



Luling Elementary School

**Phase X
2023-2026**

**Year Two (2) of Three (3)
2024-2025**

<p>District Mission Statement</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>School Mission Statement</p> <p>At Luling Elementary School, we will provide a quality academic, social, and emotional education that empowers all geniuses to be successful by cultivating a safe, positive, and equitable learning environment that establishes a community of love, respect, and achievement.</p>
<p>District Vision Statement</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>School Vision Statement</p> <p>At Luling Elementary School, we provide a safe and inclusive environment that promotes and celebrates growth, success, and academic achievement. We engage all stakeholders through continuous collaboration and effective communication to support the needs of all geniuses. We create and maintain opportunities for positive community engagement to promote growth of the whole child.</p>
<p>District Belief Statements</p> <p>We believe...</p> <ul style="list-style-type: none">● 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.	<p>School Belief Statements</p> <p>At Luling Elementary School, we believe ...</p> <ul style="list-style-type: none">● data is consistently collected, analyzed, and monitored in order to meet the diverse needs of all geniuses.● all stakeholders are held accountable for establishing and maintaining a risk-free environment.● in cultivating an environment where all stakeholders have a sense of belonging and feel safe and respected to express their true selves without judgment.● in celebrating all geniuses' successes as they grow and develop.● in consistent, effective, and professional communication that fosters positive relationships and genius success where all voices can be heard and valued.● in persevering through any and all challenges.● social and emotional well-being, along with academics, is needed to grow the whole child.

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
Goal A – Student Achievement <i>To prepare students for success in postsecondary education, careers, and life</i>	<ul style="list-style-type: none"> 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 <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 & belonging</i>	Ancillary Services <ul style="list-style-type: none"> Providing safe and efficient transportation Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments 	Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers
	Student Support <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees 	
Goal C – Diverse, Effective, and Engaged Employees <i>To employ and develop high quality staff and provide resources to support employee success</i>	<ul style="list-style-type: none"> 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

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

<p>Goal D – Resource Allocation</p> <p><i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i></p>	<p>Finance</p> <ul style="list-style-type: none"> • 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 <p>Technology</p> <ul style="list-style-type: none"> • Providing equitable technology resources that enhance student learning and administrative efficiencies • Protecting district networks and data • Supporting stakeholders with current and future technology endeavors 	<p>Al Suffrin Ray Gregson Ronald White Stephanie Steib</p>
<p>Goal E – Facilities Management</p> <p><i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i></p>	<p>Facilities</p> <ul style="list-style-type: none"> • Designing and maintaining facilities to support student and employee success • Developing and implementing standards and processes for effective and efficient operations <p>Safety</p> <ul style="list-style-type: none"> • Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees <p>Athletics</p> <ul style="list-style-type: none"> • Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees 	<p>Art Aucoin Ellis Alexander John Rome</p>
<p>Goal F – Stakeholder Investment</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"> • Increasing and varying communication with stakeholders • Increasing educational access and opportunity within the community • Enhancing the English Language Learner Program 	<p>Ellis Alexander Angelle Babin David Schexnaydre</p>

School Governance

School Success Team			
Name	Title/Role	Name	Title/Role
Carol Bowie-Cotton	Principal	Shona Singleton	3 rd grade teacher
Jennifer Carter	Assistant Principal	Alexis DeJean	4 th grade teacher
Diondra Reynaud	Assistant Principal	Adam Butler	5 th grade teacher
Michael Seely	Assistant Principal	Jamie Cazenave	PE teacher
Diana Mascarella	1 st grade teacher, SST Chair	Carla Scott	Literacy Interventionist
Allison Dilley	Pre-K teacher	Britney Wright	Social and Emotional Learning Coach
Claraion Hill	Kindergarten teacher	Ashley Barrett	4 th -5 th grade special education teacher
Caroline Abadie-Deroche	1 st grade teacher	Tammy Louviere	Instruction & Technology Coach
Madison Robert	2 nd grade teacher	Valerie Rogers	Behavior Interventionist

