

New Sarpy Elementary School

Phase X 2023-2026

**Year One (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 New Sarpy Elementary School is to ensure high levels of learning for every student.</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 New Sarpy Elementary, every student is supported and challenged as they learn the social and academic skills necessary for a productive and fulfilling life. All stakeholders influence students to respect and care for all members of the community and promote and encourage independent, life-long learners.</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 New Sarpy Elementary we believe that:</p> <ul style="list-style-type: none"> ● pre-Kindergarten through Second Grade set the foundation for literacy and numeracy success in future years of school and life. ● a partnership between educators, students, families, and community members is essential for every student to reach their maximum potential. ● every student can successfully learn when appropriately challenged and engaged. ● educators must build relationships with every student that fosters equitable opportunities. ● every student can incorporate caring behaviors and appropriate choices into their lives once modeled and taught.

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| | <ul style="list-style-type: none">● every student and educator is valued and treated in a caring, dignified manner.● a positive school culture impacts, energizes, and encourages every student and educator in the learning environment. |
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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
Goal A – Student Achievement <i>To prepare students for success in postsecondary education, careers, and life</i>	<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 	Becky Weber Angelle Babin
Goal B – Student Well-Being and Belonging <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>	Ancillary Services <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 	Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers
	Student Support <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 	
	Student Services <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 	
	Student Opportunities <ul style="list-style-type: none"> Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees 	
Goal C – Diverse, Effective, and Engaged Employees <i>To employ and develop high quality staff and provide resources to support employee success</i>	<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 	John Smith Scott Cody Tresa Webre

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 Rebecca Matherne David Schexnaydre</p>

School Governance

School Success Team		Guiding Coalition	
Name	Title/Role	Name	Title/Role
April Gomez	Principal	April Gomez	Principal
Bodie Dufrene	Assistant Principal	Bodie Dufrene	Assistant Principal
Lauren Hymel	Assistant Principal	Lauren Hymel	Assistant Principal
Samantha Oncale	Chair	Samantha Oncale	Staff Development Coordinator
Ashlynn Dufour	Co-Chair	Ashlynn Dufour	Pre-K
Hannah Grosz	1st Grade	Emily Ledet	K
Emily Ledet	K/Guiding Coalition	Claire Thibodeaux	1st
Christina Volion	2nd/ELA Content Leader	Jasmine Waguespack	2nd
Shannon Johnson	Counselor	Ashley Cotton	SBLC/RTI
Stephanie Ganucheau	Literacy	Catherine Robson	SPED
Leah Jorgensen	Office	Lonna Bagwell	Literacy
Chad Cerny	Paraeducator	Danielle Clause	Coach

New Sarpy Elementary Governance Structure-Support Committees 2025-2026

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> April Gomez Bodie Dufrene Lauren Hymel Samantha Oncale Ashlynn Dufour Emily Ledet Claire Thibodeaux Jasmine Waguespack Ashley Cotton Catherine Robson Lonna Bagwell Danielle Clause</p> <p><u>Content Leaders</u> Jessica Ernst Kassy Housewright Amy Toussel Michaela Mailhos MaryBeth Knuppel Kristen Anderson Jasmine Waguespack Christina Volion Brooke Montz Sarah Gauthreaux Ashlynn Dufour</p> <p><u>Grade Level Reps</u> Sarah Gauthreaux-PK Emily Ledet-K Hannah Grosz-1st Christina Volion-2nd Stephanie Ganucheau-Inter Kevin Kelley-SPED Shannon Johnson-Enrich Chad Cerny-Para</p>	<p><u>Social Emotional Wellness Team</u> Christie Jackson-MHP Shannon Johnson-Coun Tiffanie Demers-SPED Stephanie Ganucheau-Int Chad Muller-Enrich Kristen Anderson-1st Kevin Kelley-SPED Lauren Toups-K Laura Gardebled-2nd Ayasha Lay- Para</p>	<p><u>Committee 1</u> Taylor Starlone**-K Amy Toussel*-K Wendy Bertucci- K Nyla Smith-1st Alayna Cupit-1st Sydney Zablo-2nd Ashlyn Forrest-Speech Simonne Graugnard-SPED Nicole Jacob-Enrich Nicole Royer-Enrich Melissa Hanrahan-EL Taleah Griffin-Para Raven Biggs-Para Chad Cerny-Para Rachel Cornwell-Para Crystal Lincoln-Lanne-Para Megan Beird-Para</p>	<p><u>Safe Schools Team</u> April Gomez Bodie Dufrene Lauren Hymel James Roberson Tracy Isaac Tiann Melancon Jamie Byrd Leah Jorgensen Brandie Reech Raven Biggs</p>	<p><u>Committee 2</u> Stephanie Centanni**-Int Tammy Davis*-PK Sarah Autrey- PK SPED Christie Sauce-K SPED Grace de Gruy-1st SPED Brooke Montz-2nd Jordan Champagne-2nd John Tolentino- Enrich Chloe Simon-Enrich Kelly Allen-Speech Brooke Duhe-Speech Leah Jorgensen-SOS Tia Reynolds-Family Center Julie Jacob-Para Suzanne Gauthier-Para Marquittia Creaux-Para Alyssa Glorioso-Para Ladasha Sorapuru-Para</p>

New Sarpy 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"> ● <i>Support K readiness</i> ● <i>Ensuring each student learns at high levels</i> ● <i>Develop pathways to college, career, and workforce</i> 	<p>Year 1: Kindergarten Readiness</p> <ul style="list-style-type: none"> ● According to the 2022-2023 End of year Preschool Early Literacy Indicators (PELI), 100% of students scored at or above benchmark. <p>Year 1: Kindergarten English Language Arts</p> <ul style="list-style-type: none"> ● According to Acadience Reading Results: <ul style="list-style-type: none"> ○ Students scoring at or above benchmark on the EOY Composite measure increased 19% from 2020-2021 to 2022-2023 (63% to 82%). ○ 82% of students scored at or above benchmark on the EOY Composite measure in Spring of 2023. ○ 82% of students scored at or above benchmark on the EOY FSF measure in Spring of 2023. ○ 91% of students scored at or above benchmark on the EOY PSF in Spring of 2023. ○ 87% of students scored at or above benchmark on the EOY NWF-CLS measure in Spring of 2023. <p>Year 1: Mathematics</p> <ul style="list-style-type: none"> ● According to an average of End of Module Assessments: <ul style="list-style-type: none"> ○ 1st Grade-97% of students scored a 2 or 3 (developing understanding or full understanding) in 2022-2023. 	<p>Year 1: Kindergarten Readiness</p> <ul style="list-style-type: none"> ● According to the Teaching Strategies Gold checklist: <ul style="list-style-type: none"> ○ Students scoring Accomplished on the Literacy indicator decreased 16% from Spring of 2022 to Spring of 2023 (82% to 66%). ○ Students scoring Accomplished on the Language indicator decreased 16% from Spring of 2022 to Spring of 2023 (82% to 66%). ○ Only 62% of students scored Accomplished in Spring of 2023 in Mathematics. <p>Year 1: 1st Grade English Language Arts</p> <ul style="list-style-type: none"> ● According to Acadience Reading Results: <ul style="list-style-type: none"> ○ Students scoring at or above benchmark on the EOY composite measure decreased by 13% from 2020-2021 to 2022-2023 (52% to 39%). ○ Only 39% of students scored at or above benchmark on the EOY composite measure in Spring of 2023. ○ Only 43% of students scored at or above benchmark on the EOY NWF (CLS) measure in Spring of 2023. ○ Only 54% of students scored at or above benchmark on the EOY NWF (WWR) measure in Spring of 2023.

