



Lakewood 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 Lakewood Elementary School is to ensure success and nothing less for all.</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>Lakewood Elementary School empowers all students to develop skills necessary to grow academically, socially, and emotionally in order to achieve success in our constantly changing world.</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>We believe...</p> <ul style="list-style-type: none"> ● all students can learn, achieve, and succeed. ● in setting high expectations for all. ● in creating an environment that is safe and inviting. ● in providing an inclusive climate where all experience diversity, empathy, belonging, and respect. ● in promoting a culture of dignity where all are valued as individuals with unique physical, social, emotional, and intellectual needs. ● our school, community, and families are collaborative partners in the education of our students.

District Customer Excellence Standards

You and I...

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

**St. Charles Parish Public Schools
District Goals and Priorities**

Goal	Priorities	System-Based Team Facilitators
<p>Goal A – Student Achievement</p> <p><i>To prepare students for success in postsecondary education, careers, and life</i></p>	<ul style="list-style-type: none"> • Ensuring kindergarten readiness so students enter school ready to learn • Ensuring each student learns at high levels • Develop strong pathways to college, career, and workforce 	<p>Becky Weber Erin Granier</p>
<p>Goal B – Student Well-Being and Belonging</p> <p><i>To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being & belonging</i></p>	<p>Ancillary Services</p> <ul style="list-style-type: none"> • Providing safe and efficient transportation • Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments 	<p>Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers</p>
	<p>Student Support</p> <ul style="list-style-type: none"> • Develop SEL competencies within our students • Provide support for students through the Comprehensive School Counseling Program • Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post – secondary options 	
	<p>Student Services</p> <ul style="list-style-type: none"> • Enhancing children’s wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions • Implementing programs and services that support children academically, socially, emotionally & physically 	
	<p>Student Opportunities</p> <ul style="list-style-type: none"> • Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees 	
<p>Goal C – Diverse, Effective, and Engaged Employees</p> <p><i>To employ and develop high quality staff and provide resources to support employee success</i></p>	<ul style="list-style-type: none"> • Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce • Developing an effective workforce focused on continuous improvement • Retaining a diverse, engaged, and effective workforce • Increase employee health and wellness 	<p>John Smith Scott Cody Tresa Webre</p>

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

<p>Goal D – Resource Allocation</p> <p><i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i></p>	<p>Finance</p> <ul style="list-style-type: none"> • Maintaining responsible fiscal stewardship at the District and school level • Providing competitive employee salaries, consistent with the needs for recruitment and retention, and fiscal prudence • Providing a cost-effective employee benefit package • Maintaining sufficient fund balance to address financial contingencies and uncertainties • Reduce property and workers' compensation insurance costs <p>Technology</p> <ul style="list-style-type: none"> • Providing equitable technology resources that enhance student learning and administrative efficiencies • Protecting district networks and data • Supporting stakeholders with current and future technology endeavors 	<p>Al Suffrin Ray Gregson Ronald White Stephanie Steib</p>
<p>Goal E – Facilities Management</p> <p><i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i></p>	<p>Facilities</p> <ul style="list-style-type: none"> • Designing and maintaining facilities to support student and employee success • Developing and implementing standards and processes for effective and efficient operations <p>Safety</p> <ul style="list-style-type: none"> • Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees <p>Athletics</p> <ul style="list-style-type: none"> • Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees 	<p>Art Aucoin Ellis Alexander John Rome</p>
<p>Goal F – Stakeholder Investment</p> <p><i>To promote and develop meaningful engagement between students, families, business community and the school system.</i></p>	<ul style="list-style-type: none"> • Increasing and varying communication with stakeholders • Increasing educational access and opportunity within the community • Enhancing the English Language Learner Program 	<p>Ellis Alexander Angelle Babin David Schexnaydre</p>

School Governance

School Success Team			
Name	Title/Role	Name	Title/Role
Kelli Oertling	Principal	Julie Gauthreaux	Special Education Teacher
Amanda Morgan	Assistant Principal	Monica Monti	Enrichment
Holly Thompson	Assistant Principal	Sherrie Pepper	Counselor
Maeson Landry	3rd Grade ELA/SS Teacher	Lydia Savoie	Academic Support
Christa Hollis	3rd Grade Math/Science Teacher	Brandy Landry	Administrative Intern
Erin Knobloch	4th Grade ELA/SS Teacher		
Jordan Tabor	4th Grade Math/Science Teacher		
Macie DeJean	5th Grade ELA/SS Teacher		
Ashley Hebert	5th Grade Math/Science Teacher		

Lakewood Elementary Support Committees	
Goal A Student Achievement	Kelli Oertling, Amanda Morgan, Holly Thompson, Christa Hollis, Jordan Tabor, Ashley Hebert, Maeson Landry, Erin Knobloch, Macie DeJean, Julie Gauthreaux, Heidi Ortego
Goal B Student Well-Being and Belonging	Kelli Oertling, Amanda Morgan, Holly Thompson, Katie Leblanc, Hycy Bordelon, Taylor Boudreaux, Rikki Perkins, Kathleen Guinnane, Katie LeBoeuf, Kristen Centanni
Goal C Diverse, Effective, and Engaged Employees	Kelli Oertling, Amanda Morgan, Holly Thompson, Katie Leblanc, Hycy Bordelon, Taylor Boudreaux, Rikki Perkins, Kathleen Guinnane, Katie LeBoeuf, Kristen Centanni
Goal E Facilities Management (Safety and Athletics)	Kelli Oertling, Amanda Morgan, Holly Thompson, Brandy Landry, Angie Ordoyne, Sherrie Pepper, Katie LeBoeuf, Kristen Centanni, Meagan Thompson, Valerie Dauphin, Amanda Irwin, Melanie Truax, Lydia Savoie, Jordan Tabor, Mary Zapata
Goal F Stakeholder Investment	Kelli Oertling, Amanda Morgan, Holly Thompson, Brian Martinez, Monica Monti, Angie Ordoyne, Lauren Deroche, Kaci Disney, Jenny Hales, Megan West, Bridget Summers