Luling Elementary School Support Committees	
Goal A Student Achievement	Guiding Coalition Carol Bowie-Cotton, Jennifer Carter, Diondra Reynaud, Heather Plache, Lavonsell Rogers, Elizabeth Gaubert, Antrell Vinnett, Tammy Louviere, Robin Jones, Britney Wright, Allison Dilley, Ciara Scott, Michael Williams,Madison McDonald, Dale Daunie, Bertina Richard, Alexis DeJean, Adam Butler,Michelle Laurent, Olga Smith
Goal B Student Well-Being and Belonging	Carol Bowie-Cotton, Jennifer Carter, Diondra Reynaud, Heather Plache, Valerie Rogers, Dr. Frank Clavelle, Xylina Eyemaro, Christie Rockfeller, Olga Smith, Britney Wright Ellen Calhoun Felice Mitchell, Jill Maloy, Leanne Shexnaydre, Kendra Carver, Patricia Candies
Goal C Diverse, Effective, and Engaged Employees	Kaylee Adams, Caitlyn Kiral,Alexia Romero,Shona Singleton,Courtney Seals,Shannon Tobias,Robyn Dorch Haile Pfister, Lataria Hollins-Davenport, AJ Pittman, Kandance Houston, Emily Lowe, Patricia Van Lieu
Goal E Facilities Management (Safety and Athletics)	Carol Bowie-Cotton, Jennifer Carter, Diondra Reynaud, Heather Plache, Valerie Rogers

Goal F Stakeholder Investment	Stephen Price, Jamie LeSage, Deanna Griffin, ,Ashlea Arroyo, Dana Wooden, Erica Harris, Janet Chiasson, Kelly-Wiliams-Morantine, Fawn Foster,Hannah Galland, Alexis Tamplain,Lynette Hillarie,Deidre Bourgeois,QuaVadis Cornish,Kelsey Stewart,Clarion Hill,Cari Jo Clement, Brittany Songy,Diana Mascarella,Ashlyn Harris,Lewis Logan,Ashley Barrett,Tanya Galland,Madison Robert,Caitlyn Blanchard,Natalie Dunn,Glenn Fernandez

Luling Elementary School
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement <ul style="list-style-type: none"> • <i>Support K readiness</i> • <i>Ensuring each student learns at high levels</i> • <i>Develop pathways to college, career, and workforce</i> 	<ul style="list-style-type: none"> - Student growth on Acadience Reading - Mastery of major grade work in math in grades 1-2 - Student growth on math module CFAs in grades 3-5 	<ul style="list-style-type: none"> - Students scoring at or above benchmark on end of year Acadience Reading - Special education students scoring at or above benchmark on end of year Acadience Reading - English Learners scoring at or above benchmark on end of year Acadience Reading

Supporting Data

- Strengths:
 - Acadience Reading:
 - Kindergarten students increased from 55% at or above benchmark on nonsense word fluency - correct letter sounds at middle of the year to 73% at or above benchmark at end of the year.
 - 1st grade students increased from 60% at or above benchmark on nonsense word fluency - whole words read at middle of the year to 68% at or above benchmark at end of the year.
 - 3rd grade students increased from 42% at or above benchmark on composite at middle of the year to 50% at or above benchmark at end of the year.
 - Math:
 - On 3/3 opportunities, first grade students scored 75% or higher on the NBT assessments.
 - On 4/5 opportunities, first grade students scored 75% or higher on the OA assessments.
 - On 3/3 opportunities, second grade students scored 75% or higher on the NBT assessments.
 - On 2/3 opportunities, second grade students scored 75% or higher on the OA assessments.
 - On 3/4 of the 3rd grade math module CFAs that assessed major grade work, students increased from the 2021-2022 school year to the 2022-2023 school year.
 - On 2/3 of the 4th grade math module CFAs that assessed major grade work, students increased from the 2021-2022 school year to the 2022-2023 school year.
 - On 4/5 of the 5th grade math module CFAs that assessed major grade work, students increased from the 2021-2022 school year to the 2022-2023 school year.
- Challenges:
 - Acadience Reading:
 - 42% of Kindergarten students scored at or above benchmark at the end of the year.
 - 37% of 1st grade students scored at or above benchmark at the end of the year.
 - 34% of 2nd grade students scored at or above benchmark at the end of the year.
 - 50% of 3rd grade students scored at or above benchmark at the end of the year.
 - Special education subgroup:
 - 38% of the Kindergarten special education students scored at or above benchmark on the nonsense word fluency - correct letter sounds measure at the end of the year.
 - 20% of the first grade special education students scored at or above benchmark on the nonsense word fluency - whole words read measure at the end of the year.

