Saint Rose Elementary

Phase X
2023-2026

Year One (1) of Three (3)
2023-2024

District Mission Statement	School Mission Statement
The mission of St. Charles Parish Public Schools is to develop empathetic, involved, productive, and responsible citizens by providing every student high-quality educational opportunities that empower each to become enthusiastic life-long learners.	The mission of St. Rose Elementary is to **empower** students to reach their full potential and become life-long learners in order to make a positive impact on society.
District Vision Statement	**School Vision Statement**
In pursuit of excellence and equity, St. Charles Parish Public Schools provides a high-quality education that prepares students with the knowledge, skills, and values required to become productive global citizens.	At St. Rose Elementary, we are committed to ensuring a solid academic and social-emotional foundation for future readiness.
District Belief Statements	**School Belief Statements**
We believe... ● education is society's first Goal. ● all students can learn. ● open and honest communication and collaboration between school, home, and community build trust. ● it is imperative to educate the whole child academically, socially, and emotionally to be future ready. ● engaging in challenging and relevant work allows students and staff to meet high expectations and achieve success. ● embracing diversity fosters a culture of acceptance. ● in providing inclusive and equitable opportunities for all. ● excellence is worth the cost.	At St. Rose Elementary, we will: ● maintain open and honest communication and collaboration between school, home, and community to build trust. ● monitor each students' learning to inform and improve instruction. ● work collaboratively and take collective responsibility for the success of each student. ● hold ourselves accountable for student learning and developing each students' potential. ● engage in meaningful professional learning for continuous improvement. ● expect excellence.

District Customer Excellence Standards

You and I...
- We are committed to knowing, fulfilling and sharing the district's Vision daily.
- We are professional at all times, treating all in a respectful and helpful manner.
- We are all vital to the success of the district; therefore, collaboration, communication and ongoing professional development are expected and supported.
- We contribute ideas that improve the service provided to our customers.
- We work together as a team to find positive solutions when service concerns arise.
- We handle all communication (phone calls, emails, visitors, etc.) in a timely, professional and respectful manner. We identify ourselves, provide accurate information and respond to our customers' needs.
- We take pride in our workplace and dress for success according to our job responsibilities.
- We are all responsible for providing a safe environment for all of our customers.
- We are ambassadors for the district as demonstrated in our actions and words at all times.

St. Rose Elementary

St. Charles Parish Public Schools
District Goals and Priorities

Goal	Priorities	System-Based Team Facilitators
Goal A – Student Achievement ***To prepare students for success in postsecondary education, careers, and life***	● Ensuring kindergarten readiness so students enter school ready to learn ● Ensuring each student learns at high levels ● Develop strong pathways to college, career, and workforce	**Becky Weber** Erin Granier
Goal B – Student Well-Being and Belonging ***To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being & belonging***	*Ancillary Services* ● Providing safe and efficient transportation ● Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments *Student Support* ● Develop SEL competencies within our students ● Provide support for students through the Comprehensive School Counseling Program ● Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post – secondary options *Student Services* ● Enhancing children's wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions ● Implementing programs and services that support children academically, socially, emotionally & physically *Student Opportunities* ● Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees	**Karen Boudreaux** Jerry Smith Teresa Brown Tamika Green Kade Rogers
Goal C – Diverse, Effective, and Engaged Employees ***To employ and develop high quality staff and provide resources to support employee success***	● Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce ● Developing an effective workforce focused on continuous improvement ● Retaining a diverse, engaged, and effective workforce ● Increase employee health and wellness	**John Smith** **Scott Cody** Tresa Webre

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St. Charles Parish Public Schools
District Goals and Priorities (continued)

Goal D – Resource Allocation *To identify and maintain resources in an equitable manner that support and enhance student success and employee growth*	**Finance** ● Maintaining responsible fiscal stewardship at the District and school level ● Providing competitive employee salaries, consistent with the needs for recruitment and retention, and fiscal prudence ● Providing a cost-effective employee benefit package ● Maintaining sufficient fund balance to address financial contingencies and uncertainties ● Reduce property and workers' compensation insurance costs **Technology** ● Providing equitable technology resources that enhance student learning and administrative efficiencies ● Protecting district networks and data ● Supporting stakeholders with current and future technology endeavors	**Al Suffrin** **Ray Gregson** Ronald White Stephanie Steib
Goal E – Facilities Management *To build and maintain psychologically and physically safe, clean, and supportive learning environments*	**Facilities** ● Designing and maintaining facilities to support student and employee success ● Developing and implementing standards and processes for effective and efficient operations **Safety** ● Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees **Athletics** ● Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees	**Art Aucoin** **Ellis Alexander** John Rome
Goal F – Stakeholder Investment *To promote and develop meaningful engagement between students, families, business community and the school system.*	● Increasing and varying communication with stakeholders ● Increasing educational access and opportunity within the community ● Enhancing the English Language Learner Program	**Ellis Alexander** Angelle Babin David Schexnaydre

