



Saint Rose Elementary

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>The mission of St. Rose Elementary is to empower students to reach their full potential and become life-long learners in order to make a positive impact on society.</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>At St. Rose Elementary, we are committed to ensuring a solid academic and social-emotional foundation for future readiness.</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 St. Rose Elementary, we will:</p> <ul style="list-style-type: none"> ● maintain open and honest communication and collaboration between school, home, and community to build trust. ● monitor each students' <i>progress</i> to inform and <i>drive</i> instruction. ● work collaboratively and take collective responsibility for the success of each student. ● hold <i>students and staff</i> accountable for student learning <i>in order to develop each student to their full potential</i>. ● engage in meaningful professional learning for continuous improvement. ● <i>embrace diversity by providing a culture of inclusive and equitable opportunities for all</i>. ● expect excellence.

District Customer Excellence Standards

You and I...

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

DRAFT

**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 Angelle Babin</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</p> <p>Scott Cody Teresa Brown</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 Kelsey Hegel</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 Rebecca Matherne David Schexnaydre</p>

**School Governance
School Success Team**

Name	Title/Role	Name	Title/Role
Shonda Honor-Harris	Principal	Shelly Pilie'	First Grade Team Leader
Annette Blanchard	Assistant Principal	Keiana Alvis-Foster	Second Grade Team Leader
Tiffany Walsh	Assistant Principal	Jill Bracey	Third Grade Team Leader
Maggie Boos	Assistant Principal	Jeanie Savoie	Fourth Grade Team Leader
Theresa Macaluso/Amy St.Pierre	Co-Chairperson	Amy St. Pierre	Fifth Grade Team Leader
Miriam Gomez- Rosa	Pre Kindergarten Team Leader	Madison Baer	Enrichment Team Leader
Gia Reynaud	Kindergarten Team Leader	Christina Lipari	Interventionist Team Leader
Tia Reynolds/Annie Francioni	Family Literacy Teacher	Diamonique Pollard	SPED Team Leader
Haley Frickey	Staff Development Coordinator		

Saint Rose 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
<p>*Guiding Coalition*</p> Shonda Honor-Harris Annette Blanchard Tiffany Walsh Maggie Boos Maria Cruz-Johnson Joni Beal Leigh Gaubert Mandi LeBlanc Candace George Desjenee Cole Heidi Friloux Theresa Macaluso Diamonique Pollard Haley Frickey Amanda Mire Wendy Sievers	<p>*SEW/Discipline Team*</p> Shonda Honor-Harris Annette Blanchard Tiffany Walsh Maggie Boos Jamie Mason Katie Gabriel Denise Peniado Sonya Robinson	<p>*SST*</p> Shonda Honor-Harris Annette Blanchard Tiffany Walsh Maggie Boos Theresa Macaluso Miriam Gomez-Rosa Gia Reynaud Shelly Pilie' Keiana Alvis-Foster Jill Bracey Jeanie Savoie Amy St. Pierre Madison Baer Christina Lipari Haley Frickey Tia Reynolds/Annie Francioni	<p>*Safe Schools*</p> Shonda Honor-Harris Annette Blanchard Tiffany Walsh Maggie Boos Sonya Robinson Mary Bunch Zusel Nabut Amy Wootan Denise Peinado Jacob Thompson Robin Davis Alicia Baker Toni Nedd	<p>*SST*</p> Shonda Honor-Harris Annette Blanchard Tiffany Walsh Maggie Boos Theresa Macaluso Miriam Gomez-Rosa Gia Reynaud Shelly Pilie' Keiana Alvis-Foster Jill Bracey Jeanie Savoie Amy St. Pierre Madison Baer Christina Lipari Haley Frickey Tia Reynolds/Annie Francioni

Marie Johnson Shelby Chiro-Cabibi Jacob Thompson		Marissa Brown **		Micah Malbroux **
--	--	------------------	--	-------------------