- 13% of the second grade special education students scored at or above benchmark on the accuracy measure at the end of the year.
- English learners subgroup:
 - 50% of the first grade EL students scored at or above benchmark on the nonsense word fluency - whole words read measure at the end of the year.
 - 0% of the second grade EL students scored at or above benchmark on the nonsense word fluency - whole words read measure at the end of the year.

District Goal		District Objective(s)	
Ensuring kindergarten readiness so students enter school ready to learn.			
School Goal		School Objective(s)	
Ensuring kindergarten readiness so students enter school ready to learn.		<p>Year 1:</p> <p>Kindergarten students scoring on/ above benchmark on the Beginning of Year Acadience Reading composite measure will increase from 48% to 55%.</p> <p>Year 2: PK4 students scoring at or above benchmark on End of the Year PELI composite score will increase from 55% to 65%.</p> <p>Year 3</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. PreK teachers will participate in LETRS training <ul style="list-style-type: none"> a. attend training b. participate in collaborative conversations based on new learning. 		a. August	
		b. Sign in sheet	
2. Support the implementation of standards-aligned curricula. <ul style="list-style-type: none"> a. understand the essential learning b. know where essential learning is taught within the curricula and the vertical alignment of essential learning c. understand common assessments and the success criteria d. improve teacher practice 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) e. respond to student results through the analysis of student work f. understand TS Gold objectives, dimensions, and indicators 		a. Ongoing	
		b. Sign-in sheets at monthly meeting	
3. Provide PK/K teachers with opportunities to become knowledgeable of PK/K standards. <ul style="list-style-type: none"> a. provide vertical articulation on PK/K essential standards b. provide opportunities for guided observations of PK/K curricula. c. provide opportunities for implementation to promote 		a. Ongoing	

transference of learning in both PK/K classrooms		b. Sign-in sheets at monthly meeting
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District Goal		District Objective(s)	
Ensuring each student learns at high levels–Math			
School Goal		School Objective(s)	
Students in grades K-5 will meet or master grade-level standards.		<p>Year 1:</p> <ul style="list-style-type: none">40% of 3rd grade students will score mastery or above on the math LEAP assessment.<ul style="list-style-type: none">29% of 3rd grade students scored mastery or above on the math LEAP assessment.45% of 4th grade students will score mastery or above on the math LEAP assessment.<ul style="list-style-type: none">41% of 4th grade students scored mastery or above on the math LEAP assessment.30% of 5th grade students will score mastery or above on the math LEAP assessment.<ul style="list-style-type: none">41% of 5th grade students scored mastery or above on the math LEAP assessment. <p>Year 2:</p> <ul style="list-style-type: none">40% of 3rd grade students will score mastery or above on the math LEAP assessment.45% of 4th grade students will score mastery or above on the math LEAP assessment.45% of 5th grade students will score mastery or above on the math LEAP assessment. <p>Year 3:</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Build capacity of teacher leadership to support the implementation of Professional Learning Communities <ul style="list-style-type: none">Engage in ongoing professional learningEstablish and refine the roles of the school guiding coalitionProvide support to implement the PLC process in grades throughout the school	Learning By Doing Books for Staff	a. Ongoing	Administration, Guiding Coalition Members
		b. sign in sheets	
2. Apply best practices for math instruction. <ul style="list-style-type: none">Plan and deliver daly hgh-quality core curriculum instructions and interventions aligned to instruction for all students.Provide opportunities for teachers to participate in guided observations to enhance teaching practices.Provide responsive interventions and extension	Sub coverage	a. Ongoing	Instructional Coaches Administration
		b. sign in sheets	

opportunities to students based on individual needs and the foundations of reading			
3. Provide professional learning on the following: a. Understand grade level essential standards b. Become familiar with revisions made to assessments and instruction based on newly identified essential standards. c. Adjust/modify tier 1 curriculum to meet the levels of all students d. Analysis of data to create targeted small group instruction.	Sub coverage	a. Ongoing	Teachers Instruction & Technology Coaches Administration
		b. Common formative assessments, agendas, student work samples, evidence of learning, collaborative planning time, data, learning walks	
4. Expand opportunities for parents and families to be engaged in their child's literacy development by openly communicating with families about the specific literacy assessment their child will be administered, their child's progress, and their child's literacy needs by providing access and support for their child		a. Fall & Spring Semesters	Teachers Instruction & Technology Coaches Administration
		b. Sign In Sheets	