	<ul style="list-style-type: none"> ○ 2nd Grade-93% of students scored a 2 or 3 (developing understanding or full understanding) in 2022-2023. <p>Year 2: Kindergarten Readiness</p> <ul style="list-style-type: none"> ● 86% of students scored at or above benchmark on Phonemic Awareness on EOY PELI (Pre-Early Literacy Indicators). This is a 30% increase since EOY 2023 when 56% scored at or above benchmark on Phonemic Awareness for PELI. ● 73% scored at or above benchmark on composite for 2024 EOY PELI. In 2023, 56% of students scored at or above on composite for PELI. <p>Year 2: English Language Arts</p> <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ○ 82% of students scored at or above benchmark on the End of Year DIBELS composite score. ○ 61% of students scored above benchmark on the EOY DIBELS composite score. ○ 91% of students scored at or above benchmark on EOY PSF, an increase of 49% from the BOY score of 42% ○ 87% of students scored at or above benchmark on EOY NWF (Words Recoded Correctly). ● 1st Grade <ul style="list-style-type: none"> ○ 86% of students scored at or above benchmark on EOY DIBELS composite. ○ 50% of students scored above benchmark on EOY DIBELS composite. ○ 92% of students scored at or above benchmark on EOY PSF. ○ 77% of students scored at or above benchmark on EOY LNF, an increase of 11% from the MOY score of 66%. ○ 91% of students scored at or above benchmark on EOY NWF (Words Recoded Correctly). 	<ul style="list-style-type: none"> ○ Only 40% of students scored at or above benchmark on the EOY DORF (accuracy) measure in Spring of 2023. ○ Only 39% of students scored at or above benchmark on the EOY DORF (fluency) measure in Spring of 2023. ○ Cohort Data reveals a decrease of students scoring at or above benchmark by 34% in the NWF(CLS) measure from EOY Kindergarten 2021-2022 to EOY 1st Grade 2022-2023 (77% to 43%). <p>Year 1: 2nd Grade English Language Arts</p> <ul style="list-style-type: none"> ● According to Acadience Reading Results: <ul style="list-style-type: none"> ○ Only 53% of students scored at or above benchmark on the EOY composite measure in Spring of 2023. ○ Only 62% of students scored at or above benchmark on the EOY DORF (accuracy) measure in Spring of 2023. ○ Only 51% of students scored at or above benchmark on the EOY DORF (fluency) measure in Spring of 2023. ○ Cohort Data reveals a decrease of students scoring at or above benchmark by 10% in the composite measure from EOY Kindergarten 2020-2021 to EOY 2nd Grade 2022-2023 (63% to 53%). <p>Year 1: Mathematics</p> <ul style="list-style-type: none"> ● According to an average of End of Module Assessments: <ul style="list-style-type: none"> ○ Kindergarten-only 76% of students scored a 2 or 3 (developing understanding or full understanding) in 2022-2023.
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- **2nd Grade**
 - 79% of students scored at or above Benchmark on EOY MAZE, an increase of 40% from the BOY score of 39%.
 - 84% of students scored at or above benchmark on EOY NWF-WRC.
 - 73% of students scored at benchmark on EOY ORF-Accuracy.

Year 2: Mathematics

- **Kindergarten**
 - 94% of students scored a “3” (mastery) on the Quarter 4 Essential Learning District Created Assessment.
 - 95% or higher of students scored a “3” (mastery) on all Quarter 4 math essential standards.
- **1st Grade**
 - 97% of students scored a “3” (mastery) on the Quarter 4 Essential Learning District Created Assessment.
 - 93% or higher of students scored a “3” (mastery) on all Quarter 3 math essential standards.
- **2nd Grade**
 - 81% of students scored a “3” (mastery) on the Quarter 4 Essential Learning District Created Assessment.
 - 82% or higher of students scored a “3” (mastery) on all Quarter 3 math essential standards.

Year 3: Kindergarten Readiness

- 89% of students scored at or above benchmark on Phonological Awareness on EOY PELI (Pre-Early Literacy Indicators).
- 87% scored at or above benchmark on composite for 2025 EOY PELI. In 2024, 73% of students scored at or above on composite for PELI.

Year 1: Retention Rate

- According to the SBLC Decision Summary, 11% of 1st grade students were retained.

Year 2: Kindergarten Readiness

- 52% of students scored below and well below on BOY PSF.
- 61% of students scored below and well below on BOY NWF - CLS.
- 60% of students scored below and well below on BOY DIBELS composite.

Year 2: English Language Arts

- **Kindergarten**
 - 30% of students scored below or well below on EOY LNF.
- **1st Grade**
 - 30% of students scored below or well below on EOY ORF (Accuracy).
- **2nd Grade**
 - 49% of students scored below or well below on EOY ORF.
 - 29% of students scored below or well below benchmark on EOY DIBELS composite.

Year 2: Mathematics

- **2nd Grade**
 - 19% of students did not meet Pupil Progression Plan requirements in math.

Year 3: Kindergarten Readiness

- 52% of students scored below and well below on BOY PSF.
- 64% of students scored below and well below on BOY NWF - CLS.

	<p>Year 3: English Language Arts</p> <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ○ 81% of students scored at or above benchmark on the End of Year DIBELS composite score. ○ 58% of students scored above benchmark on the EOY DIBELS composite score. ○ 91% of students scored at or above benchmark on EOY PSF, an increase of 43% from the BOY score of 48% ○ 86% of students scored at or above benchmark on EOY NWF (Words Recoded Correctly). ○ BOY composite to EOY composite scores increased by 47%. ○ BOY NWF (Words Recoded Correctly) to EOY NWF (Words Recoded Correctly) increased by 71%. ● 1st Grade <ul style="list-style-type: none"> ○ 87% of students scored at or above benchmark on EOY DIBELS composite. ○ 58% of students scored above benchmark on EOY DIBELS composite. ○ 94% of students scored at or above benchmark on EOY PSF. ○ 74% of students scored at or above benchmark on EOY LNF, an increase of 25% from the BOY score of 49%. ○ 88% of students scored above on EOY PSF. ○ 94% of students scored at or above on NWF (Correct Letter Sounds) and NWF (Words Recoded Correctly). ● 2nd Grade <ul style="list-style-type: none"> ○ 77% of students scored at or above Benchmark on EOY MAZE, an increase of 30% from the BOY score of 47%. ○ 93% of students scored at or above benchmark on EOY NWF-WRC. ○ 83% of students scored at or above benchmark on EOY DIBELS composite. 	<ul style="list-style-type: none"> ● 66% of students scored below and well below on BOY DIBELS composite. <p>Year 3: English Language Arts</p> <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ○ 34% of students scored below or well below on EOY LNF. ● 1st Grade <ul style="list-style-type: none"> ○ 47% of students scored below or well below on EOY ORF (Accuracy). ● 2nd Grade <ul style="list-style-type: none"> ○ 47% of students scored below or well below on EOY ORF (Accuracy). ○ 68% of students scored below or well below on EOY ORF. <p>Year 3: Mathematics</p> <ul style="list-style-type: none"> ● 1st Grade <ul style="list-style-type: none"> ○ 22% of students did not meet the essential learning standard NBT. ○ 25% of students did not meet the essential learning standard OA. ● 2nd Grade <ul style="list-style-type: none"> ○ 22% of students did not meet the essential learning standard NBT. ○ 22% of students did not meet the essential learning standard OA.
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	<p>Year 3: Mathematics</p> <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ○ 98% of students met PPP requirements in Math. ● 1st Grade <ul style="list-style-type: none"> ○ 90% of students met PPP requirements in Math. ● 2nd Grade <ul style="list-style-type: none"> ○ 96% of students met PPP requirements in Math. 	
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Supporting Data

