



# **New Sarpy Elementary School**

## **Phase X 2023-2026**

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

<p style="text-align: center;"><b>District Mission Statement</b></p> <p>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.</p>	<p style="text-align: center;"><b>School Mission Statement</b></p> <p>The mission of New Sarpy Elementary School is to ensure high levels of learning for every student.</p>
<p style="text-align: center;"><b>District Vision Statement</b></p> <p>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.</p>	<p style="text-align: center;"><b>School Vision Statement</b></p> <p>At New Sarpy Elementary, every student is supported and challenged as they learn the social and academic skills necessary for a productive and fulfilling life. All stakeholders influence students to respect and care for all members of the community and promote and encourage independent, life-long learners.</p>
<p style="text-align: center;"><b>District Belief Statements</b></p> <p><b>We believe...</b></p> <ul style="list-style-type: none"><li>● education is society's first Goal.</li><li>● all students can learn.</li><li>● open and honest communication and collaboration between school, home, and community build trust.</li><li>● it is imperative to educate the whole child academically, socially, and emotionally to be future ready.</li><li>● engaging in challenging and relevant work allows students and staff to meet high expectations and achieve success.</li><li>● embracing diversity fosters a culture of acceptance.</li><li>● in providing inclusive and equitable opportunities for all.</li></ul>	<p style="text-align: center;"><b>School Belief Statements</b></p> <p>At New Sarpy Elementary we believe that:</p> <ul style="list-style-type: none"><li>● pre-Kindergarten through Second Grade set the foundation for literacy success in future years of school and life.</li><li>● a partnership between educators, students, families, and community members is essential for every student to reach their maximum potential.</li><li>● every student can successfully learn when appropriately challenged and engaged.</li><li>● educators must build relationships with all students that foster equitable opportunities.</li><li>● once modeled and taught, every student can incorporate caring behaviors and appropriate choices into their lives.</li></ul>

<ul style="list-style-type: none"> <li>• excellence is worth the cost.</li> </ul>	<ul style="list-style-type: none"> <li>• every student and educator is valued and treated in a caring, dignified manner.</li> <li>• a positive school culture impacts, energizes, and encourages all students and educators in the learning environment.</li> </ul>
---	---

*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. Charles Parish Public Schools District Goals and Priorities

Goal	Priorities	System-Based Team Facilitators
<b>Goal A – Student Achievement</b>  <i>To prepare students for success in postsecondary education, careers, and life</i>	<ul style="list-style-type: none"> <li>Ensuring kindergarten readiness so students enter school ready to learn</li> <li>Ensuring each student learns at high levels</li> <li>Develop strong pathways to college, career, and workforce</li> </ul>	<b>Becky Weber</b> Erin Granier
<b>Goal B – Student Well-Being and Belonging</b>  <i>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 &amp; belonging</i>	<b><i>Ancillary Services</i></b> <ul style="list-style-type: none"> <li>Providing safe and efficient transportation</li> <li>Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments</li> </ul>	<b>Karen Boudreaux</b> Jerry Smith Teresa Brown Tamika Green Kade Rogers
	<b><i>Student Support</i></b> <ul style="list-style-type: none"> <li>Develop SEL competencies within our students</li> <li>Provide support for students through the Comprehensive School Counseling Program</li> <li>Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post – secondary options</li> </ul>	
	<b><i>Student Services</i></b> <ul style="list-style-type: none"> <li>Enhancing children’s wellbeing &amp; belonging through comprehensive assessments and appropriate behavioral interventions</li> <li>Implementing programs and services that support children academically, socially, emotionally &amp; physically</li> </ul>	
	<b><i>Student Opportunities</i></b> <ul style="list-style-type: none"> <li>Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees</li> </ul>	
<b>Goal C – Diverse, Effective, and Engaged Employees</b>  <i>To employ and develop high quality staff and provide resources to support employee success</i>	<ul style="list-style-type: none"> <li>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</li> <li>Developing an effective workforce focused on continuous improvement</li> <li>Retaining a diverse, engaged, and effective workforce</li> <li>Increase employee health and wellness</li> </ul>	<b>John Smith</b> <b>Scott Cody</b> Tresa Webre

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

<p><b>Goal D – Resource Allocation</b></p> <p><i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i></p>	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Maintaining responsible fiscal stewardship at the District and school level</li> <li>• Providing competitive employee salaries, consistent with the needs for recruitment and retention, and fiscal prudence</li> <li>• Providing a cost-effective employee benefit package</li> <li>• Maintaining sufficient fund balance to address financial contingencies and uncertainties</li> <li>• Reduce property and workers' compensation insurance costs</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Providing equitable technology resources that enhance student learning and administrative efficiencies</li> <li>• Protecting district networks and data</li> <li>• Supporting stakeholders with current and future technology endeavors</li> </ul>	<p><b>Al Suffrin</b>  <b>Ray Gregson</b>  Ronald White  Stephanie Steib</p>
<p><b>Goal E – Facilities Management</b></p> <p><i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i></p>	<p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• Designing and maintaining facilities to support student and employee success</li> <li>• Developing and implementing standards and processes for effective and efficient operations</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees</li> </ul>	<p><b>Art Aucoin</b>  <b>Ellis Alexander</b>  John Rome</p>
<p><b>Goal F – Stakeholder Investment</b></p> <p><i>To promote and develop meaningful engagement between students, families, business community and the school system.</i></p>	<ul style="list-style-type: none"> <li>• Increasing and varying communication with stakeholders</li> <li>• Increasing educational access and opportunity within the community</li> <li>• Enhancing the English Language Learner Program</li> </ul>	<p><b>Ellis Alexander</b>  Angelle Babin  David Schexnaydre</p>

