



Mimosa Park 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>Mimosa Park Elementary is dedicated to delivering high quality instruction in order to develop empowered, empathetic, and responsible life-long learners.</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 Mimosa Park Elementary, we have a shared responsibility to support the social/emotional and academic needs of all students to become productive global citizens. We embrace the diversity of our children by providing a safe, respectful, and nurturing environment.</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 Mimosa Park Elementary we believe in:</p> <ul style="list-style-type: none"> ● providing a positive, safe, and nurturing environment. ● analyzing data to meet and support the individual needs of all students. ● growing professionally and implementing research-based practices. ● setting the foundation of literacy for future success. ● building relationships with students in order to foster equitable opportunities. ● maintaining open communication by working collaboratively to improve the school environment for all stakeholders. ● treating every student and stakeholder in a caring and dignified manner.

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 athletic programs for 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>
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School Governance

School Success Team		Guiding Coalition	
Name	Title/Role	Name	Title/Role
Angela Butler	Principal	Angela Butler	Principal
Theresial Chatman	Assistant Principal	Theresial Chatman	Assistant Principal
Aimie Heiden	Assistant Principal	Aimie Heiden	Assistant Principal
Kayla Gaspard	Chair	Jessica Bychurch	Instructional Coach
Annabelle Harter	Co-Chair	Amy Landry	Pre-K Rep/Content Team
Jessica Bychurch	Instructional Coach	Erin Sirmon	Kindergarten Rep
Natalie Hooper	Pre-K	Casie Tastet	Kindergarten/Math Content Team
Christina Palmer	1st Grade	Annabelle Harter	1st Grade
Leah Smith	SPED Rep	Melissa Gallagher	1st Grade Rep/ Social Studies Content
Jennifer Hogan	Literacy	Brittany Boyd	2nd Grade/Math Content Team
Kelli Matherne	Enrichment	Kelly Babin	1st Grade
Lori Gonzales	Counselor/SEW co-chair	Jennifer Dugas	SPED
Amanda Tregre	Kindergarten	Misti Cunningham	Literacy
		Kelli Matherne	Enrichment

Mimosa Park 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><u>Guiding Coalition</u> Angela Butler Theresial Chatman Aimie Heiden Jessica Bychurch Amy Landry Erin Sirmon Casie Tastet Annabelle Harter Melissa Gallagher Brittany Boyd Kelly Babin Jennifer Dugas Misti Cunningham Kelli Matherne Megan Daigle</p>	<p><u>Social Emotional Wellness Team</u> Lori Gonzales Alyssa Di Salvo Megan Otwell Annabelle Harter Leah Smith Kristie Neving Christina Palmer Jennifer Dugas Michelle Moran Alyssa Smith Dixie Todaro Kayla Gaspard Angela Butler Theresial Chatman Aimie Heiden</p>	<p><u>School Success Team</u> Angela Butler Theresial Chatman Aimie Heiden Amanda Tregre Kayla Gaspard Jessica Bychurch Natalie Hooper Annabelle Harter Christina Palmer Leah Smith Jennnifer Hogan Kelli Matherne Lori Gonzales</p>	<p><u>Safe Schools Team</u> Theresial Chatman Justin Paradise Angi Butler Aimie Heiden Eric Griffin Judy Jacob Karri Bourg Tanya Street Lori Gonzales Alyssa Di Salvo Jennifer Dugas Leah Smith Donna Ott Julie Biggers</p>	<p><u>Committee 2</u> Angela Butler Theresial Chatman Aimie Heiden Ann Francioni Sarah Sacra</p>

Mimosa Park
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>Kindergarten Readiness</p> <p>According to the Teaching Strategies Gold (TS Gold) checklist</p> <ul style="list-style-type: none"> ○ 88% of Pre-Kindergarteners met the expectations in literacy skills. ○ 85% of Pre-Kindergarteners met the expectations in math skills. <p>According to the 23-24 end of year Preschool Early Literacy Indicators (PELI):</p> <ul style="list-style-type: none"> ○ 94% of students scored at or above benchmark. <p>English Language Arts</p> <ul style="list-style-type: none"> ● According to Acadience Reading Results: <ul style="list-style-type: none"> ○ Kindergarten students scoring below or well below benchmark on the EOY composite measure decreased 6% from 20-21 to 22-23 (35%-29%). ○ 1st grade students scoring below or well below benchmark on the EOY composite measure decreased 6% from 20-21 to 22-23 (57%-51%). ○ 2nd grade students scoring below or well below benchmark on the EOY composite measure decreased 6% from 20-21 to 22-23 (46%-40%). ○ All grade levels scored higher than the district average on the end of year Acadience screener on composite scores: <ul style="list-style-type: none"> ■ Kindergarten - 71% ■ 1st grade - 49% 	<p>Kindergarten Readiness</p> <ul style="list-style-type: none"> ● According to the 22-23 end of year Preschool Early Literacy Indicators (PELI): <ul style="list-style-type: none"> ○ 68% of students scored at or above benchmark. <p><i>*2023-2024- moved to strength</i></p> <p>English Language Arts</p> <ul style="list-style-type: none"> ● According to Acadience Reading Results: <ul style="list-style-type: none"> ○ 51% of 1st grade students scored below or well below benchmark on the EOY Accuracy measure. ○ 57% of 1st grade students scored below or well below benchmark on the EOY Fluency measure. ● The number of students demonstrating readiness for the next grade level as indicated on CKLA Skills End of Year Benchmark Assessments for 2nd grade did not increase by the 4% goal set in 21-22: <ul style="list-style-type: none"> ○ 2nd grade - 82%-83% <p>Kindergarten Readiness 2023-2024 Data Results</p> <p>According to the Teaching Strategies Gold (TS Gold) checklist</p> <ul style="list-style-type: none"> ○ 79% of Pre-Kindergarteners met the expectations in literacy skills. <p>English Language Arts 2023-2024</p>

- 2nd grade - 60%

- The number of students demonstrating readiness for the next grade level as indicated on CKLA Skills End of Year Benchmark Assessments increased:
 - Kindergarten - 74%-82%
 - 1st grade - 72%-89.1%

Mathematics

- According to an average of End of Module Assessments:
 - 1st Grade - 89.2% of students scored a 2 or 3 (developing understanding or full understanding) in 22-23.
 - 2nd Grade - 96% of students scored a 2 or 3 (developing understanding or full understanding) on the Eureka Math Module 5 end of Module Assessment.