St. Rose Elementary

School Governance

School Success Team

Name	Title/Role	Name	Title/Role
Shonda Honor-Harris	Principal	Shelly Pilie	First Grade Team Leader
Tricia Growl	Assistant Principal	Keiana Alvis-Foster	Second Grade Team Leader
Antoinette Nassar	Assistant Principal	Jill Bracey	Third Grade Team Leader
Tiffany Walsh	Assistant Principal	Jeanie Savoie	Fourth Grade Team Leader
Robynn Melan	Chairperson	Theresa Macaluso	Fifth Grade Team Leader
Maria Cruz-Johnson	Pre Kindergarten Team Leader	Madison Baer	Enrichment Team Leader
Macy Aucoin	Kindergarten Team Leader	Lydia Evans	Interventionist Team Leader
Tia Reynolds	Family Literacy Teacher	Haley Frickey	SPED Team Leader

Saint Rose Elementary Support Committees

Goal A Student Achievement -make coverage schedule -email to notify people after June 8 -ask old members to return books -tell existing members to keep books -talk with Paula about a game plan for meetings	Goal B Student Well-Being and Belonging -make coverage schedule -email to notify people after June 8 -talk with Jamie about our focus and purpose	Goal C Diverse, Effective, and Engaged Employees	Goal E Facilities Management (Safety and Athletics)	Goal F Stakeholder Investment
Guiding Coalition	*SEW/Discipline Team*	*SST*	*Safe Schools*	*SST*
Shonda Honor-Harris	Shonda Honor-Harris	Shonda Honor-Harris	Shonda Honor-Harris	Shonda Honor-Harris
Tricia Growl	Tricia Growl	Tricia Growl	Tricia Growl	Tricia Growl
Antoinette Nassar	Antoinette Nassar	Antoinette Nassar	Antoinette Nassar	Antoinette Nassar
Tiffany Walsh	Tiffany Walsh	Tiffany Walsh	Tiffany Walsh	Tiffany Walsh
Christy Gaudet	Robynn Melan	Robynn Melan	Sonya Robinson	Robynn Melan
Joni Beal	Ashley Malbroux	Maria Cruz-Johnson	Mary Bunch	Maria Cruz-Johnson
Leigh Gaubert	Jamie Mason	Macy Aucoin	Zusel Nabut	Macy Aucoin
Ruth Fahrig	Katie Gabriel	Alexa Engolia	Meagan Thompson	Alexa Engolia
Alissa Cadella	Denise Peniado	Keiana Alvis-Foster	Denise Peinado	Keiana Alvis-Foster
Abigail Ferrera	Gia Reynaud	Jill Bracey	Jacob Thompson	Jill Bracey
Heidi Friloux	Gabby Champagne	Jeanie Savoie	Robin Davis	Jeanie Savoie
Haley Frickey	Sonya Robinson	Theresa Macaluso	Alicia Baker	Theresa Macaluso
Amanda Mire		Madison Baer	Toni Nedd	Madison Baer
Wendy Sievers		Lydia Evans		Lydia Evans
Margaret Boos		Haley Frickey		Haley Frickey
		Miriam Rosa		Miriam Rosa
		Marissa Brown **		Micah Malbroux **

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Saint Rose Elementary School
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement ● ***Support K readiness*** ● ***Ensuring each student learns at high levels*** ● ***Develop pathways to college, career, and workforce***	● PELI:Notable increase in the % of three (4) year old students meeting widely held expectations on PELI. ● The end of year Acadience Reading composite scores for students *see below	● 64% of the stakeholders attended Parent-Teacher Conferences ● 49% of the staff feel Professional Development is a good use of time and helps me improve my teaching ● 29% of the teachers at my school feel they have autonomy in teaching curriculum