Saint Rose Elementary School
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 	<p>Year 2 of 3</p> <ul style="list-style-type: none"> ● PELI: Notable increase in the percentage of pre-k students meeting widely held expectations on PELI. <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>PELI <i>Percent of Students at or above Benchmark</i></th> <th>BOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Pre-Kindergarten</td> <td>39%</td> <td>63%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● The end of year Acadience Reading composite scores for students *see below <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Dibels <u>Composite Scores</u> <i>Percent of Students at or above Benchmark</i></th> <th>BOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>27%</td> <td>79%</td> </tr> <tr> <td>First Grade</td> <td>52%</td> <td>77%</td> </tr> <tr> <td>Third Grade</td> <td>56%</td> <td>70%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Dibels BOY</th> <th>BOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	PELI <i>Percent of Students at or above Benchmark</i>	BOY	EOY	Pre-Kindergarten	39%	63%	Dibels <u>Composite Scores</u> <i>Percent of Students at or above Benchmark</i>	BOY	EOY	Kindergarten	27%	79%	First Grade	52%	77%	Third Grade	56%	70%	Dibels BOY	BOY	EOY				<p>Year 2 of 3</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Dibels <u>Composite Scores</u></th> <th>BOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Second Grade</td> <td>62%</td> <td>59%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6">ELA LEAP 2025 (from Spring 2024) <i>Percent of Students at Each Achievement Level</i></th> </tr> <tr> <th></th> <th>Adv</th> <th>Mas</th> <th>Basic</th> <th>AB</th> <th>Unsat</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>4</td> <td>37</td> <td>30</td> <td>20</td> <td>9</td> </tr> <tr> <td>3rd</td> <td>1</td> <td>43</td> <td>32</td> <td>16</td> <td>8</td> </tr> <tr> <td>4th</td> <td>7</td> <td>29</td> <td>32</td> <td>21</td> <td>11</td> </tr> <tr> <td>5th</td> <td>5</td> <td>38</td> <td>26</td> <td>23</td> <td>8</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6">Math LEAP 2025 (from Spring 2024) <i>Percent of Students at Each Achievement Level</i></th> </tr> <tr> <th></th> <th>Adv</th> <th>Mas</th> <th>Basic</th> <th>AB</th> <th>Unsat</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dibels <u>Composite Scores</u>	BOY	EOY	Second Grade	62%	59%	ELA LEAP 2025 (from Spring 2024) <i>Percent of Students at Each Achievement Level</i>							Adv	Mas	Basic	AB	Unsat	ALL	4	37	30	20	9	3rd	1	43	32	16	8	4th	7	29	32	21	11	5th	5	38	26	23	8	Math LEAP 2025 (from Spring 2024) <i>Percent of Students at Each Achievement Level</i>							Adv	Mas	Basic	AB	Unsat						
PELI <i>Percent of Students at or above Benchmark</i>	BOY	EOY																																																																																				
Pre-Kindergarten	39%	63%																																																																																				
Dibels <u>Composite Scores</u> <i>Percent of Students at or above Benchmark</i>	BOY	EOY																																																																																				
Kindergarten	27%	79%																																																																																				
First Grade	52%	77%																																																																																				
Third Grade	56%	70%																																																																																				
Dibels BOY	BOY	EOY																																																																																				
Dibels <u>Composite Scores</u>	BOY	EOY																																																																																				
Second Grade	62%	59%																																																																																				
ELA LEAP 2025 (from Spring 2024) <i>Percent of Students at Each Achievement Level</i>																																																																																						
	Adv	Mas	Basic	AB	Unsat																																																																																	
ALL	4	37	30	20	9																																																																																	
3rd	1	43	32	16	8																																																																																	
4th	7	29	32	21	11																																																																																	
5th	5	38	26	23	8																																																																																	
Math LEAP 2025 (from Spring 2024) <i>Percent of Students at Each Achievement Level</i>																																																																																						
	Adv	Mas	Basic	AB	Unsat																																																																																	

	<table border="1"> <tr> <td>EOY Accuracy Scores <i>Of all students tested</i></td> <td></td> <td></td> </tr> <tr> <td>Fourth Grade</td> <td>42%</td> <td>80%</td> </tr> <tr> <td>Fifth Grade</td> <td>37%</td> <td>94%</td> </tr> </table> <ul style="list-style-type: none"> 78%- Teachers at my school go above and beyond to support students. (student) 80% My teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed. (student) 	EOY Accuracy Scores <i>Of all students tested</i>			Fourth Grade	42%	80%	Fifth Grade	37%	94%	<table border="1"> <tr> <td>All</td> <td>5</td> <td>36</td> <td>34</td> <td>20</td> <td>4</td> </tr> <tr> <td>3rd</td> <td>7</td> <td>40</td> <td>41</td> <td>10</td> <td>2</td> </tr> <tr> <td>4th</td> <td>2</td> <td>42</td> <td>30</td> <td>18</td> <td>8</td> </tr> <tr> <td>5th</td> <td>7</td> <td>28</td> <td>31</td> <td>31</td> <td>2</td> </tr> </table>	All	5	36	34	20	4	3rd	7	40	41	10	2	4th	2	42	30	18	8	5th	7	28	31	31	2
EOY Accuracy Scores <i>Of all students tested</i>																																			
Fourth Grade	42%	80%																																	
Fifth Grade	37%	94%																																	
All	5	36	34	20	4																														
3rd	7	40	41	10	2																														
4th	2	42	30	18	8																														
5th	7	28	31	31	2																														
	<p>Year 3 of 3</p> <ul style="list-style-type: none"> PELI: Notable increase in the percentage of pre-k students meeting widely held expectations on PELI. <table border="1"> <tr> <td>PELI <i>Percent of Students at or above Benchmark</i></td> <td>BOY</td> <td>EOY</td> </tr> <tr> <td>Pre-Kindergarten- ¾ (SPED)</td> <td>0%</td> <td>33%</td> </tr> <tr> <td>Pre-Kindergarten- 4/5</td> <td>30%</td> <td>75%</td> </tr> </table> <ul style="list-style-type: none"> The end of year Acadience Reading composite scores for students *see below <table border="1"> <tr> <td>Dibels BOY EOY Composite Scores <i>Percent of Students at or above Benchmark</i></td> <td>BOY</td> <td>EOY</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	PELI <i>Percent of Students at or above Benchmark</i>	BOY	EOY	Pre-Kindergarten- ¾ (SPED)	0%	33%	Pre-Kindergarten- 4/5	30%	75%	Dibels BOY EOY Composite Scores <i>Percent of Students at or above Benchmark</i>	BOY	EOY				<p>Year 3 of 3</p> <ul style="list-style-type: none"> 9 emerging ELL students <table border="1"> <tr> <td>Dibels BOY EOY Composite Scores</td> <td>BOY</td> <td>EOY</td> </tr> <tr> <td>Second Grade</td> <td>71%</td> <td>75%</td> </tr> <tr> <td>Third Grade</td> <td>54%</td> <td>66%</td> </tr> </table> <table border="1"> <tr> <td>Dibels BOY EOY Fluency Scores <i>Of all students tested</i></td> <td>BOY</td> <td>EOY</td> </tr> <tr> <td>Fourth Grade</td> <td>47%</td> <td>56%</td> </tr> <tr> <td>Fifth Grade</td> <td>32%</td> <td>31%</td> </tr> </table>	Dibels BOY EOY Composite Scores	BOY	EOY	Second Grade	71%	75%	Third Grade	54%	66%	Dibels BOY EOY Fluency Scores <i>Of all students tested</i>	BOY	EOY	Fourth Grade	47%	56%	Fifth Grade	32%	31%
PELI <i>Percent of Students at or above Benchmark</i>	BOY	EOY																																	
Pre-Kindergarten- ¾ (SPED)	0%	33%																																	
Pre-Kindergarten- 4/5	30%	75%																																	
Dibels BOY EOY Composite Scores <i>Percent of Students at or above Benchmark</i>	BOY	EOY																																	
Dibels BOY EOY Composite Scores	BOY	EOY																																	
Second Grade	71%	75%																																	
Third Grade	54%	66%																																	
Dibels BOY EOY Fluency Scores <i>Of all students tested</i>	BOY	EOY																																	
Fourth Grade	47%	56%																																	
Fifth Grade	32%	31%																																	

