



Allemands Elementary School

Phase X
2023-2026

Year Three (3) of Three (3)
2025-2026

<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>We are committed to ensuring high levels of learning for all students to build a strong foundation.</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>Our students are engaged, well-rounded learners who accept others and work as a team.</p>
<p style="text-align: center;">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 style="text-align: center;">School Belief Statements</p> <p>At Allemands Elementary School, we believe...</p> <ul style="list-style-type: none"> ● all students can learn to their highest potential. ● all students will engage in quality experiences. ● a student's success is a collaborative effort among school, students, family, and community. ● a physically and emotionally safe environment is essential to promote student learning. ● excellence is worth the cost.

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
<p>Goal A – Student Achievement</p> <p><i>To prepare students for success in postsecondary education, careers, and life</i></p>	<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 	<p>Becky Weber Erin Granier</p>
<p>Goal B – Student Well-Being and Belonging</p> <p><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></p>	<p>Ancillary Services</p> <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 	<p>Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers</p>
	<p>Student Support</p> <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 	
	<p>Student Services</p> <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 	
	<p>Student Opportunities</p> <ul style="list-style-type: none"> ● Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees 	
<p>Goal C – Diverse, Effective, and Engaged Employees</p> <p><i>To employ and develop high quality staff and provide resources to support employee success</i></p>	<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 	<p>John Smith Scott Cody Tresa Webre</p>

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		Guiding Coalition	
Name	Title/Role	Name	Title/Role
Lisa Perrin	Principal	Lisa Perrin	Principal
Gina Burst	Assistant Principal	Gina Burst	Assistant Principal
Vanessa Camarata	Prekindergarten Teacher	Paula Jascot	CIA Coach
Kylee Zeringue	Kindergarten Teacher, Chair	Chellie Killian	Prekindergarten Teacher
Caroline Monroe	1st Grade Teacher	Logan Nicholas	Kindergarten Teacher
Miranda Boudreaux	2nd Grade Teacher	Natasha Stoltz	1st Grade Teacher
Kelly Benedict	Special Education Teacher	Taylor Norfleet Perrin	2nd Grade Teacher
Amber Minchew	Primary Literacy Interventionist	Allie Vega	Special Education Teacher
Donald Morgan, III	Enrichment Teacher, Co-Chair	Lori Hogan	Enrichment Teacher/Counselor
Jennifer Webb	Classified Staff Member	Amber Minchew	Primary Literacy Interventionist
Stephanie Knight	SBLC/RTI Chairperson	Stephanie Knight	SBLC/RTI Chairperson
Julia Berniard	Staff Development Coordinator	Julia Berniard	Staff Development Coordinator

Allemands 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
Guiding Coalition Lisa Perrin Gina Burst Paula Jascot Chellie Killian Logan Nicholas Natasha Stoltz Taylor Norfleet Perrin Allie Vega Lori Hogan Amber Minchew Stephanie Knight Julia Berniard	Social Emotional Wellness Team Lisa Perrin, Administrator Gina Burst, Administrator Lori Hogan, Counselor Tonya Tastet, Staff Erin Robert, MHP Whitney Burnam, nurse SSP Stakeholder Committee Celeste Matherne Amanda Parson Eden Breaux Francesca Adams (Paradis Library) Trudy Tastet Rod Naquin Kelly Madere Melanie Triche Erika Cortez	School Success Team Lisa Perrin Gina Burst Vanessa Camarata Janel Ryan Caroline Monroe Miranda Boudreaux Kelly Benedict Amber Minchew Donald Morgan, III Jennifer Webb Kylee Zeringue Stephanie Knight Julia Berniard SSP Stakeholder Committee Celeste Matherne Amanda Parson Eden Breaux Francesca Adams (Paradis Library) Trudy Tastet	Safe Schools Team Lisa Perrin, Administrator Gina Burst, Administrator Whitney Burnam, nurse Sandra Zeller, SOS Lisa Harrell, SOS Donald Morgan III, Teacher Amber Minchew, Literacy Teacher Stephanie Knight, SBLC/RTI Chairperson Julia Berniard, Staff Development Coordinator John Tastet, custodian Blaine Naquin, custodian Carolyn Cox, custodian Stacie Tregle, cafeteria manager Lori Hogan, counselor Erin Robert, MHP SSP Stakeholder Committee Celeste Matherne Amanda Parson Eden Breaux	Lisa Perrin, Administrator Gina Burst, Administrator Valerie Chiasson, Family Literacy Teacher School Ad Hoc Committees SSP Stakeholder Committee Celeste Matherne Amanda Parson Eden Breaux Francesca Adams (Paradis Library) Trudy Tastet Rod Naquin Kelly Madere Melanie Triche Erika Cortez

		Rod Naquin Kelly Madere Melanie Triche Erika Cortez	Francesca Adams (Paradis Library) Trudy Tastet Rod Naquin Kelly Madere Melanie Triche Erika Cortez	
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Allemands Elementary
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
<p>Goal A: Student Achievement</p> <ul style="list-style-type: none"> ● Support K readiness ● Ensuring each student learns at high levels ● Develop pathways to college, career, and workforce 	<ul style="list-style-type: none"> ● Math <ul style="list-style-type: none"> ○ Pre-Kindergarteners (PK 3 and 4) met the expectations in math essential standards assessed in Teaching Strategies (TS) Gold. <ul style="list-style-type: none"> ■ 83%: Counts ■ 88%: Connects numerals with their quantities ○ 97% of kindergarteners met the mastery expectations (met or above) on the math benchmark assessments ○ 88% of 1st graders met the mastery expectations (met or above) on the math benchmark assessments ● English Language Arts <ul style="list-style-type: none"> ○ Pre-Kindergarteners (PK 3 and 4) met the expectations in reading essential standards assessed in Teaching Strategies (TS) Gold <ul style="list-style-type: none"> ■ 86%: Notices and discriminates alliteration ■ 92%: Notices and discriminates discrete units of sound ■ 91%: Identifies and names letters ■ 94%: Identifies letter sound correspondences ■ 91%: Uses and appreciates books and other texts ○ Pre-Kindergarteners (PK 3 and 4) 86% at or above benchmark on PELI ○ Students who scored benchmark and above on the DIBELS 8th composite significantly increased throughout the year <ul style="list-style-type: none"> ■ Kindergarten: BOY 36% to MOY 68% to EOY 85% 	<ul style="list-style-type: none"> ● Math <ul style="list-style-type: none"> ○ Pre-Kindergarteners (PK 3 and 4) met the expectations in math essential standards assessed in Teaching Strategies (TS) Gold. <ul style="list-style-type: none"> ■ 70%: Quantifies ○ 78% of 2nd graders met the mastery expectations (met or above) on the math benchmark assessments ● English Language Arts <ul style="list-style-type: none"> ○ Pre-Kindergarteners (PK 3 and 4) met the expectations in reading essential standards assessed in Teaching Strategies (TS) Gold <ul style="list-style-type: none"> ■ 75%: Uses print concepts ■ 74%: Writes to convey ideas and information ○ Percentage of students in all grade levels who achieved benchmark or above on the DIBELS 8th Beginning of the Year (BOY) screener <ul style="list-style-type: none"> ■ 36% of Kindergarteners ■ 56% of 1st graders ■ 65% of 2nd graders ● Special Education students who met the academic requirements for promotion <ul style="list-style-type: none"> ○ Kindergarten 56% of students with disabilities ○ 1st grade 56% of students with disabilities ○ 2nd grade was 18% of students with disabilities ● 33% of English Learners met the exit requirements on the English Language Proficiency Test