Kindergarten Readiness

2023-2024 Data Results

- According to the Teaching Strategies Gold (TS Gold) checklist
- 89% of Pre-Kindergarteners met the expectations in math skills.

English Language Arts

2023-2024 Data Results

- According to Acadience Reading Results:
 - Kindergarten students scoring below or well below benchmark on the EOY composite measure decreased 16% from 22-23- 23-24 (29%-13%).

- According to Acadience Reading Results:
 - 33% of 1st grade students scored below or well below benchmark on the EOY Accuracy measure.
 - 46% of 1st grade students scored below or well below benchmark on the EOY Fluency measure.

- The number of students demonstrating readiness for the next grade level as indicated on CKLA Skills End of Year Benchmark Assessments for 2nd grade did not increase by the 4% goal set in 21-22:
 - 2nd grade - 82%-83%

*Assessment was not given for the 2023-2024 school year

- The number of students demonstrating readiness for the next grade level by scoring at or above benchmark composite as indicated on the End of Year DIBELS screener
 - 1st grade- 69% of all students scored at or above benchmark on the End of Year DIBELS screener
 - 2nd grade- 66% of all students scored at or above benchmark on the End of Year DIBELS screener
- 1st and 2nd graders scored at or lower than the district average on the end of year DIBELS screener on composite scores:
 - 1st grade scored 6% lower than the district average (district average 75%)

	<ul style="list-style-type: none"> ○ 1st grade students scoring below or well below benchmark on the EOY composite measure decreased 20% from 22-23 to 23-24 (51%-31%). ○ 2nd grade students scoring below or well below benchmark on the EOY composite measure decreased 6% from 22-23- 23-24 (40%-34%). ○ Kindergarten scored higher than the district average on the end of year Acadience screener on composite scores: <ul style="list-style-type: none"> ■ Kindergarten - 81% <p>Mathematics 2023-2024 *replaced with End of Year Math Essential Learning Assessment</p> <ul style="list-style-type: none"> ● According to the end of year Math Essential Standard Assessment: <ul style="list-style-type: none"> ○ Kindergarten- 91% of students scored a 3 on the end of year Math Essential Learning Assessment. ○ 1st Grade - 81 % of students scored a 3 on the end of year Math Essential Learning Assessment. ○ 2nd Grade 89% of students scored a 3 on the end of year Math Essential Learning Assessment. 	<ul style="list-style-type: none"> ○ 2nd grade scored the same the district average (district average 66%)
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Supporting Data

Acadience Reading Data/DIBELS 8
Math Essential Standards Assessments
Teaching Strategies Gold (TS Gold) checklist
Preschool Early Literacy Indicators (PELI)

Goal A-Student Achievement

District Goal		District Objective(s)		
Ensuring kindergarten readiness so students enter school ready to learn.		Kindergarten students on/above level on BOY Acadience reading will meet or exceed 95%.		
School Goal		School Objective(s)		
Ensuring kindergarten readiness so students enter school ready to learn.		<p>Year 1 Increase the percentage of Kindergarten students scoring at or above benchmark on the beginning of year BOY Acadience Reading 8 composite measure from 63% to 70%.</p> <p>Increase the percentage of Pre-Kindergarten students scoring at or above benchmark on the PELI end of year assessment from 68% to 75%.</p> <p>Year 2 Increase the percentage of Kindergarten students scoring at or above benchmark on the beginning of year BOY DIBELS 8 composite measure from 43% to 50% .</p> <p>Maintain the percentage of Pre-Kindergarten students scoring at or above benchmark on the PELI end of year assessment (94%).</p> <p>Year 3</p>		
Action Steps	Funding Source(s)	Timeline for Implementation	Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
Support the implementation of standards-aligned curricula.	School PK Funds	May 2024 - May 2025	<ul style="list-style-type: none"> Discussion in collaborative planning 	Administration Pre-K Teachers

<p>1. Select Content Leader for prekindergarten to participate on the district team and support</p> <ol style="list-style-type: none"> a. understand the essential learning for prekindergarten standards b. know where essential learning is taught within the curricula and the vertical alignment of essential learning c. understand common assessments and the success criteria d. improve <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) e. respond to <u>student results</u> through the analysis of student work f. understand TS Gold and PELI assessments 			<ul style="list-style-type: none"> ● Observations of teacher language and intentional focus on student growth ● Observation of differentiated groups based on those in need of support and extension ● Student results data 	<p>Pre-K Paraeducators Pre-K Content Leaders Pre-K Guiding Coalition Leader Instructional Coach Sped Instructional Facilitator</p>
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Goal A-Student Achievement

District Goal	District Objective(s)
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Ensuring each student learns at high levels	Students on/above grade level on Acadience reading will meet or exceed 95%.
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School Goal	School Objective(s)
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Ensuring each student learns at high levels	<p>Year 1: Using the 22-23 EOY Acadience Reading data where 92% of Kindergarten students scored at or above benchmark on the PSF measure, we project that 95% of Kindergarten students will score at or above benchmark on the PSF measure on DIBELS 8.</p> <p>Using the 22-23 EOY Acadience Reading data where 69% of First Grade students scored at or above benchmark on the NWF (WWR), we project that 75% of First Grade students will score at or above benchmark on the NWF (WRC) measure on DIBELS 8.</p> <p>Using the 22-23 EOY Acadience Reading data where 49% of First Grade students scored at or above benchmark on the DORF (Accuracy) measure, we project that 65% of First Grade students will score at or above benchmark on the DORF (Accuracy) measure on DIBELS 8.</p> <p>Using the 22-23 EOY Acadience Reading data where 64% of Second Grade students scored at or above benchmark on the DORF (Accuracy) measure, we project that 75% of Second Grade students will score at or above benchmark on the DORF (Accuracy) measure on DIBELS 8.</p> <p>Using the 22-23 EOY Acadience Reading data where 52% of Second Grade students scored at or above benchmark on the DORF (Fluency) measure, we project that 65% of Second Grade students will score at or above benchmark on</p>
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the DORF (Fluency) measure on DIBELS 8.

Using the 22-23 End of Module Math assessments where 80% of Kindergarten students scored a 2 or higher on all End of Module Math assessments, we project that 84% of Kindergarten students will score a 3 on Y1 essential learning report card standards.

Year 2:

Using the 23-24 EOY DIBELS 8 data where 91% of Kindergarten students scored at or above benchmark on the PSF measure, we project that 93% of Kindergarten students will score at or above benchmark on the PSF measure on DIBELS 8.