<p>Acadience Reading Data Math End of Module Assessments Preschool Early Literacy Indicators (PELI) Teaching Strategies Gold checklist SBLC Decision Summary</p>
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Goal A – Student Achievement

District Goal	District Objective(s)	
Ensuring kindergarten readiness so students enter school ready to learn	Kindergarten students on/above grade level on BOY Acadience reading will meet or exceed 95%	
School Goal	School Objective(s)	
Ensuring kindergarten readiness so students enter school ready to learn	<p>Year 1</p> <p>Kindergarten students scoring on/above benchmark on the Beginning of Year Acadience Reading composite measure will increase from 65% to 75%.</p> <p>23-24 Results: Not scorable due to the LDOE’s change in literacy screener.</p> <p>Pre-Kindergarten students' scoring accomplished on the Literacy and the Language component of the Spring Teaching Strategies Gold Checkpoint will increase from 66% to 75%.</p> <p>23-24 Results: 91.7% of students scored accomplished on the Literacy and the Language component of the Spring Teaching Strategies Gold Checkpoint.</p> <p>Year 2</p> <ul style="list-style-type: none"> • Increase the percent of students who scored at or above benchmark from 48% to 55% on the DIBELS Beginning of Year Phoneme Segmentation Fluency. <p>24-25 Results: 48% of Kindergarten students scored at or above benchmark on the DIBELS Beginning of Year Phoneme Segmentation Fluency.</p> <ul style="list-style-type: none"> • Increase the percent of students who scored at or above benchmark from 39% to 46% on the DIBELS Beginning of Year Nonsense Word Fluency - Correct Letter Sounds. <p>24-25 Results: 36% of Kindergarten students scored at or above benchmark on the DIBELS Beginning of Year Nonsense Word Fluency - Correct Letter Sounds.</p> <ul style="list-style-type: none"> • Increase the percent of students who scored at or above benchmark from 40% to 47% on the DIBELS Beginning of Year composite. 	

	<p>24-25 Results: 34% of Kindergarten students scored at or above benchmark on the DIBELS Beginning of Year composite.</p> <p>Year 3</p> <ul style="list-style-type: none"> • Increase the percent of Kindergarten students who scored at or above benchmark from 48% to 52% on the DIBELS Beginning of Year Phoneme Segmentation Fluency. • Increase the percent of Kindergarten students who scored at or above benchmark from 36% to 40% on the DIBELS Beginning of Year Nonsense Word Fluency - Correct Letter Sounds. • Increase the percent of Kindergarten students who scored at or above benchmark from 34% to 38% on the DIBELS Beginning of Year composite. 			
Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible	
<p>Support the implementation of standards-aligned curricula.</p> <p>1. Support Content Leader for prekindergarten to participate on the district leadership team and support to:</p> <ol style="list-style-type: none"> understanding of the essential learning. knowing where essential learning is taught within the curricula and the vertical alignment of essential learning. understanding of common assessments and the success criteria. improvement of <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). 	School PK Funds	<p>May 2023-May 2026</p> <ol style="list-style-type: none"> Discussion in collaborative planning Observations of teacher language Observation of differentiated groups based on those in need of support and extension Student results data 	<p>Administration</p> <p>Teachers</p> <p>PK Coach</p>	

<ul style="list-style-type: none"> e. responding to <u>student results</u> through the analysis of student work. f. understanding of TS Gold objectives, dimensions, and indicators. g. understanding and use of PELI (Pre Early Literacy Indicators) data. h. understanding of PK reporting standards <p>2. Host Kindergarten readiness camp.</p> <ul style="list-style-type: none"> a. selecting all non NSE Pre-K students and students that scored below on PELI. b. focusing on the following <ul style="list-style-type: none"> i. orienting students to school and classroom ii. working with peers iii. building routines and procedures iv. strengthening fine motor skills v. introducing ELA and math prerequisite skills vi. building excitement about school vii. sharing a family at home component 				
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Goal A – Student Achievement

District Goal	District Objective(s)
Ensuring each student learns at high levels	Students on/above grade level on Acadience reading will meet or exceed 95%
School Goal	School Objective(s)
<p>Ensuring each student learns at high levels ==</p>	<p>Year 1</p> <p>Kindergarten students scoring on/above benchmark on the End of Year Acadience Reading NWF(CLS) measure will increase from 87% to 95%.</p> <p>23-24 Results: Not scorable due to the LDOE’s change in literacy screener.</p> <p>First Grade students scoring on/above benchmark on the End of Year Acadience Reading NWF (CLS) measure will increase from 43% to 75%.</p> <p>23-24 Results: Not scorable due to the LDOE’s change in literacy screener.</p> <p>First Grade students scoring on/above benchmark on the End of Year Acadience Reading NWF (WWR) measure will increase from 54% to 75%.</p> <p>23-24 Results: Not scorable due to the LDOE’s change in literacy screener.</p> <p>Second Grade students scoring on/above benchmark on the End of Year Acadience Reading DORF (Accuracy) measure will increase from 62% to 70%.</p> <p>23-24 Results: Not scorable due to the LDOE’s change in literacy screener.</p> <p>Second Grade students scoring on/above benchmark on the End of Year Acadience Reading DORF(Fluency) measure will increase from 51% to 65%.</p> <p>23-24 Results: Not scorable due to the LDOE’s change in literacy screener.</p> <p>Kindergarten students scoring Mastery on End of Module Math assessments will increase from 76% to 80%.</p> <p>23-24 Results: Not scorable due to the change in Eureka Math Squared.</p>

Year 2

English Language Arts

- **Kindergarten**
 - 80% of students will score at or above benchmark on End of Year Letter Naming Fluency.
24-25 Results: 72% of students scored at or above benchmark on End of Year Letter Naming Fluency.
- **1st Grade**
 - 80% of students will score at or above benchmark on End of Year Oral Reading Fluency (Accuracy).
24-25 Results: 53% of students scored at or above benchmark on End of Year Oral Reading Fluency (Accuracy).
- **2nd Grade**
 - 80% of students will score at or above benchmark on End of Year Oral Reading Fluency.
24-25 Results: 32% of students scored at or above benchmark on End of Year Oral Reading Fluency.
 - 80% of students will score at or above benchmark on End of Year DIBELS composite
24-25 Results: 83% of students scored at or above benchmark on End of Year DIBELS composite.

Mathematics

- **2nd Grade**
 - 85% of students will meet Pupil Progression Plan requirements in math.
24-25 Results: 96% of students met Pupil Progression Plan requirements in math.

This year will be a baseline year to support future goals in math achievement as measured by Common District Semester Benchmark Assessments.

Year 3

English Language Arts

- **Kindergarten**
 - Increase the percent of students scoring at or above benchmark on End of Year Letter Naming Fluency from 72% to 80%.
- **1st Grade**
 - 80% of students will score at or above benchmark on End of Year Oral Reading Fluency (Accuracy).