# School Governance

School Success Team			Guiding Coalition	
Name	Title/Role		Name	Title/Role
Rebecca Matherne	Principal		Rebecca Matherne	Principal
April Gomez	Assistant Principal		April Gomez	Assistant Principal
Calvin Ike	Assistant Principal		Calvin Ike	Assistant Principal
Hannah Grosz	Chair		Samantha Oncale	Teacher Leader/ Coach
Paige Farley	Co-Chair		Ashlynn Dufour	Pre-K
Samantha Oncale	Teacher Leader/Coach		Claire Thibodeaux	1st
Deanne Lamartiniere	Kindergarten		Jasmine Waguespack	2nd
Amy Toussel	K Committee 1 Chair		Ashley Cotton	2nd
Jessica Ernst	K/Math Content Leader		Catherine Robson	SPED
Emily Ledet	K/ ELA Content Leader		Lonna Bagwell	Literacy
Christina Volion	2nd/ELA Content Leader			
Ashlynn Dufour	SPED			
Veronica Viverito	1st/ELA Content Leader			
Catherine Robson	SPED			
Shannon Johnson	Counselor/SBLC rep/SEW co-chair			
Lonna Bagwell	Literacy			
Stephanie Ganucheau	Literacy			
Leah Jorgensen	Office			

New Sarpy Elementary Support Committees				
Goal A: Student Achievement	Goal B: Student Well-Being and Belonging	Goal C: Diverse, Effective, and Engaged Employees	Goal E: Facilities Management (Safety and Athletics)	Goal F: Stakeholder Investment
<u>Guiding Coalition</u> Rebecca Matherne April Gomez Calvin Ike Samantha Oncale Ashlynn Dufour Claire Thibodeaux	<u>Social Emotional Wellness Team</u> Christie Jackson Shannon Johnson Tiffanie Demers Stephanie Ganucheau Chad Muller Dameion Dabney	<u>Committee 1</u> Amy Toussel Marybeth Knuppel Sarah Gauthreaux Kassy Housewright Ashlyn Forrest Simonne Graugnard	<u>Safe Schools Team</u> Rebecca Matherne April Gomez Calvin Ike James Roberson Tiann Melancon Jamie Byrd	<u>Committee 2</u> Paige Farley Christie Sauce Lauren Toups Tammy Davis Taylor Starlone Hannah Grosz

Jasmine Waguespack Ashley Cotton Catherine Robson Lonna Bagwell Danielle Clause  <u><b>Content Leaders</b></u> Jessica Ernst Emily Ledet Veronica Viverito Nyla Smith Sydney Zablo Christina Volion	Calvin Ike Deanne Lamartiniere Kristen Anderson Kevin Kelley	John Tolentino Nicole Jacob Nicole Royer Michael St. Pierre Anne Francioni Taleah Griffin Raven Biggs Chad Cerny Rachel Cornwell Crystal Lincoln-Lanne	Leah Jorgensen Brandie Reech Raven Biggs Natasha Baptiste	Michaela Mailos Brooke Montz Kelly Allen Stephanie Centanni Julie Jacob Suzanne Gauthier Marquittia Creaux Alyssa Glorsio Ladasha Sorapuru Megan Beird
---	---	---	--	---

New Sarpy Elementary

Goal A: Student Achievement

Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
<b>Goal A: Student Achievement</b> <ul style="list-style-type: none"> <li><i>Support K readiness</i></li> <li><i>Ensuring each student learns at high levels</i></li> <li><i>Develop pathways to college, career, and workforce</i></li> </ul>	<b>Kindergarten Readiness</b> <ul style="list-style-type: none"> <li>According to the 2022-2023 End of year Preschool Early Literacy Indicators (PELI), 100% of students scored at or above benchmark.</li> </ul> <b>Kindergarten English Language Arts</b> <ul style="list-style-type: none"> <li>According to Acadiane Reading Results: <ul style="list-style-type: none"> <li>Students scoring at or above benchmark on the EOY Composite measure increased 19% from 2020-2021 to 2022-2023 (63% to 82%).</li> <li>82% of students scored at or above benchmark on the EOY Composite measure in Spring of 2023.</li> </ul> </li> </ul>	<b>Kindergarten Readiness</b> <ul style="list-style-type: none"> <li>According to the Teaching Strategies Gold checklist: <ul style="list-style-type: none"> <li>Students scoring Accomplished on the Literacy indicator decreased 16% from Spring of 2022 to Spring of 2023 (82% to 66%).</li> <li>Students scoring Accomplished on the Language indicator decreased 16% from Spring of 2022 to Spring of 2023 (82% to 66%).</li> <li>Only 62% of students scored Accomplished in Spring of 2023 in Mathematics.</li> </ul> </li> </ul> <b>1st Grade English Language Arts</b>