Using the 23-24 EOY DIBELS 8 data where 80% of First Grade students scored at or above benchmark on the NWF (WRC), we project that 87% of First Grade students will score at or above benchmark on the NWF (WRC) measure on DIBELS 8.

Using the 23-24 EOY DIBELS 8 data where 67% of First Grade students scored at or above benchmark on the DORF (Accuracy) measure, we project that 72% of First Grade students will score at or above benchmark on the DORF (Accuracy) measure on DIBELS 8.

Using the 23-24 EOY DIBELS 8 data where 87% of Second Grade students scored at or above benchmark on the DORF (Accuracy) measure, we project that 90% of Second Grade students will score at or above benchmark on the DORF (Accuracy) measure on DIBELS 8.

Using the 23-24 EOY DIBELS 8 data where 50% of Second Grade students scored at or above benchmark on the DORF (Fluency) measure, we project that 55% of Second Grade students will score at or above benchmark on the DORF (Fluency) measure on DIBELS 8.

Using the 23-24 End of year Math Essential Standard assessment (SLT) where 87% of all students scored a 3 on the assessment, we project that 90% of all students will score a Y in Y1 math essential learning report card standards.

		Year 3:		
Action Steps	Funding Source(s)	Timeline for Implementation	Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
<p>1. Build capacity to support the implementation of Professional Learning Communities.</p> <p>a. Continue to develop a school based Guiding Coalition to engage in ongoing professional learning (book/article, in book study of <i>Learning By Doing</i>)</p> <p>b. Create Strategy Implementation Guide (SIG) to monitor PLC protocol</p> <p>c. Meet at least monthly to support team learning and build capacity</p>	School funds	May 2024 - May 2025	<ul style="list-style-type: none"> Minutes and discussion from Guiding Coalition meetings Rubrics as selected Observation of team collaboration Student results data SIG Guide <p>Research based evidence: <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016, DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. Amplify Your Coaching</p>	Administration Teachers Interventionists Instructional Coach Guiding Coalition
<p>2. Support the implementation of standards-aligned curricula.</p> <p>a. Content Leaders for ELA and Math will continue to participate on the district team and support; All teachers will gain a deeper</p>	School funds	May 2024 - May 2025	<ul style="list-style-type: none"> Meeting minutes, weekly Observations, bi-monthly Student results 	Administration Teachers Interventionists Instructional Coach Content Leaders

<p>understanding of essential learning and effective classroom instruction</p> <ul style="list-style-type: none"> • understanding of essential learning standards • where essential learning is taught with the curricula and the vertical alignment of essential learning • understanding common assessments and the success criteria <p>b. Improve <u>Adjust and/or modify teacher practice</u> through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students)</p> <p>c. Improve <u>student results</u> through the analysis of student work (identify students in need of intervention or <u>enrichment extension</u>)</p>				
<p>3. Respond to evidence of student learning through intervention and extension.</p> <p>a. Support teachers in responding to screener, diagnostic and curricula data</p> <p>b. Flex group students to</p>	<p>School funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> • Professional Learning Team Meeting Minutes, weekly • Sign-in sheets, at least monthly • Teacher observations, at least bimonthly 	<p>Administration Teachers Paraeducators Kindergarten Monitors Interventionists Instructional Coach Content Leader</p>

<p>provide targeted interventions and allow for extension opportunities</p> <p>c. Progress monitor student growth</p> <p>d. Audit the effectiveness of the intervention</p> <p>e. Explore ways to refine support for students not mastering essential learning</p>			<ul style="list-style-type: none"> ● Student results, weekly ● Progress Monitoring, weekly/bimonthly ● Summative and formative assessments, weekly and as designed ● Data reviews, quarterly 	
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Goal A-Student Achievement-LITERACY

District Goal	District Objective(s)
Ensuring each student learns at high levels - LITERACY	Students on/above grade level on Acadience reading will meet or exceed 95%
School Goal	School Objective(s)
Ensuring each student learns at high levels (Literacy Plan)	<p>Year 1</p> <p>Using the 22-23 EOY Acadience Reading where 92% of Kindergarten students scored at or above benchmark on the PSF measure, we project that 95% of Kindergarten students will score at or above benchmark on the PSF measure on DIBELS 8.</p> <p>Using the 22-23 EOY Acadience Reading where 69% of First Grade students scored at or above benchmark on the NWF (WWR), we project that 75% of First Grade students will score at or above benchmark on the NWF (WWR) measure on DIBELS 8.</p> <p>Using the 22-23 EOY Acadience Reading where 49% of First Grade students scored at or above benchmark on the DORF (Accuracy) measure, we project that</p>

65% of First Grade students will score at or above benchmark on the DORF (Accuracy) measure on DIBELS 8.

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Using the 22-23 EOY Acadience Reading where 52% of Second Grade students scored at or above benchmark on the DORF (Fluency) measure, we project that 65% of Second Grade students will score at or above benchmark on the DORF (Fluency) measure on DIBELS 8.

Teacher Focused:

100% of teachers will utilize data to inform instruction and create flexible, needs-based groups, to provide each student with what they need to achieve essential standards (more support in Tier 1, Tier 2 intervention, Tier 3 intervention, extension).

Program Focused:

100% of teachers will utilize CK Skills, CK Knowledge, and Heggerty to provide high quality core instruction and systematic, explicit intervention and extension activities.

Student Subgroup Focused:

100% of students who qualify for Dyslexia will receive continuous support provided through the Sondag Program by a certified Sondag trainer.

A minimum of 190 minutes per day will be dedicated to English Language Arts instructional time:

- 10-15 minutes Heggerty
- 60 minutes CK Skills
- 60 minutes CK Knowledge
- 30 minutes Intervention Time (flexible grouping)
- 30 minutes of small group support

Year 2

Using the 23-24 EOY DIBELS 8 data where 91% of Kindergarten students scored at or above benchmark on the PSF measure, we project that 93% of Kindergarten students will score at or above benchmark on the PSF measure on DIBELS 8.

Using the 23-24 EOY DIBELS 8 data where 80% of First Grade students scored at or above benchmark on the NWF (WRC), we project that 87% of First Grade students will score at or above benchmark on the NWF (WRC) measure on DIBELS 8.

Using the 23-24 EOY DIBELS 8 data where 67% of First Grade students scored at or above benchmark on the DORF (Accuracy) measure, we project that 72% of First Grade students will score at or above benchmark on the DORF (Accuracy) measure on DIBELS 8.