	<ul style="list-style-type: none"> ● 2nd Grade <ul style="list-style-type: none"> ○ 80% of students will score at or above benchmark on End of Year Oral Reading Fluency. ○ 85% of students will score at or above benchmark on End of Year DIBELS composite <p>Mathematics</p> <ul style="list-style-type: none"> ● 1st Grade <ul style="list-style-type: none"> ○ 82% of students will meet essential learning standards for NBT. ○ 82% of students will meet essential learning standards for OA. ● 2nd Grade <ul style="list-style-type: none"> ○ 82% of students will meet essential learning standards for NBT. ○ 82% of students will meet essential learning standards for OA. 		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
<p>1. Build capacity to support the implementation of Professional Learning Communities.</p> <ol style="list-style-type: none"> a. Select participants to become certified turnaround trainers through the Coaching Academy (6 days of training through Solution Tree) and debrief learning with the Guiding Coalition. b. Develop a school based Guiding Coalition to engage in ongoing professional learning (book: <u>Learning By Doing</u>/articles). c. Attend the PLCs at Work Institute. d. Establish and refine the roles of the school Guiding Coalition. e. Meet at least monthly to engage in professional learning and build capacity. f. Review school wide data. g. Serve as members of grade level planning teams. h. Begin implementing protocols and processes of PLCs. 	School funds	<p>b. Method for Monitoring (include weekly, monthly, quarterly, etc.)</p> <p>May 2023-May 2026</p> <ol style="list-style-type: none"> a. Minutes and discussion from Guiding Coalition meetings (monthly) b. Rubrics as selected c. Observation of team collaboration d. Student data 	Guiding Coalition
<p>2. Support the implementation of standards-aligned curricula.</p> <ol style="list-style-type: none"> a. Select Content Leaders for ELA, Math, and Social Studies to participate on the district team and support: <ol style="list-style-type: none"> i. understanding of the essential learning. 	School funds	<p>May 2023-May 2026</p> <ol style="list-style-type: none"> a. Meeting Minutes (weekly) b. Observations (at least bi-monthly) c. Student data 	Administration Teachers

<ul style="list-style-type: none"> 1. unwrap and develop learning targets ii. identification of where essential learning is taught within the curricula and the vertical alignment of essential learning. iii. understanding of common assessments and the success criteria utilizing the K-2 Comprehensive Assessment Plan. iv. improvement of <u>teacher practice</u> through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students). v. responding to <u>student results</u> through the analysis of student work. 			<p>Interventionists</p> <p>Coaches</p>
<p>3. Respond to evidence of student learning through intervention, extension, and enrichment.</p> <ul style="list-style-type: none"> a. Support teachers in responding to screener, diagnostic and curricula data. b. Meet in weekly Professional Learning Teams to analyze and determine instructional steps based on data. c. Group students flexibly to provide strategic/focused interventions and allow for extension opportunities. d. Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction. e. Document progress on Individual Reading Plans and communicate with families at least quarterly. f. Research and explore ways to refine support for students not mastering essential learning. g. Review students at risk using previous end of year data within grade level teams to design and develop tier 2 and 3 supports. h. Conduct data review sessions for students receiving tier 2 and 3 supports including the student's family. 	<p>School funds</p>	<ul style="list-style-type: none"> a. August 2023-May 2026 a. Observations (bi-monthly) b. Student data c. Progress Monitoring Results 	<p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Coaches</p> <p>Student's family</p>
<p>4.</p>		<p>a.</p>	

		b.	
5.		a.	
		b.	
6.		a.	
		b.	

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 Student Focused:</p> <p>Kindergarten students scoring on/above benchmark on the End of Year Acadience Reading NWF(CLS) measure will increase from 87% to 95%.</p> <p>23-24 Results: Not scorable due to the LDOE’s change in literacy screener.</p> <p>First Grade students scoring on or above benchmark on the End of Year Acadience Reading NWF (CLS) measure will increase from 43% to 75%.</p> <p>23-24 Results: Not scorable due to the LDOE’s change in literacy screener.</p> <p>First Grade students scoring on or above benchmark on the End of Year Acadience Reading NWF</p>	

(WWR) measure will increase from 54% to 75%.

23-24 Results: Not scorable due to the LDOE's change in literacy screener.

Second Grade students scoring on or above benchmark on the End of Year Acadience Reading DORF (Accuracy) measure will increase from 62% to 70%.

23-24 Results: Not scorable due to the LDOE's change in literacy screener.

Second Grade students scoring on or above benchmark on the End of Year Acadience Reading DORF(Fluency) measure will increase from 51% to 65%.

23-24 Results: Not scorable due to the LDOE's change in literacy screener.

Teacher Focused:

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

Program Focused:

100% of teachers will utilize CKLA Skills, CKLA Knowledge, 95% Group, and Heggerty to provide high quality core instruction and systematic, explicit intervention and extension activities.

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

- 10-15 minutes Heggerty
- 60 minutes CKLA Skills
- 60 minutes CKLA Knowledge
- 30 minutes "What I Need" (WIN) Time (flexible grouping)
- 30 minutes of small group support

Year 2

Student Focused:

English Language Arts

- Kindergarten
 - 80% of students will score at or above benchmark on End of Year Letter Naming Fluency.

		<p>24-25 Results: 72% of students scored at or above benchmark on End of Year Letter Naming Fluency.</p> <ul style="list-style-type: none"> ● 1st Grade <ul style="list-style-type: none"> ○ 80% of students will score at or above benchmark on End of Year Oral Reading Fluency (Accuracy). 24-25 Results: 53% of students scored at or above benchmark on End of Year Oral Reading Fluency (Accuracy). ● 2nd Grade <ul style="list-style-type: none"> ○ 80% of students will score at or above benchmark on End of Year Oral Reading Fluency. 24-25 Results: 32% of students will score at or above benchmark on End of Year Oral Reading Fluency. ○ 80% of students will score at or above benchmark on End of Year DIBELS composite 24-25 Results: 83% of students will score at or above benchmark on End of Year DIBELS composite <p>Teacher Focused:</p> <p>100% of teachers will utilize data to inform instruction and create flexible, needs-based groups to provide each student what they need to achieve essential standards (responsive, highly differentiated Tier 1, Tier 2 intervention, Tier 3 intervention, extension).</p> <p>Program Focused:</p> <p>100% of teachers will utilize CKLA Skills, CKLA Knowledge, 95% Group, and Heggerty to provide high quality core instruction and systematic, explicit intervention and extension activities.</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 CKLA Skills ● 60 minutes CKLA Knowledge ● 30 minutes “What I Need” (WIN) Time (flexible grouping) ● 30 minutes of small group support <p>Same as Year 1.</p> <p>Year 3</p>	
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Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
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		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Increase student outcomes by developing and monitoring literacy goals. <ul style="list-style-type: none"> a. Assess all students using a universal screener at the beginning, middle, and end of the school year. b. Analyze results of screeners to determine who is in need of intervention and extension. c. Utilize a diagnostic assessment for further analysis as needed. d. Group students flexibly across the grade level to support or enrich based on identified needs. e. Progress monitor results of interventions and adjust groups and interventions approximately every three weeks. f. Review progress toward literacy goals as a grade level. 	School funds	August 2023-May 2026	Administration
		<ul style="list-style-type: none"> a. Meeting Minutes (weekly) b. Observations (at least bi-monthly) c. Student data 	Teachers Interventionists Coaches
2. Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs. <ul style="list-style-type: none"> a. Ensure a master schedule is established that provides adequate time for Tier 1 Instruction as well as Tier 2 and 3 supports. b. Address foundational skills and content knowledge-building through effective initial instruction on grade level with high quality Tier 1 Core Instruction. c. Respond daily to formative assessment data to support and differentiate Tier 1 Core Instruction. d. Use data and flexible scheduling to: <ul style="list-style-type: none"> i. Provide support in meeting grade level essential standards with Tier 2 Intervention. ii. Provide intensive support in learning essential standards from previous years with Tier 3 Intervention. iii. Provide extension activities to students who mastered grade level essential standards. 		August 2023-May 2026	
		<ul style="list-style-type: none"> a. Meeting Minutes (weekly) b. Observations (at least bi-monthly) c. Student results (as paced) d. Progress Monitoring student responses to instruction and intervention 	