	<ul style="list-style-type: none"> ■ 1st grade: BOY 56% to MOY 62% to EOY 93% ■ 2nd grade: BOY 65% to MOY 67% to EOY 81% <ul style="list-style-type: none"> ● Promotion data <ul style="list-style-type: none"> ○ Kindergarten 99% ○ 1st Grade 93% ○ 2nd Grade 95% 	
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Supporting Data

DIBELS 8th Reports Promotion Data PELI Reports	End of Year Report Card Data TS Gold data	English Language Proficiency Test Math Benchmark Assessments
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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/DIBELS 8th reading will meet or exceed 95%	
School Goal		School Objective(s)	
Ensuring kindergarten readiness so students enter school ready to learn		<p>Year 1 55% of kindergarten students will meet or exceed benchmark on the BOY reading screener</p> <p>92% of the students who attended the math sessions of kindergarten camp will maintain or increase their score on the math indicators on the kindergarten screener</p> <p>Year 2 55% of kindergarten students will meet or exceed benchmark on the BOY reading screener</p> <p>92% of the students who attended the math sessions of kindergarten camp will maintain or increase their score on the math indicators on the kindergarten screener</p> <p>85% of the students who attended Allemands Elementary PK4 Program will meet or exceed benchmark on the EOY reading screener (PELI)</p> <p>Year 3 55% of kindergarten students will meet or exceed benchmark on the BOY reading screener</p> <p>100% of the students who attended the math sessions of kindergarten camp will maintain or increase their score on the math indicators on the kindergarten screener</p> <p>88% of the students who attended Allemands Elementary PK4 Program will meet or exceed benchmark on the EOY reading screener (PELI)</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Provide a Catfish Kindergarten Readiness Camp for all incoming kindergarten students</p> <ul style="list-style-type: none"> Plan and promote the readiness camp <ul style="list-style-type: none"> target children who were at home with adults, community prekindergarten providers, English Learners (EL) population, and students with disabilities Review kindergarten entry assessment data Group students based in data and foundational skills 	Title I District Funds	March 2025-August 2025	Administration
		<ul style="list-style-type: none"> DRDP selected indicators Math Kindergarten screener BOY reading screener Anecdotal notes and observational data, daily during camp Parental camp survey <p>Research Based-Evidence:</p>	Camp Teachers Kindergarten Teachers Instructional Leadership Team (ILT)

<p>readiness</p> <ul style="list-style-type: none"> Collaborate using the guiding questions to determine how to address the foundational skills Monitor progress of students on selected skills Instruct parents/guardians on essential foundational skills 		<p>Kindergarten readiness is a good predictor of long-term achievement. This learning opportunity will help develop cognitive, behavior, social, math, and literacy skills. (Barnett W.F. <i>Preschool Education and its Lasting Effects: Research and Policy Implications</i>, 2008)</p> <p>A smooth transition between preschool and kindergarten is key to a child's social adjustment and future educational success. (page 8) (https://www.ecs.org/wp-content/uploads/Transitions-and-Alignment-From-Preschool-to-Kindergarten.pdf, Transitions and Alignments: From Preschool to Kindergarten, 2018)</p> <p>Feedback was amongst the most powerful influences on achievement. Feedback to teachers helps make learning visible. (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	<p>Family Literacy Teacher</p> <p>English Language Learner (ELL) Teacher/ Spanish speaking faculty members</p>
<p>2. Support the implementation of standards-aligned curricula</p> <ul style="list-style-type: none"> Utilize content leader for prekindergarten to participate on the district team and support within the school team: <ul style="list-style-type: none"> understanding of essential learning <ul style="list-style-type: none"> modeling for parents and provide support during practice of essential skills with child identifying where essential learning is taught with the curricula and the vertical alignment of essential learning understanding of the common assessments and the success criteria <ul style="list-style-type: none"> understanding of TS Gold objectives, dimensions, and indicators improving teacher practice through the study of science of reading improving teacher practice through the analysis of student work improving student results through the analysis of student work by identifying students in need of intervention or extension <ul style="list-style-type: none"> providing support to students who are not performing on grade level progress monitoring students not performing on grade level collaborating on student performance between classroom and special education teachers 	<p>School funds</p>	<p>August 2025-May 2026</p>	<p>Administration</p> <p>Classroom and Special Education Teachers</p> <p>Paraeducators</p> <p>Prekindergarten Content Team Member</p> <p>Prekindergarten Guiding Coalition Team Member</p> <p>Curriculum, Instruction, & Assessment Coach</p>

<ul style="list-style-type: none"> • creating units of study based on essential learning 		<ul style="list-style-type: none"> • Professional Learning Team minutes, weekly plannings • Faculty Meeting Sign-in sheets, at least monthly • Teacher language and intentional focus on student growth • Implementation of effective differentiated lessons (questions 2 & 4 of PLC guiding questions), daily <p>Research based evidence:</p> <p>The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>The professional learning community (PLC) model gives schools a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning. (Rentfro, E. R. (2007, December 1). Professional Learning Communities Impact Student Success This school uses a professional learning community to target students' needs. <i>Leadership Compass</i>, 5(2). https://www.naesp.org/sites/default/files/resources/2/Leadership_Compas/2007/LC2007v5n2a3.pdf)</p>	

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>Year 1 70% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener 50% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener 46% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener 60% of the kindergarteners will achieve mastery on math assessments (average score of 3) 79% of the 1st graders will achieve mastery on math assessments (average score of 3) 69% of the 2nd graders will achieve mastery on math assessments (average score of 3)</p> <p>Year 2 85% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener 88% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener 80% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener 82% of the kindergarteners will achieve mastery on math district benchmark assessments 85% of the 1st graders will achieve mastery on math district benchmark assessments 85% of the 2nd graders will achieve mastery on math district benchmark assessments</p> <p>Year 3 88% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener 95% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener</p>