Using the 23-24 EOY DIBELS 8 data where 87% of Second Grade students scored at or above benchmark on the DORF (Accuracy) measure, we project that 90% of Second Grade students will score at or above benchmark on the DORF (Accuracy) measure on DIBELS 8.

Using the 23-24 EOY DIBELS 8 data where 50% of Second Grade students scored at or above benchmark on the DORF (Fluency) measure, we project that 55% of Second Grade students will score at or above benchmark on the DORF (Fluency) measure on DIBELS 8.

Teacher Focused:

100% of teachers will utilize data to inform instruction and create flexible, needs-based groups, to provide each student with what they need to achieve essential standards (more support in Tier 1, Tier 2 intervention, Tier 3 intervention, extension).

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		<p>Student Subgroup Focused: 100% of students who qualify receive Dyslexia will receive continuous support provided through the Sondag Program by a certified Sondag trainer.</p> <p>A minimum of 190 minutes per day will be dedicated to English Language Arts instructional time:</p> <ul style="list-style-type: none"> ● 10-15 minutes Heggerty ● 60 minutes CK Skills ● 60 minutes CK Knowledge ● 30 minutes Intervention Time (flexible grouping) ● 30 minutes of small group support <p>Year 3</p>		
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Action Steps	Funding Source(s)	Timeline for Implementation	Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
<p>1. Increase student outcomes by developing and monitoring literacy goals.</p> <p>a. Assess all students using a universal screener at the beginning, middle, and end of the school year</p> <p>b. Analyze results of screeners to determine who is in need of intervention and extension.</p> <p>c. Utilize diagnostic assessment for further analysis, as needed</p> <p>d. Use data and flexible scheduling to address the needs of all students</p>	<p>District Funds-AIMs and LETRS</p> <p>School Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Observations, bimonthly ● Student results, weekly ● Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments ● Quarterly data reviews ● Meeting Minutes, weekly ● Anecdotal notes, weekly ● Sondag master check log 	<p>Administration Teachers Interventionists Instructional Coach Sondag Trainer</p>

<ul style="list-style-type: none"> ● provide support in meeting grade level essential standard with Tier 2 intervention ● provide intensive support in learning essential standards with Tier 3 Intervention ● provide extension activities to students who mastered grade level essential standards <p>e. Progress monitor results of Interventions and adjust groups and interventions a minimum of every two four weeks</p> <p>f. Review progress toward literacy goals as a grade level</p>			<p>Research based evidence: Learn by Doing: A Handbook for Professional Learning Communities at Work,(2016 DuFour, R, DuFour R, Eaker R , Many T, Mattos, M.)</p>	
<p>2. Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs.</p> <p>a. Ensure a master schedule is established that provides adequate time for Tier 1 Instruction as well as Tier 2 and 3 supports.</p> <p>b. Address foundational skills and content knowledge-building through effective initial instruction on grade level with</p>	<p>School Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Professional Learning Team Meeting Minutes, weekly ● Sign-in sheets, at least monthly ● Teacher observations, at least bimonthly ● Student results, weekly ● Progress Monitoring, weekly/bimonthly ● Summative and formative assessments, weekly and as designed ● Data reviews, quarterly ● Mastery Check log 	<p>Administration Teachers Paraeducators Kindergarten Monitors Interventionists Instructional Coach Content Leader Sunday Trainer</p>

<p>high quality Tier 1 Core Instruction.</p> <p>c. Respond to formative and informative assessment data to support and differentiate Tier 1 Core Instruction.</p> <p>d. Use data and flexible scheduling to:</p> <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 from previous years with Tier 3 Intervention. ● Provide extension activities to students who have mastered grade level essential standards. ● Utilize prior year’s screening data to analyze information about students literacy needs and plan instruction prior to the first day of school. ● Analyze EOY-K Pseudowords Assessment data to identify reading behaviors and group 1st grade students based on their literacy needs ● Analyze EOY 1st grade GKLA Word Reading Assessment data to identify reading behaviors and group 				
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<p>2nd grade students based on their literacy needs</p>				
<p>3. Provide ongoing professional growth opportunities to support effective teaching and literacy development.</p> <p>a. Arrange for all teachers PK-grade-2 to participate in district selected professional learning in the Science of Reading (AIMs Pathways and LETRS)</p> <p>b. Revisit science of reading professional learning components as student data, teacher data, and/or grade level needs arise</p> <p>c. Support teachers understanding of assessment to focus on student learning, changes needed to teacher practice, and instructional action</p> <p>d. Engage in professional learning and utilize identified intervention programs</p> <p>e. Utilize the expertise and support of the Instructional Coach, Grade Level Content Leaders, and Literacy Interventionists to support grade level teachers as they facilitate unit overviews, understand essential learning,</p>	<p>District Funds School Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Professional Learning Team Meeting Minutes, weekly ● Sign-in sheets, at least monthly ● Teacher observations, at least bimonthly ● Student results, weekly ● Progress Monitoring, weekly/bimonthly ● Summative and formative assessments, weekly and as designed ● Data reviews, quarterly 	<p>Administration Teachers Paraeducators Kindergarten Monitors Interventionists Instructional Coach Content Leader</p>

<p>and assessment alignment</p> <p>f. Conduct observations and provide actionable feedback for teachers related to the implementation of Tier 1 Core Instruction and flex grouping intervention and/or extensions</p> <p>g. Provide coaching/support for teachers as determined by classroom observations and/or data analysis</p>				
<p>4. Engage and equip parents with the knowledge and skills to support students at home.</p> <p>a. Share MPE’s Literacy Plan with families by:</p> <ul style="list-style-type: none"> ● posting on the school’s website ● sharing in the beginning of the year welcome ● revisiting literacy focus areas throughout the year <p>b. Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home</p> <p>c. Host “Lunch and Learn” session to highlight foundational skills needed</p>	<p>School Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Professional Learning Team Meeting Minutes, weekly ● Sign-in sheets, at least monthly ● Teacher observations, at least bimonthly ● Student results, weekly ● Progress Monitoring, weekly/bimonthly ● Summative and formative assessments, weekly and as designed ● Data reviews, weekly and monthly ● Meeting Evaluation ● F.A.C.T. Session sign-in sheets 	<p>Administration Teachers Interventionists Instructional Coach Family Literacy Teacher</p>