<p>3. Provide ongoing professional growth opportunities to support effective teaching and literacy development.</p> <ul style="list-style-type: none"> a. Arrange for all teachers PK - 2nd grade to participate in district selected professional learning in the science of reading (AIMs Pathways and LETRS) and district developed professional learning. b. Revisit science of reading professional learning components as student data, teacher data, and/or grade level needs arise. c. Support teachers understanding of assessment to focus on student learning, changes needed to teacher practice, and instructional action. d. Engage in professional learning and utilize identified intervention programs. e. Utilize the expertise and support of the ELA Coach and Grade Level Content Leaders to support grade level teachers as they facilitate unit overviews, understand essential learning, and assessment alignment. f. Conduct observations with actionable feedback for teachers related to the implementation of Tier 1 Core Instruction and flex grouping intervention and/or extensions. g. Provide individualized teacher coaching as determined by classroom observations and/or data analysis. h. Participate in book study, "Reach All Readers," and implement instructional strategies 	<p>District Funds School funds</p>	<p>August 2023-May 2026</p> <ul style="list-style-type: none"> a. Completion Certificates b. Meeting Minutes (weekly) c. Observations (at least bi-monthly) d. Student data 	
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<p>4. Engage Families around their child's literacy development.</p> <p>a. Share NSE's Literacy Plan with families by:</p> <ul style="list-style-type: none"> i. posting on the school's website. ii. sharing at the beginning of the year's welcome. iii. revisiting literacy focus areas throughout the year. 	School Funds	August 2023-May 2026	Administration Teachers Interventionists

<ul style="list-style-type: none"> b. Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home. c. Host breakfast in Fall and Spring to highlight foundational skills needed for literacy success, why they are critical, and how to help at home. d. Create "Learn about Literacy" sessions for families. (Examples: Importance of literacy/impact of illiteracy, Scarborough's Reading Rope, Foundation, and Skills, How do I read my child's literacy screener results, What is phonics, What are tricky words and why are they important, What is the best homework to solidify skills) e. Report progress to families on all Tier 3 interventions at least quarterly. f. Invite parents of identified students to in-person sessions with literacy interventionists to receive overview of student data, foundational area of need, why it is important to reading success, and how to help at home with resources. g. Develop partnerships with community organizations to promote reading. 		<ul style="list-style-type: none"> a. Open House Presentation b. School Website c. Sign-in Sheets d. Student data e. Parent surveys 	Stakeholders

New Sarpy 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 <i>(Transportation and Child Nutrition)</i></p>	<p>Year 1 According to the 2023 SCPPS Parent Stakeholder Survey:</p>	<p>Year 1 According to the 2023 SCPPS Parent Stakeholder Survey:</p>
<ul style="list-style-type: none"> • <i>Provide safe and efficient transportation services</i> • <i>Provide safe and well-maintained bus fleet</i> • <i>Develop strong relationships with all internal stakeholders</i> 	<ul style="list-style-type: none"> • 92% 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. • 89% of parents agree or strongly agree that administrators at their child’s school actively work towards creating an inclusive school culture. 	<ul style="list-style-type: none"> • Only 62% 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.
<ul style="list-style-type: none"> • <i>Provide nutritious and appealing meals</i> • <i>Develop effective student engagement nutrition programs</i> • <i>Recruit, train, and retain a skilled workforce</i> • <i>Provide modern kitchen facilities and dining environments</i> 	<p>According to 2022-2023 School discipline data:</p> <ul style="list-style-type: none"> • 95% of students had no referrals. • Student referrals decreased from 65 to 46. 	<p>According to the 2022-2023 Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> • Only 63% of faculty and staff agree that disciplinary practices are applied fairly to all students at their school. (Question19) • Only 85% (a decline of 12% from previous year) of faculty and staff agree that they feel successful at supporting their students’ social-emotional development. (Question 34)
<p style="text-align: center;">Student Support</p>		
<ul style="list-style-type: none"> • <i>Provide all students with social emotional learning</i> • <i>Increase School Counselor availability</i> • <i>Increase the timeliness of FAFSA completion</i> • <i>Provide students with resources, lessons and partnerships</i> 	<p>According to the Spring 2023 Upbeat Survey:</p> <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 2022-2023 School Discipline Data:</p> <ul style="list-style-type: none"> • 81% of referrals were male. • The number of CRTS increased from 5 to 15. <p>According to the 22-23 Panorama Screener:</p> <ul style="list-style-type: none"> • Only 13.4% of parents completed the screener.
<p style="text-align: center;">Student Services</p>		
<ul style="list-style-type: none"> • <i>Enhance children’s wellbeing & belonging</i> • <i>Implement programs and services that support children academically, socially, emotionally & physically</i> 	<p>Year 2 According to 2023-2024 School Discipline data:</p> <ul style="list-style-type: none"> • The number of referrals decreased from 46 to 32. • The number of bus referrals decreased from 6 to 3. • The number of CRT meetings decreased from 15 to 8. 	<p>Year 2 According to 2023-2024 School discipline data:</p> <ul style="list-style-type: none"> • 87% of referrals were male.
<p style="text-align: center;">Student Opportunities</p>		
<ul style="list-style-type: none"> • <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs</i> 	<p>Year 3 According to 2024-2025 School Discipline data:</p> <ul style="list-style-type: none"> • 96% of students at New Sarpy Elementary school did not receive a referral. <p>According to the 2024-2025 SCPPS Parent Stakeholder Survey:</p>	<p>Year 3 According to 2024-2025 School Discipline data:</p> <ul style="list-style-type: none"> • The total number of referrals increased from 32 to 55 from 23-24 school year to the 24-25 school year.

	<ul style="list-style-type: none"> 95% of parents agree or strongly agree that their child's school cares about the wellbeing of students. 	<p>According to the 2024-2025 Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> 28% of faculty did not agree that disciplinary practices are applied fairly to all students at the school. <p>According to the 2024-2025 Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> 9% of parents do not agree or strongly disagree that there is an adult that their child can turn to in their school when they are having a difficult time.
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Supporting Data

<p>Discipline Location Data Discipline Reports Stakeholder Survey Upbeat Survey Attendance Data</p>

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>To support the needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging</p>	<p>Year 1</p> <p>Parents completing the Panorama Screener will increase from 13.4% to 50%.</p> <p>23-24 Results: No longer being utilized in Pre-k - 2 schools.</p>

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 will increase from 62% to 75%.

23-24 Results: 66.4% of parents think their child's counselor meets with them on a regular basis to assist with their child's academic, personal/social, and career development.

Faculty who agree that they feel successful at supporting their students' social-emotional development will increase from 85% to 90%.

23-24 Results: 92% of faculty agreed that they feel successful at supporting their students' social-emotional development.

Year 2

Decrease the percentage of males in the school receiving referrals from 5.9% to 3%.