	<ul style="list-style-type: none"> <li>○ 82% of students scored at or above benchmark on the EOY First Sound Fluency measure in Spring of 2023.</li> <li>○ 91% of students scored at or above benchmark on the EOY Phoneme Segmentation Fluency in Spring of 2023.</li> <li>○ 87% of students scored at or above benchmark on the EOY Nonsense Word Fluency Correct Letter Sound measure in Spring of 2023.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● According to an average of End of Module Assessments: <ul style="list-style-type: none"> <li>○ 1st Grade-97% of students scored a 2 or 3 (developing understanding or full understanding) in 2022-2023.</li> <li>○ 2nd Grade-93% of students scored a 2 or 3 (developing understanding or full understanding) in 2022-2023.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● According to Acadience Reading Results: <ul style="list-style-type: none"> <li>○ Students scoring at or above benchmark on the EOY composite measure decreased by 13% from 2020-2021 to 2022-2023 (52% to 39%).</li> <li>○ Only 39% of students scored at or above benchmark on the EOY composite measure in Spring of 2023.</li> <li>○ Only 43% of students scored at or above benchmark on the EOY NWF (CLS) measure in Spring of 2023.</li> <li>○ Only 54% of students scored at or above benchmark on the EOY NWF (WWR) measure in Spring of 2023.</li> <li>○ Only 40% of students scored at or above benchmark on the EOY DORF (accuracy) measure in Spring of 2023.</li> <li>○ Only 39% of students scored at or above benchmark on the EOY DORF (fluency) measure in Spring of 2023.</li> <li>○ Cohort Data reveals a decrease of students scoring at or above benchmark by 34% in the NWF(CLS) measure from EOY Kindergarten 2021-2022 to EOY 1st Grade 2022-2023 (77% to 43%).</li> </ul> </li> </ul> <p><b>2nd Grade English Language Arts</b></p> <ul style="list-style-type: none"> <li>● According to Acadience Reading Results: <ul style="list-style-type: none"> <li>○ Only 53% of students scored at or above benchmark on the EOY composite measure in Spring of 2023.</li> <li>○ Only 62% of students scored at or above benchmark on the EOY DORF (accuracy) measure in Spring of 2023.</li> </ul> </li> </ul>
--	--	---

		<ul style="list-style-type: none"><li>○ Only 51% of students scored at or above benchmark on the EOY DORF (fluency) measure in Spring of 2023.</li><li>○ Cohort Data reveals a decrease of students scoring at or above benchmark by 10% in the composite measure from EOY Kindergarten 2020-2021 to EOY 2nd Grade 2022-2023 (63% to 53%).</li></ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>● According to an average of End of Module Assessments:<ul style="list-style-type: none"><li>○ Kindergarten-only 76% of students scored a 2 or 3 (developing understanding or full understanding) in 2022-2023.</li></ul></li></ul> <p><b>Retention Rate</b></p> <ul style="list-style-type: none"><li>● According to the SBLC Decision Summary, 11% of 1st grade students were retained.</li></ul>
<b>Supporting Data</b>		
Acadience Reading Data Math End of Module Assessments Preschool Early Literacy Indicators (PELI) Teaching Strategies Gold checklist SBLC Decision Summary		

**Goal A – Student Achievement**

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		<p><b>Year 1</b></p> <p>Kindergarten students scoring on/above benchmark on the Beginning of Year Acadience Reading composite measure will increase from 65% to 75%.</p> <p>Pre-Kindergarten students scoring accomplished on the Literacy and the Language component of the Spring Teaching Strategies Gold Checkpoint will increase from 66% to 75%.</p> <p><b>Year 2</b></p> <p><b>Year 3</b></p>		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
<b>Support the implementation of standards-aligned curricula.</b> 1. Select Content Leader for prekindergarten to participate on the district team and support: a. understanding of the essential learning. b. knowing where essential learning is taught within the curricula and the vertical alignment of essential learning. c. understanding of common assessments and the success criteria. d. improvement of <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).	School PK Funds	May 2023-May 2024	Administration	
		a. Discussion in collaborative planning b. Observations of teacher language c. Observation of differentiated groups based on those in need of support and extension d. Student results data	Teachers PK Coach	

e. responding to <u>student results</u> through the analysis of student work.				
f. understanding of TS Gold objectives, dimensions, and indicators.				

Goal A – Student Achievement	
District Goal	District Objective(s)
Ensuring each student learns at high levels	Students on/above grade level on Acadience reading will meet or exceed 95%
School Goal	School Objective(s)
Ensuring each student learns at high levels	<p><b>Year 1</b></p> <p>Kindergarten students scoring on/above benchmark on the End of Year Acadience Reading NWF(CLS) measure will increase from 87% to 95%.</p> <p>First Grade students scoring on/above benchmark on the End of Year Acadience Reading NWF (CLS) measure will increase from 43% to 75%.</p> <p>First Grade students scoring on/above benchmark on the End of Year Acadience Reading NWF (WWR) measure will increase from 54% to 75%.</p> <p>Second Grade students scoring on/above benchmark on the End of Year Acadience Reading DORF (Accuracy) measure will increase from 62% to 70%.</p>

		<p>Second Grade students scoring on/above benchmark on the End of Year Acadience Reading DORF(Fluency) measure will increase from 51% to 65%.</p> <p>Kindergarten students scoring Mastery on End of Module Math assessments will increase from 76% to 80%.</p> <p>Year 2 Year 3</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p><b>1. Build capacity to support the implementation of Professional Learning Communities.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Develop a school based Guiding Coalition to engage in ongoing professional learning (book: <u>Learning By Doing</u>/articles).</li> <li>c. Attend the PLCs at Work Institute.</li> <li>d. Establish and refine the roles of the school Guiding Coalition.</li> <li>e. Meet at least monthly to engage in professional learning and build capacity.</li> <li>f. Review school wide data.</li> <li>g. Serve as members of grade level planning teams.</li> <li>h. Begin implementing protocols and processes of PLCs.</li> </ul>	School funds	<p>May 2023-May 2024</p> <ul style="list-style-type: none"> <li>a. Minutes and discussion from Guiding Coalition meetings (monthly)</li> <li>b. Rubrics as selected</li> <li>c. Observation of team collaboration</li> <li>d. Student data</li> </ul>	Guiding Coalition
<p><b>2. Support the implementation of standards-aligned curricula.</b></p> <ul style="list-style-type: none"> <li>a. Select Content Leaders for ELA and Math to participate on the district team and support:               <ul style="list-style-type: none"> <li>i. understanding of the essential learning.</li> <li>ii. identification of where essential learning is taught within the curricula and the vertical alignment of essential learning.</li> <li>iii. understanding of common assessments and the success criteria.</li> <li>iv. improvement of <u>teacher practice</u> through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic</li> </ul> </li> </ul>	School funds	<p>May 2023-May 2024</p> <ul style="list-style-type: none"> <li>a. Meeting Minutes (weekly)</li> <li>b. Observations (at least bi-monthly)</li> <li>c. Student data</li> </ul>	<p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Coaches</p>