District Goal	District Objective(s)
Ensuring each student learns at high levels – LITERACY	
School Goal	School Objective(s)
Students in grades K-5 will read at or above benchmark.	<p>K-5 students reading at or above benchmark will increase from 50% to 65%.</p> <p>Year 1:</p> <p>Kindergarten students reading at or above benchmark for composite will increase by 7 or more percentage points (48% to 55%) from Beginning of Year to End of Year on the DIBELS 8th® Screener. DIBELS 8 BOY composite for K had 28% of students at or above benchmark.</p> <p>1st grade students reading at or above benchmark for composite will increase by 6 or more percentage points (64% to 70%) from Beginning of Year to End of Year on the DIBELS 8th® Screener. DIBELS 8 BOY composite for 1st had 43% of students at or above benchmark.</p> <p>2nd grade students reading at or above benchmark for composite will increase by 10 or more percentage points (43% to 53%) from Beginning of Year to End of Year on the DIBELS 8th® Screener. DIBELS 8 BOY composite for 2nd had 51% of students at or above benchmark.</p> <p>3rd grade students reading at or above benchmark for composite will increase by 10 or more percentage points (42% to 52%) from Beginning of Year to End of Year on the DIBELS 8th® Screener. DIBELS 8 BOY composite for 3rd had 38% of students at or above benchmark.</p> <p>DIBELS 8 BOY composite for 4th had 32% of students at or above benchmark.</p> <p>DIBELS 8 BOY composite for 5th had 31% of students at or above benchmark.</p> <p>Year 2:</p> <p>Kindergarten students reading at or above benchmark for composite will remain at 72% at Beginning of Year DIBELS 8th® Screener.</p> <p>1st grade students reading at or above benchmark for composite score will increase to 72% or more percentage points (72% to 86%) from Beginning of Year to End of Year on the DIBELS 8th® Screener.</p>

		<p>2nd grade students reading at or above benchmark for composite score will increase to 78% or more percentage points (78% to 86%) from Beginning of Year to End of Year on the DIBELS 8th® Screener.</p> <p>3rd grade students reading at or above benchmark for composite will increase to 54 or more percentage points (54% to 67%) from Beginning of Year to End of Year on the DIBELS 8th® Screener.</p> <p>LEAP DATA</p> <table><tr><th>Grade Level</th><th>23 Mastery & Above</th><th>24 Mastery & Above</th><th>23 Basic & Above</th><th>24 Basic & Above</th></tr><tr><td>4th grade ELA</td><td>32%</td><td>28%</td><td>65%</td><td>57%</td></tr><tr><td>5th grade ELA</td><td>26%</td><td>54%</td><td>66%</td><td>61%</td></tr></table>			Grade Level	23 Mastery & Above	24 Mastery & Above	23 Basic & Above	24 Basic & Above	4th grade ELA	32%	28%	65%	57%	5th grade ELA	26%	54%	66%	61%
Grade Level	23 Mastery & Above	24 Mastery & Above	23 Basic & Above	24 Basic & Above															
4th grade ELA	32%	28%	65%	57%															
5th grade ELA	26%	54%	66%	61%															
		<p>Year 3:</p>																	
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible															
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)																	
1. Build capacity of teacher leadership to support the implementation of Professional Learning Communities <ul style="list-style-type: none">e. Engage in ongoing professional learningf. Establish and refine the roles of the school guiding coalitiong. Provide support to implement the PLC process in grades throughout the school		a. Ongoing																	
		b. sign in sheets																	
2. Apply best practices for ELA instruction. <ul style="list-style-type: none">d. Plan and deliver daly high-quality core curriculum instructions and interventions aligned to instruction for all students.e. Provide opportunities for teachers to participate in guided observations to enhance teaching practices.f. Provide responsive interventions and extension opportunities to students based on individual needs and the foundations of reading		a.Ongoing																	
		b.sign in sheets																	
3. Provide professional learning on the following: <ul style="list-style-type: none">h. Understand grade level essential standardsi. Become familiar with revisions made to assessments and instruction based on newly identified essential standards.j. Adjust/modify tier 1 curriculum to meet the levels of all students		a.Ongoing																	
		b.Sign in sheets																	