24-25 Results: The percentage of males in the school receiving referrals decreased from 5.9% to 5.6%.

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 will increase from 66.4% to 75%.

24-25 Results: Parents who thought their child's school counselor met with them on a regular basis to assist with their child's academic, personal/social, and career development increased from 66.4% to 66.5%.

Year 3

Decrease the total number of referrals from 55 to 35.

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 will increase from 66.5% to 75%.

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Monthly focus on selected Responsive Classroom attributes of CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control) and aligned Social Emotional Learning competencies in various aspects of the school schedule:</p> <ul style="list-style-type: none"> a. Student of the Month celebrations will target specific attributes in line with the monthly CARES focus. b. Morning Meeting and Enrichment lessons will include the competencies and connections to monthly CARES focus. c. Reinforce monthly CARES focus in the cafeteria: <ul style="list-style-type: none"> i. train cafeteria monitors on CARES. ii. display CARES posters in the cafeteria. 	School Funds	August 2023 - May 2026	SEW Team
		<ul style="list-style-type: none"> a. Meeting Minutes (monthly) b. Parent information sheets (at least monthly) c. Student behavior observations 	Counselor Mental Health Professional Teachers Administration
<p>2. Educate stakeholders about the comprehensive counseling program offered by the counselor and mental health professional to assist students with their academic, personal/social, and career development needs.</p> <ul style="list-style-type: none"> a. Spotlight an overview of the counseling program to the parents through a monthly Connect Ed message: a. Monthly social media spotlight of the counseling program b. Create a monthly "Counselor's Corner" to be shared with grade level teachers to put on the Parent Information Sheet and on the Parent's WH@NSE explaining services offered and counseling lessons taught with an interactive piece related to current counseling topics. c. Conduct small group support and lunch/recess check-ins. d. Use previous year's data to proactively create a support group (Muddy's Buddies) including: <ul style="list-style-type: none"> i. facilitated by NSE faculty members ii. invite stakeholders iii. hosted at breakfast or lunch e. Conduct counselor Coffee Chats in coordination with Morning 	School Funds	August 2023 - May 2026	Counselor
		<ul style="list-style-type: none"> a. Parents' What's Happening Video b. Parent Information Sheet (monthly) c. Check In Logs 	Mental Health Professional Teachers Administration Social Media Liaison

with the Mudbug dates to cover various aspects of social emotional wellness.			
<p>3. School personnel will maintain a safe and supportive learning environment through work surrounding student, faculty, and staff's Social and Emotional Wellness.</p> <ul style="list-style-type: none"> a. Host beginning of the year and middle of the year sessions to teach and review school based supports available and steps required for supporting challenging behaviors (support team and behavior RTI). b. Participate in a series of professional learning sessions to build trauma sensitive mindsets. c. Reflect, review and revisit practices related to trauma sensitivity. d. Identify and refer students who exhibit behavior and trauma related concerns to the SEW team. e. Meet as a SEW team to develop next steps based on individual needs. f. Assign mentors for identified students. 	School Funds	<p>August 2023 - May 2026</p> <ul style="list-style-type: none"> a. Meeting minutes (monthly) b. RTI Log 	<p>SEW Team</p> <p>Teachers</p> <p>Administration</p>
		a.	
		b.	
		a.	
		b.	
		a.	
		b.	

Goal B – Student Well-being and Belonging

District Goal		District Objective(s)	
School Goal		School Objective(s)	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	

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

District Priorities	School Strengths	School Challenges
<p>Goal C: Diverse, Effective and Engaged Employees</p> <ul style="list-style-type: none"> ● <i>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</i> ● <i>Developing an effective workforce focused on continuous improvement</i> ● <i>Retaining a diverse, engaged, and effective workforce</i> ● <i>Increasing employee wellness</i> 	<p>Year 1 According to the 2023 Spring Upbeat Survey:</p> <ul style="list-style-type: none"> ● 88% of faculty and staff agree that they have someone to turn to at their school when they're having a difficult time (Q50). ● 90% of faculty and staff agree that people at their school care about them(Q54). ● 90% of faculty and staff agree that their school retains teachers of diverse backgrounds(Q57). ● 95% of faculty and staff agree that their school is a welcoming community for newly hired teachers (Q42). ● 83% of faculty and staff agree that administrators at their school notice when they are working hard (Q22). ● 93% of faculty and staff reported positively in the category of Satisfaction and Purpose (Q73-77). ● 98% of faculty and staff reported positively in the category of Equity (Q58-60). ● 95% of faculty and staff reported positively in the category of Inclusion (Q61-63). <p>Year 2 According to the Spring 2024 Upbeat Survey:</p> <ul style="list-style-type: none"> ● 95% of faculty reported positivity in the area of Collaboration ● 91% of faculty and 96% of staff reported positively in the category of Self Efficacy ● 99% of faculty and 94% of staff reported positively in the category of Care and Commitment ● 94% of faculty and 95% of staff reported positively in the category of Satisfaction and Purpose 	<p>Year 1 According to the 2023 Spring Upbeat Survey:</p> <ul style="list-style-type: none"> ● Only 68% of faculty and staff agree that the workload expected of teachers at their school is reasonable (Work/Life Balance Q26). ● 73% of faculty and staff agree that they are able to balance their workload as a teacher with their other responsibilities outside of school (Work/Life Balance Q28). <p>Year 2 According to the Spring 2024 Upbeat Survey:</p> <ul style="list-style-type: none"> ● Only 55% of faculty reported positively in the category of Work/Life Balance ● Only 77% of faculty reported positively in the category of Principal/Teacher Trust ● Only 63% of staff reported positively in the category of Principal/Employee Trust ● Only 74% of faculty and 44% of staff reported positively in the category of Cultural Competence. <p>Year 3 According to the Spring 2025 Upbeat Survey:</p> <ul style="list-style-type: none"> ● Only 71% of faculty reported positively in the category of Appreciation. ● Only 68% of staff reported positively in the category of Appreciation. ● Only 63% of staff reported positively in the category of Inclusive Practices.

	<p>Year 3 According to the Spring 2025 Upbeat Survey:</p> <ul style="list-style-type: none"> ● All measured indicators previously reported were surpassed on the Upbeat Survey ● 94% of faculty reported positively in the category of Autonomy. ● 77% of faculty reported positively in the category of Work/Life Balance. ● 87% of faculty reported positively in the category of Principal/Teacher Trust, an increase of 10% from the Spring of 2024. 	
Supporting Data		
Upbeat Survey		

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)
To employ and develop high quality staff and provide resources to support employee success	<p>Year 1 Faculty and staff that agree the workload expected of teachers at their school is reasonable will increase from 69% to 75%.</p> <p>Faculty and staff who agree that they are able to balance their workload as a teacher with their other responsibilities outside of school will increase from 73% to 80%.</p> <p>Year 2 Faculty who report positively in the category of Work/Life Balance will increase from 55% to 70%. 24-25 Results: 73% of faculty reported positively in the category of Work/Life Balance.</p> <p>Faculty who report positively in the category of Principal/Teacher Trust will increase from 77% to 83%. 24-25 Results: 87% of faculty reported positively in the category of Principal/Teacher Trust.</p> <p>Staff who report positively in the category of Principal/Teacher Trust will increase from 63% to 70%. 24-25 Results: 72% of staff reported positively in the category of Principal/Teacher Trust.</p> <p>Faculty who report positively in the category of Cultural Competence will increase from 74% to 84%. 24-25 Results: Cannot report out due to the changes in the survey.</p> <p>Staff who report positively in the category of Cultural Competence will increase from 44% to 54%. 24-25 Results: Cannot report out due to the changes in the survey.</p>