<p>for literacy success, why they are critical, and how to help at home</p> <p>d. Create “F.A.C.T.” (Families and Children Together) sessions for families promoting home/school connections in relation to literacy skills</p> <p>e. Report progress to families on all Tier 3 interventions at least quarterly</p> <p>f. Invite parents of identified students to in-person meetings with literacy interventionists to receive an overview of student data</p> <p>g. Develop partnerships with community organizations to promote reading</p>				
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- **Blue font is 2023-2024 data***

Mimosa Park 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>	<p>According to the 2023 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> 96% of parents agree or strongly agree that teachers at their child’s school care about the wellbeing of students. 94% of parents agree or strongly agree that there is an adult their child can turn to in their school when they are having a difficult time. 93% of parents agree or strongly agree that administrators at their child’s school actively work towards creating an inclusive school culture. <p>According to the 2024 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> 94 % of parents agree or strongly agree that teachers at their child’s school care about the wellbeing of students. 88% of parents agree or strongly agree that there is an adult their child can turn to in their school when they are having a difficult time. 83% of parents agree or strongly agree that administrators at their child’s school actively work towards creating an inclusive school culture. <p>According to 2022-2023 discipline data:</p> <ul style="list-style-type: none"> 97% of students had no referrals. <p>According to 2023-2024 discipline data:</p>	<p>According to the 2023 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> 63% of parents agree or strongly agree that their child’s school counselor meets with them on a regular basis to assist with their academic, personal/social, and career development needs. <p>According to the 2024 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> 67% of parents agree or strongly agree that their child’s school counselor meets with them on a regular basis to assist with their academic, personal/social, and career development needs. <p>According to the 2022-2023 Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> 82% of faculty agree that disciplinary practices are applied fairly to all students at their school. 86% (decreased by 10%) of faculty agree that they feel successful at supporting their students’ social-emotional development. <p>According to the 2023-2024 Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> 75% of faculty agree that disciplinary practices are applied fairly to all students at their school.
<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"> <i>Provide all students with social emotional learning</i> <i>Increase School Counselor availability</i> <i>Increase the timeliness of FAFSA completion</i> <i>Provide students with resources, lessons and partnerships</i> 		
Student Services		
<ul style="list-style-type: none"> <i>Enhance children’s wellbeing & belonging</i> 		

<ul style="list-style-type: none"> Implement programs and services that support children academically, socially, emotionally & physically 	<ul style="list-style-type: none"> 95% of students had no referrals. 	<ul style="list-style-type: none"> 93% of faculty agree that they feel successful at supporting their students' social-emotional development.
<p align="center">Student Opportunities</p>	<p>According to the Spring 2023 Upbeat Survey:</p>	<p>According to the 2022-2023 School Discipline Data:</p>
<ul style="list-style-type: none"> Identify and implement proactive and responsive processes and practices to enhance athletic programs 	<ul style="list-style-type: none"> 98% of faculty and staff agree that teachers at their school care about the wellbeing of students. <p>According to the Spring 2024 Upbeat Survey:</p> <ul style="list-style-type: none"> 96% of faculty and staff agree that teachers at their school care about the wellbeing of students. 	<ul style="list-style-type: none"> Student referrals increased from 34 to 42. 6 out of 14 students received 3 or more referrals. 93% of referrals were male. <p>According to the 2023-2024 School Discipline Data:</p> <ul style="list-style-type: none"> Student referrals increased from 42 to 55. 8 out of 23 students received 3 or more referrals. 87% of referrals were male. <p>According to the 2022-2023 Attendance Data:</p> <ul style="list-style-type: none"> 72% of Kindergarten placements were attendance only. 29% of 1st grade placements were attendance only. 25% of 2nd grade placements were attendance only. <p>According to the 2023-2024 Attendance Data:</p> <ul style="list-style-type: none"> 61% of Kindergarten placements were attendance only. 14% of 1st grade placements were attendance only. 12% of 2nd grade placements were attendance only.

Supporting Data		
Discipline Reports SCPPS Stakeholder Survey Upbeat Survey Attendance Data		

Goal B – Student Well-being and Belonging

District Goal		District Objective(s)		
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging		Increase percent of students in attendance on any given day		
School Goal		School Objective(s)		
To support the needs of all students in a welcoming and nurturing learning environment that fosters a sense of well-being and belonging		<p>Year 1 Increase the percentage of parents who think their child's school counselor meets with them on a regular basis to assist with their child's academic, personal/social, and career development needs from 63% to 75%.</p> <p>Increase the percentage of faculty and staff who agree that they feel successful at supporting their students' social-emotional development from 86% to 91%.</p> <p>Year 2 Increase the percentage of parents who think their child's school counselor meets with them on a regular basis to assist with their child's academic, personal/social, and career development needs from 67% to 75%.</p> <p>Increase the percentage of faculty and staff who agree that they feel successful at supporting their students' social-emotional development from 93% to 95%.</p> <p>Decrease placements for "attendance only" from 22% to 18%.</p> <p>Year 3</p>		
Action Steps	Funding Source(s)	Timeline for Implementation	Method for Monitoring (include weekly, monthly,	Position/Role Responsible

			quarterly, etc.)	
<p>1. Refine the implementation of Core Value Character Traits focusing on Social Emotional Learning competencies.</p> <p>a. Student of the Month celebrations will target specific attributes in line with the monthly focus</p> <p>b. Morning Meeting and extension lessons will include the competencies and connections to monthly Core Values</p> <p>c. Reinforce monthly focus in the cafeteria, at brain break, and during transportation (buses)</p> <p>d. Create and post visuals for Core Values</p> <p>e. Create Student Needs Assessment survey for teachers to complete for students who need support with SEL competencies</p> <p>f. Share visuals and lesson topics with parents in monthly newsletter and on social media platforms</p>	School Funds	August 2024 - May 2025	<ul style="list-style-type: none"> • Student of the Month parent invitations • Parent information sheets • Monthly Core Value Character Traits bulletin board 	Administration Teachers Counselor Mental Health Professional (MHP) Family Literacy Teacher Social Emotional Wellness (SEW) Committee
<p>2. Educate stakeholders about the comprehensive counseling program offered by the counselor and mental health professional to assist students</p>	School Funds	August 2024 - May 2025	<ul style="list-style-type: none"> • Parent information sheet • Calendar/log for lunch/recess check-ins • Newsletter, monthly 	Administration Teachers Counselor Mental Health Professional (MHP)