School Strengths (continued)

Acadience EOY Composite Scores
Percent of Students at or above Benchmark

Kindergarten	78%
First Grade	67%
Second Grade	60%
Third Grade	67%
Fourth Grade * of the students tested	60%

● 72% of students (33 students) being serviced through iReady met typical growth
● 89% of teachers were ""Effective Proficient" or higher on Compass during the Fall 2022
● "Teacher fairly grades and evaluates my work." - 4.41
● "Teacher provides me with information about my learning and grades." - 4.44
● "My school prepares me for success in the next school year."- 4.44
● "Teachers have high expectations for me."- 4.26
● "My child's school has high expectations for students. "- 94%
● "My child's teacher gives work that challenges my child." - 91%
● "My child's teacher provides curriculum and learning experiences that meets his/her needs." -88%

School Challenges (continued)

ELA
LEAP 2025
Percent of Students at Each Achievement Level

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
3rd	3	27	31	18	20
4th	4	29	32	20	15
5th	0	29	52	17	2

MAth
LEAP 2025
Percent of Students at Each Achievement Level

	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
3rd	6	24	40	20	10
4th	7	26	32	25	11
5th	1	10	22	47	20

	● "My child's teacher helps me to understand my child's progress." - 86%	

Supporting Data

Acadience Reports
iReady
Stakeholder Survey
Upbeat Survey
Parent Teacher Conference Data
COMPASS data *
PELI Data

District Goal	District Objective(s)
Ensuring kindergarten readiness so students enter school ready to learn	Kindergarten students on/above grade level on BOY Acadience reading will meet or exceed 95%

School Goal	School Objective(s)
Ensuring kindergarten readiness so students enter school ready to learn	**Year 1** 85% of kindergarten students who attended SCPPS pre-kindergarten program will achieve 85% on BOY screening
	Year 2
	Year 3

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	

1. **Support the implementation of standards-aligned curricula.**
○ Selected Content Leader for prekindergarten to participate on the district team and support:
  ○ understanding of essential learning
  ○ where essential learning is taught with the curricula and the vertical alignment of essential learning
  ○ understanding common assessments and the success criteria
  ○ improve <u>teacher practice</u> through the analysis of student work and study of science of reading (individual teacher practice, collective capacity, and areas of curricula that are problematic for students)
  ○ improve <u>student results</u> through the analysis of student work (identify students in need of intervention or enrichment)
  ○ providing support to subgroup populations who are not performing on grade level
  ○ ongoing collaboration of student performance between classroom and sped teachers
  ○ understanding of TS Gold objectives, dimensions, and indicators
	School Funds	a. May 2023-May 2024
		
		a. PLC minutes/Agendas
		b. Sign-in Sheets
		c. Teacher language and intentional focus on student growth
		d. Implementation of effective differentiated lessons (questions 2 & 4 of PLC guiding questions)
		
		Research based evidence:
		(DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016)
		
		(https://www.allthingsplc.info/. *All Things PLC, All In One Place*, 2023)
			Administration
			
			Teachers
			
			Coach

District Goal	District Objective(s)
Ensuring each student learns at high levels (Math)	- The percentage of students in grades 3-5 scoring at or above the Mastery level on LEAP 2025 will meet or exceed 75%

School Goal	School Objective(s)

Ensuring each student learns at high levels (Math)

Year 1

LEAP 2025 Mastery and Above will meet or exceed 75%		
	Baseline 2022-2023	2023-2024
Math	25%	

Year 2

Year 3

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible

1. **Build capacity of school to support the implementation of Professional Learning Communities**
   a. Select participants to become certified turnaround trainers through the Coaching Academy (6 days of training through Solution Tree) and debrief learning with the Guiding Coalition
   b. Develop a school based Guiding Coalition to engage in ongoing professional learning (book: Learning By Doing/articles)
   c. Establish and refine the roles of the school Guiding Coalition
   d. Meet monthly to support team learning and build capacity
   e. Begin implementing protocols and processes of PLCs
	Title I funds
	
	School funds
		a. May 2023-May 2024
		
		a. PLC minutes/Agendas
		b. Sign-in Sheets
		c. Teacher language and intentional focus on student growth
		d. Implementation of effective differentiated lessons (questions 2 & 4 of PLC guiding questions)
		Research based evidence:
		(DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016)
			Administration
			