Lakewood Elementary
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
<p>Goal A: Student Achievement</p> <ul style="list-style-type: none"> ● Support K readiness ● Ensuring each student learns at high levels ● Develop pathways to college, career, and workforce 	<ul style="list-style-type: none"> ● High expectations <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public Schools Parent Survey, 97.94% of parents “agree”, “strongly agree,” or are “neutral” that “my child’s school has high expectations for its students.” ○ According to the St. Charles Parish Public Schools Student Survey, 98.87% of students “agree”, “strongly agree”, or are “neutral” that “in my school, teachers have high expectations for me.” ● Rigorous Curriculum <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public Schools Parent Survey, 96.38% of parents “agree,” “strongly agree,” or are “neutral” that “my child’s teachers provide curriculum and learning experiences that meet his/her needs.” ○ According to the St. Charles Parish Public Schools Student Survey, 97.01% of students “agree,” “strongly agree,” or are “neutral” that “my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” ● Readiness <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public Schools Parent Survey, 96.38% of parents “agree,” “strongly agree,” or are “neutral” that “my child is prepared for success in the next school year.” ○ According to the St. Charles Parish Public Schools Student Survey, 98.2% of students “agree,” “strongly agree,” or are “neutral” that 	<ul style="list-style-type: none"> ● Goal A objectives not met <ul style="list-style-type: none"> ○ ELA <ul style="list-style-type: none"> ■ 55% of 3rd graders achieved mastery or above in ELA on the 2025 LEAP 2025. ■ 47% of 4th graders achieved mastery or above in ELA on the 2025 LEAP 2025. ■ 55% of 5th graders achieved mastery or above in ELA on the 2025 LEAP 2025. ○ Math <ul style="list-style-type: none"> ■ 54% of 3rd graders achieved mastery or above in math on the 2025 LEAP 2025. ■ 64% of 4th graders achieved mastery or above in math on the 2025 LEAP 2025. ■ 57% of 5th graders achieved mastery or above in math on the 2025 LEAP 2025. ○ Science <ul style="list-style-type: none"> ■ 26% of 3rd graders achieved mastery or above in science on the 2025 LEAP 2025. ■ 41% of 4th graders achieved mastery or above in science on the 2025 LEAP 2025. ■ 47% of 5th graders achieved mastery or above in science on the 2025 LEAP 2025. ○ Social Studies <ul style="list-style-type: none"> ■ 26% of 3rd graders achieved mastery or above in SS on the 2023 LEAP 2025. ■ 45% of 4th graders achieved mastery or above in SS on the 2023 LEAP 2025. ■ 36% of 5th graders achieved mastery or above in SS on the 2023 LEAP 2025.

	<p>“my school prepares me for success in the next school year.”</p> <ul style="list-style-type: none"> ● Instructional Excellence <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public Schools Parent Survey, 96.38% of parents “agree,” “strongly agree,” or are “neutral” that “my child’s teachers provide curriculum and learning experiences that meet my child’s needs.” ○ According to the St. Charles Parish Public Schools Student Survey, 97.01% of students “agree,” “strongly agree,” or are “neutral” that “my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” ○ According to the Spring 2025 UPBEAT Survey, 95% of faculty believe that “teachers at my school help each other improve their instructional practices.” 	<ul style="list-style-type: none"> ● Ethnicity achievement gaps exist <ul style="list-style-type: none"> ○ ELA <ul style="list-style-type: none"> ■ 3rd Grade <ul style="list-style-type: none"> ● 39% of black 3rd graders achieved mastery or above in ELA on the 2025 LEAP 2025. ● 63% of white 3rd graders achieved mastery or above in ELA on the 2025 LEAP 2025. ■ 4th Grade <ul style="list-style-type: none"> ● 9% of black 4th graders achieved mastery or above in ELA on the 2025 LEAP 2025. ● 59% of white 4th graders achieved mastery or above in ELA on the 2025 LEAP 2025. ■ 5th Grade <ul style="list-style-type: none"> ● 31% of black 5th graders achieved mastery or above in ELA on the 2025 LEAP 2025. ● 60% of white 5th graders achieved mastery or above in ELA on the 2025 LEAP 2025. ○ Math <ul style="list-style-type: none"> ■ 3rd Grade <ul style="list-style-type: none"> ● 28% of black 3rd graders achieved mastery or above in math on the 2025 LEAP 2025. ● 65% of white 3rd graders achieved mastery or above in math on the 2025 LEAP 2025. ■ 4th Grade <ul style="list-style-type: none"> ● 42% of black 4th graders achieved mastery or above in math on the 2025 LEAP 2025. ● 74% of white 4th graders achieved mastery or above in math on the 2025 LEAP 2025. ■ 5th Grade
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- 25% of black 5th graders achieved mastery or above in math on the 2025 LEAP 2025.
- 64% of white 5th graders achieved mastery or above in math on the 2025 LEAP 2025
- Economic Disadvantage achievement gaps exist
 - ELA
 - 3rd Grade
 - 38% of economically disadvantaged 3rd graders achieved mastery or above in ELA on the 2025 LEAP 2025.
 - 4th Grade
 - 26% of economically disadvantaged 4th graders achieved mastery or above in ELA on the 2025 LEAP 2025
 - 5th Grade
 - 43% of economically disadvantaged 5th graders achieved mastery or above in ELA on the 2025 LEAP 2025
 - Math
 - 3rd Grade
 - 33% of economically disadvantaged 3rd graders achieved mastery or above in math on the 2025 LEAP 2025
 - 4th Grade
 - 47% of economically disadvantaged 4th graders achieved mastery or above in math on the 2025 LEAP 2025
 - 5th Grade
 - 34% of economically disadvantaged 5th graders achieved mastery or above in ELA on the 2025 LEAP 2025

		<ul style="list-style-type: none"> ● Percentage of students with disabilities achieving mastery or above on LEAP 2025 <ul style="list-style-type: none"> ○ 72% of students with disabilities achieved mastery or above in ELA on the 2025 LEAP 2025. ○ 81% of students with disabilities achieved mastery or above in math on the 2025 LEAP 2025. ● Students meeting benchmark on DIBELS Assessment <ul style="list-style-type: none"> ○ 3rd Grade 24-25 EOY 69% ○ 4th Grade 24-25 EOY 21% (of students tested) ○ 5th Grade 23-24 EOY 43% (of students tested)
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Supporting Data