for students). v. responding to <u>student results</u> through the analysis of student work.			
<b>3. Respond to evidence of student learning through intervention, extension, and enrichment.</b> a. Support teachers in responding to screener, diagnostic and curricula data. b. Meet in weekly Professional Learning Teams to analyze and determine instructional steps based on data. c. Group students flexibly to provide strategic/focused interventions and allow for extension opportunities. d. Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction. e. Document progress on Individual Reading Plans and communicate with families at least quarterly. f. Research and explore ways to refine support for students not mastering essential learning.	School funds	a. August 2023-May 2024	Administration
		a. Observations (bi-monthly) b. Student data c. Progress Monitoring Results	Teachers Interventionists Coaches
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Goal A – Student Achievement—LITERACY

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)
Ensuring each student learns at high levels (Literacy Plan)	<p><b>Year 1</b></p> <p><b>Student Focused:</b></p> <p>Kindergarten students scoring on/above benchmark on the End of Year Acadience Reading NWF(CLS) measure will increase from 87% to 95%.</p> <p>First Grade students scoring on or above benchmark on the End of Year Acadience Reading NWF (CLS) measure will increase from 43% to 75%.</p> <p>First Grade students scoring on or above benchmark on the End of Year Acadience Reading NWF (WWR) measure will increase from 54% to 75%.</p> <p>Second Grade students scoring on or above benchmark on the End of Year Acadience Reading DORF (Accuracy) measure will increase from 62% to 70%.</p> <p>Second Grade students scoring on or above benchmark on the End of Year Acadience Reading DORF(Fluency) measure will increase from 51% to 65%.</p> <p><b>Teacher Focused:</b></p> <p>100% of teachers will utilize data to inform instruction and create flexible, needs-based groups to provide each student what they need to achieve essential standards (responsive, highly differentiated Tier 1, Tier 2 intervention, Tier 3 intervention, extension).</p> <p><b>Program Focused:</b></p> <p>100% of teachers will utilize CKLA Skills, CKLA Knowledge, 95% Group, and Heggery to provide high quality core instruction and systematic, explicit intervention and extension activities.</p>



		<p>A minimum of 190 minutes per day will be dedicated to English Language Arts instructional time:</p> <ul style="list-style-type: none"> <li>• 10-15 minutes Heggerty</li> <li>• 60 minutes CKLA Skills</li> <li>• 60 minutes CKLA Knowledge</li> <li>• 30 minutes “What I Need” (WIN) Time (flexible grouping)</li> <li>• 30 minutes of small group support</li> </ul> <p><b>Year 2</b> <b>Year 3</b></p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<b>1. Increase student outcomes by developing and monitoring literacy goals.</b> <ul style="list-style-type: none"> <li>a. Assess all students using a universal screener at the beginning, middle, and end of the school year.</li> <li>b. Analyze results of screeners to determine who is in need of intervention and extension.</li> <li>c. Utilize a diagnostic assessment for further analysis as needed.</li> <li>d. Group students flexibly across the grade level to support or enrich based on identified needs.</li> <li>e. Progress monitor results of interventions and adjust groups and interventions approximately every three weeks.</li> <li>f. Review progress toward literacy goals as a grade level.</li> </ul>	School funds	August 2023-May 2024	Administration
		<ul style="list-style-type: none"> <li>a. Meeting Minutes (weekly)</li> <li>b. Observations (at least bi-monthly)</li> <li>c. Student data</li> </ul>	Teachers  Interventionists  Coaches
<b>2. Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs.</b> <ul style="list-style-type: none"> <li>a. Ensure a master schedule is established that provides adequate time for Tier 1 Instruction as well as Tier 2 and 3 supports.</li> <li>b. Address foundational skills and content knowledge-building through effective initial instruction on grade level with high quality Tier 1 Core Instruction.</li> <li>c. Respond daily to formative assessment data to support and differentiate Tier 1 Core Instruction.</li> <li>d. Use data and flexible scheduling to:               <ul style="list-style-type: none"> <li>i. Provide support in meeting grade level essential</li> </ul> </li> </ul>		August 2023-May 2024	
		<ul style="list-style-type: none"> <li>a. Meeting Minutes (weekly)</li> <li>b. Observations (at least bi-monthly)</li> <li>c. Student results (as paced)</li> <li>d. Progress Monitoring student responses to instruction and intervention</li> </ul>	