		85% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener 95% of the kindergarteners will achieve mastery on math district benchmark assessments 88% of the 1st graders will achieve mastery on math district benchmark assessments 85% of the 2nd graders will achieve mastery on math district benchmark assessments	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Build capacity to support the implementation of Professional Learning Communities (PLCs) <ul style="list-style-type: none"> Utilize certified turnaround trainers through the Coaching Academy and debrief learning with the Guiding Coalition Maintain a school based Guiding Coalition to engage in professional learning <ul style="list-style-type: none"> study of <u>Learning By Doing</u> by Dufour, DuFour, Eaker, Many and Mattos articles from <i>All Things PLC</i> website (https://www.allthingsplc.info/) attend the Visible Learning conference add members of the enrichment team and paraeducator group Maintain and monitor the roles of the school Guiding Coalition team Meet at least monthly to support team learning and build capacity Refine and implement protocols and processes of PLCs within grade level teams Maintain and monitor lines of communication between Guiding Coalition team and faculty Reflect on the effectiveness of the PLCs by using the Strategic Implementation Guide (SIG) 	Title I funds School funds	May 2025-May 2026	Administration
		<ul style="list-style-type: none"> Professional Learning Team minutes, weekly plannings Faculty Meeting Sign-in sheets, at least monthly Observations, at least bimonthly Implementation of effective differentiated lessons Strategic Implementation Guide (SIG) Research based evidence: The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> , 2016) The professional learning community (PLC) model gives schools a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning. (Rentfro, E. R. (2007, December 1). Professional Learning Communities Impact Student Success This school uses a professional learning community to target students' needs. <i>Leadership Compass</i> , 5(2). https://www.naesp.org/sites/default/files/resources/2/Leadership_Compass/2007/LC2007v5n2a3.pdf)	Teachers and Instructional Staff Primary Literacy Interventionists Curriculum, Instruction, & Assessment Coach ILT team
2. Support the implementation of standards-aligned curricula <ul style="list-style-type: none"> Utilize content leaders for English Language Arts (ELA) and Math to participate on the district team and support: <ul style="list-style-type: none"> developing an understanding of all standards 	School funds	May 2025-May 2026	Administration Classroom Teachers and Special Education

<ul style="list-style-type: none"> ● understanding of district selected essential learning ● identifying where essential learning is taught within the curricula and the vertical alignment of essential learning ● understanding common assessments, screener, and the success criteria ● engage in a book study of <u>Reach All Readers</u> by Anna Geiger ● attend Plain Talk about Dyslexia ● design units based on essential standards ● creating Common Formative Assessments (CFAs) based on essential standards ● improving teacher practice through the analysis of student work ● identifying students in need of intervention or extension ● providing support to students who are performing below grade level ● monitoring progress of students in intervention ● collaborating on student performance between classroom and special education teachers ● review the progress of special education learners as a focus group ● review the progress of EL learners as a focus group ● engaging and equipping parents with the knowledge and skills of grade level essential standards to support students at home <ul style="list-style-type: none"> ● disseminate academic information on social media platforms ● provide sessions at each grade level anchored in ELA and Math Families and Child Together (FACT sessions) ● make personal phone calls to encourage parents of students with disabilities, retained students, placed students, and English Learners to participate 		<ul style="list-style-type: none"> ● Professional Learning Team minutes, weekly plannings ● Faculty Meeting Sign-in sheets, at least monthly ● Observations, at least bimonthly ● Implementation of effective differentiated lessons, daily ● FACT Session sign-in sheets ● Completed Units ● Common Formative Assessments (CFAs) <p>Research based evidence:</p> <p>The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>The professional learning community (PLC) model gives schools a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning. (Rentfro, E. R. (2007, December 1). Professional Learning Communities Impact Student Success This school uses a professional learning community to target students' needs. <i>Leadership Compass</i>, 5(2). https://www.naesp.org/sites/default/files/resources/2/Leadership_Compas/2007/LC2007v5n2a3.pdf)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergartner's loops and pictures to a second grader's reading log, the author details how to understand them and plan teaching that meets everyone's literacy needs—and the standards. (Serravallo, J. <i>The Literacy Teacher's Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>In the United States, decades of research have shown that parents have a positive influence on student academic achievement when equipped to support their children's learning at home. One study showed that parent involvement in at-home learning had more than twice the effect on student</p>	<p>teachers</p> <p>Primary Literacy Interventionists</p> <p>ELA and Math Content Team Members</p> <p>Guiding Coalition Team Members</p> <p>Curriculum, Instruction & Assessment Coach</p> <p>SBLC/RTI chair person</p> <p>Family Literacy Teacher</p> <p>ELL Teacher</p> <p>ILT</p>
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		<p>test scores than parents' education levels or socio-economic status. Another recent report highlighted the positive impact families were able to have on student learning when teachers engaged them through high-quality instructional materials. (Weisskirk, L., O'Bryon, E. <i>5 Ways to Engage Families Around Student Learning (and why you should!</i> 2021)</p>	
<p>3. Respond to evidence of student learning through intervention, extension, and enrichment.</p> <ul style="list-style-type: none"> ● Support teachers in responding to screener, diagnostic and curricula data <ul style="list-style-type: none"> ● provide professional development on the screener's measures and scoring ● meet in weekly Professional Learning Team meetings to analyze and determine instructional steps based on data ● determine how to intervene with strategic, intensive, in the moment feedback, and support during instruction and extension opportunities ● progress monitor student growth ● compile and organize data to determine the need for intervention or extension ● determine flexible grouping to provide strategic/focused interventions and extension opportunities ● collaborate to determine the students' greatest needs using the core and intervention strategies to provide instructional support directly aligned with the student's skill deficit and grade-level standard ● adjust instruction for students not mastering essential learning (EL learners as targeted group) ● adjust instruction for students not mastering essential learning (special education learners as targeted group) 	<p>School funds</p>	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> ● Professional Learning Team minutes, weekly plannings ● Faculty Meeting Sign-in sheets, at least monthly ● Teacher observations, at least bimonthly ● Student results, weekly ● Progress Monitoring, weekly ● Summative and formative assessments, weekly and as designed ● Data reviews, weekly and monthly <p>Researched Based Evidence: The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community (DuFour, R, DuFour R, Eaker R, Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergartner's loops and pictures to a second grader's reading log, the author details how to understand them and plan teaching that meets everyone's literacy needs—and the standards. (Serravallo, J. <i>The Literacy Teacher's Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	<p>Administration</p> <p>Classroom Teachers and Special Education teachers</p> <p>Primary Literacy Interventionists</p> <p>Curriculum, Instruction & Assessment Coach</p> <p>SBLC/RTI chair person</p> <p>Family Literacy Teacher</p> <p>ILT</p> <p>ELL Teacher</p>