2025 Parent Climate Survey, 2025 Student Climate Survey, Spring 2025 Upbeat Survey, Spring 2025 LEAP 2025

District Goal	District Objective(s)
Ensuring each student learns at high levels	
School Goal	School Objective(s)
Ensure each student learns at high levels	<p>Year 1:</p> <p><u>ELA</u></p> <ul style="list-style-type: none"> 65% of 3rd graders will achieve mastery or above in ELA on the 2024 LEAP 2025. 60% of 4th graders will achieve mastery or above in ELA on the 2024 LEAP 2025. 52% of 5th graders will achieve mastery or above in ELA on the 2024 LEAP 2025. <p><u>Math</u></p> <ul style="list-style-type: none"> 65% of 3rd graders will achieve mastery or above in math on the 2024 LEAP 2025. 70% of 4th graders will achieve mastery or above in math on the 2024 LEAP 2025. 66% of 5th graders will achieve mastery or above in math on the 2024 LEAP 2025. <p><u>Science</u></p> <ul style="list-style-type: none"> 43% of 3rd graders will achieve mastery or above in science on the 2024 LEAP 2025. 55% of 4th graders will achieve mastery or above in science on the 2024 LEAP 2025. 55% of 5th graders will achieve mastery or above in science on the 2024 LEAP 2025. <p>Year 2:</p> <p><u>ELA</u></p> <ul style="list-style-type: none"> 65% of 3rd graders will achieve mastery or above in ELA on the 2025 LEAP 2025. 60% of 4th graders will achieve mastery or above in ELA on the 2025 LEAP 2025. 52% of 5th graders will achieve mastery or above in ELA on the 2025 LEAP 2025. <p><u>Math</u></p> <ul style="list-style-type: none"> 65% of 3rd graders will achieve mastery or above in math on the 2025 LEAP 2025. 70% of 4th graders will achieve mastery or above in math on the 2025 LEAP 2025. 74% of 5th graders will achieve mastery or above in math on the 2025 LEAP 2025. <p><u>Science</u></p> <ul style="list-style-type: none"> 43% of 3rd graders will achieve mastery or above in science on the 2025 LEAP 2025. 55% of 4th graders will achieve mastery or above in science on the 2025 LEAP 2025. 55% of 5th graders will achieve mastery or above in science on the 2025 LEAP 2025. <p>Year 3:</p> <p><u>ELA</u></p> <ul style="list-style-type: none"> 65% of 3rd graders will achieve mastery or above in ELA on the 2026 LEAP 2025. 60% of 4th graders will achieve mastery or above in ELA on the 2026 LEAP 2025. 60% of 5th graders will achieve mastery or above in ELA on the 2026 LEAP 2025.

		<u>Math</u> <ul style="list-style-type: none"> 65% of 3rd graders will achieve mastery or above in math on the 2026 LEAP 2025. 70% of 4th graders will achieve mastery or above in math on the 2026 LEAP 2025. 74% of 5th graders will achieve mastery or above in math on the 2026 LEAP 2025. <u>Science</u> <ul style="list-style-type: none"> 43% of 3rd graders will achieve mastery or above in science on the 2026 LEAP 2025. 55% of 4th graders will achieve mastery or above in science on the 2026 LEAP 2025. 55% of 5th graders will achieve mastery or above in science on the 2026 LEAP 2025. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Refine Guiding Coalition <ul style="list-style-type: none"> Engage in ongoing professional learning (Solution Tree, book study, conferences, Coaching Academy, etc.) Analyze data in order to monitor progress towards school goals Provide support to Professional Learning Teams (PLTs) as needed Conduct Mini (Content Specific) Guiding Coalition meetings 	<ul style="list-style-type: none"> Curriculum Development Funds Professional Development Funds Staff Development Funds 	a. August 2025-May 2026 b. Monthly Guiding Coalition meeting agendas and minutes	<ul style="list-style-type: none"> Guiding Coalition Members
2. Engage in the Professional Learning Communities (PLC) Process <ul style="list-style-type: none"> Participate in school and district professional learning Make collective commitments Establish team norms Study social studies standards Implement Tier 1/high-quality standards-aligned curricula <ul style="list-style-type: none"> Eureka Math² PhD Science ELA Guidebooks Bayou Bridges Engage in PLTs utilizing the critical questions: <ol style="list-style-type: none"> What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who 	<ul style="list-style-type: none"> Curriculum Development Funds Professional Development Funds Staff Development Funds 	a. June 2025-May 2026 b. Weekly PLT meeting agendas and minutes, administrative observations	<ul style="list-style-type: none"> PLT Members

are already proficient?			
3. Incorporate individual student essential learning goal setting in math and ELA <ul style="list-style-type: none"> • Create goals with students aligned to essential learning common formative assessments (CFAs) • Intervene by providing differentiated instruction • Administer essential learning CFAs • Celebrate growth • Revisit goals • Reteach as needed • Readminister math CFAs and EOMs, as needed • Monitor fluency goals 	<ul style="list-style-type: none"> • Curriculum Development Funds • Professional Development Funds • Staff Development Funds 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Student Goal Setting Documents, administrative observations 	<ul style="list-style-type: none"> • Math Teachers • ELA Teachers
4. Refine Flex Groups Revise Master Schedule to designate sacred WIN Time and flex grouping <ul style="list-style-type: none"> • Revise master schedule and designate WIN time for each grade level and subject (ELA and math) • Administer CFAs aligned to essential learning standards • Establish schedules and expectations to implement flex grouping • WIN Time/flex grouping outcomes indicated on lesson plans • Progress monitor student achievement • Restructure flex groups based on data 	<ul style="list-style-type: none"> • Curriculum Development Funds • Professional Development Funds • Staff Development Funds 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Weekly PLT meeting agendas and minutes, administrative observations 	<ul style="list-style-type: none"> • Math Interventionist • Reading Interventionists • Math Teachers • ELA Teachers
5. Refine Strategy Implementation Guide (SIG) <ul style="list-style-type: none"> • Revisit the purpose of the SIG in PLTs • Solicit feedback from teams • Share SIG with faculty • Implement SIG • Revisit-SIG during PLT meetings • Evaluate progress 	<ul style="list-style-type: none"> • Curriculum Development Funds • Professional Development Funds • Staff Development Funds 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Strategy Implementation Guide Reflections, Monthly Guiding Coalition meeting agendas and minutes, Weekly PLT meeting agendas and minutes 	<ul style="list-style-type: none"> • Guiding Coalition Members • PLT Members
6. Support the implementation of new numeracy initiatives <ul style="list-style-type: none"> • Complete and/or follow-up on ACT 260 Numeracy Course • Develop an understanding of and implement the Math Catalyst Resources (Great Minds) • Develop an understanding of the required numeracy screener • Develop an understanding of the new math standards and their coherence across grade levels. 	<ul style="list-style-type: none"> • Curriculum Development Funds • Professional Development Funds • Staff Development 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Professional Development Agendas, Sign-ins, Course Certificates of Completion, Monthly Guiding Coalition meeting agendas and minutes, Weekly PLT meeting agendas and minutes 	<ul style="list-style-type: none"> • Math Interventionist • Math Teachers