			Teachers
			
			Interventionists
			
			Coach

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2. Support the implementation of standards-aligned curricula. a. Select Content Leaders for Math to participate on the district team and support: 　i. understanding of essential learning 　ii. where essential learning is taught with the curricula and the vertical alignment of essential learning 　iii. understanding common assessments and the success criteria 　iv. improve <u>teacher practice</u> through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students) 　v. improve <u>student results</u> through the analysis of student work (identify students in need of intervention or enrichment) to benefit students performing below grade level 　vi. providing support to subgroup populations who are not performing on grade level 　vii. ongoing collaboration of student performance between classroom and sped teachers b. Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home 　i. provide F.A.C.T Sessions at each grade level anchored in Math Tier I curriculum c. Support teachers in implementing Eureka Math^2 Curriculum 　i. participate in district provided professional learning 　ii. collaborate with Content Team Math Member, ITCs, and administration on the planning for and implementation of Eureka Math ^{2} 　iii. Analyze student data to determine the effectiveness of lessons and strategies to reflect on teacher		a. May 2023-May 2024 a. Meeting Minutes, weekly b. Observations, bi-monthly c. Student results, as paced (possible use [tracking form](#)) **Researched Based Evidence**: Louisiana Academic Standards K-2 (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016) Eureka Math 2 resource and instruction (Weisskirk, L., O'Bryon, E. *5 Ways to Engage Families Around Student Learning (and why you should!* 2021)	Administration Teachers Interventionists Coaches
3. Respond to evidence of student learning through intervention, extension, and enrichment. a. Support teachers in responding to curricula data 　i. meet in weekly PLT meetings to analyze and determine instructional steps based on data 　ii. Flex group students to provide strategic/focused interventions and allow for extension opportunities 　iii. Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction 　iv. Explore ways to refine support for students not mastering essential learning	School funds	a. August 2023-May 2024 a. Observations, bi-monthly Student results, as paced Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments Bi-weekly data reviews Meeting Minutes, weekly Progress log reflecting fluency, accuracy, and retelling	Administration Teachers Interventionists Coaches

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b. intervene with strategic, intensive, *in the moment* feedback and support during instruction c. collaborate to determine the students' greatest needs using the core and intervention strategies to provide instructional support directly aligned with the student's skill deficit and grade-level standard. d. create opportunities for acceleration for all students particularly for those who are on or above grade level e. allow teachers/interventionists to frontload by assessing students with upcoming units to determine where instruction will be needed the most	b. Research supports Visible learning? Clearing House?, acceleration article (Michigan education) c. Acceleration focuses on preparing students for success with upcoming learning **Researched Based Evidence**: (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016) (Hattie, J., *Visible Learning -Effective Feedback, (*page 173), 2009)

District Goal	District Objective(s)
Ensuring each student learns at high levels- **LITERACY**	Students on/above grade level on Acadience reading will meet or exceed 95%

School Goal	School Objective(s)

School Goal (cont.)	School Objective(s) (cont.)
Ensuring each student learns at high levels **(Literacy)**	**Year 1** ● 80 % of kindergarteners will meet or exceed the benchmark performance on the DIBELS Next screener ● 80 % of 1st graders will meet or exceed the benchmark performance on the DIBELS Next screener ● 75% of 2nd graders will meet or exceed the benchmark performance on the DIBELS Next screener ● 70 % 3rd graders will meet or exceed the benchmark performance on the DIBELS Next screener

LEAP 2025 Mastery and Above will meet or exceed 75%		
	Baseline 2022-2023	2023-2024
ELA	31%	

Year 2

Year 3

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	

1. **Respond to evidence of student learning through intervention, extension, and enrichment.**
  a. Support teachers in responding to screener, diagnostic and curricula data
    i. meet in weekly PLT meetings to analyze and determine instructional steps based on data
    ii. Flex group students to provide strategic/focused interventions and allow for extension opportunities
    iii. Progress monitor student growth to ensure
	School funds	a. August 2023-May 2024	Administration
			
			Teachers
			
			Interventionists
			
			Coaches

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acceleration of learning is occurring and determine individual needs to adjust instruction
 	
   iv. Explore ways to refine support for students not mastering essential learning
b. intervene with strategic, intensive, *in the moment* feedback and support during instruction
c. collaborate to determine the students' greatest needs using the core and intervention strategies to provide instructional support directly aligned with the student's skill deficit and grade-level standard.
d. create opportunities for acceleration for all students particularly for those who are on or above grade level
e. allow teachers/interventionists to frontload by assessing students with upcoming units to determine where instruction will be needed the most
		a. Observations, bi-monthly
		    Student results, as paced
		    Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments
		    Bi-weekly data reviews
		    Meeting Minutes, weekly
		    Progress log reflecting fluency, accuracy, and retelling
		b. Research supports Visible learning? Clearing House?, acceleration article (Michigan education)
		c. Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth.
		