Kindergarten	33%	83%
First Grade	55%	87%

Dibels BOY EOY Accuracy Scores <i>Of all students tested</i>	BOY	EOY
Fourth Grade	42%	80%
Fifth Grade	37%	94%

3-5 LEAP:

- SPED student LEAP performance demonstrated growth from previous years.

SPED Student % Earning Mastery + on LEAP	24-25	23-24	22-23
ELA	19%	0%	12%
Math	8%	5%	4%

- ELL student ELA LEAP performance demonstrated improvement from previous years.

ELL Student % Earning Mastery+ on LEAP	24-25	23-24	22-23
ELA	5%	0%	0%

3-5 LEAP:

- Math measurement and operation word problems reporting strands in grade 3
 - Measurement- 2.073/3
 - Operation Word Problems- 2.021/3
- Math additional and supporting content reporting strand in grades 4-5
 - 4th grade-1.634/3
 - 5th grade-1.857/3
- ELA Informational Text strand in grades 3-5
 - 3rd grade-2.021/3
 - 4th grade-2.129/3
 - 5th grade-2.107/3
- ELA Writing Strand in grades 3-4
 - 3rd grade-1.375/3
 - 4th grade-2.140/3

ELL Student % Earning Unsat on LEAP	24-25	23-24	22-23
ELA	18%	40%	63%
Math	5%	13%	50%

- Math major content was a consistently high performing reporting strand in grades 3-5
 - 3rd grade- Strand average 2.32/3
 - 4th grade- Strand average 2.129/3
 - 5th grade- Strand average 2.179/3
- ELA Writing Strand scored well in 5th grade
 - 5th grade- Strand average 2.381/3

Supporting Data

Acadience Reports
 Stakeholder Survey
 Upbeat Survey
 Parent Teacher Conference Data
 PELI Data
 LEAP Data

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 EOY DIBELS 8th will meet or exceed 95%	
School Goal		School Objective(s)	
Ensuring kindergarten readiness so students enter school ready to learn		Year 1 85% of kindergarten students who attended SCPPS pre-kindergarten program will achieve 85% on BOY screening	
		Year 2 70% of pre-kindergarten students at St. Rose Elementary will achieve at or above benchmarks on PELI EOY	
		Year 3 85% of pre-kindergarten students at St. Rose Elementary will achieve at or above benchmarks on PELI EOY	
Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Support the implementation of standards-aligned curricula. <ul style="list-style-type: none"> o Selected Content Leader for prekindergarten to participate on the district team and support: <ul style="list-style-type: none"> o understanding of essential learning o where essential learning is taught with the curricula and the vertical alignment of essential learning o understanding common assessments and the success criteria o improve <u>teacher practice</u> through the analysis of student work and study of science of reading (individual teacher practice, collective capacity, and areas of curricula that are problematic for students) o improve <u>student results</u> through the analysis of student work (identify students in need of intervention or enrichment) o providing support to subgroup populations who are not performing on grade level o ongoing collaboration of student performance between classroom and sped teachers o understanding of TS Gold objectives, dimensions, and indicators 	School Funds	a. May 2025-May 2026 a. PLC minutes/Agendas b. Sign-in Sheets c. Teacher language and intentional focus on student growth d. Implementation of effective differentiated lessons (questions 2 & 4 of PLC guiding questions) Research based evidence: (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i> , 2016) (https://www.allthingsplc.info/ . <i>All Things PLC, All In One Place</i> , 2023)	Administration Teachers Coach

Goal A – Student Achievement			
District Goal	District Objective(s)		
Ensuring each student learns at high levels (Math)	<ul style="list-style-type: none"> The percentage of students in grades 3-5 scoring at or above the Mastery level on LEAP 2025 will meet or exceed 75% 		
School Goal	School Objective(s)		
Ensuring each student learns at high levels (Math)	Year 1		
	LEAP 2025 Mastery and Above will meet or exceed 75%		
		Baseline 2022-2023	2023-2024
	Math	25%	41%
	Year 2		
	LEAP 2025 Mastery and Above will meet or exceed 75%		
		Baseline 2023-2024	2024-2025
	Math	41%	38%