	Funds		
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District Goal		District Objective(s)	
Ensuring each student learns at high levels – Literacy		<p>95% of students in grade K-3 will read at or above benchmark.</p> <p>100% of administrators and teachers who teach reading in grades PK-3 will be trained in the Science of Reading by the end of the 2024 school year.</p>	
School Goal		School Objective(s)	
Ensure all students read at or above benchmark		<p>Year 1: 75% of 3rd grade students will read at or above benchmark according to the “Composite” score on the EOY literacy screener.</p> <p>Year 2: 75% of 3rd grade students will read at or above benchmark according to the “Composite” score on the EOY literacy screener.</p> <p>Year 3: 75% of 3rd grade students will read at or above benchmark according to the “Composite” score on the EOY literacy screener.</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Support the implementation of literacy initiatives</p> <ul style="list-style-type: none"> Complete and/or revisit Science of Reading Training Develop a deeper understanding of the literacy screener Develop an understanding of the new ELA standards and their coherence across grade levels. Implement best practices to support fluency outlined in the Teacher Take-off Toolkit 	<ul style="list-style-type: none"> Curriculum Development Funds Professional Development Funds Staff Development Funds 	<p>a. August 2025-May 2026</p> <p>b. Professional Development Agendas, Sign-ins, Course Certificates of Completion, Monthly Guiding Coalition meeting agendas and minutes, Weekly PLT meeting agendas and minutes, administrative observations</p>	<ul style="list-style-type: none"> Administration Reading Interventionists ELA and 3rd Grade Teachers
<p>2. Implement flex grouping to target specific reading deficiencies</p> <ul style="list-style-type: none"> 3rd grade: <ul style="list-style-type: none"> Administer Literacy Screener to all students Analyze Literacy Screener results (e.g., DIBELS 8th) Plan and deliver targeted intervention lessons utilizing 	<ul style="list-style-type: none"> Curriculum Development Funds Professional Development Funds 	<p>a. August 2025-May 2026</p> <p>b. Weekly PLT meeting agendas and minutes, administrative observations</p>	<ul style="list-style-type: none"> ELA Teachers Reading Interventionists Paraeducators

<p>resources (e.g., Foundational Instruction for Reading Excellence (FIRE), Fluency Utilized to Engage Learners (FUEL), Foundational Supports, 95%, Sondag)</p> <ul style="list-style-type: none"> ● 4th and 5th grade: <ul style="list-style-type: none"> ○ Administer Literacy Screener to students scoring basic or below on the Spring 2025 LEAP 2025 assessment ○ Analyze Literacy Screener results (e.g., DIBELS 8th) ○ Plan and deliver targeted intervention lessons utilizing resources (e.g., Foundational Instruction for Reading Excellence (FIRE), Fluency Utilized to Engage Learners (FUEL), Foundational Supports, 95%, Sondag) ● Establish schedules and expectations to implement flex grouping ● Progress monitor student achievement ● Restructure flex groups based on student needs following assessments (ex., Beginning of the Year (BOY) Testing and Middle of the Year (MOY) Testing) 	<ul style="list-style-type: none"> ● Staff Development Funds 		
<p>3. Implement reading goal setting</p> <ul style="list-style-type: none"> ● Identify student goals ● Chart progress ● Celebrate student growth 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Student Goal Setting Documents, administrative observations 	<ul style="list-style-type: none"> ● ELA Teachers ● Reading Interventionists
<p>4. Engage families in supporting literacy at home</p> <ul style="list-style-type: none"> ● Provide overview of literacy language to parents at Back-to-School Night ● Provide fluency passages for each student to read and track progress ● Provide monthly writing prompt calendars for at home creative writing opportunities 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Administrative observations 	<ul style="list-style-type: none"> ● ELA Teachers ● Reading Interventionists
<p>5. Communicate with parents/guardians regarding reading progress and areas needing improvement</p> <ul style="list-style-type: none"> ● Send home Parent Connect Letters based on assessment results ● Contact parents/guardians regarding student reading progress via parent conferences and/or personal phone calls 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Home Connect Letters, School Status Logs, Tracking Document, IASPs 	<ul style="list-style-type: none"> ● ELA Teachers ● Reading Interventionists

Lakewood Elementary
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 (Transportation and Child Nutrition)</p>	<ul style="list-style-type: none"> ● Wellbeing of Students <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public School Student Survey, 99.4% of students “agree,” “strongly agree,” or are “neutral” that “teachers at my school care about the wellbeing of students.” ○ According to the St. Charles Parish Public School Parent Survey, 98.02% of parents “agree,” “strongly agree,” or are “neutral” that “teachers at my child’s school care about the wellbeing of students.” ● Safe Learning Environment <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public School Parent Survey, 95.21% of parents “agree,” “strongly agree,” or are “neutral” that “my child’s school provides a safe learning environment.” ○ According to the St. Charles Parish Public School Student Survey, 95.21% of students “agree,” “strongly agree,” or are “neutral” that they “feel safe at school.” ○ According to the Spring 2024 UPBEAT Survey, 83% of faculty believe “disciplinary practices are applied fairly to all students at my school.” Spring 2025 75% ○ According to the Spring 2025 UPBEAT Survey, 95% of faculty believe that they “feel physically safe at my school.” ○ According to the Spring 2025 UPBEAT Survey, 98% of faculty believe that “my school is a physically safe environment for students.”sz ○ Of students receiving referrals, there was a decrease in the percentage of students with 	<ul style="list-style-type: none"> ● School Counselor Perception <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public School Student Survey: <ul style="list-style-type: none"> ■ 28.74% of students “agree” or “strongly agree” that “my school counselor meets with me on a regular basis to assist me with academic needs.” ■ 29.34% of students “agree” or “strongly agree” that “my school counselor meets with me on a regular basis to assist me with personal/social needs.” ■ 22.15% of students “agree” or “strongly agree” that “my school counselor meets with me on a regular basis to assist me with my career development needs.” ○ According to the St. Charles Parish Public School Parent Survey: <ul style="list-style-type: none"> ■ 57.25% of parents “agree” or “strongly agree” that “my child’s school counselor meets with my child on a regular basis to assist with his/her academic, personal, and career development needs.” ■ 58.69% of parents “agree” or “strongly agree” that “my child’s school counselor has presented classroom lessons to support my child’s personal, social, academic, and career development.” ■ 54.35% of parents “agree” or “strongly agree” that “my child’s school counselor has created small groups to
<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 		
<p style="text-align: center;">Student Support</p>		
<ul style="list-style-type: none"> • Provide all students with social emotional learning • Increase School Counselor availability • Increase the timeliness of FAFSA completion • Provide students with resources, lessons and partnerships 		
<p style="text-align: center;">Student Services</p>		
<ul style="list-style-type: none"> • Enhance children’s wellbeing & belonging • Implement programs and services that support children academically, socially, emotionally & physically 		
<p style="text-align: center;">Student Opportunities</p>		
<ul style="list-style-type: none"> • Identify and implement proactive and responsive processes and practices to enhance athletic programs 		

	<p>five or more referrals from 17% in 2023-2024 to 13% 2024-2025.</p>	<p>support my child with academic, social, and career development needs.”</p> <ul style="list-style-type: none"> ● Student Belonging <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public School Student Survey, 81.44% of students “agree” or “strongly agree” that “I feel like I belong at my school.” ● Student Social Interactions <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public School Student Survey, 58.34% of students “agree” or “strongly agree” that “students treat adults with respect.” ○ Percentage of referrals occurring for instigating or participating in fights, conduct or habits injurious to others, and commits immoral or vicious acts <ul style="list-style-type: none"> ■ 43% of our referrals were for instigating or participating in fights, conduct or habits injurious to others, and commits immoral or vicious acts.
Supporting Data		
2025 Parent Climate Survey, 2025 Student Climate Survey, Spring 2025 Upbeat Survey, 2024-2025 Discipline Data		

