



# **R.J. Vial Elementary School**

## **Phase X 2023-2026**

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

<p style="text-align: center;">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 style="text-align: center;">School Mission Statement</p> <p>The mission of R. J. Vial Elementary School is to provide high-quality educational opportunities for all students.</p>
<p style="text-align: center;">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 style="text-align: center;">School Vision Statement</p> <p>All stakeholders at R. J. Vial Elementary School work collaboratively to equip each student with the knowledge, motivation, and skills to become academically, emotionally, and socially ready for the future.</p>
<p style="text-align: center;">District Belief Statements</p> <p>We believe...</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> <li>● excellence is worth the cost.</li> </ul>	<p style="text-align: center;">School Belief Statements</p> <p>We believe...</p> <ul style="list-style-type: none"> <li>● education is our top priority.</li> <li>● communication and collaboration between school, home, and community increases student achievement and engagement.</li> <li>● in rigorous and relevant learning opportunities.</li> <li>● effective collaboration among teachers provides high-quality instruction that allows students and teachers to achieve at greater levels.</li> <li>● embracing diversity fosters a culture of acceptance.</li> <li>● in providing inclusive and equitable opportunities for all.</li> </ul>

**Goal A – Student Achievement—LITERACY**

District Goal	District Objective(s)	
<p>Students at grade 3 will read at or above benchmark. Students at grades 3-5 will achieve Mastery or Above on LEAP.</p> <p>Ensuring each student learns at high levels - Literacy</p>	<p>95% of students in grade K-3 will read at or above benchmark. 100% of administrators and teachers who teach reading in grades PK-3 will be trained in the Science of Reading by the end of the 2024 school year.</p>	
School Goal	School Objective(s)	
<p>Students at grade 3 will read at or above benchmark.</p>	<p>1. 75% of students in grade 3 will read at or above benchmark on the Composite score of the Dibels 8 Next assessment.</p>	
Action Steps	a. Timeline for Implementation	Position/Role Responsible
	b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Build teacher capacity in understanding the Science of Reading and Professional Learning Communities (PLC) process</p> <ul style="list-style-type: none"> <li>● ensure all 3rd-grade teachers will complete the Science of Reading training</li> <li>● provide professional development                             <ul style="list-style-type: none"> <li>○ accuracy, fluency, and comprehension best practices</li> <li>○ interpretation of data</li> <li>○ PLC</li> </ul> </li> </ul>	<p>a. August 2024 - May 2025</p>	<p>Administration, Instructional and Technology Coach Teachers, Paraeducators, and Interventionists</p>
	<p>b.</p> <ul style="list-style-type: none"> <li>● Conduct bi-weekly faculty and staff observations</li> <li>● Observation of active participation and readiness during professional development sessions and weekly Professional Learning time</li> <li>● Review of agendas and sign-in sheets</li> <li>● Progress monitoring results, screener results, and student data used during Professional Learning time</li> <li>● Conduct quarterly data reviews inclusive of administration, interventionists, coaches, and teachers</li> </ul>	
<p>2. Identify and plan for essential learning for all students</p> <ul style="list-style-type: none"> <li>● understand essential standards and curriculum</li> <li>● facilitate vertical alignment</li> <li>● implement additional 30-minute intervention block and focused small group instruction</li> </ul>	<p>a. August 2024 - May 2025</p>	<p>Administration, Instructional and Technology Coach, Teachers, Paraeducators, Interventionists</p>
	<p>b.</p> <ul style="list-style-type: none"> <li>● Conduct bi-weekly faculty and staff observation to ensure high quality implementation of curriculum and intervention resources</li> </ul>	