		Researched Based Evidence:
		(DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016)
		
		(Serravallo, J. *The Literacy Teacher's Playbook Grades K-2,* 2014)
		
		CKLA resource (Tier 1 Instruction)
		
		(Hattie, J., *Visible Learning -Effective Feedback, (*page 173), 2009)	

2. **Build capacity of school to support the implementation of Professional Learning Communities**
   a. Select participants to become certified turnaround trainers through the Coaching Academy (6 days of training through Solution Tree) and debrief learning with the Guiding Coalition
   b. Develop a school based Guiding Coalition to engage in ongoing professional learning (book: Learning By Doing/articles)
   c. Establish and refine the roles of the school Guiding Coalition
   d. Meet monthly to support team learning and build capacity
   e. Begin implementing protocols and processes of PLCs
	Title I funds
	
	School funds
		a. May 2023-May 2024
		
		a. PLC minutes/Agendas
		a. Sign-in Sheets
		b. Teacher language and intentional focus on student growth
		c. Implementation of effective differentiated lessons (questions 2 & 4 of PLC guiding questions)
		Research based evidence:
		(DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016)
		
		(https://www.allthingsplc.info/. *All Things PLC, All In One Place*, 2023)
			Administration
			
			Teachers
			
			Interventionists
			
			Coaches

3. **Support the implementation of standards-aligned curricula.** d. Select Content Leaders for Math to participate on the district team and support:	School funds	a. May 2023-May 2024 a. Meeting Minutes, weekly	Administration Teachers

i. understanding of essential learning ii. where essential learning is taught with the curricula and the vertical alignment of essential learning iii. understanding common assessments and the success criteria iv. improve <u>teacher practice</u> through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students) v. improve <u>student results</u> through the analysis of student work (identify students in need of intervention or enrichment) to benefit students performing below grade level vi. providing support to subgroup populations who are not performing on grade level vii. ongoing collaboration of student performance between classroom and sped teachers e. Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home i. provide F.A.C.T Sessions at each grade level anchored in Math Tier I curriculum f. Support teachers in implementing Eureka Math[2] Curriculum i. participate in district provided professional learning ii. collaborate with Content Team Math Member, ITCs, and administration on the planning for and implementation of Eureka Math [2] iii. Analyze student data to determine the effectiveness of lessons and strategies to reflect on teacher		b. Observations, bi-monthly c. Student results, as paced (possible use <u>tracking form</u>) **Researched Based Evidence**: Louisiana Academic Standards K-2 (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016) Eureka Math 2 resource and instruction (Weisskirk, L., O'Bryon, E. <u>*5 Ways to Engage Families Around Student Learning (and why you should!*</u> 2021)	Interventionists Coaches
4. Respond to evidence of student learning through intervention, extension, and enrichment. f. Support teachers in responding to curricula data i. meet in weekly PLT meetings to analyze and determine instructional steps based on data ii. Flex group students to provide strategic/focused interventions and allow for extension opportunities iii. Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction iv. Explore ways to refine support for students not mastering essential learning g. intervene with strategic, intensive, *in the moment* feedback and support during instruction h. collaborate to determine the students' greatest needs using the core and intervention strategies to provide instructional support directly aligned with the student's skill deficit and grade-level standard.	School funds	a. May 2023 - May 2024 b. Observations, bi-monthly Student results, as paced Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments Bi-weekly data reviews Meeting Minutes, weekly Progress log reflecting fluency, accuracy, and retelling c. Research supports Visible learning? Clearing House?, acceleration article (Michigan education) d. Acceleration focuses on preparing students for success with upcoming learning **Researched Based Evidence**: (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*,	Administration Teachers Interventionists Coaches

i. create opportunities for acceleration for all students particularly for those who are on or above grade level j. allow teachers/interventionists to frontload by assessing students with upcoming units to determine where instruction will be needed the most		2016) (Hattie, J., *Visible Learning -Effective Feedback,* (page 173), 2009)