Goal B – Student Well-being and Belonging

District Goal		District Objective(s)	
<p>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</p>			
School Goal		School Objective(s)	
<p>Support students’ academic, social, and emotional needs through the use and implementation of Responsive Classroom and Restorative Practices with a focus on social and emotional learning (SEL)</p>		<p>Year 1:</p> <ul style="list-style-type: none"> The number of referrals occurring for instigating or participating in fights, conduct or habits injurious to others, and commits immoral or vicious acts will decrease from 93 to 68. 75% of students will “agree,” “strongly agree,” or are “neutral” that “my school counselor meets with me on a regular basis to assist me with my academic, personal/social, and career development needs” on the 2024 St. Charles Parish Public School Student Survey. 80% of students will “agree” or “strongly agree” that “I feel like I belong at my school ” on the 2024 St. Charles Parish Public School Student Survey. <p>Year 2:</p> <ul style="list-style-type: none"> The number of referrals occurring for instigating or participating in fights, conduct or habits injurious to others, and commits immoral or vicious acts will decrease from 63 to 50. 75% of students will “agree” or “strongly agree” that “my school counselor has presented classroom lessons to support my personal, social, academic, and career development” on the 2025 St. Charles Parish Public School Student Survey. 80% of students will “agree” or “strongly agree” that “I feel like I belong at my school ” on the 2025 St. Charles Parish Public School Student Survey. <p>Year 3:</p> <ul style="list-style-type: none"> The number of referrals occurring for instigating or participating in fights, conduct or habits injurious to others, and commits immoral or vicious acts will decrease from 63 to 50. 70% of students will “agree” or “strongly agree” that “students treat adults with respect” on the 2026 St. Charles Parish Public School Student Survey. 80% of students will “agree” or “strongly agree” that “my school counselor has presented classroom lessons to support my personal, social, academic, and career development” on the 2026 St. Charles Parish Public School Student Survey. 85% of students will “agree” or “strongly agree” that “I feel like I belong at my school ” on the 2026 St. Charles Parish Public School Student Survey. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	

<p>1. Revisit the positive “Calming Spot” in every classroom</p> <ul style="list-style-type: none"> ● Standard expectations for every classroom ● Explain the purpose of the "Calming Spot" in each classroom to help students better grasp its intended use and maximize its effectiveness <ul style="list-style-type: none"> ○ Interactive modeling calming spot expectations with teachers, MHP, and counselors ● Include 7 Mindsets 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<p>a. August 2025-May 2026 b. Administrative observations</p>	<ul style="list-style-type: none"> ● Climate Committee ● Teachers ● Counselors ● Mental Health Professional (MHP)
<p>2. Revisit Hopes and Dreams Procedures</p> <ul style="list-style-type: none"> ● Facilitate the development of student Social/Emotional and Academic Goals ● Revisit Quarterly to make revisions as needed 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<p>a. August 2025-May 2026 b. Student goals, administrative observations</p>	<ul style="list-style-type: none"> ● Homeroom Teachers
<p>3. Provide Responsive Classroom professional development for paraeducators, lunch monitors, new faculty members, and those needing a refresher.</p> <ul style="list-style-type: none"> ● Provide paraeducators and lunch monitors with a handbook ● Consistently meet with lunch monitors and paraprofessionals weekly to discuss expectations and concerns 	<ul style="list-style-type: none"> ● Curriculum Development Funds ● Professional Development Funds ● Staff Development Funds 	<p>a. August 2025-May 2026 b. Professional Development Agendas, Sign-in Sheets</p>	<ul style="list-style-type: none"> ● Administration ● SEL Champions
<p>4. Revisit and reinforce RESET Room expectations and procedures</p> <ul style="list-style-type: none"> ● Schedule student and teacher tours of the RESET Room ● Conduct student and teacher tours of the RESET Room ● Provide reflective resources in the RESET Room 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<p>a. August 2025-May 2026 b. RESET Room Tour Schedule, administrative observations</p>	<ul style="list-style-type: none"> ● Counselors ● Mental Health Professional (MHP) ● RESET Monitor ● Teachers
<p>5. Administer student assessments in order to collect data and implement interventions based on student needs</p> <ul style="list-style-type: none"> ● Panorama SEL Survey ● 7 Mindsets Assessment 	<ul style="list-style-type: none"> ● District Funding 	<p>a. August 2025-May 2026 b. Survey Data Analysis, Social and Emotional Wellness (SEW) Team Meeting Agendas and Minutes</p>	<ul style="list-style-type: none"> ● SEW Team ● Teachers
<p>6. Revisit and refine strategies to address physical altercations between students</p> <ul style="list-style-type: none"> ● Incorporate proactive measures to reduce physical altercations between students 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<p>a. August 2025-May 2026 b. Discipline data, administrative observations</p>	<ul style="list-style-type: none"> ● Administrators ● Teachers ● Counselors ● MHP

<ul style="list-style-type: none"> ○ Beginning of the year grade-level assemblies with administration ○ Morning Meeting focus ○ Counseling lessons ● Reinforce consistent protocol to address physical altercations between students ● Reinforce restorative actions that address physical altercations between students <ul style="list-style-type: none"> ○ Revisit 7 Mindsets with RESET monitor to reflect on behavior ○ Conference with administration, counselor, and parents ○ Counseling learning plan ● Monitor discipline data in order to make modifications to interventions and determine next steps 			<ul style="list-style-type: none"> ● RESET Monitor
<p>7. Educate parents and students regarding the role of the school counselors and the support they provide to students</p> <ul style="list-style-type: none"> ● Host a Counselors' Information Station at Meet and Greet, Back-to-School Night, and Spring Parent Night including the distribution of informational flyers ● Include information regarding counseling in Back-to-School Night presentations ● Incorporate counseling classes into the enrichment schedule for all grade levels ● Maintain "Counselor Corner" in the school newsletter ● Create a Google Classroom where counselors can collaborate with students and share resources ● Create a Google Classroom where counselors can collaborate with parents and share resources 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Newsletter (monthly), Google Classroom (Weekly), administrative observations 	<ul style="list-style-type: none"> ● Counselors ● MHP
<p>8. Reinforce consistent recess expectations for all grade levels</p> <ul style="list-style-type: none"> ● Revisit faculty and staff recess expectations and procedures ● Revisit clear student recess expectations ● Communicate student recess expectations and model appropriate behavior ● Provide consistent adult supervision during recess ● Implement logical consequences as needed ● Explore opportunities for 5th graders during recess (band, choir, library, technology) 	<ul style="list-style-type: none"> ● School Budget: Materials and Supplies 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Discipline data, administrative observations 	<ul style="list-style-type: none"> ● Climate Committee ● Faculty and Staff