<p>with their academic and personal/social needs.</p> <ul style="list-style-type: none"> a. Spotlight an overview of the counseling program and student schedules during Open House b. Create a monthly “Counselor's Corner” to be put in the monthly newsletter explaining services offered and counseling lesson focus related to current counseling topics c. Conduct small group support and lunch/recess check-ins 			<ul style="list-style-type: none"> ● Social media posts, bimonthly 	<p>Family Literacy Teacher</p>
<p>3. School personnel will maintain a safe and supportive learning environment through work surrounding student, faculty and staff Social and Emotional Wellness.</p> <ul style="list-style-type: none"> a. Participate in a series of professional learning sessions to build trauma sensitive mindsets b. Reflect, review, and refine practices related to SEL and trauma sensitivity c. Identify and refer students who exhibit behavior and trauma related concerns to the SEW team 	<p>School Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● SEW agenda/minutes, bimonthly 	<p>Administration Teachers Counselor Mental Health Professional (MHP) SEW Team Mentees</p>

<p>d. Meet as a SEW team to develop next steps based on individual needs to support student social emotional development</p> <p>e. Assign mentors for identified students</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> <p>a. Call parents of students with excessive absences from the previous year at the beginning of the year</p> <p>b. Making teachers aware of students with excessive absences from the previous school year</p> <p>c. Conduct home visits when needed</p> <p>d. Communicate with the Office of Child Welfare and Attendance</p> <p>e. Require teachers to call parents after three days of consecutive absences</p> <p>f. Establish procedures for teaching and assessing students who have missed lessons</p>	<p>School Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● School Status phone log, as needed ● Attendance letters ● Completed student make-up work 	<p>Administration Teachers School Office Specialist Child Welfare and Attendance</p>

Mimosa Park 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"> ● 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 ● Increasing employee wellness 	<p>According to the 2023 Spring Faculty and Staff Upbeat Survey:</p> <ul style="list-style-type: none"> ● 100% of faculty and staff have someone they can turn to when they are having a difficult time (Q50/Q33). ● 99% of faculty agree that the principal communicates, uses and monitors student data and is an effective instructional leader (C5). ● 98% of faculty and staff agree that people at their school care about them (Q54/Q37). ● 98% of faculty and staff agree that they have someone to turn to at their school when they're having a difficult time (Q50). ● 98% of faculty and staff agree that their school is a welcoming community for newly hired teachers (Q42/Q27). ● 96% of faculty and staff reported positively in the category of Inclusion (Q61-63). ● 94% of faculty and staff reported positively in the category of Satisfaction and Purpose (C19/C23). ● 90% of faculty and staff agree that administrators at their school notice when they are working hard (Q22/Q12). <p>According to the 2024 Spring Faculty and Staff Upbeat Survey:</p>	<p>According to the 2023 Spring Faculty and Staff Upbeat Survey:</p> <ul style="list-style-type: none"> ● 84% of faculty and staff feel as though the professional development available to them is a good use of their time (Q6/Q3). ● 79% of faculty and staff agree that the professional development training available to them helps them improve my work (Q5/Q2). ● 78% of faculty and staff agree that they have appropriate discretion over what they teach/how they do their job (Q8/Q5). ● 76% of faculty and staff agree that the workload expected of employees at their school is reasonable (Q26/Q15). <p>According to the 2024 Spring Faculty and Staff Upbeat Survey:</p> <ul style="list-style-type: none"> ● 85% of faculty and staff feel as though the professional development available to them is a good use of their time (Q6/Q3). ● 87% of faculty and staff agree that the professional development training available to them helps them improve my work (Q5/Q2). ● 84% of faculty and staff agree that they have appropriate discretion over what they teach/how they do their job (Q8/Q5). ● 73% of faculty and staff agree that the workload expected of employees at their school is reasonable (Q26/Q15).

	<ul style="list-style-type: none"> ● 96% of faculty and staff have someone they can turn to when they are having a difficult time (Q50/Q33). ● 91% of faculty agree that the principal communicates, uses and monitors student data and is an effective instructional leader (C5). ● 96% of faculty and staff agree that people at their school care about them (Q54/Q37). ● 92% of faculty and staff agree that their school is a welcoming community for newly hired teachers (Q42/Q27). ● 95% of faculty reported positively in the category of Inclusion (Q61-63). ● 91% of faculty and staff reported positively in the category of Satisfaction and Purpose (C23/C19). ● 85% of faculty and staff agree that administrators at their school notice when they are working hard (Q22/Q12). 	<p>The 2022-2023 average COMPASS component rating for indicators 3b and 3c is 3.2.</p> <p>The 2023-2024 average COMPASS component rating for indicators 3b and 3c is 3.3.</p>
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Supporting Data

Upbeat Survey
COMPASS 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- 67% to 75% ● Teachers-Workload Reasonable- 59% to 65%
School Goal	School Objective(s)
To employ and develop high quality staff and provide resources to support employee success	<p>Year 1</p> <p>Increase the number of faculty and staff that agree the workload expected from employees at their school is reasonable from 76% to 82% (Q26/Q15).</p> <p>Increase the number of faculty and staff who agree that the professional development training available to them helps them improve their work from 79% to 85% (Q5/Q2).</p> <p>Increase the number of faculty and staff who agree that the professional development available to them is a good use of their time from 84% to 89% (Q6/Q3).</p> <p>Increase the number of faculty and staff who agree that they have appropriate discretion over what they teach/how they do their job from 78% to 85% (Q8/Q5).</p> <p>Increase the average COMPASS component rating for indicators 3b and 3c from 3.2 (highly proficient) to 3.6 (highly effective).</p> <p>Year 2</p> <p>Increase the number of faculty and staff that agree the workload expected from employees at their school is reasonable from 73% to 75% (Q26/Q15).</p>

<ul style="list-style-type: none"> ● share strategies with School Success Team 				
<p>2. Implement professional development that meets the needs of employees.</p> <ol style="list-style-type: none"> Establish collective commitments in teams to ensure the work is focused and efficient Offer personalized professional learning that can be optional (choice) based on personal need and preference Extended planning offered to support teacher growth and paperwork reduction 	<p>District Funds School Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Surveys ● Agendas ● Meeting minutes 	<p>Administration Teachers Instructional Coach Guiding Coalition Team Content Team Leaders</p>
<p>3. Clarify opportunities for deeper understanding of teacher autonomy through core instruction and intervention</p> <ol style="list-style-type: none"> Communicate effective teaching practices outside of the CKLA/Eureka Math curriculum <ul style="list-style-type: none"> ● Teacher modifications ● Interventions ● Research based practices 		<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Surveys ● Agendas ● Meeting minutes 	<p>Administration Teachers Instructional Coach Content Team Leaders</p>