<ul style="list-style-type: none"><li>standards with Tier 2 Intervention.</li><li>ii. Provide intensive support in learning essential standards from previous years with Tier 3 Intervention.</li><li>iii. Provide extension activities to students who mastered grade level essential standards.</li></ul>			
<p><b>3. Provide ongoing professional growth opportunities to support effective teaching and literacy development.</b></p> <ul style="list-style-type: none"><li>a. Arrange for all teachers PK - 2nd grade to participate in district selected professional learning in the science of reading (AIMs Pathways and LETRS).</li><li>b. Revisit science of reading professional learning components as student data, teacher data, and/or grade level needs arise.</li><li>c. Support teachers understanding of assessment to focus on</li></ul>	District Funds School funds	August 2023-May 2024	<ul style="list-style-type: none"><li>a. Completion Certificates</li><li>b. Meeting Minutes (weekly)</li><li>c. Observations (at least bi-monthly)</li><li>d. Student data</li></ul>

<p>student learning, changes needed to teacher practice, and instructional action.</p> <ul style="list-style-type: none"><li>d. Engage in professional learning and utilize identified intervention programs.</li><li>e. Utilize the expertise and support of the ELA Coach and Grade Level Content Leaders to support grade level teachers as they facilitate unit overviews, understand essential learning, and assessment alignment.</li><li>f. Conduct observations with actionable feedback for teachers related to the implementation of Tier 1 Core Instruction and flex grouping intervention and/or extensions.</li><li>g. Provide individualized teacher coaching as determined by classroom observations and/or data analysis.</li></ul>			
<b>4. Engage Families around their child's literacy development.</b>	School Funds	August 2023-May 2024	Administration

<ul style="list-style-type: none"> <li>a. Share NSE's Literacy Plan with families by:               <ul style="list-style-type: none"> <li>i. posting on the school's website.</li> <li>ii. sharing at the beginning of the year welcome.</li> <li>iii. revisiting literacy focus areas throughout the year.</li> </ul> </li> <li>b. Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home.</li> <li>c. Host breakfast in Fall and Spring to highlight foundational skills needed for literacy success, why they are critical, and how to help at home.</li> <li>d. Create "Learn about Literacy" sessions for families. (Examples: Importance of literacy/impact of illiteracy, Scarborough's Reading Rope, Foundation, and Skills, How do I read my child's literacy screener results, What is phonics, What are tricky words and why are they important, What is the best homework to solidify skills)</li> <li>e. Report progress to families on all Tier 3 interventions at least quarterly.</li> <li>f. Invite parents of identified students to in-person sessions with literacy interventionists to receive overview of student data, foundational area of need, why it is important to reading success, and how to help at home with resources.</li> <li>g. Develop partnerships with community organizations to promote reading.</li> </ul>		<ul style="list-style-type: none"> <li>a. Open House Presentation</li> <li>b. School Website</li> <li>c. Sign-in Sheets</li> <li>d. Student data</li> <li>e. Parent surveys</li> </ul>	<p>Teachers</p> <p>Interventionists</p> <p>Stakeholders</p>

**New Sarpy Elementary**  
**Goal B: Student Well-being and Belonging**  
**Comprehensive Needs Assessment**

District Priorities	School Strengths	School Challenges
<b>Goal B: Student Well-being and Belonging</b> <b>Ancillary Services</b> <i>(Transportation and Child Nutrition )</i>	<p>According to the 2023 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"><li>92% of parents agree or strongly agree that teachers at their child’s school care about the wellbeing of students.</li><li>88% of parents agree or strongly agree that there is an adult their child can turn to in their school when they are having a difficult time.</li><li>89% of parents agree or strongly agree that administrators at their child’s school actively work towards creating an inclusive school culture.</li></ul> <p>According to 2022-2023 School discipline data:</p> <ul style="list-style-type: none"><li>95% of students had no referrals.</li><li>Student referrals decreased from 65 to 46.</li></ul> <p>According to the Spring 2023 Upbeat Survey:</p> <ul style="list-style-type: none"><li>98% of faculty and staff agree that teachers at their school care about the wellbeing of students.</li></ul>	<p>According to the 2023 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"><li>Only 62% of parents agree or strongly agree that their child’s school counselor meets with them on a regular basis to assist with their academic, personal/social, and career development needs.</li></ul> <p>According to the 2022-2023 Faculty Upbeat Survey:</p> <ul style="list-style-type: none"><li>Only 63% of faculty and staff agree that disciplinary practices are applied fairly to all students at their school. (Question19)</li><li>Only 85% (a decline of 12% from previous year) of faculty and staff agree that they feel successful at supporting their students’ social-emotional development. (Question 34)</li></ul> <p>According to the 2022-2023 School Discipline Data:</p> <ul style="list-style-type: none"><li>81% of referrals were male.</li><li>The number of CRTS increased from 5 to 15.</li></ul> <p>According to the 22-23 Panorama Screener:</p> <ul style="list-style-type: none"><li>Only 13.4% of parents completed the screener.</li></ul>
<ul style="list-style-type: none"><li><i>Provide safe and efficient transportation services</i></li><li><i>Provide safe and well-maintained bus fleet</i></li><li><i>Develop strong relationships with all internal stakeholders</i></li></ul>		
<ul style="list-style-type: none"><li><i>Provide nutritious and appealing meals</i></li><li><i>Develop effective student engagement nutrition programs</i></li><li><i>Recruit, train, and retain a skilled workforce</i></li><li><i>Provide modern kitchen facilities and dining environments</i></li></ul>		
<b>Student Support</b>		
<ul style="list-style-type: none"><li><i>Provide all students with social emotional learning</i></li><li><i>Increase School Counselor availability</i></li><li><i>Increase the timeliness of FAFSA completion</i></li><li><i>Provide students with resources, lessons and partnerships</i></li></ul>		
<b>Student Services</b>		
<ul style="list-style-type: none"><li><i>Enhance children’s wellbeing &amp; belonging</i></li><li><i>Implement programs and services that support children academically, socially, emotionally &amp; physically</i></li></ul>		
<b>Student Opportunities</b>		
<ul style="list-style-type: none"><li><i>Identify and implement proactive and responsive processes and practices to enhance athletic programs</i></li></ul>		
<b>Supporting Data</b>		