<p>9. Implement 7 Mindsets</p> <ul style="list-style-type: none"> ● Attend 7 Mindsets University ● Participate in 7 Mindsets professional development ● Facilitate 7 Mindsets lessons during Morning Meeting and counseling classes ● Showcase 7 Mindsets throughout campus 	<ul style="list-style-type: none"> ● Curriculum Development Funds ● Professional Development Funds ● Staff Development Funds ● School Budget: Materials and Supplies 	<ul style="list-style-type: none"> c. August 2025-May 2026 d. Lesson plans, Administrative observations 	<ul style="list-style-type: none"> ● Administration ● SEL Champions ● Faculty and Staff
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Lakewood 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 	<ul style="list-style-type: none"> ● High rate of retention <ul style="list-style-type: none"> ○ 0% turnover rate for 2024-2025 school year due to reasons other than retirement or relocation ● Trust amongst faculty <ul style="list-style-type: none"> ○ According to the Spring 2025 UPBEAT Survey, 91% of faculty believe that “teachers at my school trust each other.” ● Opportunities for continuous professional growth <ul style="list-style-type: none"> ○ According to the Spring 2025 UPBEAT Survey, 95% of faculty believe that “the work environment at my school supports teachers’ ongoing professional growth.” ○ According to the Spring 2025 UPBEAT Survey, 98% of faculty believe that “opportunities are accessible to all teachers at my school, regardless of their race, ethnicity, culture, or other aspects of personal identity.” ● Professional Learning Teams <ul style="list-style-type: none"> ○ According to the Spring 2025 UPBEAT Survey, 93% of faculty believe that “teachers at my school do meaningful work together in teams.” ○ According to the Spring 2025 UPBEAT Survey, 95% of faculty believe that “teachers at my school help each other improve their professional practice.” ● Supporting Environment <ul style="list-style-type: none"> ○ According to the Spring 2025 UPBEAT Survey, 100% of faculty believe that “I have someone I can turn to at my school when I am having a difficult time.” 	<ul style="list-style-type: none"> ● Lack of trust amongst faculty and staff <ul style="list-style-type: none"> ○ According to the Spring 2025 UPBEAT Survey, 85% of staff believe that “employees in my school trust each other.” ● Work/Life Balance <ul style="list-style-type: none"> ○ According to the Spring 2025 UPBEAT Survey, 89% of faculty believe that “the workload expected of teachers at my school is reasonable.” ○ According to the Spring 2025 UPBEAT Survey, 86% of faculty believe that “I am able to balance my workload as a teacher with my other responsibilities outside of school.” ● Appreciation <ul style="list-style-type: none"> ○ According to the Spring 2025 UPBEAT Survey, 86% of faculty believe that “teachers are recognized publicly when they do outstanding work.” ○ According to the Spring 2025 UPBEAT Survey, 85% of staff believe that “leaders at my school let me know when I’m doing great work.” ○ According to the Spring 2025 UPBEAT Survey, 85% of staff believe that “leaders at my school notice when I’m working hard.”

- According to the Spring 2025 UPBEAT Survey, 93% of faculty believe that “the principal looks out for the well-being of teachers.”
- According to the Spring 2025 UPBEAT Survey, 95% of staff believe that “the principal looks out for the well-being of teachers.”
- Work/Life Balance
 - According to the Spring 2025 UPBEAT Survey, 93% of faculty believe that “I feel confident that I can maintain my daily workload for the long-term.”
 - According to the Spring 2025 UPBEAT Survey, 100% of staff believe that “I feel confident that I can maintain my daily workload for the long-term.”

Supporting Data

Spring 2025 UPBEAT Survey, Lakewood Elementary Staffing 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			
School Goal		School Objective(s)	
Develop and retain a diverse, engaged, and effective workforce focused on continuous improvement		<p>Year 1:</p> <ul style="list-style-type: none"> ● 90% of faculty will believe that “teachers at my school trust each other” on the Spring 2024 Upbeat Survey. ● 85% of staff will believe that “employees in my school trust each other” on the Spring 2024 Upbeat Survey. ● 90% of faculty will believe that “the workload expected of teachers at my school is reasonable” on the Spring 2024 Upbeat Survey. ● 90% of faculty will believe that “I look forward to teaching everyday” on the Spring 2024 Upbeat Survey. <p>Year 2:</p> <ul style="list-style-type: none"> ● 90% of faculty will believe that “teachers at my school trust each other” on the Spring 2025 Upbeat Survey. ● 93% of staff will believe that “employees in my school trust each other” on the Spring 2025 Upbeat Survey. ● 90% of faculty will believe that “the workload expected of teachers at my school is reasonable” on the Spring 2025 Upbeat Survey. ● 90% of faculty will believe that “I look forward to teaching everyday” on the Spring 2025 Upbeat Survey. <p>Year 3:</p> <ul style="list-style-type: none"> ● 95% of faculty will believe that “teachers at my school trust each other” on the Spring 2026 Upbeat Survey. ● 80% of staff will believe that “employees in my school trust each other” on the Spring 2026 Upbeat Survey. ● 90% of faculty will believe that “the workload expected of teachers at my school is reasonable” on the Spring 2026 Upbeat Survey. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible

		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Promote a sense of belonging and strengthen trust for all employees</p> <ul style="list-style-type: none"> ● Highlight unique characteristics of faculty and staff ● Host quarterly team-building events ● Develop norms for all teams and committees ● Include “ice breaker questions” at the beginning of all PLT, team, and committee meetings ● Continue implementing “Glow & Grow” reflection at conclusion of PLT, team, and committee meetings ● Recognize “Splash Awards” for faculty and staff ● Continue administrator “check-in” sessions with all faculty and staff 	<ul style="list-style-type: none"> ● Professional Development Funds ● Staff Development Funds ● School Budget: Materials and Supplies 	<p>a. August 2025-May 2026</p> <p>b. Professional Development and Meeting Agendas, Professional Development Sign-in Sheets, Calendar of Events, administrative observations</p>	<ul style="list-style-type: none"> ● Administration ● Team Leaders
<p>2. Improve work/life balance</p> <ul style="list-style-type: none"> ● Provide extended planning for teams as needed (Gator Time On-Demand) ● Embed paper-reduction time quarterly on predetermined professional learning days ● Continue teacher leader planning time during Morning Meeting ● Promote the use of faculty and staff relaxation rooms ● Recognize going above and beyond expectations by implementing monthly incentives for faculty and staff <ul style="list-style-type: none"> ○ Attendance at non-required evening events ○ Volunteering for extracurricular activities ○ Recognizing faculty and staff members with “Splash Awards” ○ Participating in Spirit Days ○ Monthly raffle incentive for going above and beyond ● Invite faculty and staff members to administrative meetings to provide feedback ● Master schedule to allow for grade level planning, additional planning time (60 minutes) and professional development/meetings during work day ● Provide coverage for homeroom teachers during recess 	<ul style="list-style-type: none"> ● Professional Development Funds ● Curriculum Development Funds ● Staff Development Funds ● School Budget: Substitutes ● School Budget: Materials and Supplies 	<p>a. August 2025-May 2026</p> <p>b. Gator Time On-Demand Agendas and Attendance, Faculty and Staff Survey, Faculty and Staff Participation, Administrative Meeting Agendas, LWE Master Calendar, LWE Master Schedule, Professional Development Needs Survey</p>	<ul style="list-style-type: none"> ● Administration ● Climate Committee
<p>3. Differentiated professional development for individuals and/or teams</p> <ul style="list-style-type: none"> ● Survey teachers quarterly to determine professional development needs 	<ul style="list-style-type: none"> ● Professional Development Funds ● Curriculum 	<p>a. August 2025-May 2026</p> <p>b. Professional Development Needs Survey, LER Observation Data, PLT Meeting Agendas</p>	<ul style="list-style-type: none"> ● Administration ● Guiding Coalition ● Leadership