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 in reading		<p>Year 1 70% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener</p> <p>50% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener</p> <p>46% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener</p> <p>Year 2 85% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener</p> <p>88% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener</p> <p>80% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener</p> <p>Year 3 88% of kindergarteners will meet or exceed the benchmark performance on the EOY reading screener</p> <p>95% of 1st graders will meet or exceed the benchmark performance on the EOY reading screener</p> <p>85% of 2nd graders will meet or exceed the benchmark performance on the EOY reading screener</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Increase student achievement in reading by developing and monitoring literacy goals</p> <ul style="list-style-type: none"> Utilizing prior year’s screening data to gather information about literacy needs and plan instruction prior to the first day of school 	School funds	August 2025-May 2026	Administration
		<ul style="list-style-type: none"> Professional Learning Team minutes, weekly plannings Faculty Meeting Sign-in sheets, at least monthly Teacher observations, at least bimonthly Student results, weekly 	Classroom Teachers and Special Education teachers

<ul style="list-style-type: none"> Assessing all students using a universal screener at the beginning, middle, and end of the school year Analyzing results of screeners to determine who is in need of intervention and extension Utilizing a diagnostic assessment for further analysis, as needed Flexibly group students across the grade level to support based on identified need Progress monitor results of interventions and adjust groups and interventions as needed Review progress toward literacy goals as a grade level through the use of SMART goals 		<ul style="list-style-type: none"> Progress monitoring, weekly Summative and formative assessments, weekly and as designed Data reviews, weekly and monthly Screeners <p>Researched Based Evidence: The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergartner’s loops and pictures to a second grader’s reading log, the author details how to understand them and plan teaching that meets everyone’s literacy needs—and the standards. (Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	Primary Literacy Interventionist Curriculum, Instruction & Assessment Coach ILT High Dosage Tutoring (HDT) teacher Paraeducators
<p>2. Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs.</p> <ul style="list-style-type: none"> Address foundational skills and content knowledge through effective initial instruction in specialized units based on the high quality Tier 1 curriculum Respond to formative assessment and CFA data to support and differentiate Tier 1 core instruction Use data and flexible scheduling to address the needs of all students: <ul style="list-style-type: none"> provide support in meeting grade level essential standards with Tier 2 Intervention provide intensive support in learning essential standards with Tier 3 Intervention provide extension lessons for students who mastered 	School funds	August 2025-May 2026 <ul style="list-style-type: none"> Professional Learning Team minutes, weekly plannings Faculty Meeting Sign-in sheets, at least monthly Teacher observations, at least bimonthly Student results, weekly Progress monitoring, weekly Summative and formative assessments, weekly and as designed Data reviews, weekly and monthly Unit Lesson Plans Common Formative Assessments (CFAs) <p>Researched Based Evidence: The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn</p>	Administration Classroom Teachers and Special Education teachers Primary Literacy Interventionist Curriculum, Instruction & Assessment Coach ILT HDT Teacher

<ul style="list-style-type: none"> grade level essential standards ● group and monitor the EL learners as a subgroup ● group and monitor the special education learners as a subgroup 		<p>at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergartner’s loops and pictures to a second grader’s reading log, the author details how to understand them and plan teaching that meets everyone’s literacy needs—and the standards. (Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>CKLA’s two-strand approach was designed in consideration of the theoretical premise of the Simple View of Reading, as well as the empirical research on reading development. The result is a program in which decoding and comprehension are given equal weight, and equal time, within the ELA block, and teachers are provided two complementary sets of materials designed for daily use and for intentional support of each aspect of reading development. (Amplify (2016, September 1). The Research Foundation for Core Knowledge Language Arts (CKLA). https://Amplify.com/Research-And-Case-Studies/Amplify-Ckla-Research. Retrieved July 21, 2023, from https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf)</p>	<p>ELL teacher</p> <p>Paraeducators</p> <p>SBLC/RTI chair person</p>
<p>3. Provide ongoing professional growth opportunities to support effective teaching and literacy development.</p> <ul style="list-style-type: none"> ● Continue to participate in professional learning of the science of reading and teaching best practices ● Attend the Plain Talk About Dyslexia conference ● Engage in a book study on <u>Reach All Readers</u> ● Revisiting science of reading professional learning components as student data, teacher data, and/or grade level needs arise ● Support teachers understanding of assessment to focus on student learning, changes needed to teacher practice, and instructional action ● Support paraeducators understanding of science of reading 	<p>School funds</p>	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> ● Professional Learning Team minutes, weekly plannings ● Paraeducator Professional Development sign-in sheet, 4 sessions ● Faculty Meeting Sign-in sheets, at least monthly ● Teacher observations, at least bimonthly ● Student results, weekly ● Progress monitoring, weekly ● Summative and formative assessments, weekly and as designed ● Data reviews, weekly and monthly ● Unit Lesson Plans ● Common Formative Assessments (CFAs) 	<p>Administration</p> <p>Classroom Teachers and Special Education teachers</p> <p>Primary Literacy Interventionist</p> <p>ELA Content Team Members</p> <p>Curriculum, Instruction</p>

<p>and how to support all students in reading instruction</p> <ul style="list-style-type: none"> Engage in professional learning on unit development, common formative assessments, explicit instruction, and intervention programs Support grade level teachers as they facilitate unit development, understand essential learning, and assessment alignment Conduct observations with actionable feedback related to the implementation of Tier 1 Core Instruction and flexible grouping intervention and/or extensions Provide individualized teacher coaching as determined by classroom observations and/or data analysis Develop a deeper understanding of the National Institute of Excellence in Teaching (NIET) rubric components 		<p>Researched Based Evidence: The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community. (DuFour, R, DuFour R, Eaker R, Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergartner’s loops and pictures to a second grader’s reading log, the author details how to understand them and plan teaching that meets everyone’s literacy needs—and the standards. (Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	<p>& Assessment Coach</p> <p>Paraeducators</p> <p>Staff Development Coordinator</p> <p>ILT</p> <p>Guiding Coalition Team</p>
<p>4. Engage and equip parents with the knowledge and skills to support students at home</p> <ul style="list-style-type: none"> Share Literacy Plan with families at the beginning of the year Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home Provide FACT sessions at each grade level anchored in literacy 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. Continue to develop partnerships with community organizations to promote reading Disseminate academic information on social media platforms 	<p>School funds</p>	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> Professional Learning Team minutes, weekly plannings Faculty Meeting Sign-in sheets, at least monthly Teacher observations, at least bimonthly Student results, weekly Progress monitoring, weekly Summative and formative assessments, weekly and as designed Data reviews, weekly and monthly Parent surveys FACT session sign-in sheets Community literacy sessions iASP Home Connect <p>Researched Based Evidence: The first (and the biggest) of the big ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student by the very essence of a learning community.</p>	<p>Administration</p> <p>Classroom Teachers and Special Education teachers</p> <p>Primary Literacy Interventionist</p> <p>Curriculum, Instruction & Assessment Coach</p> <p>Family Literacy Teacher</p>