Panorama Screener Discipline Location Data Discipline Reports Stakeholder Survey Upbeat Survey Attendance Data
---

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	
School Goal	School Objective(s)
To support the needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging	<p><b>Year 1</b></p> <p>Parents completing the Panorama Screener will increase from 13.4% to 50%.</p> <p>Parents who think their child's school counselor meets with them on a regular basis to assist with their child's academic, personal/social, and career development needs will increase from 62% to 75%.</p> <p>Faculty and staff who agree that they feel successful at supporting their students' social-emotional development will increase from 85% to 90%.</p> <p><b>Year 2</b></p> <p><b>Year 3</b></p>

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<b>1. Monthly focus on selected Responsive Classroom attributes of CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control) and aligned Social Emotional Learning competencies in various aspects of the school schedule:</b> <ul style="list-style-type: none"> <li>a. Student of the Month celebrations will target specific attributes in line with the monthly CARES focus.</li> <li>b. Morning Meeting and Enrichment lessons will include the competencies and connections to monthly CARES focus.</li> <li>c. Reinforce monthly CARES focus in the cafeteria.</li> </ul>	School Funds	August 2023 - May 2024	SEW Team
		<ul style="list-style-type: none"> <li>a. Meeting Minutes (monthly)</li> <li>b. Parent information sheets (at least monthly)</li> <li>c. Student behavior observations</li> </ul>	Counselor Mental Health Professional Teachers Administration
<b>2. Educate stakeholders about the comprehensive counseling program offered by the counselor and mental health professional to assist students with their academic, personal/social, and career development needs.</b> <ul style="list-style-type: none"> <li>a. Spotlight an overview of the counseling program through the Parents' What's Happening videos.</li> <li>b. Create a monthly "Counselor's Corner" to be shared with grade level teachers to put on the Parent Information Sheet and on the Parent's WH@NSE explaining services offered and counseling lessons taught with an interactive piece related to current counseling topics.</li> <li>c. Conduct small group support and lunch/recess check-ins.</li> </ul>	School Funds	August 2023 - May 2024	Counselor
		<ul style="list-style-type: none"> <li>a. Parents' What's Happening Video</li> <li>b. Parent Information Sheet (monthly)</li> <li>c. Check In Logs</li> </ul>	Mental Health Professional Teachers Administration
<b>3. School personnel will maintain a safe and supportive learning environment through work surrounding student, faculty, and staff's Social and Emotional Wellness.</b> <ul style="list-style-type: none"> <li>a. Host beginning of the year and middle of the year sessions to teach and review school based supports available and steps required for supporting challenging behaviors (support team and behavior RTI).</li> <li>b. Participate in a series of professional learning sessions to build trauma sensitive mindsets.</li> <li>c. Reflect, review and refine practices related to trauma sensitivity.</li> </ul>	School Funds	August 2023 - May 2024	SEW Team
		<ul style="list-style-type: none"> <li>a. Meeting minutes (monthly)</li> <li>b. RTI Log</li> </ul>	Teachers

d. Identify and refer students who exhibit behavior and trauma related concerns to the SEW team. e. Meet as a SEW team to develop next steps based on individual needs. f. Assign mentors for identified students.			
		a.	
		b.	
		a.	
		b.	
		a.	
		b.	




Goal B – Student Well-being and Belonging

Goal B – Student Well-being and Belonging			
District Goal		District Objective(s)	
School Goal		School Objective(s)	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**New Sarpy Elementary**  
**Comprehensive Needs Assessment**  
**Goal C: Diverse, Effective and Engaged Employees**

District Priorities	School Strengths	School Challenges
<p><b>Goal C: Diverse, Effective and Engaged Employees</b></p> <ul style="list-style-type: none"> <li>• <i>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</i></li> <li>• <i>Developing an effective workforce focused on continuous improvement</i></li> <li>• <i>Retaining a diverse, engaged, and effective workforce</i></li> <li>• <i>Increasing employee wellness</i></li> </ul>	<p>According to the 2023 Spring Upbeat Survey:</p> <ul style="list-style-type: none"> <li>• 88% of faculty and staff agree that they have someone to turn to at their school when they're having a difficult time (Q50).</li> <li>• 90% of faculty and staff agree that people at their school care about them(Q54).</li> <li>• 90% of faculty and staff agree that their school retains teachers of diverse backgrounds(Q57).</li> <li>• 95% of faculty and staff agree that their school is a welcoming community for newly hired teachers (Q42).</li> <li>• 83% of faculty and staff agree that administrators at their school notice when they are working hard (Q22).</li> <li>• 93% of faculty and staff reported positively in the category of Satisfaction and Purpose (Q73-77).</li> <li>• 98% of faculty and staff reported positively in the category of Equity (Q58-60).</li> <li>• 95% of faculty and staff reported positively in the category of Inclusion (Q61-63).</li> </ul>	<p>According to the 2023 Spring Upbeat Survey:</p> <ul style="list-style-type: none"> <li>• Only 68% of faculty and staff agree that the workload expected of teachers at their school is reasonable (Work/Life Balance Q26).</li> <li>• 73% of faculty and staff agree that they are able to balance their workload as a teacher with their other responsibilities outside of school (Work/Life Balance Q28).</li> </ul>
<b>Supporting Data</b>		
Upbeat Survey		