<ul style="list-style-type: none"> Utilize observation data to determine professional development needs Regular reflections within PLT to assess practices, share insights, and refine strategies to enhance professional growth and student outcomes Implement professional development sessions based on data collected from survey results and individual/team needs Obtain feedback regarding professional development sessions to conclude each session 	<ul style="list-style-type: none"> Development Funds Staff Development Funds 		<ul style="list-style-type: none"> Team
<p>4. Increase understanding of the Louisiana Educator Rubric (LER)</p> <ul style="list-style-type: none"> Conduct professional development based on refinement needs Conduct school learning walks focused on LER indicators 	<ul style="list-style-type: none"> Professional Development Funds Curriculum Development Funds Staff Development Funds 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Professional Development Agendas 	<ul style="list-style-type: none"> Administration
<p>5. Align Team Meetings to School Success Plan (SSP)</p> <ul style="list-style-type: none"> Create agenda template including SSP goals Update agenda based on leadership teams' next steps Utilize agenda for each team meeting 	<ul style="list-style-type: none"> Professional Development Funds Curriculum Development Funds Staff Development Funds 	<ul style="list-style-type: none"> August 2025-May 2026 Team Meeting Agendas 	<ul style="list-style-type: none"> Administration Leadership Team Climate Team Guiding Coalition Team Leaders

Lakewood 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"> ● 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 	<ul style="list-style-type: none"> ● Safe Learning Environment <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public School Parent Survey, 95.21% of parents “agree,” “strongly agree,” or are “neutral” that “my child’s school provides a safe learning environment.” 	<ul style="list-style-type: none"> ● Safety <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public School Student Survey, 82.04% of students “agree” or “strongly agree” that “I feel safe at school.” ○ According to the Spring 2025 UPBEAT Survey, 95% of the faculty “feel physically safe at my school.” ○ According to the Spring 2024 UPBEAT Survey, 98% of the faculty feel “my school is a physically safe environment for students.”
Supporting Data		
2025 Parent Climate Survey, 2025 Student Climate Survey, Spring 2025 Upbeat Survey		

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)	
Provide a psychologically and physically safe, clean, and supportive learning environment		<p>Year 1:</p> <ul style="list-style-type: none"> 75% of students will “agree” or “strongly agree” that “I feel safe at school” on the 2024 St. Charles Parish Public School Student Survey. 100% of parents will “agree,” “strongly agree,” or are “neutral” that “my child’s school provides a safe learning environment on the 2024 St. Charles Parish Public School Parent Survey. 85% of the faculty will “feel physically safe at my school” on the Spring 2024 Upbeat Survey. <p>Year 2:</p> <ul style="list-style-type: none"> 90% of students will “agree” or “strongly agree” that “I feel safe at school” on the 2025 St. Charles Parish Public School Student Survey. 100% of parents will “agree,” “strongly agree,” or are “neutral” that “my child’s school provides a safe learning environment on the 2025 St. Charles Parish Public School Parent Survey. 100% of the faculty did “feel physically safe at my school” on the Spring 2025 Upbeat Survey. <p>Year 3:</p> <ul style="list-style-type: none"> 90% of students will “agree” or “strongly agree” that “I feel safe at school” on the 2026 St. Charles Parish Public School Student Survey. 100% of parents will “agree,” “strongly agree,” or are “neutral” that “my child’s school provides a safe learning environment on the 2026 St. Charles Parish Public School Parent Survey. 100% of the faculty did “feel physically safe at my school” on the Spring 2026 Upbeat Survey. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Continue to refine the process and procedures for campus visitors management system (Raptor) by implementing a	<ul style="list-style-type: none"> District Funding 	<p>a. August 2025-May 2026</p> <p>b. Administrative observations</p>	<ul style="list-style-type: none"> Administration School Office Specialists

<p>uniform check-in and check-out process of all school events</p> <ul style="list-style-type: none"> ● School Events: <ul style="list-style-type: none"> ○ Trunk-or-Treat ○ Christmas Celebrations ○ Special Person Morning Meeting ○ Mardi Gras Parade ○ Spring Fling ○ Field Trips ○ Parent Teacher Conferences ● Implement the additional option of using a QR code for parent/guardian attendance at all school events for efficiency of sign-in procedures and include the hyperlink and a message to contact the teacher if there are issues accessing the link 			
<p>2. Refine the process and procedures for fire drills</p> <ul style="list-style-type: none"> ● Focus on accurate count of faculty, staff, and students ● Specific locations for classes to line-up ● Procedure for submitting fire drill slips 	<ul style="list-style-type: none"> ● n/a 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Safe Schools Documentation, administrative observations 	<ul style="list-style-type: none"> ● Safe Schools Team
<p>3. Refine the accountability process for safe schools documentation and practices</p> <ul style="list-style-type: none"> ● State-mandated training (Vector) ● Secured doors 	<ul style="list-style-type: none"> ● District Funding 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Safe Schools Documentation (monthly), administrative observations 	<ul style="list-style-type: none"> ● Administration ● Safe Schools Team ● School Resource Officer ● Faculty and Staff
<p>4. Revisit the process of maintaining daily student dress code expectations</p> <ul style="list-style-type: none"> ● Refine student dress code expectations and procedures ● Communicate expectations and procedures to faculty and staff ● Communicate expectations and procedures to students and parents via the following: <ul style="list-style-type: none"> ○ Meet and Greet ○ Back-to-School Night ○ Student handbook ● Issue logical consequences as needed ● Revisit dress code expectations and procedures and make 	<ul style="list-style-type: none"> ● District Funding 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Documentation log, administrative observations 	<ul style="list-style-type: none"> ● Administration ● Climate Committee ● Faculty and Staff

revisions			
5. Ensure the campus is well-maintained and clean <ul style="list-style-type: none"> ● Conduct meetings with custodial cleaning company to regularly audit quality of work including campus walk-through ● Conduct meetings with school custodial staff including campus walk-through 	<ul style="list-style-type: none"> ● District Funding 	<ul style="list-style-type: none"> a. August 2025-May 2026 b. Documentation logs and notes 	<ul style="list-style-type: none"> ● Administration ● Custodians