		<p>(DuFour, R, DuFour R, Eaker R, Many T, Mattos, M. <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>This workshop-in-a-book shares a powerful four-step protocol for formative assessment. From a kindergartner’s loops and pictures to a second grader’s reading log, the author details how to understand them and plan teaching that meets everyone’s literacy needs—and the standards.</p> <p>(Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014) CKLA resource (Tier 1 Instruction)</p> <p>Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	

Allemands Elementary
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"> ● Upbeat Survey: <ul style="list-style-type: none"> ○ 96% of the staff agreed with the questions in the School Safety & Order category which was 19 points higher than the district ○ 93% of the staff agreed with the question, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in the classes.” which was 33 points higher than the district ○ 96% of the staff agreed with the questions in the Inclusive Practices category which was 4 points higher than the district ○ 96% of the staff agreed with the questions in the Care and Commitment category which was 1 point higher than the district ○ 98% of the staff agreed with the questions in the Instructional Leadership category which was 7 points higher than the district ● SCPPS Stakeholder Survey <ul style="list-style-type: none"> ○ 4.72 out of 5.0 rated for the indicator, “In my child’s school, staff members respect students and families of all backgrounds.” ○ 4.65 out of 5.0 rated for the indicator, “Teachers at my child’s school care about the wellbeing of students.” ○ 4.63 out of 5.0 rated for the indicator, “My child’s school offers opportunities for families to be involved in the school and my child’s learning.” 	<ul style="list-style-type: none"> ● SCPPS Stakeholder Survey <ul style="list-style-type: none"> ○ 4.19 out of 5.0 rated on the indicator, “My child’s school counselor meets with him/her on a regular basis to assist with his/her academic, personal/social, and career development needs.” ● 92% of all referrals were received by male students ● Out of the total number of students placed, 46% were due to attendance only
<ul style="list-style-type: none"> ● Provide safe and efficient transportation services ● Provide safe and well-maintained bus fleet ● Develop strong relationships with all internal stakeholders 		
<ul style="list-style-type: none"> ● Provide nutritious and appealing meals ● Develop effective student engagement nutrition programs ● Recruit, train, and retain a skilled workforce ● Provide modern kitchen facilities and dining environments 		
Student Support		
<ul style="list-style-type: none"> ● Provide all students with social emotional learning ● Increase School Counselor availability ● Increase the timeliness of FAFSA completion ● Provide students with resources, lessons and partnerships 		
Student Services		
<ul style="list-style-type: none"> ● Enhance children’s wellbeing & belonging ● Implement programs and services that support children academically, socially, emotionally & physically 		
Student Opportunities		
<ul style="list-style-type: none"> ● Identify and implement proactive and responsive processes and practices to enhance athletic programs 		
Supporting Data		
Discipline Reports Attendance Data	SCPPS Stakeholder Survey	Upbeat Survey

Goal B – Student Well-being and Belonging

District Goal		District Objective(s)	
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging		Increase percent of students in attendance on any given day	
School Goal		School Objective(s)	
Develop SEL competencies within our students		<p>Year 1: Decrease the percentage of students who are placed due to attendance by 10%</p> <p>Year 2 Decrease the percentage of students who are placed due to attendance only by 10%</p> <p>Year 3 Decrease the percentage of students who are placed only due to attendance by 10% (from 46% to 36%)</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Refine the implementation of Catfish Character Traits focusing on Social/Emotional Competencies</p> <ul style="list-style-type: none"> Revise Make-it-Matter Morning Meeting targeted lessons which address character traits to be aligned with the SEL 7 Mindsets Curriculum Teach enrichment (counselor) lessons that focus on topics specific to class needs Revisit and display visuals for character traits and CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control) Conduct a FACT session to parents focusing on social emotional competencies <ul style="list-style-type: none"> call to invite specific parents of students who had referrals the previous year Establish groups for the mental health professional and/or counselor to support with monthly character traits <ul style="list-style-type: none"> survey teachers and parents to select students who need support with monthly traits Administer the K-2 survey to students to create groups 	School funds	August 2025-May 2026	Administration
		<ul style="list-style-type: none"> FACT session sign-in sheets Parent surveys Teacher surveys Discipline data SchoolStatus phone call log Family Information Guide <p>Researched Based Evidence: Restorative practices are predicated on the positive relationships that students and adults have with one another. Simply said, it's harder for students to act defiantly or disrespectfully toward adults who clearly care about them and their future. Healthy and productive relationships between and among students and staff facilitate a positive school climate and learning environment In the restorative approach, when relationships in the school become damaged, the parties involved are encouraged to</p>	Classroom Teachers and Special Education teachers Counselor Mental Health Professional (MHP) Family Literacy Teacher Social Emotional Wellness (SEW) Committee

<ul style="list-style-type: none"> Share visuals and lesson topics with parents via family information guide Revisit how to restore relationships between students 		<p>engage in reflective conversations that help offenders understand the harm that their actions caused and provide them with opportunities to make amends. As we describe further in this book, there are a number of ways to build relationships and create healthy learning communities. (Smith, D., Fisher, D., & Frey, N. (2015). <i>Better Than Carrots Or Sticks</i> (p. 4). ASCD.)</p> <p>4.9b. Integrated Student Well-being into Regular Content Integrating student well-being content into regular instruction is an effective strategy for encouraging students to apply and practice their social-emotional competencies. In fact, students benefit most when they can rigorously practice and apply well-being lessons to real-world scenarios. (2021, September 27). Staffing and Scheduling Best Practices Guidance. Louisiana Department of Education. Retrieved July 4, 2023, from https://www.louisianabelieves.com/resources/search?indexCatalogue=global%2Dcontent%2Dsearch&searchQuery=staffing+and+scheduling&wordSMode=0)</p>	
<p>2. Support students who struggle to meet expectations</p> <ul style="list-style-type: none"> Generate a list of students who received referrals in previous years Conduct conferences with students who had behavior reports in previous years Develop and/or teach lessons by the counselor or MHP that focus on competencies that students are struggling with at the time Communicate with parents to celebrate student positive choices Revisit Calm Down Corners and Think Time Provide all classes with Calm Down Corner items 	School funds	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> Conference sign-in SchoolStatus phone call log Discipline data Articles about Calm Down Corner and Think Time Basket of items Articles <p>Researched Based Evidence: When students develop internal motivation to do what's right, everyone benefits the teacher, and the entire classroom community...discipline is a subject that can be taught. (2019. <i>Teaching Self-Discipline</i> (p. 2). Center for Responsive Schools, Inc.)</p>	<p>Administration</p> <p>Teachers</p> <p>Counselor</p> <p>MHP</p> <p>SEWCommittee</p>
<p>3. Develop a sense of belonging</p> <ul style="list-style-type: none"> Study the book, <u>Belonging Through a Culture of Dignity</u>, by Floyd Cobb and John Krownapple Develop a better understanding of ourselves and our team to enhance our sense of belonging Study the 7 Mindsets SEL Curriculum to improve knowledge of 	School funds	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> Student jobs Evidence of strategies from book in daily interactions with students Schoolwide visuals and strategies 	<p>Administration</p> <p>Classroom Teachers and Special Education teachers</p>