k. Analysis of data to create targeted small group instruction.			
4. Expand opportunities for parents and families to be engaged in their child's literacy development by openly communicating with families about the specific literacy assessment their child will be administered, their child's progress, and their child's literacy needs by providing access and support for their child		a.Fall and Spring Semesters	
		b.Sign-In Sheets	
		a.	
		b.	
		a.	
		b.	

Luling Elementary School
Goal B: Student Well-being and Belonging
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging Ancillary Services <i>(Transportation and Child Nutrition)</i>	<ul style="list-style-type: none">• School Lunch provided to all student According to our Discipline Referral Data <ul style="list-style-type: none">• In-school suspension decreased from .90% 20-21 to .10% in 22-23.<ul style="list-style-type: none">◦ 2023-2024- maintain .1%.• Out of school suspension decreased from 2.60% 20-21 to .90% in 22-23.<ul style="list-style-type: none">◦ 2023-2024.9% in 22-23 to .09% in 23-24.• Referrals written decreased from 532 to 406 2023-2023 school year.• 713 cub calls for discipline, indicating 28% decrease.	According to our Discipline Referral Data <ul style="list-style-type: none">• 532 referrals written 2022-2023 school year• 997 Cub calls for discipline• 2023-2024-235 referrals incidents were classified as "conducts or habits injurious to others" and "participates or instigates in fights"
<ul style="list-style-type: none">• <i>Provide safe and efficient transportation services</i>• <i>Provide safe and well-maintained bus fleet</i>• <i>Develop strong relationships with all internal stakeholders</i>		According to Spring UPBEAT Faculty Survey <ul style="list-style-type: none">• 41% of faculty agreed that, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class.”<ul style="list-style-type: none">◦ 2023-2024-60% of faculty agreed that, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class.”• 41% of faculty agreed that, “Disciplinary practices are applied fairly to all students at my school.”<ul style="list-style-type: none">◦ 2023-24- remained a challenge at 38% of faculty agreeing that, “Disciplinary practices are applied fairly to all students at my school.”
<ul style="list-style-type: none">• <i>Provide nutritious and appealing meals</i>• <i>Develop effective student engagement nutrition programs</i>• <i>Recruit, train, and retain a skilled workforce</i>• <i>Provide modern kitchen facilities and dining environments</i>		<ul style="list-style-type: none">• 80% of faculty agreed that “My school is a physically safe environment for students.
Student Support		
<ul style="list-style-type: none">• <i>Provide all students with social emotional learning</i>• <i>Increase School Counselor availability</i>• <i>Increase the timeliness of FAFSA completion</i>• <i>Provide students with resources, lessons and partnerships</i>		
Student Services		
<ul style="list-style-type: none">• <i>Enhance children’s wellbeing & belonging</i>• <i>Implement programs and services that support children academically, socially, emotionally & physically</i>		
Student Opportunities		
<ul style="list-style-type: none">• <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs</i>		
Supporting Data		
<p>Strengths</p> <ul style="list-style-type: none">• In school suspensions were 0.1%• Out of school suspension were 0.9%• There were 406 referrals written in the 2023-2024 school year., indicating a decrease.• There were 713 cub calls made in the 2023-2024 school year. <p>Challenges</p> <ul style="list-style-type: none">• Upbeat survey shows that 38% of teachers said disciplinary practices were not applied fairly for all students		

- Upbeat survey shows that on average 70% (over 5 indicators) of students felt neutral, disagree, or strongly disagreed about counselors meetings on a regular basis to assist with career development, academic, social, and personal.
- Upbeat survey results show that 72% of teachers either agreed or highly agreed that the school is perceived physically safe for students.