Lakewood 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 	<ul style="list-style-type: none"> ● Communication <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public Schools Parent Survey, 80.43 % of parents “agree” or “strongly agree” that “my child’s teachers help me understand my child’s progress.” ○ According to the St. Charles Parish Public Schools Parent Survey, 79.71% of parents “agree” or “strongly agree” that “our school administrators are accessible to address student and parent concerns.” ○ According to the St. Charles Parish Public Schools Parent Survey, 84.94% of parents “agree” or “strongly agree” that “the principal communicates a clear vision for teaching and learning.” ● Extra-curricular/Co-curricular activities for students <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public Schools Student Survey, 82.04% of students “agree” or “strongly agree” that “In my schools, I can participate in after-school activities, clubs, and/or sports that interest me.” ● Increased Social Media Presence 	<ul style="list-style-type: none"> ● Stakeholder Involvement <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public Schools Parent Survey, 86.84% of parents “agree” or “strongly agree” that “my child’s school offers opportunities for families to be involved in the school and my child’s learning.” ○ According to the St. Charles Parish Public Schools Student Survey, 80.84% of students “agree” or “strongly agree” that “my school offers opportunities for my family to be involved in the school and my learning.” ● Trusting relationships between teachers and families <ul style="list-style-type: none"> ○ According to the St. Charles Parish Public Schools Parent Survey, 75.34% of parents “agree” or “strongly agree” that “teachers at my child’s school build trusting relationships with parents.” ○ According to the St. Charles Parish Public Schools Parent Survey, 78.77% of parents “agree” or “strongly agree” that “my child’s teachers work together with parents.”
Supporting Data		
2025 Parent Climate Survey, 2025 Student Climate 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	
School Goal	School Objective(s)
Promote and develop meaningful engagement between students, families, business community and Lakewood Elementary	<p>Year 1:</p> <ul style="list-style-type: none"> 87% of parents will “agree” or “strongly agree” that "my child’s school offers opportunities for families to be involved in the school and my child’s learning” on the 2024 St. Charles Parish Public Schools Parent Survey. 84% of students will “agree” or “strongly agree” that "my school offers opportunities for my family to be involved in the school and my learning” on the 2024 St. Charles Parish Public Schools Parent Survey. 77% of parents will “agree” or “strongly agree” that "teachers at my child’s school build trusting relationships with parents” on the 2024 St. Charles Parish Public Schools Parent Survey. <p>Year 2:</p> <ul style="list-style-type: none"> 93% of parents will “agree” or “strongly agree” that "my child’s school offers opportunities for families to be involved in the school and my child’s learning” on the 2025 St. Charles Parish Public Schools Parent Survey. 90% of students will “agree” or “strongly agree” that "my school offers opportunities for my family to be involved in the school and my learning” on the 2025 St. Charles Parish Public Schools Parent Survey. 83% of parents will “agree” or “strongly agree” that "teachers at my child’s school build trusting relationships with parents” on the 2025 St. Charles Parish Public Schools Parent Survey. 86% of will parents “agree” or “strongly agree” that "my child’s teachers work together with parents” 2025 St. Charles Parish Public Schools Parent Survey. Lakewood Elementary School will have at least 500 followers on Facebook. <p>Year 3:</p> <ul style="list-style-type: none"> 90% of parents will “agree” or “strongly agree” that "my child’s school offers opportunities for families to be involved in the school and my child’s learning” on the 2026 St. Charles Parish Public Schools Parent Survey. 85%of students will “agree” or “strongly agree” that "my school offers opportunities for my family to be involved in the school and my learning” on the 2026 St. Charles Parish Public

		<p>Schools Parent Survey.</p> <ul style="list-style-type: none"> 80% of parents will “agree” or “strongly agree” that “teachers at my child’s school build trusting relationships with parents” on the 2026 St. Charles Parish Public Schools Parent Survey. 85% of parents will “agree” or “strongly agree” that “my child’s teachers work together with parents” on the 2026 St. Charles Parish Public Schools Parent Survey. Lakewood Elementary school will have at least 500 followers on Facebook. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Provide opportunities for stakeholders to be involved in the school</p> <ul style="list-style-type: none"> Career Day Internet Safety Night Back-to-School Night Spring Family Night “Special Person” Morning Meeting PTO Trunk-or-Treat Mardi Gras Parade Field Trips Holiday Parties 	<ul style="list-style-type: none"> School Budget: Student Activities 	<p>a. August 2025-May 2026</p> <p>b. School Status Logs, Blackboard Connect Messages, Raptor Sign-ins, Twitter, Facebook, and Instagram Posts, Newsletter, Observations, Connect Ed messages, Weekly message from Administration, PTO meetings</p>	<ul style="list-style-type: none"> Administration Enrichment Team Academic Support Team
<p>2. Building trusting relationships between teachers and families</p> <ul style="list-style-type: none"> Create a welcoming SchoolStatus Message to send to all families Attend community events, when possible Send positive parent check-ins through SchoolStatus 	<ul style="list-style-type: none"> District Funding 	<p>a. August 2025-May 2026</p> <p>b. School Status Logs, Twitter, Facebook, and Instagram Posts, administrative observations</p>	<ul style="list-style-type: none"> Administration Faculty and staff
<p>3. Provide parents with a Pear Assessment Information Sheet</p> <ul style="list-style-type: none"> Share the Pear Assessment Information Sheet during teacher Back-to-School Night presentations or when introduced in 3rd grade, in weekly communication folders, and on the LWE website 		<p>a. August 2025-May 2026</p> <p>b. Open House Presentations, Weekly Communication Folders, Google Classroom, LWE Website</p>	<ul style="list-style-type: none"> Lakewood Leadership Team Teachers
<p>4. Increase Social Media Presence</p> <ul style="list-style-type: none"> Maintain Facebook business page and link page to current social media platforms Revise social media committee to develop procedures and showcase Lakewood on social media platforms Monitor social media content and traffic 		<p>a. August 2025-May 2026</p> <p>b. LWE Facebook, Instagram, and Twitter Posts</p>	<ul style="list-style-type: none"> Climate Committee Lakewood Social Media Committee

• Adjust content as needed			
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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