<p>how to establish belonging in the classroom</p> <ul style="list-style-type: none"> ● Offer students a classroom job to create ownership ● Implement common school-wide strategies and visuals for restorative practices and mending relationships 		<p>Researched Based Evidence: The Responsive Classroom approach to teaching is comprised of a set of well-designed practices intended to create safe, joyful, and engaging classrooms and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. (2023, April 7). Five Discipline Strategies That Preserve Dignity. Responsive Classroom. Retrieved July 2, 2023, from https://www.responsiveclassroom.org/five-discipline-strategies-that-preserve-dignity/)</p>	<p>Counselor MHP SEW Committee Allemands Elementary School (AES) Staff</p>
<p>4. Support students who were habitually absent or who did not meet the Pupil Progression Plan requirements in the area of attendance</p> <ul style="list-style-type: none"> ● Call parents of students with excessive absences from the previous year at the beginning of the year ● Conduct home visits when needed ● Require teachers to call parents after three days of consecutive absences ● Revise procedure for teaching and assessing students who have missed lessons ● Celebrate families who improved their attendance over the school year ● Celebrate students when attendance goals are met ● Meet with parents of students who have unexcused absences and don't complete their make-up work 	<p>School funds</p>	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> ● SchoolStatus phone log ● Attendance letters ● Completed student make-up work ● SEW agendas <p>Researched Based Evidence: Parents are essential partners in promoting good attendance as they have the bottom-line responsibility for setting attendance expectations for making sure their children get to school every day. Parents need to be equipped with the right information so they understand that good attendance is really a matter of providing children more and better opportunities to learn. Schools need to respect and honor families' knowledge and potential to contribute to their children's education and create processes that draw on the hopes and dreams of parents for a better future for their children, as well as their insights into what will help families get their children to school. Schools and communities must deliberately build systems that support family engagement. (2017, April 27). Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts. Connecticut State Department of Education. Retrieved July 4, 2023, from https://portal.ct.gov/SDE/Publications/Reducing-Chronic-Absence-in-Connecticuts-Schools/What-can-schools-do-to-improve-attendance)</p>	<p>Administration Teachers School Office Specialist Child Welfare and attendance student advocate</p>

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

District Priorities	School Strengths	School Challenges
<p>Goal C: Diverse, Effective and Engaged Employees</p> <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> 	<ul style="list-style-type: none"> ● Upbeat Survey <ul style="list-style-type: none"> ○ 96% of the staff agreed with the questions in the Self-Efficacy category which was 4 points higher than the district ○ 98% of the staff agreed with the questions in the Instructional Leadership category which was 7 points higher than the district ○ 96% of the staff agreed with the questions in the Teacher Voice and Leadership category which was 10 points higher than the district ○ 96% of the staff agreed with the survey question: "I would recommend working at my school to a friend." ○ 93% of the staff agreed with the survey question: "The professional development organized by my school's leadership team helps me improve my teaching." ● NIET data <ul style="list-style-type: none"> ○ Average observation score 3.52 	<ul style="list-style-type: none"> ● Upbeat Survey <ul style="list-style-type: none"> ○ 33% of the staff disagreed with the survey question: "The workload expected of teachers at my school is reasonable." ○ 33% of the staff disagreed with the survey question: "I feel confident that I can maintain my daily workload for the long-term." ○ 32% of the staff disagreed with the questions in the Work/Life Balance category ○ 30% of the staff disagreed with the survey question: "The professional development organized by my district helps me improve my teaching."
Supporting Data		
Upbeat Survey	Employee Attendance	Evaluation Data

Goal C – Diverse, Effective, and Engaged Employees

District Goal		District Objective(s)	
To employ and develop high quality staff and provide resources to support employee success		Increase teacher engagement: <ul style="list-style-type: none"> • Work/Life Balance- 71% to 75% • Teachers- Workload Reasonable- 67% to 70% 	
School Goal		School Objective(s)	
To employ and develop high quality staff and provide resources to support employee success		Year 1 Increase teacher engagement as indicated on the Upbeat survey question, “The workload expected of teachers at my school is reasonable.” from 68% to 74% Year 2 Increase teacher engagement as indicated on the Upbeat survey question, “The workload expected of teachers at my school is reasonable.” from 66% to 72% Year 3 Increase teacher engagement as indicated on the Upbeat survey question, “The workload expected of teachers at my school is reasonable.” from 67% to 75%	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Address concerns related to work-life balance: <ul style="list-style-type: none"> • Revisit collective commitments for the school and norms in teams to ensure the work is focused and efficient • Continue to adjust planning meetings to meet the needs of the team each week • Continue with a weekly extended planning • Survey staff to determine after school and before school meeting/event schedules • Provide opportunities for staff to develop relationships and discuss positive strategies to manage work-life balance 	School funds	August 2025-May 2026 <ul style="list-style-type: none"> • Collective commitments and norms reviewed at meetings • Surveys • Weekly schedule for meetings • Weekly memo with strategies 	Guiding Coalition Team Member Administration SEW Committee
		Researched Based Evidence: ...the perceptions faculty members have of their work life had a direct and powerful impact on their morale, and subsequently on their intentions to leave at both the individual and group or institutional levels. (“Work Life Balance among Teachers: An Empirical Study” Adeeba Irfan Dr. Feza Tabassum Azmi IOSR Journal of Business and Management (IOSR-JBM) e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 17, Issue 2.Ver. III (Feb. 2015), PP 01-11 www.iosrjournals.org)	
2. Develop a culture of health and wellness <ul style="list-style-type: none"> • Create school wellness activities (ie coffee with counselor, 	School funds	August 2025-May 2026	School Committees

