradebook assignment schedules, and built a strong master schedule which all supported students and teachers.

Contributing Factor:
Domain: Reading Performance Sub domain: Informational Text
Instrument(s): Classroom observations and LEAP 2025

Data Type:	Findings
1. Cognitive 2. Behavioral 3. Attitudinal	1 . 45 students scored strong to moderate in the area of Informational Text 2. Teachers implemented HQIM with fidelity; Teachers provided small group instruction. 3. According to the Climate and Culture Teacher survey, the educational leader performed regular walkthroughs, provided coaching assistance, mentor/buddy teachers, provided gradebook assignment schedules, and built a strong master schedule which all supported students and teachers.

***Must list at least three findings to justify a Contributing Factor** (example shows two).

WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	85% of whole school scored Basic or below in Mathematics	LEAP 2026
2.	85% of whole school scored moderate to weak in Major Content in Mathematics	LEAP 2026
3.	85% of whole school scored Basic or Below in Social Studies	LEAP 2026

Part IIb: 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:	
Domain: Mathematics Sub domain:	
Instrument(s): LEAP 2025	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	**Findings** 1.LEAP 2026 2. Weak 8th Grade Math Teacher: Intensive Assistance Plan 3. HQIM (Ready Math) second year implementation.
Contributing Factor: Effective, rigorous, or quality instruction not implemented.	

Domain: Mathematics Sub domain: Major Content	
Instrument(s): LEAP 2025	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	**Findings** 1.LEAP 2026 2.8th Grade Math Teacher (weak): Intensive Assistance Plan 3. Walkthroughs, Formal Observations, and Final Evaluations

Contributing Factor: Effective, rigorous, or quality instruction not implemented.	
Domain: Social Studies Sub domain:	
Instrument(s): LEAP 2025	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	**Findings** 1.LEAP 2026 2. 6th Grade SS Teacher (weak): Teacher Assistance Plan 3. Walkthroughs, Formal observations, and Final Evaluations

***Must list at least three findings to justify a Contributing Factor.**

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8 **ESSA Schoolwide Plan Requirements 2 and 3**

Core Academics: *ELA, Math, Science, Social Studies*					
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each Core Academic area and the subgroups.***				
Objectives:	BBJH's current year student achievement , as measured by ELA, Math, Science, and Social Studies will meet or exceed 2 growth points in our overall SPS.				
Evidence-Based Strategies:	☒ Data-Driven Decision Making	☐ Response to Intervention	☒ Job-Embedded PD	☐ Technology Integration	☐ Other :

CORE ACADEMICS - ELA	DELETE INFO THAT DOES NOT APPLY Tier 1 Resources: 3-8: Louisiana Guidebooks			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: • ELA teachers will implement the HQIM with fidelity • ELA teachers will participate in weekly teacher collaboration meetings where the NIET 5 steps of learning is implemented. • ELA teachers will participate in district professional development focusing on ELA. • Identified at-risk students will participate in RTI Tier 2 and Tier 3 interventions. • Teachers will provide small group instruction daily (Tier 1) • Students will participate in Accelerate/Enrichment classes focusing on ELA using Commonlit which is a supplementary curriculum and IReady Teacher Toolbox lessons. • **(CIR)** ELA Content Leader will provide support to ELA teachers in the form of coaching, feedback, modeling, and teaching research-based teaching strategies and pedagogies in order to build capacity to strengthen instruction. • **(CIR, UIR Academics)** Mentor Teachers will provide support to undergraduate residents and Post-Bac candidates.	Instructional Leadership Team, teachers, ELA Collaboration Facilitator Coach, RTI tutor,paraprofessionals , Special Ed. teachers, Regular Ed. teachers, Curriculum Coordinator, Assistant Principal, Principal	August 2026 to May 2027	Title 1 materials and supplemental supplies. I Ready Reading licenses RTI tutors Teacher Collaboration Facilitators Mentor Teachers	Lesson plans Walkthrough data Student data teacher data Teacher Collaboration Meeting agendas and signature sheets Teacher Collaboration Facilitators' documented feedback to teachers RTI Tutors signature sheet documentations IReady benchmark data Lexia Powerup Data District Interim Assessment data LEAP 360 data

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

Louisiana Guidebooks Assessments (9/9wks), District Benchmark Assessments, I Ready Progress Monitoring and Benchmarks (3/yr), LEAP 2026, LEAP 360 (Diagnostic, Interim, Practice Test), Lexia Benchmark Data