District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging *Ancillary Services* *(Transportation and Child Nutrition)*	● "Teachers at my child's school care about the wellbeing of students." at 90.47% (parent)	• "I feel like I belong at my school" at 71.25% (student)
• *Provide safe and efficient transportation services*	● "There is an adult my child can turn to in their school when they are having a difficult time." at 90.47% (parent)	• " In my school, students treat adults with respect." at 30% (student)
• *Provide safe and well-maintained bus fleet*	● "Teachers at my school care about the wellbeing of students" at 81.25% (student)	• "My counselor meets with me on a regular basis to assist me with my academic, personal/social, and career development needs." at 55% (student)
• *Develop strong relationships with all internal stakeholders*	● "Teachers at my care about the wellbeing of students" at 87.5% (student)	• "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes" at 49% (upbeat)
• *Provide nutritious and appealing meals*		• "Disciplinary practices are applied fairly to all students at my school." at 27% (upbeat)
• *Develop effective student engagement nutrition programs*		• Increase in total referrals from 64 in 21-22 school year, to 165 in 22-23 school year
• *Recruit, train, and retain a skilled workforce*		• Increase in out of school suspensions from 11 in 21-22 school year, to 19 in 22-23 school year
• *Provide modern kitchen facilities and dining environments*		• 37% of referrals were attributed to *conduct of habit injurious to others*
Student Support		
• *Provide all students with social emotional learning*		
• *Increase School Counselor availability*		
• *Increase the timeliness of FAFSA completion*		
• *Provide students with resources, lessons and partnerships*		
Student Services		
• *Enhance children's wellbeing & belonging*		
• *Implement programs and services that support children academically, socially, emotionally & physically*		
Student Opportunities		
• *Identify and implement proactive and responsive processes and practices to enhance athletic programs*		

Supporting Data
Panorama Screener
Discipline Location Data
Discipline Reports
Stakeholder Survey
Upbeat Survey

Goal B – Student Well-being and Belonging

District Goal	District Objective(s)
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging	Decrease suspension percentages.

School Goal	School Objective(s)
Decrease the number of referrals Decrease the number of out of school suspension	Decrease the number of referrals from 165 to 100. Decrease the number of out of school suspensions from19 to 10.

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible

1.Implement Responsive Classroom practices
  a. Faculty and staff will participate in on-going professional learning
    i. Differentiated Professional Learning based on individual teacher need
    ii. On-going support with appropriate teacher language for all staff
  b. Teachers will facilitate Morning Meeting during the dedicated time for all students and staff
    i. Support staff will participate in assigned Morning Meetings
  c. Administration and teacher leaders will observe and provide feedback to teachers based on all components
	School Funds	a. August 2023-May 2024
		
		b. observations, monthly
		c. Agendas, Professional Learning
		d. Sign-in sheets
		
		Researched Based Evidence:
		
		PASCHAL, M. J. (2020). *Responsive classroom*. LAP LAMBERT ACADEMIC PUBL.
		
		Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Northeast Foundation for Children.	

2.Facilitate restorative student interventions with suspensions for: ○ "willful disobedience" 21% ○ "conducts/habits injurious to others, 37% ○ "treats authority with disrespect." 9% "fighting" -14%		e. August 2023-May 2024 f. observations, monthly g. Agendas, Professional Learning h. Sign-in sheets	

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		Researched Based Evidence: PASCHAL, M. J. (2020). *Responsive classroom*. LAP LAMBERT ACADEMIC PUBL. Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Northeast Foundation for Children.	

3.Implement trauma-informed professional development process to foster trauma-informed learning environments that support students who have experienced trauma.
  a. SRE Cohort Team will obtain the Trust Based Relational Intervention (TBRI) national practitioner certification to support a trauma-informed learning environment.
  b. The SRE TBRI Cohort Team will in turn, train other SRE staff in the trauma model.
	CWA Funds	a. August 2023-May 2024
		
		b. observations, monthly
		c. Agendas, Professional Learning
		d. Sign-in sheets
		
		Researched Based Evidence:
		Karyn Purvis Institute of Child Development
		Texas Christian University	