		Year 3	
		LEAP 2025 Mastery and Above will meet or exceed 75%	
		Baseline 2024-2025	2025-2026
		Math	38% * *
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 school to support the implementation of Professional Learning Communities a. Maintain a school based Guiding Coalition to engage in ongoing professional learning (book: <u>Learning By Doing</u> /articles) b. Adjust and refine the roles of the school Guiding Coalition c. Meet monthly to support team learning and build capacity d. Implementing protocols and processes of PLCs	Title I Funds	a. May 2025-May 2026	Administration
	School Funds	a. PLC minutes/Agendas b. Sign-in Sheets c. Teacher language and intentional focus on student growth d. Implementation of effective differentiated lessons (questions 2 & 4 of PLC guiding questions) Research based evidence: (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i> , 2016) (https://www.allthingsplc.info/ . <i>All Things PLC, All In One Place</i> , 2023)	Teachers Interventionists Coach
2. Support the implementation of standards-aligned curricula. a. Utilize Content Leaders for Math who participate on the district team and		a. May 2025-May 2026	Administration

<p>support:</p> <ul style="list-style-type: none"> i. understanding of essential learning ii. where essential learning is taught with the curricula and the vertical alignment of essential learning iii. understanding common assessments and the success criteria iv. improve <u>teacher practice</u> through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students) v. improve <u>student results</u> through the analysis of student work (identify students in need of intervention or enrichment) to benefit students performing below grade level vi. providing support to subgroup populations who are not performing on grade level vii. ongoing collaboration of student performance between classroom and sped teachers <p>b. 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"> i. Provide Family Learning Sessions at each grade level anchored in Math Tier I curriculum (in person and virtually) <p>c. Support teachers in implementing Eureka Math² Curriculum</p> <ul style="list-style-type: none"> i. Participate in district provided professional learning ii. Collaborate with Content Team Math Member, ITCs, and administration on the planning for and implementation of Eureka Math ² iii. Analyze student data to determine the effectiveness of lessons and strategies iv. Unpack and analyze how to incorporate additional and supporting content modules throughout the year and through spiraling of concepts taught 		<ul style="list-style-type: none"> a. Meeting Minutes, weekly b. Observations, bi-monthly c. Student results, as paced (possible use tracking form) <p>Researched Based Evidence:</p> <p>Louisiana Academic Standards K-2</p> <p>(DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>Eureka Math 2 resource and instruction</p> <p>(Weisskirk, L., O'Bryon, E. <i>5 Ways to Engage Families Around Student Learning (and why you should!</i> 2021)</p>	<p>Teachers</p> <p>Interventionists</p> <p>Coaches</p>
<p>3. Respond to evidence of student learning through intervention, extension, and enrichment.</p> <p>a. Support teachers in responding to curricula data</p> <ul style="list-style-type: none"> i. Meet in weekly PLT meetings to analyze and determine instructional steps based on data ii. Flex group students to provide strategic/focused interventions and allow for extension opportunities iii. Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction 	<p>School Funds</p>	<ul style="list-style-type: none"> a. August 2025-May 2026 <ul style="list-style-type: none"> a. Observations, bi-monthly Student results, as paced Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments Bi-weekly data reviews Meeting Minutes, weekly 	<p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Coaches</p>

<ul style="list-style-type: none"> iv. Explore ways to refine support for students not mastering essential learning b. Intervene with strategic, intensive, <i>in the moment</i> feedback and support during instruction c. Collaborate to determine the students' greatest needs using the core and intervention strategies to provide instructional support directly aligned with the student's skill deficit and grade-level standard d. Create opportunities for acceleration for all students particularly for those who are on or above grade level <ul style="list-style-type: none"> i. Incorporate practice with additional and supporting content standards for students demonstrating proficiency with essential learning e. Implement TESOL strategies to engage all learners 		<p>Progress log reflecting fluency, accuracy, and retelling</p> <ul style="list-style-type: none"> b. Acceleration focuses on preparing students for success with upcoming learning <p>Researched Based Evidence: (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016) (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	
--	--	--	--

DRAFT

Goal A – Student Achievement

District Goal	District Objective(s)		
Ensuring each student learns at high levels- LITERACY	Students on/above grade level on Acadience reading will meet or exceed 95%		
School Goal	School Objective(s)		
Ensuring each student learns at high levels (Literacy)	Year 1 <ul style="list-style-type: none"> 80 % of kindergarteners will meet or exceed the benchmark performance on the DIBELS Next screener 80 % of 1st graders will meet or exceed the benchmark performance on the DIBELS Next screener 75% of 2nd graders will meet or exceed the benchmark performance on the DIBELS Next screener 70 % 3rd graders will meet or exceed the benchmark performance on the DIBELS Next screener 		
	LEAP 2025 Mastery and Above will meet or exceed 75%		
		Baseline 2022-2023	2023-2024
	ELA	31%	41%
	Year 2 <ul style="list-style-type: none"> 85 % of kindergarteners will meet or exceed the benchmark performance on the DIBELS 8th EOY screener 83 % of 1st graders will meet or exceed the benchmark performance on the DIBELS 8th EOY screener 75% of 2nd graders will meet or exceed the benchmark performance on the DIBELS 8th EOY screener 75 % 3rd graders will meet or exceed the benchmark performance on the DIBELS 8th EOY screener 		
	LEAP 2025 Mastery and Above will meet or exceed 75%		
	Baseline 2023-2024	2024-2025	