<p>fitness with friends, stress free strategy for the week/month, motivational Monday, walking track)</p> <ul style="list-style-type: none"> ● Create healthy lifestyle visuals to assist with adult conditions ● Encourage staff to participate in district wellness activities ● Implement calm activity time at the end of the day 	<p>PTA funds</p>	<ul style="list-style-type: none"> ● Visuals posted ● Flyers advertising events for wellness activities <p>Researched Based Evidence: The social, emotional, and physical health of teachers is a shared responsibility and a critical component of student learning and overall community wellbeing. (REL Pacific in collaboration with the Cross-REL Working Group on Social and Emotional Learning and the Social and Behavioral Context for Academic Learning portfolio at the National Center for Education Research.)</p>	<p>PTA Board Nurse SEW Committee School Success Team (SST) committee</p>

Allemands Elementary
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
<p>Goal E: Facilities Management</p> <p>Facilities</p> <ul style="list-style-type: none"> • <i>Design and maintain facilities to support student and employee success</i> • <i>Develop and implement standards and processes for effective and efficient operations</i> <p>Safety</p> <ul style="list-style-type: none"> • <i>Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees</i> <p>Athletics</p> <ul style="list-style-type: none"> • <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees</i> 	<ul style="list-style-type: none"> • Upbeat Survey <ul style="list-style-type: none"> ○ 100% of the staff agreed with the survey question: "I feel physically safe at my school." ○ 100% of the staff agreed with the survey question: "My school is a physically safe environment for students." • SCPPS Stakeholder Survey <ul style="list-style-type: none"> ○ 4.75 out of 5.0 rated on the indicator: "My child's school is clean and well-maintained." ○ 67 out of 69 stakeholders strongly agreed or agreed with the indicator: "My child's school provides a safe learning environment." 	<ul style="list-style-type: none"> • 37% of the staff disagreed with the survey question: "The school building is clean and well-maintained." 10 points lower than the district • 17% of the staff agreed with the survey questions in the St. Charles Parish Resources and Facilities category which was 10 points lower than the district • 36% of student referrals focused on injurious actions <ul style="list-style-type: none"> ○ Conduct or habits injurious to others ○ Throws missiles liable to injure others ○ Commits immoral or vicious practices ○ Instigates or participates in fights • 48% of students who received referrals received more than one • 31% of student referrals were from the bus
Supporting Data		
Discipline Data	Stakeholder Survey	Upbeat Survey

Goal E – Facilities Management

District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		Meet or exceed 88% agree/strongly agree response rate on the SCPPS Stakeholder Survey for the statement, “Our school provides a safe learning environment.”	
School Goal		School Objective(s)	
To maintain a psychologically and physically safe and supportive learning environment for all students		Year 1 Decrease the percent of referrals received for injurious actions by 10% <ul style="list-style-type: none"> ○ Conduct or habits injurious to others ○ Throws missiles liable to injure others ○ Commits immoral or vicious practices ○ Instigates or participates in fights 	
		Year 2 Decrease the percent of referrals received for injurious actions by 6% <ul style="list-style-type: none"> ○ Conduct or habits injurious to others ○ Throws missiles liable to injure others ○ Commits immoral or vicious practices ○ Instigates or participates in fights 	
		Year 3 Decrease the percent of referrals received for injurious actions by 6% (from 36% to 30%) <ul style="list-style-type: none"> ○ Conduct or habits injurious to others ○ Throws missiles liable to injure others ○ Commits immoral or vicious practices ○ Instigates or participates in fights 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
1. Educate students who exhibit injurious behavior <ul style="list-style-type: none"> ● Identify students who exhibited injurious behaviors in the previous years to provide support sessions for teaching replacement behaviors and self-regulation skills ● Communicate with families to share the events of the support sessions ● Meet in the Social Emotional Wellness (SEW) committee to identify students in the current year who are displaying injurious behaviors 	School funds	August 2025-May 2026	Administration
		<ul style="list-style-type: none"> ● SchoolStatus phone calls ● SEW meeting minutes ● Group lessons 	Staff MHP Counselor SEW Committee
		Researched Based Evidence: When students develop internal motivation to do what’s right, everyone benefits the teacher, and the entire classroom community...discipline is a	

<ul style="list-style-type: none"> ● Create groups to teach replacement behaviors and self-regulation skills ● Celebrate student success ● Increase general morning announcements about appropriate non-injurious behaviors 		<p>subject that can be taught.’ (2019). Teaching Self-Discipline (p. 2). Center for Responsive Schools, Inc.)</p>	
<p>2. Ensure all staff and students are knowledgeable, confident and consistent when ensuring school safety</p> <ul style="list-style-type: none"> ● Provide opportunities for all staff to complete the Safe School Trainings prior to the due date ● Provide opportunities for staff training on student based conflict resolution strategies at the beginning of the year, Fall, and Spring ● Monitor and support staff in regards to duty assignments <ul style="list-style-type: none"> ● Revisit duty assignments to determine a change in location at the end of the first semester ● Conduct duty feedback observations ● Identify facilities improvements needed <ul style="list-style-type: none"> ● Meet with maintenance supervisor ● Create Google form to submit safety issues ● Host monthly custodian meetings ● Conduct mini-audits and safety learning walks observing ● Monitor recess <ul style="list-style-type: none"> ● Teach appropriate recess activities and equipment in Physical Education ● Plan organized recess activities ● Conduct recess monitoring checks and provide feedback ● Assign zones for active monitoring during recess with a rotation system in place ● Create more sidewalk interactive activities/art ● Revisit Bus Safety/Behavior <ul style="list-style-type: none"> ● Teach appropriate bus safety in Physical Education in the beginning of the year, Fall, and Spring ● Monthly morning meeting with bus safety focus ● Bus practice and meeting with teachers, bus operators, and students ● Conduct quarterly bus checks and provide feedback 	<p>School funds</p>	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> ● Monitoring feedback, at least monthly ● Google form results, at least monthly ● Lesson plans, at least monthly <p>Researched Based Evidence: Modern-day schools are highly complex and unique organizations that operate with an urgent imperative: Educate and prepare all children and youth to achieve their highest potential and contribute to society, no matter their socioeconomic background or geographic location. Creating safe, orderly, warm, and inviting school environments is critical to ensuring that all of our schools meet this goal. In order to create this type of environment, schools must work towards integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a multi-tiered system of support. Schools should strive to increase access to mental health services, increase the number of school employed mental health staff, and ensure that measures to improve school safety balance physical safety with psychological safety. To further support student safety, schools must develop effective emergency preparedness and crisis prevention, intervention, and response plans that are coordinated with local first responders. (Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists)</p>	<p>Administration</p> <p>Staff</p> <p>MHP</p> <p>Counselor</p> <p>SEW Committee</p> <p>Physical Education Teacher</p>