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)
Develop SEL competencies within our students.	<p><u>Year 1</u></p> <p>Faculty and Staff who agree rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes will increase from 41% to 70%.</p> <p>.</p> <p>Students identified as in Social Emotional Learning & Well-Being categories of Some Strengths and No Strengths will decrease from 16% to 5%(SEL) and 9% to 4%(Well Being).</p> <p>181 (23-34 school year) of referral incidents were classified as “conducts or habits injurious to others which is 46% of written referrals.</p> <p>54 (23-24 school year) of referral incidents were classified as “participates or instigates in fight which is 10% of written referrals.</p> <p><u>Year 2</u></p> <p>Faculty and Staff who agree rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes will increase from 60% to 75%.</p> <p>Students identified as in Social Emotional Learning & Well-Being categories of Some Strengths and No Strengths will decrease from 16% to 5%(SEL) and 9% to 4%(Well Being).</p> <p>Referrals written for the school year will decrease from 46% to 30% as “conducts or habits injurious and from 10% to 5% as “participates or instigates in fight .</p>

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 maintain a safe and supportive learning environment through work surrounding student, faculty and staff Social and Emotional Wellness. a. Participate in professional learning sessions on poverty and the brain. b. Participate in professional learning sessions to build trauma sensitive mindsets. c. Teach SEL lessons. d. Teachers will participate in de-escalation strategies. e. Identify and refer students who exhibit behavior and trauma related concerns to the SELW team. f. Meet as a SELW team to develop next steps based on individual needs. g. Assign mentors for identified students.	School funds	a. August-May	
		b. Meeting Agenda, meeting minutes. SELW meeting agenda, SELW minutes c. Student Behavior data <ul style="list-style-type: none">monthly analysis of student behavior data<ul style="list-style-type: none">SELW CommitteeDiscipline committeeGrade-LevelsStakeholder surveys<ul style="list-style-type: none">UpbeatCounselor	

Goal B – Student Wellbeing 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)	
Enhance children’s wellbeing and belonging through comprehensive assessments and appropriate behavioral interventions.		Year 1: <ul style="list-style-type: none">50% reduction or more in the number of repeat offenders. Year 2: <ul style="list-style-type: none">40% reduction or more in the number of repeat offenders.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.Implement group and individual school and/or district-based student interventions for students identified as “at-risk”. <ul style="list-style-type: none">attendancebehavioracademicsHost beginning of the year and middle of the year sessions to teach and review school based supports available with parents and students.	Restorative Practices Budget	a. August-May	Discipline Team SELW Team Teachers Attendance SOS
<ul style="list-style-type: none">Genius on the Rise; students with repeat referrals.(added 2024-2025)Parent/Legal Guardian Group of Genius on the Rise; students with repeat referrals.(added 2024-2025) to teach strategies and tips for supporting their student at school and at home		b. <ul style="list-style-type: none">Referral data-monthlyAttendance data- weekly analysisAcademic data- 10 day cycles & quarterlySocial Emotional Learning & Wellness Team minutesDiscipline Team minutes	
2.Implement a school-based mentoring program	Restorative Practices Budget	a. August-May	Discipline Team SELW Team Teachers

		<div>b.<ul style="list-style-type: none">● Referral data-monthly● Attendance data- weekly● Academic data- 10 day flex cycle & quarterly● Social Emotional Wellness Team minutes● Mentor notes</div>	
<div>3. Wellness Tuesday Girls & Boys Groups(Hearts & Hands; Young Boys to Men Groups)<ul style="list-style-type: none">● Hearts & Hands(focus is to teach girls to focus on wellness of their hearts, eating healthy, and mindfulness)● Boys to Young Men(focus is to teach boys to focus of self control, mindfulness, emotional self regulation)</div>	<div>Title 1 Funding Grant for Culminating Activity</div>	<div>a. September-December(every other Tuesday) b. Survey<ul style="list-style-type: none">i. Culminating Activityii. Parent feedbackiii. Student feedback</div>	<div>Essence Young(Hearts & Hands) Dr. Dana Andrus(CAMP) ENCORE Team</div>