		Year 3 Faculty who report positively in the category of Work/Life Balance will increase from 77% to 80%. Faculty who report positively in the category of Principal/Teacher Trust will increase from 87% to 90%. Staff who report positively in the category of Principal/Teacher Trust will increase from 72% to 80%. Faculty who report positively in the category of Appreciation will increase from 71% to 80%. Staff who report positively in the category of Appreciation will increase from 68% to 80%.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Strengthen school culture and climate through: a. develop collective responsibility to support school climate i. host professional development sessions to strengthen personal relationships, communication, and solution-oriented problem solving ii. increase activities and events to support cross school faculty engagement and build bonds b. develop a study group to discuss cultural competency (equity, race, ethnicity, culture) i. review Upbeat Survey data ii. elicit feedback from faculty and staff to get further clarification iii. develop a plan to address areas of need c. increase activities and events to support faculty and staff appreciation i. staff survey- how do you like to be appreciated ii. consistency of staff shout outs and employee of the month iii. digital shout outs	School funds	August 2023-May 2026	Administration Teachers
		a. Educator What's Happening @ NSE b. Social club emails and flyers (monthly)	Social Club
2. Address concerns related to Work Life Balance. a. Establish collective commitments in collaborative teams to	District Funds	August 2023-May 2026	Christina Volion

<p>ensure the work is focused and efficient</p> <p>b. Offer identified professional learning that can be optional (choice) based on personal need and preference</p> <ul style="list-style-type: none"> i. further information of new health insurance ii. Seasons <p>c. Attend a series of professional learning focused around Work/Life Balance improvement ("Talking with Tasha")</p>		<ul style="list-style-type: none"> a. Surveys (quarterly) b. Agendas (monthly) c. Meeting minutes (monthly) 	<p>Teachers</p> <p>Administration</p>
		<ul style="list-style-type: none"> a. b. 	

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)	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	

		b.	
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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)	

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	

		b.	
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**New Sarpy Elementary
Comprehensive Needs Assessment
Goal E: Facilities Management**

District Goals/Priorities	School Strengths	School Challenges
<p>Goal E: Facilities Management</p> <p>Facilities</p> <ul style="list-style-type: none"> ● <i>Design and maintain facilities to support student and employee success</i> ● <i>Develop and implement standards and processes for effective and efficient operations</i> <p>Safety</p> <ul style="list-style-type: none"> ● <i>Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees</i> <p>Athletics</p> <ul style="list-style-type: none"> ● <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees</i> 	<p>Year 1</p> <p>According to the 2023 Spring Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> ● 95% of faculty agree that they feel physically safe at their school. (Q17) ● 100% of faculty agree that their 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"> ● 93% of parents agree or strongly agree that their child’s school provides a safe learning environment. ● 94% of parents agree or strongly agree that their child’s school is clean and well maintained. ● 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. <p>Year 2</p> <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. ● 97% of parents agree or strongly agree that their child’s school is clean and well maintained. <p>According to the Spring 2024 Upbeat Survey:</p> <ul style="list-style-type: none"> ● 100% of faculty report positively that the building and grounds are clean and provide a healthy place for learning. ● 91% of faculty reported positively on school safety and order. 	<p>Year 1</p> <p>According to the 2023 Spring Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> ● 80% of faculty agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes (Q16). <p>According to discipline data from the 2022-2023 school year:</p> <ul style="list-style-type: none"> ● 22% of behavior incidents occurred between the playground, cafeterias and/or hallways <p>While we do not have quantitative data, we estimate only 2/3 of educators completed mandatory training by the designated timelines. The other 1/3 required reminders and follow-up emails to finish the required training.</p> <p>Year 2</p> <p>According to the 2024 Spring Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> ● 84% of faculty agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes (Q16). ● 78% of faculty report positively that disciplinary practices are applied daily to all students at my school (Q19) <p>Year 3</p> <p>According to the 2024 Spring Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> ● 22% of faculty agree that they feel the rules for student behavior are consistently enforced by teachers in the

Year 3

According to the 2025 SCPPS Parent Stakeholder Survey:

- 96% of parents agree or strongly agree that their child’s school provides a safe learning environment.
- 98% of parents agree or strongly agree that their child’s school is clean and well maintained.

According to the Spring 2025 Upbeat Survey:

- 100% of faculty report positively that our school ensures that the facilities support student learning.
- 99% of faculty reported positively on the category of Resource and Facilities.

school, even for students who are not in their classes (Q16).

- 28% of faculty report positively that disciplinary practices are applied daily to all students at my school (Q19).
- The percent of faculty that reported positively on school safety and order decreased from 91% to 86%.

Supporting Data

Safe Schools Audit Results
 Stakeholder Survey
 Upbeat Survey
 School Dude Data
 Training Results

Goal E – Facilities Management

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

District Goal	District Objective(s)
To build and maintain psychologically and physically safe, clean, and supportive learning environments	
School Goal	School Objective(s)
To build and maintain psychologically and physically safe, clean, and supportive learning environments	<p>Year 1 Faculty that agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes will increase from 80% to 90%.</p> <p>2023 - 2024 Results: Faculty that agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes increased from 80% to 84%.</p> <p>Behavior incidents occurring between the playground, cafeterias and/or hallways will decrease from 22% to 15%.</p> <p>2023 - 2024 Results: Behavior incidents occurring between the playground, cafeterias and/or hallways decreased from 22% to 6%.</p> <p>Year 2 Faculty that agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes will increase from 84% to 90%.</p> <p>2024-2025 Results: Faculty that agreed that they felt the rules for student behaviors are consistently enforced by teachers in the school, even for students who are not in their classes decreased from 84% to 78%.</p> <p>Faculty that agree that disciplinary practices are applied fairly to all students at my school will increase from 78% to 85%.</p>

		<p>2024-2025 Results: Faculty that agreed that disciplinary practices are applied fairly to all students at my school decreased from 78% to 72%.</p> <p>Year 3 Faculty that agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes will increase from 78% to 82%.</p> <p>Faculty that agree that disciplinary practices are applied fairly to all students at my school will increase from 72% to 75%.</p> <p>Faculty that reports positively on the category of School Safety and Order will increase from 86% to 90%.</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Ensure all educators are knowledgeable, confident, and consistent in ensuring school safety by:</p> <ul style="list-style-type: none"> a. Conducting and participating in Safe Schools training. b. Setting and adhering to expectations for: <ul style="list-style-type: none"> i. arrival at the classroom door or in duty spot on time. ii. dismissal at the classroom door or in duty spot on time. iii. recess at assigned duty spot on time and dispersed throughout the grounds. iv. transitions including hallways, bus circle, and cafeteria 		August 2023 - May 2026	All
		<ul style="list-style-type: none"> a. Safe schools agenda b. Observations c. Safety learning walk results (at least monthly) 	Safe schools committee Administration
<p>2. Review previous Safe Schools Audit results and participate in the current year audit, implementing recommendations.</p>		August 2023 - May 2026	Safe Schools committee
		<ul style="list-style-type: none"> a. Safe Schools Audit results 	
<p>3. Conduct mini-audits and safety learning walks observing:</p> <ul style="list-style-type: none"> a. Educators in doorway for arrival and dismissal b. Educators in duty spots on time and actively monitoring c. Educators adequately supervising at all times d. Facility improvements needed. 		August 2023 - May 2026	Administration
		<ul style="list-style-type: none"> a. Observations (weekly) b. Safety learning walk results (at least monthly) c. Work orders 	All