CORE ACADEMICS - Mathematics	Tier 1 Resources: K-8 READY Math			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: • Math teachers will implement the HQIM with fidelity • Math teachers will participate in weekly teacher collaboration meetings where the NIET 5 steps of learning is implemented. • Math teachers will participate in district professional development focusing on ELA. • Teachers will provide small groups instruction in Math class (tier 1) • Identified at-risk students will participate in RTI Tier 2 and Tier 3 interventions. • **((CIR)** Math Collaboration Facilitator will support Math teachers in the form of coaching, feedback, modeling, and teaching research-based teaching strategies and pedagogies in order to build capacity to strengthen instruction. • **(CIR, UIR Academics)** Mentor Teacher will provide support to undergraduate residents and Post-Bac candidates.	Instructional Leadership Team, teachers, Math Collaboration Facilitator Coach, RTI tutor,paraprofessionals , Special Ed. teachers, Regular Ed. teachers, Curriculum Coordinator, Assistant Principal, Principal	August 2026 to May 2027	Title 1 materials and supplemental supplies. I Ready Math licenses Zearn Lift RTI tutors Math Teacher Collaboration Facilitator	Lesson plans Walkthrough data Student data teacher data Teacher Collaboration Meeting agendas and signature sheets Math Teacher Collaboration Facilitator documented feedback to teachers RTI Tutors signature sheet documentations IReady benchmark data analyzed for student academic improvement District Interim Assessment data Zearn Lift Data LEAP 360

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 - 12th: LEAP 360 3/yr), IReady (3/yr), Ready Math Assessments (9/9wks)

CORE ACADEMICS – Social Studies	Tier 1 Resources: 6th-8th Bayou Bridges			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: • Social Studies teachers will implement the HQIM with fidelity • Social Studies teachers will participate in weekly teacher collaboration meetings where the NIET 5 steps of learning is implemented. • Social Studies teachers will participate in district professional development focusing on Bayou Bridges. • **(CIR)** Educational Leaders will provide support to Social Studies teachers in the form of coaching, feedback, modeling, and teaching research-based teaching strategies and pedagogies in order to build capacity to strengthen instruction.	Instructional Leadership Team, teachers, Educational Leaders, RTI tutors, paraprofessionals, Special Ed. teachers	August 2026 to May 2027	Title 1 materials and supplemental supplies.	Lesson plans Walkthrough data Student data teacher data Teacher Collaboration Meeting agendas and signature sheets Educational Leader documented feedback to teachers District Interim Assessment data

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: LEAP 360, Bayou Bridges and District Benchmark

CORE ACADEMICS – Science	Tier 1 Resources: 6-8 IQWEST			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: • Science teachers will implement the HQIM with fidelity • Science teachers will participate in weekly teacher collaboration meetings where the NIET 5 steps of learning is implemented. • Science teachers will participate in district professional development focusing on Social Studies. • **(CIR)** Educational Leaders will provide support to Science teachers in the form of coaching, feedback, modeling, and teaching research-based teaching strategies and pedagogies in order to build capacity to strengthen instruction. • **(CIR, UIR Academics)** Mentor Teacher will provide support to undergraduate residents and Post-Bac candidates.	Instructional Leadership Team, teachers, RTI tutors, paraprofessionals	August 2026 to May 2027	Title 1 materials and supplemental supplies. Master Teacher	Lesson plans Walkthrough data Student data teacher data Teacher Collaboration Meeting agendas and signature sheets Educational Leaders documented feedback District Interim Assessment data

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: District Benchmark (per 9 wks.)

CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Professional Development: • Teachers will participate in high quality Tier 1 professional development sessions which will be provided by **ELA** o 6th-8th: NIET, ELA Teacher Collaboration Facilitator, and District ELA Master Teacher **Math** o Ready Curriculum and Associates, District Math Teacher, Math Teacher Collaboration Facilitator **Science** • IQWST, District Master Teacher, Educational Leaders **Social Studies** • Bayou Bridges, District Master Teacher, Educational Leaders • **(CIR)** Mentor Teachers and Teacher Collaboration Facilitators, will provide support to teachers in the form of coaching with feedback, instruction in weekly collaboration meetings and district professional development opportunities. • **Discipline** • Assistant Principal and Behavior Strategist will review and share strategies for discipline issues and classroom management. Restorative Practices, PBIS, Conscious Discipline, Second Step, and Ripple Effect.	Instructional Leadership Team, teachers, ELA and Math Teacher Collaboration Facilitators, RTI tutors, special education paraprofessionals, Special Ed. teachers, District, Master Teachers, Behavior Strategist-SEL Facilitator	August 2026 to May 2027	Title 1 materials and supplemental supplies. ($86,502) Certified Teacher SEL RTI Tutor (Full time)	Lesson plans Walkthrough data Student data teacher data Teacher Collaboration Meeting agendas and signature sheets Behavior Strategist documented student sessions & teacher classroom management session documentation District Interim Assessment data District professional development signature sheets

CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Family and Stakeholder Engagement: • Beginning of the year Open House/Title 1 Meeting • Fall Parent-Teacher Conference • Fall ELA Collaboration Night/Title 1 Meeting • Spring Parent-Teacher Conference • Spring Math Collaboration Night/Title 1 Meeting • Teachers will provide parents & caregivers with continuous feedback about student progress • Communication between school and home via: J Calls, Remind, school marque, website, FaceBook site, phone calls, emails, parent letters.	Administrative Team, teachers, tutors, paraprofessionals, RTI tutor, Behavior Strategist	August 2026 to May 2027		Signature sheets, agendas, website notices, Finalsite, teacher logs, FB, J Call logs

Multi-Tiered Systems of Support for Behavior	**Interventions** **Tier 1:** PBIS **Tier 2:** Behavior Strategist-SEL Facilitator **Tier 3:** Behavior Strategist--Restorative Practices

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction: • Teachers will provide instruction to students on our PBIS expectations • Teachers will give a PBIS assessment to students • Asst. Principal will review discipline data with staff monthly • Principal and Assistant principal will participate in monthly sessions with SES to discuss discipline • The Administrative Team along with the Behavior Strategist will attend professional developments on Restorative Practices. • The Behavior Strategist will provide training to teachers on Restorative Practices • Tier 3 students will be provided with Behavior Support Plans and Restorative Check/ins and outs. • Tier 2 students will be provided with Behavior Contracts				lesson plans gradebook PLC agendas signature sheets Signed Behavior Support plans Signed behavior contracts Restorative Check ins signature sheets Student RTI logs

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):
PBIS (2/year), behavior tracking (daily) via Google Sheets

Instruction by Certified Teachers – Certified Teacher Recruitment

(Title I Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
School Objective(s):	To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
District Level • **(CIR & UIR Academics)** Schools will partner, as appropriate, with University of Louisiana at Lafayette and TEACH America in order to meet the school's workforce needs. • **(CIR & UIR Academics)** Mentor Teachers will … to undergraduate residents and Post-Bac candidates. • **Non-Certified** • **REACH University (Paraprofessionals)**	Principal, Assistant Principal, Human Resource Dept.	Ongoing	General Funds	TATS, mentor teacher documentation, Praxis scores, teacher certification licenses

Transition to Next Level School Programs

(Title I Schoolwide Component 7)

Choose Appropriate Level

- ☐ **Primary to Elementary School**
- ☐ **Elementary School to Middle School**
- ☐ **Middle School to High School**

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Graduation Pathways Parent Information Meetings (Fall) , Information Packets (Spring)	Administrators, Teachers, paraprofessionals, RTI Tutor, Behavior Strategist	August 2026-May 2027		Signature Sheets, Remind, Flyers, FaceBook, Website, Finalsite, JCalls

ESSA – Schoolwide Plan Requirements

ESSA requires three actions that are essential for effective implementation of a schoolwide program:

Schoolwide Program Requirements

1. Conduct a comprehensive needs assessment
2. Prepare a comprehensive schoolwide plan
3. Annually evaluate the schoolwide plan

Steps to Developing a Comprehensive Schoolwide Program Plan

1. Collaboration: Develop with the involvement of parents, community and school personnel

2. Monitoring and Revising: SW plan will remain in effect for duration of school's Title I participation

3. Accessibility: Make SW Plan available to LEA, parents and public in an understandable format and (as practicable) in a language parents understand

4. Coordination: Develop in coordination and integration with other Federal, State, and local services including ESSA programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education programs, career and technical education programs. The plan must also incorporate any Comprehensive or Targeted Support & Improvement activities required.

5. Comprehensive Needs Assessment: CNA must be based on academic achievement information about all students in the school, particularly the needs of those children failing/at-risk of failing to meet challenging state academic standards. The intent of this assessment is to help the school understand the subjects and skills for which teaching and learning need to be improved.