Goal B – Student Wellbeing 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)	
Enhance children’s wellbeing and belonging through comprehensive assessments and appropriate behavioral interventions.		Year 1: <ul style="list-style-type: none"> 50% reduction or more in the number of repeat offenders. <ul style="list-style-type: none"> 55% reduction of repeat offenders Year 2: <ul style="list-style-type: none"> 40% reduction or more in the number of repeat offenders. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Provide Professional Development to staff on teaching students of trauma, low socioeconomic status, and low motivation levels. Dr. Lorenza Pharrams-educational consultant focusing on topics: “You Can’t Reach Me if You Can’t Teach Me” “Nobody Told Them they Were Somebody”	Restorative Practices Budget	c. September	Discipline Team SELW Team Teachers Attendance SOS
		d. Sign-In Sheets	
2. Professional Development to staff on teaching students of trauma, low socioeconomic status, and low motivation levels. Dr. Lorenza Pharrams-educational consultant Learning Walks with a focus on strategies taught from PD in September		c. October-May	Administration SELW Team Staff
		<ul style="list-style-type: none"> Referral data-monthly Social Emotional Wellness Team minutes 	

3.Dr. Lorenza Pharrams-educational consultant Professional Development to staff on teaching students of trauma, low socioeconomic status, and low motivation levels.		c. October-May <ul style="list-style-type: none"> Referral data-monthly Social Emotional WellnessTeam minutes Notes from Learning walk 	
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Luling Elementary School

Comprehensive Needs Assessment

Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees <ul style="list-style-type: none"> <i>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</i> <i>Developing an effective workforce focused on continuous improvement</i> <i>Retaining a diverse, engaged, and effective workforce</i> <i>Increasing employee wellness</i> 	<p>According to Teacher Workforce Data</p> <ul style="list-style-type: none"> 31% of LES teachers have Master’s Degree <ul style="list-style-type: none"> 2023-24-___ of LES teachers have Master’s Degree <p>According to Teacher Attendance Rates</p> <ul style="list-style-type: none"> 2022-23 96% High attendance rate 2023-24 96% High attendance rate <p>According to the UPBEAT Faculty Survey:</p> <ul style="list-style-type: none"> 2022-23 81% of faculty agreed that “People at my school care about me.” <p>2023-24</p> <ul style="list-style-type: none"> 88% of teachers feel they have someone who they can turn to at Luling Elementary School when having a difficult time. 89% of teachers stated that the school cares about me. Most diverse faculty in the district. 	<p>According to Teacher Certification Rates</p> <ul style="list-style-type: none"> decrease from 84% certified teachers in 20-21 to 83.1 in 21-22. <p>2023-24</p> <ul style="list-style-type: none"> 54% of the faculty feels that LES supports their mental health needs. 60% of faculty reported that they are able to manage the stressors of their job. <p>According to Teacher Retention Rates</p> <ul style="list-style-type: none"> decrease from 84.6% retention rate in 20-21 to 75% rate in 21-22.
Supporting Data		
UPBEAT Survey Teacher Workforce Data		

Teacher Attendance Rates
Teacher Retention Rates
Teacher Certification Rates

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 & promote a diverse, engaged, and support a well-balanced workforce.		<ul style="list-style-type: none"> 75% of the faculty will feel supported with their mental health needs by LES. There will be an increase in the retention rate of teachers at LES. 		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Faculty will be offered a quarterly self-care activity and/or forum (mindfulness activities, yoga, meditation, vision board activities, etc...)		a. Monthly Participation Rates	SELW Team Teachers	
		b. Sign - In Sheets		
2. Planning periods will be increased by 15 minutes to support work/life balance.		a. Upbeat Survey	Administration	
		b. School Climate Survey		
3. A Google Classroom will be created to provide resources & strategies related to self -care, teacher fatigue, etc...		a. August-May	SELW Team Administration Teachers	
		b. Google Classroom participation		
4. Administration will meet with each team member to discuss strengths/concerns & build relationships. In addition, a Google form will be created for the faculty to schedule specific times with administration when needed.		a. August-May	Administration	
		b. Google Form, Meeting Sign-In Sheets		