4.Establish a mentoring program to address the needs of students
  a. assess the needs of the school
  b. identify mentors
  c. define the youth population that will be served
  d. develop procedures to support the program
      i. pre-questionnaire to determine need
      ii. determine when and where sessions will occur
      iii. frequency of meetings
      iv. meeting documentation
      v. create mentor resources folder
      vi. end of year survey to determine effectiveness
	School Funding	a. August 2023-May 2024
		
		b. observations, monthly
		
		Researched Based Evidence:
		Youth.gov	

Saint Rose Elementary
Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees ● *Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce* ● *Developing an effective workforce focused on continuous improvement* ● *Retaining a diverse, engaged, and effective workforce* ● *Increasing employee wellness*	● "My school proactively recruits teachers from diverse backgrounds" at 92% (upbeat) ● "My school is a welcoming community for newly hired teachers" at 96% (upbeat) ● "In my child's school, staff members respect students and families of all backgrounds" at 91% (parent) ● "The diversity of the staff members at my child's school is representative of the diversity of the students" at 86% (parent) ● "In my school, staff members respect students and families of all backgrounds" at 85% (student)	● "The diversity of my school's staff members is similar to the diversity of students at my school" at 49% (student) ● "Teachers have influence over hiring of professional staff" at 31% (upbeat) ● "Administrators proactively address racism and other forms of discrimination at my child's school" at 69% (parent)
Supporting Data		
Stakeholder Surveys Upbeat Survey Teacher Retention Data COMPASS data		

Goal C – Diverse, Effective, and Engaged Employees			
District Goal		**District Objective(s)**	
To employ and develop high quality staff and provide resources to support employee success		Increase teacher engagement:	
School Goal		**School Objective(s)**	
Increase teacher engagement:		○ Work/Life Balance - 67% to 75% ○ Teachers - Workload Reasonable - 59% to 65%	
Action Steps	**Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring** (include weekly, monthly, quarterly, etc.)	**Position/Role Responsible**

1.Create school wellness activity (coffee with counselor, fitness with friends, SEW weekly activity idea- Stress Free Strategy for the week/month, motivational Monday)
  1. Pilot a 40 Hour Work Week Teacher Program with one employee
    a. represent on a district wide committee
    b. report to SST strategies to share
	School funds	a. August 2023-May 2024
		
		b. weekly newsletter
		c. Agenda items from SST and grade level meetings
			Go365 school representative

2. Staff selected their choice of school-wide responsibilities.
  a. May 2023 staff were given the option to select committees for the 2023-24 school year
  b. Chairperson will be selected for each committee
  c. Chairperson will facilitate meetings as needed during the school year
  d. Each committee will determine and executed by committee members
	School FUnds	a. August 2023-May 2024
		
		b. Agendas
		c. event
		d. Survey
		e. School calendar
			Administration
			
			Chairperson of each committee

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Saint Rose Elementary
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
Goal E: Facilities Management **Facilities** ● *Design and maintain facilities to support student and employee success* ● *Develop and implement standards and processes for effective and efficient operations* **Safety** ● *Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees* **Athletics** ● *Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees*	● "Our school ensures that facilities support student learning" at 96% (upbeat) ● "My child's school is clean and well maintained" at 97% (parent) ● "My child's school provides a safe learning environment" at 87% (parent) ● "I feel safe at school" at 79% (student) ● "Teachers at my school strive to help all students feel like they belong" at 88% (student) ● In the 2022 school year, 21 items were listed as unsatisfactory, as compared to the 2017 school year with 28 unsatisfactory items on the safe schools audit	● "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes" at 49% (upbeat) ● "Disciplinary practices are applied fairly to all students at my school." at 27% (upbeat) ● "In my school I can participate in after school activities, club and/or sports that interest me" at 53% (student)

Supporting Data
Safe Schools Audit Results Stakeholder Survey Upbeat Survey Incident/Accident Reports

District Goal	District Objective(s)
To build and maintain psychologically and physically safe, clean, and supportive learning environments	

School Goal	School Objective(s)
To maintain a psychologically and physically safe and supportive learning environment for all students	

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible

1. Provide a physically safe environment for students and staff
  a. Strategic placement of faculty and staff in duty positions and regular accountability checks
  b. Conduct weekly meetings with custodial staff and maintenance manager(s)
  c. Assign zones of active monitoring for all outdoor activities
  d. Reinforcement of safe school procedures during school assemblies for faculty and students
  e. Facilitate Bus Driver morning meeting
	School funds	a. August 2023-May 2024
		
		b. Observations
		   i. Accountability among staff
		c. Calendars
		d. Meeting Logs
		e. Sign In Sheets	