<ul style="list-style-type: none"> <li>plan and deliver targeted intervention lessons using Foundational Supports, Foundational Instruction for Reading Excellence (FIRE), Literacy Interventions and Foundational Tools (LIFT), and Souday System resources and/or programs</li> <li>analyze data to guide instruction</li> <li>establish schedules and expectations to implement flex grouping</li> </ul>	<ul style="list-style-type: none"> <li>Active participation in weekly Professional Learning time</li> <li>Quarterly review of data and implementation</li> <li>Structured lesson plans</li> <li>Progress monitoring results, screener results, and student data used during Professional Learning time</li> <li>Schedule</li> </ul>	
<p>3. Measure essential learning</p> <ul style="list-style-type: none"> <li>administer and analyze ELA Guidebook Section Diagnostic Assessments, Cumulative Writing Tasks, DIBELS 8, progress monitoring of foundational skills, iReady, and Response to Intervention (RTI) data</li> <li>identify challenging areas</li> <li>identify students in need of intervention</li> </ul>	<p>a. August 2024 - May 2025</p> <p>b.</p> <ul style="list-style-type: none"> <li>Weekly Professional Learning time</li> <li>Weekly Response to Intervention meetings, log, and notes</li> <li>Quarterly data review</li> </ul>	<p>Administration, Instructional and Technology Coach, Teachers, Interventionists, RTI Committee</p>
<p>4. Respond to evidence of student learning</p> <ul style="list-style-type: none"> <li>adjust student groups based on performance and strengths</li> <li>plan and deliver targeted intervention lessons using Foundational Supports, mClass, Foundational Instruction for Reading Excellence (FIRE), Literacy Interventions and Foundational Tools (LIFT), and Souday System resources and/or programs</li> <li>monitor student progress</li> </ul>	<p>a. August 2024 - May 2025</p> <p>b.</p> <ul style="list-style-type: none"> <li>Conduct bi-weekly faculty and staff observation to ensure high quality implementation of curriculum and intervention resources</li> <li>Weekly Professional Learning time</li> <li>Weekly RTI meetings, log, and notes</li> </ul>	<p>Administration, Instructional and Technology Coach, Teachers, Interventionists, RTI Committee</p>
<p>5. Ensure access to books for students to practice reading skills through a classroom library.</p> <ul style="list-style-type: none"> <li>implement classwide/school-wide reading opportunities</li> <li>create student goals for reading</li> </ul>	<p>a. August 2024 - May 2025</p> <p>b.</p> <ul style="list-style-type: none"> <li>Reading Logs</li> <li>Observations</li> </ul>	<p>Administration, Instructional and Technology Coach, Teachers, Paraeducators, Interventionists</p>
<p>6. Expand opportunities for families to be engaged in their child's literacy</p>	<p>a. August 2024 - May 2025</p>	<p>Administration,</p>

<p>development</p> <ul style="list-style-type: none"> <li>● conduct 3rd Grade Quarterly Parent Coffee with Family Literacy Center, Literacy Night, Parent Teacher Conferences</li> <li>● include parents on the School Success Team</li> </ul>	<p>b.</p> <ul style="list-style-type: none"> <li>● Agendas</li> <li>● Sign-in sheets</li> <li>● Feedback/ Evaluation Forms from sessions and meetings</li> </ul>	<p>Instructional and Technology Coach, Teachers, Paraeducators, Interventionists, Family Center Liaison</p>
<p>7. Engage in open communication with families about their child's progress and needs</p> <ul style="list-style-type: none"> <li>● communicate progress monitoring of literacy skills</li> <li>● participate in Parent Teacher Conferences</li> </ul>	<p>a. August 2024 - May 2025</p>	<p>Administration, Instructional and Technology Coach, Teachers, Paraeducators, Interventionists, Family Center Liaison</p>
	<p>b.</p> <ul style="list-style-type: none"> <li>● School Status Engagement Log (Ongoing)</li> <li>● Parent Teacher Conference sign-in sheets</li> <li>● Home Connect Letters (Beginning, Middle, and End of Year)</li> <li>● Quarterly RTI Progress Monitoring letters</li> </ul>	

*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					