	ELA	41%	44%
	Year 3 <ul style="list-style-type: none"> • 85 % of kindergarteners will meet or exceed the benchmark performance on the DIBELS 8th EOY screener • 83 % of 1st graders will meet or exceed the benchmark performance on the DIBELS 8th EOY screener • 75% of 2nd graders will meet or exceed the benchmark performance on the DIBELS 8th EOY screener • 75 % 3rd graders will meet or exceed the benchmark performance on the DIBELS 8th EOY screener 		
	LEAP 2025 Mastery and Above will meet or exceed 75%		
		Baseline 2024-2025	2025-2026
	ELA	44%	

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Respond to evidence of student learning through intervention, extension, and enrichment.</p> <ul style="list-style-type: none"> a. Support teachers in responding to curricula data <ul style="list-style-type: none"> i. Meet in weekly PLT meetings to analyze and determine instructional steps based on data ii. Flex group students to provide strategic/focused interventions and allow for extension opportunities iii. Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction iv. Explore ways to refine support for students not mastering essential learning b. Intervene with strategic, intensive, <i>in the moment</i> feedback and support during instruction c. Collaborate to determine the students' greatest needs using the core and intervention strategies to provide instructional support directly aligned with the student's skill deficit and grade-level standard <ul style="list-style-type: none"> i. Intentionally incorporate informational text across grade levels and content areas for increased student exposure and achievement with informational text d. Create opportunities for acceleration for all students particularly for those who are on or above grade level e. Implement TESOL strategies to engage all learners 	<p>School Funds</p>	<ul style="list-style-type: none"> a. May 2025 - May 2026 b. Observations, bi-monthly Student results, as paced Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments Bi-weekly data reviews Meeting Minutes, weekly Progress log reflecting fluency, accuracy, and retelling c. Acceleration focuses on preparing students for success with upcoming learning <p>Researched Based Evidence: (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016) (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	<p>Administration Teachers Interventionists Coaches</p>

		<ul style="list-style-type: none"> a. Observations, bi-monthly Student results, as paced Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments Bi-weekly data reviews Meeting Minutes, weekly Progress log reflecting fluency, accuracy, and retelling <ul style="list-style-type: none"> b. Acceleration focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. <p>Researched Based Evidence: (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>(Serravallo, J. <i>The Literacy Teacher’s Playbook Grades K-2</i>, 2014)</p> <p>CKLA resource (Tier 1 Instruction)</p> <p>(Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p>	
<p>2. Build capacity of school to support the implementation of Professional Learning Communities</p> <ul style="list-style-type: none"> a. Maintain a school based Guiding Coalition to engage in ongoing professional learning (book: <u>Learning By Doing/articles</u>) <ul style="list-style-type: none"> i. Guiding Coalition will support the implementation of school wide writing strategies based on <u>The Writing Revolution</u>. b. Adjust and refine the roles of the school Guiding Coalition c. Meet monthly to support team learning and build capacity d. Implement protocols and processes of PLCs 	<p>Title I Funds</p> <p>School Funds</p>	<ul style="list-style-type: none"> a. May 2025-May 2026 <ul style="list-style-type: none"> a. PLC minutes/Agendas a. Sign-in Sheets b. Teacher language and intentional focus on student growth c. Implementation of effective differentiated lessons (questions 2 & 4 of PLC guiding questions) <p>Research based evidence: (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p>	<p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Coaches</p>

		<p>Wexler, N., & Lemov, D. (2017). <i>The writing revolution</i>. Wiley.</p> <p>(https://www.allthingsplc.info/. <i>All Things PLC, All In One Place</i>, 2023)</p>	
<p>3. Support the implementation of standards-aligned curricula.</p> <p>a. Utilize Content Leaders for ELA to participate on the district team and support:</p> <ul style="list-style-type: none"> i. Understanding of essential learning ii. Where essential learning is taught with the curricula and the vertical alignment of essential learning iii. Understanding common assessments and the success criteria iv. Improve <u>teacher practice</u> through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students) v. Improve <u>student results</u> through the analysis of student work (identify students in need of intervention or enrichment) to benefit students performing below grade level vi. Providing support to subgroup populations who are not performing on grade level vii. Ongoing collaboration of student performance between classroom and sped teachers <p>b. 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"> i. Provide Family Learning Sessions at each grade level anchored in ELA Tier I curriculum (in person and virtual) <p>c. Support teachers in implementing Guide Books/CKLA Curriculum</p> <ul style="list-style-type: none"> i. Participate in district provided professional learning ii. Collaborate with Content Team ELA Member, ITCs, and administration on the planning for and implementation of Guide Books/CKLA iii. Analyze student data to determine the effectiveness of lessons and strategies 	<p>School Funds</p>	<p>a. May 2025-May 2026</p> <ul style="list-style-type: none"> a. Meeting Minutes, weekly b. Observations, bi-monthly c. Student results, as paced (possible use tracking form) <p>Researched Based Evidence:</p> <p>Louisiana Academic Standards K-2</p> <p>(DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)</p> <p>Guide Books/ CKLA resource and instruction 95% Group and UFLI Heggerty Amira Lexia</p> <p>(Weisskirk, L., O'Bryon, E. <i>5 Ways to Engage Families Around Student Learning (and why you should!</i> 2021)</p>	<p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Coaches</p>