Mimosa Park Elementary
Comprehensive Needs Assessment
Goal E: Facilities Management

District Priorities	School Strengths	School Challenges
<p>Goal E: Facilities Management</p> <p>Facilities</p> <ul style="list-style-type: none"> Design and maintain facilities to support student and employee success Develop and implement standards and processes for effective and efficient operations <p>Safety</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>Athletics</p> <ul style="list-style-type: none"> Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees 	<p>According to the 2023 Spring Faculty and Staff Upbeat Survey:</p> <ul style="list-style-type: none"> 99% of faculty and staff agree that the school building is clean and well-maintained (Q31/Q20). 98% of faculty and staff agree that our facilities support student learning (Q78/Q56). 98% of faculty agree that they feel physically safe at their school (Q17). 93% of faculty agree that my school is a physically safe environment for students (Q18). <p>According to the 2024 Spring Faculty and Staff Upbeat Survey:</p> <ul style="list-style-type: none"> 95% of faculty and staff agree that the school building is clean and well-maintained (Q31/Q20). 100% of faculty and staff agree that our facilities support student learning (Q78/Q56). 95% of faculty agree that they feel physically safe at their school (Q17). 	<p>According to the 2023 Spring Faculty and Staff Upbeat Survey:</p> <ul style="list-style-type: none"> 82% of faculty agree that they feel the rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes (Q16). <p>According to the 2024 Spring Faculty and Staff Upbeat Survey:</p> <ul style="list-style-type: none"> 82% of faculty agree that they feel the rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes (Q16). <p>According to the 2022-2023 School Discipline Data, 43% of students receiving discipline referrals were repeat offenders:</p> <ul style="list-style-type: none"> 6 out of 14 students received 3 or more referrals. <ul style="list-style-type: none"> Student 1 received 9 referrals Student 2 received 8 referrals Student 3 received 4 referrals Student 4 received 3 referrals

	<ul style="list-style-type: none"> ● 98% of faculty agree that my school is a physically safe environment for students (Q18). <p>According to the 2023 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> ● 97% of parents agree or strongly agree that their child’s school provides a safe learning environment. ● 97% of parents agree or strongly agree that their child’s school is clean and well maintained. ● 92% of parents agree or strongly agree that there is an adult my child can turn to in their school when they are having a difficult time. <p>According to the 2024 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> ● 95% of parents agree or strongly agree that their child’s school provides a safe learning environment. ● 96% of parents agree or strongly agree that their child’s school is clean and well maintained. ● 86% of parents agree or strongly agree that there is an adult my child can turn to in their school when they are having a difficult time. 	<ul style="list-style-type: none"> ○ Student 5 received 3 referrals ○ Student 6 received 3 referrals <p>According to the 2023-2024 School Discipline Data, 35% of students receiving discipline referrals were repeat offenders:</p> <ul style="list-style-type: none"> ● 8 out of 23 students received 3 or more referrals. <ul style="list-style-type: none"> ○ Student 1 received 7 referrals ○ Student 2 received 5 referrals ○ Student 3 received 5 referrals ○ Student 4 received 5 referrals ○ Student 5 received 4 referrals ○ Student 6 received 4 referrals ○ Student 7 received 3 referrals ○ Student 8 received 3 referrals <p>According to the 2022-2023 Safe Schools Mandatory Training data, 85% of educators completed Mandatory Trainings by the designated timelines.</p> <p>According to the 2023-2024 Safe Schools Mandatory Training data, 97% of educators completed Mandatory Trainings by the designated timelines.</p>
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Supporting Data

Discipline Data
SCPPS Stakeholder Survey
Upbeat Survey
Safe Schools Training Data

Goal E – Facilities Management

District Goal		District Objective(s)		
To build and maintain psychologically and physically safe, clean, and supportive learning environments				
School Goal		School Objective(s)		
To build and maintain psychologically and physically safe, clean, and supportive learning environments		<p>Year 1</p> <ul style="list-style-type: none"> ● Increase the number of faculty that agree that they feel the rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes from 82% to 90%. ● Decrease the number of behavior incidents incurred from repeat offenders from 43% to 35%. ● Decrease the number of employees who fail to meet Safe School Mandatory Training designated timelines from 15% to 8%. <p>Year 2</p> <ul style="list-style-type: none"> ● Increase the number of faculty that agree that they feel the rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes from 82% to 90%. ● Decrease the number of behavior incidents incurred from repeat offenders from 35% to 33%. ● Decrease the number of employees who fail to meet Safe School Mandatory Training designated timelines from 3% to 0%. <p>Year 3</p>		
Action Steps	Funding Source(s)	Timeline for Implementation	Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Ensure all educators are	School Funds	August 2024 - May	<ul style="list-style-type: none"> ● Safe schools agenda 	Faculty and Staff

<p>knowledgeable, confident, and consistent in implementing school safety procedures.</p> <p>a. Setting and adhering to expectations for</p> <ul style="list-style-type: none"> ● arrival-at the classroom door or in duty spot on time ● dismissal-at the classroom door or in duty spot on time ● brain break- assigned duty spot on time and dispersed throughout the grounds <p>b. Conduct mini-audits and safety learning walks observing</p> <ul style="list-style-type: none"> ● educators in doorway for arrival and dismissal ● educators in duty spots on time and actively monitoring ● educators adequately supervising at all times ● facility improvements needed 		<p>2025</p>	<ul style="list-style-type: none"> ● Observations ● Duty maps ● Safety mini-audit rubric ● Maintenance logs ● School Dude logs 	<p>Safe School Committee Administration Custodians</p>
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<p>2. Implement a discipline committee to analyze discipline data to identify students in need of behavioral support.</p> <ol style="list-style-type: none"> Identify students who have received 3 or more referrals Invite teachers to discipline committee meeting Discuss strategies to support student behavior Collaborate with stakeholders to discuss possible restorative practices and behavior interventions Celebrate student success through individualized incentive program 	<p>School Funds Restorative Practice Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Agendas ● Meeting minutes ● Google discipline request form ● Discipline data ● Referrals 	<p>Administration Discipline Committee Faculty and Staff</p>
<p>3. Provide opportunities to complete Safe School Mandatory Trainings before the due date.</p> <ol style="list-style-type: none"> Monitor safe school training completions a week before trainings are scheduled to be completed Communicate Safe Schools trainings due dates on the Weekly Memo Utilize school-based technology to complete trainings ahead of timelines 		<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Training completion logs ● Sign in sheet ● Training Certificates ● Chromebooks/laptops 	<p>Administration Safe Schools Team Faculty and Staff</p>