Luling Elementary School
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
Goal E: Facilities Management Facilities <ul style="list-style-type: none">Design and maintain facilities to support student and employee successDevelop and implement standards and processes for effective and efficient operations Safety <ul style="list-style-type: none">Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees Athletics <ul style="list-style-type: none">Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees	According to the Spring UPBEAT Faculty Survey <ul style="list-style-type: none">83% of the faculty agreed with the statement, "I feel physically safe at my school."	According to the Spring UPBEAT Faculty Survey <ul style="list-style-type: none">75% of the faculty agreed with the statement, "The school building is clean and well-maintained."
Supporting Data		
UPBEAT Survey Discipline Data Incident Reports		

District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments			
School Goal		School Objective(s)	
Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees			
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.Restructure custodian processes and routines for cleaning classrooms by providing PD during summer months.		a. June & July	Administrators Maintenance Leader
		b. Sign in Sheets for monthly meeting	
2.Develop and share custodial expectations a. daily, weekly, monthly		a. August-May	Administrators Maintenance Leader
		b. Weekly meetings, monthly logs	
3.Monitor expectations and provide feedback a. provide support b. provide praise		a. August-May	Administrators Maintenance Leader
		b. Monthly	
4.		a.	
		b.	
5.		a.	
		b.	
		b.	

Luling Elementary School
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment <ul style="list-style-type: none"><i>Increase and vary communication with stakeholders</i><i>Increase educational access and opportunity within the community</i><i>Enhance the English Language Learner (ELL) Program</i>	<ul style="list-style-type: none">- High stakeholder turnout for family events- High social media engagement at the beginning of the year- Variety of educational community events- Variety of methods used to communicate with stakeholders	<ul style="list-style-type: none">- Consistency across the year for social media posts- Attendance at EL events
Supporting Data		
<ul style="list-style-type: none">- Strengths:<ul style="list-style-type: none">- Family events:<ul style="list-style-type: none">- Over 1,000 people attended Open House and Meet and Greet in August.- About 800 adults attended the various Breakfast with Buddies events.- About 800 people attended the Back to School Bash.- 230 people attended Science Night.- Social media:<ul style="list-style-type: none">- Facebook:<ul style="list-style-type: none">- Page health is listed as “Good, high engagement”- 499 followers- Facebook posts have reached 51,000 people- Instagram:<ul style="list-style-type: none">- Instagram posts have reached 24,000 people- About 28 reactions, comments, or shares per post- Communication:<ul style="list-style-type: none">- School status:<ul style="list-style-type: none">- A total of 11,941 calls- A total of 484 emails- A total of 120,969 texts- LES website:<ul style="list-style-type: none">- 21,666 visits- 25,664 page views- Challenges:<ul style="list-style-type: none">- At the EL meet and greet.		

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)		
Increase educational access and opportunity within the community		Increase community Involvement throughout the year		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Plan and execute a Back to School night <ul style="list-style-type: none"> a. Provide grade-specific stations, set up in classrooms ¾ blocked time b. Incorporate student incentives for attendance c. Involve community partners and business partners d. Align with literacy initiative 		a. August-September		
		b. Sign-in sheets		
2. Plan and execute a literacy night after Parent Teacher Conferences (1 day, 2 different buildings for PK-2 and 3-5) <ul style="list-style-type: none"> a. Incorporate student incentives for attendance b. Involve community partners c. Align with literacy initiative 		a. September-April		
		b. Sign-in sheets		
3. Plan and execute at least 3 community read aloud days <ul style="list-style-type: none"> a. Align with Literacy/Reading months September (literacy month), December (holidays), April (spring/summer). b. Involve community partners c. Invite community members (government, nurses, local business owners) 		a. September-May		
		b. Sign-in sheets; Quarterly		
4. Plan and execute Parent Learning Walks <ul style="list-style-type: none"> a. Align with a highly attended nightly event 		a. October-April		
		b. Sign in sheets; 1 per semester		

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: Carol Bowie-Cotton

Date: September 30, 2024

Principal's Digital Signature: Carol Bowie-Cotton

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 Math²	Eureka Math²	Eureka Math²	Eureka Math²
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					