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			
School Goal		School Objective(s)	
To employ and develop high quality staff and provide resources to support employee success		Year 1	
		Faculty and staff that agree the workload expected of teachers at their school is reasonable will increase from 69% to 75%.	
		Faculty and staff who agree that they are able to balance their workload as a teacher with their other responsibilities outside of school will increase from 73% to 80%.	
		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.)	
<b>1. Create school wellness activities.</b> <ul style="list-style-type: none"> <li>a. Develop and promote a Go 365 Walking Challenge</li> <li>b. Reestablish SEW Room with suggested activities</li> </ul>	School funds	August 2023-May 2024	Go365 school representative
		<ul style="list-style-type: none"> <li>a. Educator What's Happening @ NSE</li> <li>b. Educator survey</li> </ul>	Sew Team
<b>2. Utilize community partnership (Anytime Fitness) to support educator wellness at identified times.</b> <ul style="list-style-type: none"> <li>a. Host optional yoga sessions</li> <li>b. Promote specials for educators.</li> </ul>		August 2023-May 2024	Administration Go365 School Representative
		<ul style="list-style-type: none"> <li>a. Educator What's Happening @ NSE</li> <li>b. Educator survey</li> </ul>	

<b>3. Strengthen school culture and climate through:</b> a. payday treats b. social club c. monthly socials d. employee of the month e. monthly birthday celebrations	School funds	August 2023-May 2024	Administration
		a. Educator What's Happening @ NSE b. Social club emails and flyers (monthly)	Teachers Social Club
<b>4. Support and increase employee financial and physical health and wellness by sharing district opportunities:</b> a. Financial Well-being meetings b. Go 365 c. Access Perks		August 2023-May 2024	Go 365 school representative
		a. Financial Well-being meeting agenda/minutes b. Email from Go 365 (monthly)	
<b>5. Address concerns related to Work Life Balance.</b> a. Pilot a 40 Hour Work Week Teacher Program with a selected employee i. represent on a district wide committee ii. report to SLT strategies to share b. Establish collective commitments in collaborative teams to ensure the work is focused and efficient c. Offer identified professional learning that can be optional (choice) based on personal need and preference	District Funds	August 2023-May 2024	Christina Volion
		a. Surveys (quarterly) b. Agendas (monthly) c. Meeting minutes (monthly)	Teachers Administration
		a.	
		b.	

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			
School Goal		School Objective(s)	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	

6.		a.	
		b.	

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				
School Goal		School Objective(s)		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		

6.		a.	
		b.	



# New Sarpy Elementary

## Comprehensive Needs Assessment

### Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
<p><b>Goal E: Facilities Management</b></p> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>Design and maintain facilities to support student and employee success</li> <li>Develop and implement standards and processes for effective and efficient operations</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees</li> </ul>	<p>According to the 2023 Spring Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> <li>95% of faculty agree that they feel physically safe at their school. (Q17)</li> <li>100% of faculty agree that their school is a physically safe environment for students. (Q18)</li> </ul> <p>According to the 2023 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> <li>93% of parents agree or strongly agree that their child’s school provides a safe learning environment.</li> <li>94% of parents agree or strongly agree that their child’s school is clean and well maintained.</li> <li>88% of parents agree or strongly agree that there is an adult their child can turn to in their school when they are having a difficult time.</li> </ul>	<p>According to the 2023 Spring Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> <li>80% of faculty agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes (Q16).</li> </ul> <p>According to discipline data from the 2022-2023 school year:</p> <ul style="list-style-type: none"> <li>22% of behavior incidents occurred between the playground, cafeterias and/or hallways</li> </ul> <p>While we do not have quantitative data, we estimate only ⅓ of educators completed mandatory trainings by the designated timelines. The other ⅔ required reminders and follow-up emails to finish the required trainings.</p>
Supporting Data		
Safe Schools Audit Results Stakeholder Survey Upbeat Survey School Dude Data Training Results		

Goal E – Facilities Management			
<i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i>			
District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments			
School Goal		School Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		<p><b>Year 1</b></p> <p>Faculty that agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes will increase from 80% to 90%.</p> <p>Behavior incidents occurring between the playground, cafeterias and/or hallways will decrease from 22% to 15%.</p> <p><b>Year 2</b></p> <p><b>Year 3</b></p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<b>1. Ensure all educators are knowledgeable, confident, and consistent in ensuring school safety by:</b> <ol style="list-style-type: none"> <li>Conducting and participating in Safe Schools training.</li> <li>Setting and adhering to expectations for: <ol style="list-style-type: none"> <li>arrival at the classroom door or in duty spot on time.</li> <li>dismissal at the classroom door or in duty spot on time.</li> <li>recess at assigned duty spot on time and dispersed throughout the grounds.</li> </ol> </li> </ol>		August 2023 - May 2024	All
		<ol style="list-style-type: none"> <li>Safe schools agenda</li> <li>Observations</li> <li>Safety learning walk results (at least monthly)</li> </ol>	Safe schools committee  Administration
<b>2. Review previous Safe Schools Audit results and participate in the</b>		August 2023 - May 2024	Safe Schools

current year audit, implementing recommendations.		a. Safe Schools Audit results	committee
3. Conduct mini-audits and safety learning walks observing: a. Educators in doorway for arrival and dismissal b. Educators in duty spots on time and actively monitoring c. Educators adequately supervising at all times d. Facility improvements needed.		August 2023 - May 2024	Administration
		a. Observations (weekly) b. Safety learning walk results (at least monthly) c. Work orders	All
4. Share “Safe Schools Tip of the Month” on WH@NSE.		August 2023 - May 2024	Safe Schools committee
		a. Educator What’s Happening @ NSE	
5. Establish, teach, and reinforce consistent student supervision and safety expectations for transitions, restroom use, drills, and cafeteria with all educators.		August 2023 - May 2024	All
		a. Observations b. Safety learning walk results (at least monthly)	
6. Conduct bi-weekly maintenance meetings with physical plant services personnel.		August 2023 - May 2024	
		a. School Dude logs b. Meeting Minutes	