Mimosa Park 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"> • Increase and vary communication with stakeholders • Increase educational access and opportunity within the community • Enhance the English Language Learner (ELL) Program 	<p>According to the 2023 Spring Upbeat Survey:</p> <ul style="list-style-type: none"> • 98% of faculty reported positively in the category of Parent/Teacher communication (Q1-3). <p>According to the 2024 Spring Upbeat Survey:</p> <ul style="list-style-type: none"> • 98% of faculty reported positively in the category of Parent/Teacher communication (Q1-3). <p>According to the 2023 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> • 96% of parents agreed or strongly agreed that the principal at my child’s school communicates a clear vision for teaching and learning. • 95% of parents agreed or strongly agreed that their child’s teachers work together with parents. • 91% of parents agreed or strongly agreed that their child’s school offers opportunities for families to be involved in the school and their child’s learning. • 89% of parents agreed or strongly agreed that teachers at their child’s school build trusting relationships with parents. <p>According to the 2024 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> • 91% of parents agreed or strongly agreed that the principal at my child’s 	<ul style="list-style-type: none"> • 32% of families attended 2023-2024 MPE grade level academic nights. • 35% of families attended 2024-2025 MPE grade level academic nights. • 23% of MPE parents completed the 2023 Parent Stakeholder Survey. • 37% of MPE parents completed the 2024 Parent Stakeholder Survey. <p>2023-2024 Social Media Posts</p> <ul style="list-style-type: none"> • 178 Twitter posts • 133 Instagram posts <p>2024-2025 Social Media Posts</p> <ul style="list-style-type: none"> • 219 Twitter “X” posts • 86 Instagram posts

	<p>school communicates a clear vision for teaching and learning.</p> <ul style="list-style-type: none"> ● 92% of parents agreed or strongly agreed that their child’s teachers work together with parents. ● 92% of parents agreed or strongly agreed that their child’s school offers opportunities for families to be involved in the school and their child’s learning. ● 90% of parents agreed or strongly agreed that teachers at their child’s school build trusting relationships with parents. <p>According to the 22-23 Parent Teacher Conference Reporting Form:</p> <ul style="list-style-type: none"> ● 97% of parents participated in Fall parent teacher conferences. ● 96% of parents participated in Spring parent teacher conferences. <p>According to the 23-24 Parent Teacher Conference Reporting Form:</p> <ul style="list-style-type: none"> ● 92% of parents participated in Fall parent teacher conferences. ● 96% of parents participated in Spring parent teacher conferences. 	
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Supporting Data

Family Center Engagement Data
 SCPPS Stakeholder Survey
 Upbeat Survey
 Parent Teacher Conference Attendance

Goal F – Stakeholder Investment

District Goal	District Objective(s)
<p>To employ and develop high quality staff and To promote and develop meaningful engagement between students, families, business community and the school system</p>	
School Goal	School Objective(s)
<p>To promote and develop meaningful engagement between students, families, the business community and the school system</p>	<p>Year 1 Increase the attendance of academic learning nights from 32% to 40%. Maintain the percentage of parent teacher conference participation.</p> <p>Year 2 Increase the attendance of academic learning nights from 35% to 40%. Maintain the percentage of parent teacher conference participation.</p> <p>Year 3</p>

Action Steps	Funding Source(s)	Timeline for Implementation	Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
<p>1. School personnel will provide multiple opportunities for parent and stakeholder involvement and knowledge building.</p> <p>a. Host “Back to School Bash” to welcome parents and students with extended hours to accommodate parents with multiple children and enhance relationship building</p> <p>b. Host Open House to share classroom and academic expectations, routines and procedures, and school-wide expectations with incentives to increase participation</p> <p>c. Incorporate academic strategies to cultivate relationships and share the importance of early literacy ELA skills</p> <p>d. Host “Lunch and Learn” literacy session (From Goal A Literacy Plan)</p>	<p>School Funds Title 1 Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Back to School Bash invitation ● Open House invitation ● Parent letters ● School website with Literacy Plan ● Agenda and Sign in sheet for “Lunch and Learn” session with parents ● Tier 3 parent letters ● ConnectEd parent notification log ● Sign in sheets 	<p>Faculty and Staff Administration Interventionists Stakeholders Family Literacy Teacher</p>

<p>2. Engage and equip parents with the knowledge and skills to support students at home.</p> <p>a. Share MPE’s Literacy Plan with families by</p> <ul style="list-style-type: none"> ● posting on the school’s website ● sharing in the beginning of the year welcome ● revisiting literacy focus areas throughout the year <p>b. Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home</p> <p>c. Host “Lunch and Learn” session to highlight foundational skills needed for literacy success, why they are critical, and how to help at home</p> <p>d. Create “F.A.C.T.” (Families and Children Together) sessions for families promoting home/school connections in relation to literacy skills</p> <p>e. Report progress to families on all Tier 3 interventions at least quarterly</p> <p>f. Invite parents of identified students to in-person meetings with literacy interventionists to receive student data</p> <p>g. Develop partnerships with community organizations to</p>	<p>School Funds</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ● Teacher observations, at least bimonthly ● Student results, weekly ● Progress Monitoring, weekly/bimonthly ● Summative and formative assessments, weekly and as designed ● Data reviews, weekly and monthly ● Meeting Evaluation ● F.A.C.T. Session sign-in sheets ● Sunday master check log 	<p>Administration Teachers Interventionist Instructional Coach Family Literacy Teacher Sunday Trainer</p>
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promote reading				
<p>3. Engage and equip parents with the knowledge and skills of grade level essential standards and report card indicators</p> <p>a. Provide F.A.C.T Sessions one time each semester for each grade level anchored in ELA and Math Tier I curriculum</p> <p>b. F.A.C.T sessions will be held at the beginning of quarter 1 and quarter 3 in order to equip parents with knowledge and understanding of essential learning standards and report card indicators</p>	School Funds	August 2024 - May 2025	<ul style="list-style-type: none"> ● Parent letters ● Agendas and Sign in sheets ● ConnectEd parent notification log ● Report card 	<p>Administration Content Team Leaders Instructional Coach Teachers Interventionists Stakeholders</p>