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Saint Rose Elementary
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment ● *Increase and vary communication with stakeholders* ● *Increase educational access and opportunity within the community* ● *Enhance the English Language Learner (ELL) Program*	● "Teachers at my school build trusting relationships with parents" at 96% (upbeat) ● "Parents at my school have confidence in teachers" at 86% (upbeat) ● "My child's school offers opportunities for families to be involved in the school and my child's learning" at 90% (parent) ● "I have confidence in the teachers at my child's school" at 88% (parent)	● 64% of the stakeholders attended Parent-Teacher Conferences ● "Parents and teachers at my school work together as partners" at 78% (upbeat) ● "The principal at my child's school communicates a clear vision for teaching and learning" at 78% (parent)

Supporting Data

ELPT results
Family Center Engagement Data
School Status Reports
Stakeholder Survey
Upbeat Survey

Goal F – Stakeholder Investment			
District Goal		**District Objective(s)**	
To promote and develop meaningful engagement between students, families, business community and the school system		Increase educational access and opportunity within the community	
School Goal		**School Objective(s)**	
Increase educational access and opportunity within the community		number of participant rate of translations	
Action Steps	**Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring** (include weekly, monthly, quarterly, etc.)	**Position/Role Responsible**

1.Ensure effective communication with all stakeholders
  a. Provide opportunities for families to participate in Title I Family Center activities
    i. Title I/ Family Learning Center Open House
    ii. F.A.C.T. Sessions held quarterly with families
    iii. Hold weekly playgroups
    iv. ELL Family and Friends events
    v. ELL Back to School Day
  b. Translate all communication into native languages
	School Funds
	Title I Funds
		a. August 2023-May 2024
		
		b. Sign In sheets
		c. Calendar
		d. Agendas	

2. Utilize Sign Up Genius for school based events and conferences
  a. Educate families on how to navigate Sign Up Genius
  b. Monitor the effective use of Sign Up Genius
	School Funds	a. August 2023-May 2024
		
		b. Sign Up Genius Data Report
		c. Conference completion data	

St. Rose Elementary

The school assures:

☐ The plan referenced in the Schoolwide Plan template 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 to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.

☐ The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.

☐ 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.

Principal Name: Shonda Honor-Harris   **Date: 8/1/2023**

Principal's Digital Signature: Shonda Honor-Harris

St. Rose Elementary

District-Wide, High Quality, Tier I Curriculum

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA	Frog Street	**Amplify Core Knowledge Amplify CKLA Skills** **Heggerty (supplemental phonemic awareness)**	Louisiana ELA Guidebooks 2022	Louisiana ELA Guidebooks	Louisiana ELA Guidebooks
Math	Frog Street	Eureka Math^2	Eureka Math^2	Eureka Math^2	Eureka Math^2
Science	Frog Street		Great Minds PhD Science®	Louisiana Scope and Sequence	Louisiana Scope and Sequence
Social Studies	Frog Street		Studies Weekly and Louisiana Bayou Bridges	Louisiana Course Frameworks	Louisiana Course Frameworks/Scope and Sequence

St. Rose Elementary

Daily Instructional Time Allocation

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA		**CKLA Skills-** 60 minutes **CKLA Knowledge-** 60 minutes **CKLA Small Group-** 30 minutes **Heggerty-** 15 minutes	**Core Instruction-** 60 minutes **Small Group-** 30 minutes	**Core Instruction-** 60 minutes **Small Group-** 30 minutes	**Intensive English I** 90 minutes- (year-long course) **English I-IV 90 minutes**
Math		**Core Instruction-** 60 minutes **Small group-** 15 minutes	**Core Instruction-** 60 minutes **Small Group-** 30 minutes	**Core Instruction-** 60 minutes **Small Group-** 30 minutes	**Intensive Algebra I** 90 minutes- (year-long course) 90 minutes
Science			**Core Instruction-** 45 minutes	**Core Instruction-** 45 minutes	**Core Instruction-** 90 minutes
Social Studies			**Core Instruction-** 45 minutes	**Core Instruction-** 45 minutes	**Core Instruction-** 90 minutes

St. Rose Elementary

Intervention Resources

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA					
Math					