**New Sarpy Elementary**  
**Comprehensive Needs Assessment**  
**Goal F: Stakeholder Investment**

District Priorities	School Strengths	School Challenges
<b>Goal F: Stakeholder Investment</b> <ul style="list-style-type: none"><li><i>Increase and vary communication with stakeholders</i></li><li><i>Increase educational access and opportunity within the community</i></li><li><i>Enhance the English Language Learner (ELL) Program</i></li></ul>	<p>According to the 2023 Spring Upbeat Survey:</p> <ul style="list-style-type: none"><li>95% of faculty and staff reported positively in the category of Parent/Teacher communication (Q1-3).</li></ul> <p>According to the 2023 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"><li>85% of parents agreed or strongly agreed that their child’s school offers opportunities for families to be involved in the school and their child’s learning.</li><li>91% of parents agreed or strongly agreed that teachers at their child’s school, build trusting relationships with parents.</li><li>91% of parents agreed or strongly agreed that their child’s teachers work together with parents.</li></ul> <p>Opportunities for ELL families participate in conferences and meetings with the support of an interpreter.</p>	<p>Eighty-eight percent of parents attended parent teacher conferences in the fall and 70% of parents attended parent teacher conferences in the spring</p> <p>Only 60% of families attended the beginning of the year open house.</p>
<b>Supporting Data</b>		
Family Center Engagement Data 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				
School Goal		School Objective(s)		
To promote and develop meaningful engagement between students, families, business community and the school system.		The percent of parents attending parent teacher conferences in the fall will increase from 88%b to 95%.  The percentage of parents attending parent teacher conferences in the spring will increase from 70% to 90%.  The percent of parents attending the beginning of the year open house will increase from 60% to 80%.		
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. School personnel will provide multiple opportunities for parent and stakeholder involvement and knowledge building. <div><div>a. Host Meet and Greet to welcome parents and students with staggered appointments to enhance relationship building.</div><div>b. Host Open House to share classroom and academic expectations, routines and procedures, and school-wide expectations with incentives to increase participation.</div><div>c. Host a series of Mornings with Mudbugs to cultivate relationships and share the importance of early literacy, ELA skills, and strategies.</div><div>d. Host Merry Mingle with Muddy to promote positive community relations and family fun.</div></div>	School Funds	August 2023-May 2024		All
		<div><div>a. Sign in sheets</div><div>b. Newsletters</div><div>c. Educator What’s Happening @ NSE</div><div>d. Stakeholder Survey</div></div>		Administration  Stakeholders

<div>e. Host Black History Program to celebrate and learn about diversity.</div> <div>f. Host Mardi Gras Parade to promote positive community relations and family fun.</div> <div>g. Host EOY awards and family picnics to celebrate year long success.</div>			
<div><b>2. Engage Families around their child’s literacy development.</b></div> <div>a. Promote the importance of family engagement and build a sense of urgency around literacy success.</div> <div>b. Share NSE's Literacy Plan with families by:<div><div>i. posting on the school's website.</div><div>ii. sharing at the beginning of the year welcome.</div><div>iii. revisiting literacy focus areas throughout the year.</div></div></div> <div>c. Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home.</div> <div>d. Host breakfast in Fall and Spring to highlight foundational skills needed for literacy success, why they are critical, and how to help at home.</div> <div>e. Create “Learn about Literacy” sessions for families (example- importance of literacy/impact of illiteracy, Scarborough’s Reading Rope, foundation skills, how do I read my child's literacy screener results, what is phonics, what are tricky words and why are they important, what is the best homework to solidify skills).</div> <div>f. Report progress to families of students who have Individual Reading Intervention Plans (iRIPS) at least quarterly.</div> <div>g. Invite parents of identified students to in-person sessions with literacy interventionists to receive overview of student data, foundational area of need, why it is important to reading success, and how to help at home with resources.</div> <div>h. Develop partnerships with community organizations to promote reading.</div>	School Funds	August 2023-May 2024	Administration
		<div>a. Open House Presentation</div> <div>b. School Website</div> <div>c. Sign-in Sheets</div> <div>d. Student data</div> <div>e. Parent surveys</div>	<div>Teachers</div> <div>Interventionists</div> <div>Stakeholders</div>

3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

Goal F – Stakeholder Investment			
District Goal		District Objective(s)	
To promote and develop meaningful engagement between students, families, business community and the school system			
School Goal		School Objective(s)	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.		a.	

		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

**Title I Schools Only**  
**Schoolwide Assurances**

**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:**

**Date:**

**Principal's Digital Signature:**

### ***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 <sup>2</sup>	Eureka Math <sup>2</sup>	Eureka Math <sup>2</sup>	Eureka Math <sup>2</sup>
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

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

Intervention Resources

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