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

District Priorities	School Strengths	School Challenges
<p style="text-align: center;">Goal B: Student Well-being and Belonging Ancillary Services <i>(Transportation and Child Nutrition)</i></p>	<p>Year 2 of 3</p> <ul style="list-style-type: none"> • “Teachers at my child’s school care about the wellbeing of students.” at 93% (parent) • “There is an adult my child can turn to in their school when they are having a difficult time.” at 91% (parent) • “In my child’s school, staff members respect students and families of all backgrounds.” at 93% (parent) • “In my school, teachers have high expectations for me.” at 83% (student) • Decrease in total referrals from 165 in 22-23 school year to 102 in 23-24 school year. • Decrease in bus referrals from 23 in 22-23 school year to 16 in 23-24 school year. 	<p>Year 2 of 3</p> <ul style="list-style-type: none"> • “I feel like I belong at my school” at 59% (student) • “ In my school, students treat adults with respect.” at 26% (student) • “My counselor meets with me on a regular basis to assist me with my academic, personal/social, and career development needs.” at 53% (student) • “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes” at 49% (upbeat) • “Disciplinary practices are applied fairly to all students at my school.” at 27% (upbeat) • 44% of referrals were attributed to conduct of habit injurious to others • 30% of referrals were attributed to instigates or participates in a fight while on school campus
<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> 		
<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> 		
<p style="text-align: center;">Student Support</p>		
<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> 		
<p style="text-align: center;">Student Services</p>		
<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> 		
<p style="text-align: center;">Student Opportunities</p>		
<ul style="list-style-type: none"> • <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs</i> 		

	<p>Year 3 of 3</p> <ul style="list-style-type: none"> • “In my school, I can participate in afterschool activities, clubs, and/or sports that interest me.” 82% (student) • “My school prepares me for success in the next school year.” 87% (student) • “My teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” 87% (student) • “Teachers at my school strive to help all students feel like they belong.” 83% (student) • “Teachers at my child’s school care about the wellbeing of students.” 88% (parent) • “There is an adult my child can turn to in their school when they are having a difficult time.” at 88% (parent) • “In my child’s school, staff members respect students and families of all backgrounds.” at 92% (parent) 	<p>Year 3 of 3</p> <ul style="list-style-type: none"> • “My counselor meets with me on a regular basis to assist me with my personal/social needs.” at 40% (student) • “ In my school, students treat adults with respect.” at 51% (student) <ul style="list-style-type: none"> o This challenge is showing growth from 23-24 26% to 51% in 24-25. • “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes” at 57% (upbeat) <ul style="list-style-type: none"> o This challenge is showing growth from 23-24 49% to 57% in 24-25. • “Disciplinary practices are applied fairly to all students at my school.” at 37% (upbeat) <ul style="list-style-type: none"> o This challenge is showing growth from 23-24 27% to 37% in 24-25. • 42% of referrals were attributed to conduct of habit injurious to others • 21% of referrals were attributed to instigates or participates in a fight while on school campus • 61% of referrals were repeat offenders
--	--	---

Supporting Data

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

Goal B – Student Well-being and Belonging

District Goal		District Objective(s)	
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging		Decrease suspension percentages.	
School Goal		School Objective(s)	
Decrease the number of referrals Decrease the number of out of school suspension		Year 1 Decrease the number of referrals from 165 to 100. Decrease the number of out of school suspensions from 19 to 10.	
		Year 2 Decrease the number of referrals from 102 to 95. Decrease the number of out of school suspensions from 19 to 10.	
		Year 3 Decrease the number of referrals from 145 to 100. Decrease the number of out of school suspensions from 17 to 10.	
Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Implement Responsive Classroom practices a. Faculty and staff will participate in on-going professional learning i. Differentiated Professional Learning based on individual teacher need ii. On-going support with appropriate teacher language for all staff b. Teachers will facilitate Morning Meeting during the dedicated time for all students and staff i. Support staff will participate in assigned Morning Meetings c. Administration and teacher leaders will observe and provide feedback to teachers based on all components	School Funds	a. August 2025-May 2026	Administration
		b. Observations, Monthly c. Agendas, Professional Learning d. Sign-in sheets Researched Based Evidence: PASCHAL, M. J. (2020). <i>Responsive classroom</i> . LAP LAMBERT ACADEMIC PUBL.	Teachers Counselors MHP SEL Champions TBRI Practitioners/Leaders

		Denton, P., & Kriete, R. (2000). <i>The first six weeks of school</i> . Northeast Foundation for Children.	SEW Team
<p>2. Facilitate restorative student interventions with suspensions for:</p> <p>Year 2 of 3</p> <ul style="list-style-type: none"> • “willful disobedience” 17% • “conducts/habits injurious to others, 30% • “treats authority with disrespect.” 3% • “fighting” 44% <p>Year 3 of 3</p> <p>Deliberate interventions to intervene with the following:</p> <ul style="list-style-type: none"> • 42% of referrals were attributed to conduct of habit injurious to others • 21% of referrals were attributed to instigates or participates in a fight while on school campus • 61% of referrals were repeat offenders 		a. August 2025-May 2026	
		b.	
<p>3. Implement trauma-informed professional development process to foster trauma-informed learning environments that support students who have experienced trauma.</p> <ul style="list-style-type: none"> a. SRE Cohort Team will implement Trust Based Relational Intervention (TBRI) to support a trauma-informed learning environment. b. The SRE TBRI Cohort Team will train other SRE staff in the trauma model. c. Parent Social/Emotional Sessions 	School Funds	a. August 2025-May 2026	
		<p>b.</p> <p>Researched Based Evidence: Karen Purvis Institute of Child Development Texas Christian University</p>	
<p>4. Establish a mentoring program to address the needs of students</p> <ul style="list-style-type: none"> a. assess the needs of the school b. identify mentors c. define the youth population that will be served d. develop procedures to support the program <ul style="list-style-type: none"> i. pre-questionnaire to determine need ii. determine when and where sessions will occur iii. frequency of meetings 	School Funds	a. August 2025-May 2026	
		<p>b.</p> <p>Researched Based Evidence: Youth.gov</p>	

iv. create mentor resources folder on Google Drive v. end of year survey to determine effectiveness			
--	--	--	--