4. Establish, teach, and reinforce safety expectations for transitions, restroom use, drills, and cafeteria with all students. a. Revise, review and provide support with the implementation of the School Wide Discipline Plan.		August 2023 - May 2026	All
		a. Observations b. Safety learning walk results (at least monthly)	
5. Conduct bi-weekly maintenance meetings with physical plant services personnel.		August 2023 - May 2024	
		a. School Dude logs b. Meeting Minutes	

**New Sarpy Elementary
Comprehensive Needs Assessment
Goal F: Stakeholder Investment**

District Priorities	School Strengths	School Challenges
<p>Goal F: Stakeholder Investment</p> <ul style="list-style-type: none"> ● <i>Increase and vary communication with stakeholders</i> ● <i>Increase educational access and opportunity within the community</i> ● <i>Enhance the English Language Learner (ELL) Program</i> 	<p>Year 1 According to the 2023 Spring Upbeat Survey:</p> <ul style="list-style-type: none"> ● 95% of faculty and staff 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"> ● 85% 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. ● 91% of parents agreed or strongly agreed that teachers at their child’s school, build trusting relationships with parents. ● 91% of parents agreed or strongly agreed that their child’s teachers work together with parents. <p>Opportunities for ELL families participate in conferences and meetings with the support of an interpreter.</p> <p>Year 2 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 teacher helps them to understand their child’s progress. ● 95% of parents agree or strongly agree that they have confidence in the teachers at their child’s school. ● 92% of parents agree or strongly agree that my child’s teachers work together with parents. ● 92% of parents agree or strongly agree that my child’s school administrators are accessible to address parent and student concerns. 	<p>Year 1 88% of parents attended parent teacher conferences in the fall and 70% of parents attended parent teacher conferences in the spring.</p> <p>Only 60% of families attended the beginning of the year open house.</p> <p>Year 2 According to the 2024 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> ● Only 83% of parents agree or strongly agree that their child’s school offers opportunities for families to be involved in the school and their child’s learning. ● Of the parent open-ended responses, 18% referenced a desire for more family involvement. <p>Year 3 According to the 2024 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> ● Only 83% of parents agree or strongly agree that their child’s school offers opportunities for families to be involved in the school and their child’s learning. ● Of the parent open-ended responses, 22% referenced a desire for more family involvement. ● 88% of parents agreed or strongly agreed that the principal at my child’s school communicates a clear vision for teaching and learning.

	<p>Year 3</p> <p>According to the 2025 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> ● 95% of parents agree or strongly agree that their child’s teacher helps them to understand their child’s progress. ● 95% of parents agree or strongly agree that they have confidence in the teachers at their child’s school. ● 92% of parents agree or strongly agree that my child’s teachers work together with parents. ● 93% of parents agree or strongly agree that my child’s school administrators are accessible to address parent and student concerns. 	
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Supporting Data

Family Center Engagement Data
 Stakeholder Survey
 Upbeat Survey

Goal F – Stakeholder Investment

District Goal	District Objective(s)
To promote and develop meaningful engagement between students, families, business community and the school system	
School Goal	School Objective(s)
To promote and develop meaningful engagement between students, families, business community and the school system.	<p>Year 1</p> <ul style="list-style-type: none"> The percentage of parents attending parent teacher conferences in the fall will increase from 88% to 95%. 2023-2024 Results: The percentage of parents attending parent teacher conferences in the fall will increase from 88% to 95%. The percentage of parents attending parent teacher conferences in the spring will increase from 70% to 90%. 2023-2024 Results: The percentage of parents attending the beginning of the year open house will increase from 60% to 80%. 2023-2024 Results: 48% of parents attended the beginning of the year open house. <p>Year 2</p> <p>Year 3</p> <ul style="list-style-type: none"> Only 10% of parents will report that they disagree or strongly disagree that their child’s school offers opportunities for families to be involved in the school and their child’s learning. The percent of parents that report that the principal at their child’s school communicates a clear vision for teaching and learning will increase from 88% to 90%.

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. School personnel will provide multiple opportunities for parent and stakeholder involvement and knowledge building.</p> <ul style="list-style-type: none"> a. Host Meet and Greet to welcome parents and students with staggered appointments to enhance relationship building. b. Host Open House to share classroom and academic expectations, routines and procedures, and school-wide expectations with incentives to increase participation. c. Host a series of Mornings with Mudbugs to cultivate relationships and share the importance of early literacy, ELA skills, and strategies. d. Host Merry Mingle with Muddy to promote positive community relations and family fun. e. Host Black History Program to celebrate and learn about diversity. f. Host Mardi Gras Parade to promote our Louisiana culture, positive community relations and family fun. g. Host EOY awards and family picnics to celebrate year long success. h. Host a grandparents event 	School Funds	August 2023-May 2026	All
		<ul style="list-style-type: none"> a. Sign in sheets b. Newsletters c. Educator What's Happening @ NSE d. Stakeholder Survey 	Administration Stakeholders
<p>2. Engage Families around their child's literacy development.</p> <ul style="list-style-type: none"> a. Promote the importance of family engagement and build a sense of urgency around literacy success. b. Share NSE's Literacy Plan with families by: <ul style="list-style-type: none"> i. posting on the school's website. ii. sharing at the beginning of the year welcome. iii. revisiting literacy focus areas throughout the year. c. Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home. 	School Funds	August 2023-May 2026	Administration
		<ul style="list-style-type: none"> a. Open House Presentation b. School Website c. Sign-in Sheets d. Student data e. Parent surveys 	Teachers Interventionists Stakeholders

<ul style="list-style-type: none"> d. Host breakfast in Fall and Spring to highlight foundational skills needed for literacy success, why they are critical, and how to help at home. e. Create “Learn about Literacy” sessions for families (example-importance of literacy/impact of illiteracy, Scarborough’s Reading Rope, foundation skills, how do I read my child’s literacy screener results, what is phonics, what are tricky words and why are they important, what is the best homework to solidify skills). f. Report progress to families of students who have Individual Reading Intervention Plans (IRIPS) at least quarterly. g. Invite parents of identified students to in-person sessions with literacy interventionists to receive overview of student data, foundational area of need, why it is important to reading success, and how to help at home with resources. h. Develop partnerships with community organizations to promote reading. 			
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	

		b.	
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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)	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	

		b.	
6.		a.	
		b.	

**Title I Schools Only
Schoolwide Assurances**

The school assures:

- The plan referenced in the Schoolwide Plan template was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a Schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana’s challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

Principal Name:

Date:

Principal's Digital Signature:

District-Wide, High Quality, Tier I Curriculum

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

Daily Instructional Time Allocation

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA		CKLA Skills- 60 minutes CKLA Knowledge- 60 minutes CKLA Small Group- 30 minutes Heggerty- 15 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Intensive English I 90 minutes- (year-long course) English I-IV 90 minutes
Math		Core Instruction- 60 minutes Small group- 15 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Intensive Algebra I 90 minutes- (year-long course) 90 minutes
Science			Core Instruction- 45 minutes	Core Instruction- 45 minutes	Core Instruction- 90 minutes
Social Studies			Core Instruction- 45 minutes	Core Instruction- 45 minutes	Core Instruction- 90 minutes

Intervention Resources

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA					
Math					