Allemands Elementary
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
<p>Goal F: Stakeholder Investment</p> <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"> ● Upbeat Survey <ul style="list-style-type: none"> ○ 99% of the staff agreed with questions listed in the Parent/Teacher Communication category which was 7 points higher than the district ● Parent Communication <ul style="list-style-type: none"> ○ SchoolStatus Reports <ul style="list-style-type: none"> ■ 50,924 texts sent to parents ■ 1,986 phone calls made to parents ○ 395 Blackboard Connect Messages ● Parent Teacher Conference Attendance <ul style="list-style-type: none"> ○ 98% of parents participated in fall conferences ● Family Engagement Activities <ul style="list-style-type: none"> ○ 17 workshops and collaborative meetings ○ 103 volunteer, playgroup, and special event events ● Social Media Posts <ul style="list-style-type: none"> ○ 236 Instagram posts ○ 441 Facebook posts ○ 32% of Facebook followers are AES parents 	<ul style="list-style-type: none"> ● SST Stakeholder Advisory Meeting Attendance <ul style="list-style-type: none"> ○ average of 5 attendees at monthly meetings ● Parent Teacher Conference Attendance <ul style="list-style-type: none"> ○ 88% of parents participated in spring conferences ● Social Media Posts <ul style="list-style-type: none"> ○ 49 X (formerly Twitter) posts
Supporting Data		
Family Center Engagement Data Upbeat Survey	SchoolStatus Reports Parent Teacher Conference Attendance	Stakeholder Survey

Goal F – Stakeholder Investment

District Goal		District Objective(s)	
To promote and develop meaningful engagement between students, families, business community and the school system		Increase the personalized contacts made by school personnel to families by 20%	
School Goal		School Objective(s)	
Increase and vary communication with stakeholders		<p>Year 1 Increase communication with stakeholders by 8%</p> <p>Increase the number of parents who attend Parent Teacher Conferences by 5%</p> <p>Year 2 Increase communication with stakeholders by 8%</p> <p>Increase the number of parents who attend Parent Teacher Conferences by 5%</p> <p>Year 3 Increase communication with stakeholders by 8%</p> <p>Increase the number of parents who attend Parent Teacher Conferences by 5% (from 88% to 93% in the Spring)</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Diversify methods of communication</p> <ul style="list-style-type: none"> ● Create and send survey to parents to determine their preferred method of communication ● Revise parent information guide structure to include school events for parents ● Post parent information guides on google classroom ● Support Spanish speaking families with fliers, Family Center support sessions, and other forms of school communication ● Revisit expectations for communication via: website, X (formerly Twitter), Instagram, School Status, Blackboard Connect ● Provide professional development for new teachers to enhance their use of Google Classroom, SchoolStatus as 	School funds	August 2025-May 2026	Technology Site Coordinator
		<ul style="list-style-type: none"> ● Fliers ● Social media data ● Blackboard Connect data ● SchoolStatus data <p>Researched Based Evidence: Getting families on board in every aspect of their student’s education—including interventions—helps parents feel a sense of belonging in the school community and become more willing to partner with the school team to meet their student’s needs. You can build true</p>	Administrator Family Literacy Teacher

<p>needed</p> <ul style="list-style-type: none"> Send families a weekly email to share school updates and events Continue to update the school Facebook page 		<p>family-school partnerships by increasing family engagement as part of Multi-Tiered System of Support (MTSS) initiatives. (Power School (2023, May 23). <i>Engage Families and Improve Attendance with Your MTSS Practice</i>. Powerschool. Retrieved July 5, 2023, from https://www.powerschool.com/blog/mtss-engages-families-improves-attendance/?utm_campaign=Unified-Attend-Phrase&utm_source=bing&utm_medium=cpc&utm_term=parent%20involvement%20in%20schools)</p>	
<p>2. Increase attendance at stakeholder meetings</p> <ul style="list-style-type: none"> Select and call parents to personally invite them Provide opportunities for virtual attendance Send Blackboard Connect parent reminders prior to stakeholder meetings 	<p>School funds</p>	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> Sign-ins, monthly SchoolStatus data <p>Researched Based Evidence: Getting families on board in every aspect of their student’s education—including interventions—helps parents feel a sense of belonging in the school community and become more willing to partner with the school team to meet their student’s needs. You can build true family-school partnerships by increasing family engagement as part of Multi-Tiered System of Support (MTSS) initiatives. (Power School (2023, May 23). <i>Engage Families and Improve Attendance with Your MTSS Practice</i>. Powerschool. Retrieved July 5, 2023, from https://www.powerschool.com/blog/mtss-engages-families-improves-attendance/?utm_campaign=Unified-Attend-Phrase&utm_source=bing&utm_medium=cpc&utm_term=parent%20involvement%20in%20schools)</p>	<p>Administrator</p> <p>Family Literacy Teacher</p>
<p>3. Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home</p> <ul style="list-style-type: none"> Provide FACT sessions at each grade level anchored in ELA and Math curriculum and essential standards Provide FACT sessions on social emotional topics Provide English as a second language parents the opportunity to receive support to help students at home Post handouts from the FACT session to social media 	<p>School funds</p>	<p>August 2025-May 2026</p> <ul style="list-style-type: none"> Sign-ins, monthly FACT session handouts with social media posts <p>Researched Based Evidence: Research shows the primary motivation for parents to become involved is the belief that their actions will improve their children’s learning and well-being. Research also shows parents tend to be more involved if they perceive school staff and students want and expect their involvement. To increase parent engagement in school health, schools must make a positive connection with parents. Schools should also provide a variety of activities and frequent opportunities to fully engage parents. Finally, schools should work with parents to sustain parent engagement by addressing the common challenges to getting and keeping parents engaged.</p>	<p>Administrator</p> <p>Family Literacy Teacher</p> <p>MHP</p> <p>Counselor</p> <p>ILT</p>

		(Center for Disease Control and Prevention (2019, November 21). Parent Engagement for School Districts and School Administrators Print Improving Student Health and Academic Achievement. CDC.gov. Retrieved July 5, 2023, from https://www.cdc.gov/healthyyouth/protective/factsheets/parentengagement_t_administrators.htm)	

**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:

Lisa Perrin

Date:

6/1/23, 6/1/24, 7/7/25, 7/8/25

Principal's Digital Signature:

Lisa Perrin

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 Pocket PA (supplemental phonemic awareness)	Louisiana ELA Guidebooks 2022	Louisiana ELA Guidebooks	Louisiana ELA Guidebooks
Math	Frog Street	Eureka Math ²	Eureka Math ²	Eureka Math ²	Eureka Math ²
Science	Frog Street		Great Minds PhD Science®	Louisiana Scope and Sequence	Louisiana Scope and Sequence
Social Studies	Frog Street		Studies Weekly and Louisiana Bayou Bridges	Louisiana Course Frameworks	Louisiana Course Frameworks/Scope and Sequence

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	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		95% Sondag Amira Lexia Pocket PA			
Math		Eureka Math2 Resources Zearn			