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

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees <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"> • “My school proactively recruits teachers from diverse backgrounds” at 92% (upbeat) • “My school is a welcoming community for newly hired teachers” at 96% (upbeat) • “In my child’s school, staff members respect students and families of all backgrounds” at 93% (parent) • “The diversity of the staff members at my child’s school is representative of the diversity of the students” at 84% (parent) • “Administrators proactively address racism and other forms of discrimination at my child’s school” at 81% (parent) • “Teacher’s at my child’s school go above and beyond to support students “ at 90% (parent) • AMIRA 	<ul style="list-style-type: none"> • “The diversity of my school’s staff members is similar to the diversity of students at my school” at 40% (student) • “Teachers have influence over hiring of professional staff” at 31% (upbeat) • “In my school, staff members respect students and families of all backgrounds” at 72% (student)
	Year 3 of 3 <ul style="list-style-type: none"> • “My school proactively recruits teachers from diverse backgrounds” at 90% (upbeat) • “My school is a welcoming community for newly hired teachers” at 86% (upbeat) 	Year 3 of 3 <ul style="list-style-type: none"> • “Teachers have influence over hiring of professional staff” at 35% (upbeat) <ul style="list-style-type: none"> ○ This challenge is showing growth from 23-24 31% to 35% in 24-25.

	<ul style="list-style-type: none"> ● “In my child’s school, staff members respect students and families of all backgrounds.” at 92% (parent) ● “In my child’s school, staff members respect students and families of all backgrounds.” at 92% (parent) ● “Administrators proactively address racism and other forms of discrimination at my child’s school” at 76% (parent) ● “Teacher’s at my child’s school go above and beyond to support students “ at 88% (parent) ● “The diversity of my school’s staff members is similar to the diversity of students at my school” at 69% (student) <ul style="list-style-type: none"> ○ moved from challenge to strength ● “In my school, staff members respect students and families of all backgrounds” at 82% (student) <ul style="list-style-type: none"> ○ moved from challenge to strength 	<ul style="list-style-type: none"> ● Administration at my school actively seeks input from teachers when making important decisions. ● My school is a place that supports teachers’ mental wellbeing.
--	--	---

Supporting Data

Stakeholder Surveys
Upbeat Survey
Teacher Retention Data

Goal C – Diverse, Effective, and Engaged Employees

District Goal		District Objective(s)	
To employ and develop high quality staff and provide resources to support employee success		Increase teacher engagement	
School Goal		School Objective(s)	
Increase teacher engagement		Year 1/2 ○ Work/Life Balance - 67% to 75% ○ Teachers - Workload Reasonable - 59% to 65%	
		Year 3 Work/Life Balance - currently 66% 24/25 and we are working towards 70%-80% by EOY 2026 Teachers - Workload Reasonable - currently 59% 24/25 and we are working towards 65% to 70% by EOY 2026	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.Create school wellness activities a. Coffee Bar supported by Alicia b. Tourist of the Week c. Quarterly Morale Booster by PTO d. Fitness with friends (walking on track) e. SEW calendar (Quarterly) f. Motivational Monday (media days) g. Monthly morale booster h. Social Calendar	School Funds	a. August 2025-May 2026	Administration PTO
		b. weekly newsletter c. Agenda items from SST and grade level meetings	Teachers MHP SST chairs

<p>2. Staff selected their choice of school-wide responsibilities.</p> <ul style="list-style-type: none"> a. May 2025 staff were given the option to select committees for the 2025-26 school year b. Chairperson will be selected for each committee c. Chairperson will facilitate meetings as needed during the school year d. Each committee will determine and execute responsibilities by committee members 	<p>School Funds</p>	<ul style="list-style-type: none"> a. August 2025-May 2026 	<p>Administration</p>
		<ul style="list-style-type: none"> b. Agendas c. Event d. Survey e. School calendar 	<p>Chairperson of each committee</p>

DRAFT

Saint Rose 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"> • “Our school ensures that facilities support student learning” at 96% (upbeat) • “My child’s school is clean and well maintained” at 96% (parent) • “My child’s school provides a safe learning environment” at 94% (parent) • “My child’s school ensures that the facilities support my child’s learning” at 93% (parent) • “Teachers at my school go above and beyond to support students” at 78% (student) • “Teachers at my school care about the well being of students” at 76% (student) • In the 2022 school year, 21 items were listed as unsatisfactory, as compared to the 2017 school year with 28 unsatisfactory items on the safe schools audit 	<ul style="list-style-type: none"> • “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes” at 49% (upbeat) • “Disciplinary practices are applied fairly to all students at my school.” at 27% (upbeat) • “My school is clean & well-maintained” at 56% (student) • “I feel safe at school” at 56% (student) • “Teachers at my school strive to help all students feel like they belong” at 69% (student) • “In my school I can participate in after school activities, club and/or sports that interest me” at 66% (student)
	<p>Year 3 of 3</p> <ul style="list-style-type: none"> • “Our school ensures that facilities support student learning” at 100% (upbeat) • “My child’s school is clean and well maintained” at 95% (parent) • “My child’s school provides a safe learning environment” at 93% (parent) • “My child’s school ensures that the facilities support my child’s learning” at 94% (parent) 	<p>Year 3 of 3</p> <ul style="list-style-type: none"> • “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes” at 57% (upbeat) • “Disciplinary practices are applied fairly to all students at my school.” at 37% (upbeat) • “My school is clean & well-maintained” at 65% (student) • “I feel safe at school” at 61% (student)

- “Teachers at my school strive to help all students feel like they belong” at 81% (student)
- “In my school I can participate in after school activities, club and/or sports that interest me” at 81% (student)

Supporting Data

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

Goal E – Facilities Management

To build and maintain psychologically and physically safe, clean, and supportive learning environments

District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments			
School Goal		School Objective(s)	
To maintain a psychologically and physically safe and supportive learning environment for all students			
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Provide a physically safe environment for students and staff <ul style="list-style-type: none"> a. Strategic placement of faculty and staff in duty positions and regular accountability checks b. Conduct weekly meetings with custodial staff and maintenance manager(s) c. Assign zones of active monitoring for all outdoor activities <ul style="list-style-type: none"> i. Recess locations 	School Funds	<ul style="list-style-type: none"> a. August 2025-May 2026 b. School Supervision Plan c. Observations <ul style="list-style-type: none"> i. Accountability among staff d. Calendars e. Meeting Logs f. Sign In Sheets 	School Sponsors Administrators SST

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none">ii. Extracurricular supervision guidelinesd. Reinforcement of safe school procedures during school assemblies for faculty and studentse. Facilitate Bus Driver morning meeting and practicing bus expectations on studentsf. Beautification Club<ul style="list-style-type: none">i. clean school groundsii. front garden/"butterfly garden"iii. Vegetable Garden | | | |
|--|--|--|--|

Saint Rose 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"> • “Teachers at my school build trusting relationships with parents” at 96% (upbeat) • “Parents at my school have confidence in teachers” at 86% (upbeat) • “My child’s school offers opportunities for families to be involved in the school and my child’s learning” at 93% (parent) • “I have confidence in the teachers at my child’s school” at 90% (parent) • “The principal at my child’s school communicates a clear vision for teaching and learning” at 88% (parent) • District Event Participation 	<ul style="list-style-type: none"> • 59% of the stakeholders attended Parent-Teacher Conferences • EL Open House Low Involvement (4 families) • “Parents and teachers at my school work together as partners” at 78% (upbeat)
	<p>Year 3 of 3</p> <ul style="list-style-type: none"> • “Teachers at my school build trusting relationships with parents” at 96% (upbeat) • “Parents at my school have confidence in teachers” at 88% (upbeat) • “My child’s school offers opportunities for families to be involved in the school and my child’s learning” at 90% (parent) • “I have confidence in the teachers at my child’s school” at 89% (parent) • “Teachers at my child’s school build trusting relationships with parents.” 87% (parent) • 48 Progressing ELPT students and 26 exited (total Y1/Y2) • “Parents and teachers at my school work together as partners” at 82% (upbeat) 	<p>Year 3 of 3</p> <ul style="list-style-type: none"> • 68% of the stakeholders attended Fall Parent-Teacher Conferences (372) • 66% of the stakeholders attended Spring Parent-Teacher Conferences (375) • Parent Survey Participation 87 parents survey completed entire survey out of 550

Supporting Data

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

Goal F – Stakeholder Investment

District Goal		District Objective(s)	
To promote and develop meaningful engagement between students, families, business community and the school system		Increase educational access and opportunity within the community	
School Goal		School Objective(s)	
Increase educational access and opportunity within the community		<p>Number of participants in EL events</p> <p>Back to School District EL Event 13 out of the 17 attendees were St. Rose parents 81 %</p> <p>January District EL Event 10 out of the 15 attendees were St. Rose parents 67%</p> <p>April District EL Events 14 out of the 20 attendees were St. Rose parents 70%</p> <p>SRE/ACM EL Night 9 out of the 11 attendees were St. Rose parents 81%</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.Ensure effective communication with all stakeholders	School Funds Title I Funds	a. August 2025-May 2026	ELL Teacher Family Engagement

<ul style="list-style-type: none"> a. Provide opportunities for families to participate in Title I Family Center activities <ul style="list-style-type: none"> i. Title I/ Family Learning Center Open House ii. Family Learning Sessions held quarterly <ul style="list-style-type: none"> 1. reading fluency iii. Sensory Playgroups iv. Hold weekly playgroups v. ELL Family and Friends District Events vi. ELL Open House Stations b. Translate all communication into native languages 		<ul style="list-style-type: none"> b. Sign In sheets c. Calendar d. Agendas 	Teacher Administrators
<p>2. Utilize Google Calendar Appointments for school based events and conferences</p> <ul style="list-style-type: none"> a. Educate families on how to navigate Google Calendar Appointments b. Monitor the effective use of Google Calendar Appointments 	School Funds	a. August 2025-May 2026	SOS Administrators
b. Conference completion data		Teachers	

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: Shonda Honor-Harris

Date: 8/1/2023

Principal's Digital Signature: Shonda Honor-Harris

District-Wide, High Quality, Tier I Curriculum

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

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					

