

**District School Wide Plan
SY 2025-2026**

FP 100-700-2

This serves as a guide to schools as they develop or revise their school wide plans. However, if schools have existing documents to satisfy the schoolwide planning requirement that incorporates most of the statutory Eight Components, that plan can be used in conjunction with other documents to satisfy the schoolwide plan requirements.

- Reference where each component can be found in the Schoolwide Plan or other existing documents.
- Review the **Title I** School Wide Plans to ensure that all requirements listed below have been met.
- Maintain a copy at the school and district office.

Date	08-08-25
District/School	Calcasieu/ R. W. Vincent Elementary
Grade Configuration	PreK-5th
Principal	Kristin Brooks

<p>School Wide Program Planning & Review Team (Required)</p> <p>This team is responsible for planning, developing, revising, and evaluating the school wide plan. The team does not need to be named "Schoolwide Team" but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, students if the plan relates to a high school, members of the community who will be served in the plan, if relevant and parents.</p>	<p>List members' names and titles. This committee <u>must</u> include parent representation for this specific building.</p> <table border="1"> <thead> <tr> <th align="center">Name</th> <th align="center">Title</th> </tr> </thead> <tbody> <tr> <td>Example: Pat Edwards</td> <td>Third Grade Teacher</td> </tr> <tr> <td>Kristin Brooks</td> <td>Principal</td> </tr> <tr> <td>Carmen Brown</td> <td>Asst. Principal</td> </tr> <tr> <td>Courtney Guillory</td> <td>Counselor</td> </tr> <tr> <td>Ashley Mier</td> <td>Curr. Coordinator</td> </tr> <tr> <td>Candace Winters</td> <td>1st Grade Teacher</td> </tr> <tr> <td>Alesha Lucas</td> <td>Parent</td> </tr> <tr> <td>Jessica Stanford</td> <td>5th Grade Teacher</td> </tr> <tr> <td>Jordan Allen</td> <td>RTI Coordinator</td> </tr> </tbody> </table>	Name	Title	Example: Pat Edwards	Third Grade Teacher	Kristin Brooks	Principal	Carmen Brown	Asst. Principal	Courtney Guillory	Counselor	Ashley Mier	Curr. Coordinator	Candace Winters	1st Grade Teacher	Alesha Lucas	Parent	Jessica Stanford	5th Grade Teacher	Jordan Allen	RTI Coordinator
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<p>Dates this team will meet during SY 2025</p>	<p>Sept. 8, 2025 Nov. 17, 2025 Jan. 26, 2026 April 27, 2026</p>																				

<i>Components of a School Wide Plan:</i>	Found on SWP Page(s)/ or Reference Document
<p>1.1. Family and Stakeholder Engagement Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.</p>	1 year plan
<p>Response:</p> <p>1. Who are your diverse groups? (Subgroups: ELL, Students with Disabilities, etc.) Students with Low Socioeconomic, Students with Mental Health issues, Students with Disabilities, ELL</p> <p>2. What training is offered or provided to prepare parents and/or community to adequately offer input regarding the development of the school wide plan, through activities such as analyzing data, or examining curriculum and assessments? Open House/ Community Health Fair Stakeholder Satisfaction Surveys Parent Registered on JCampus Website/BBComm ATP Meetings Daily interaction with media outlets</p> <p>3. What are examples of changes made to the school wide plan based on the input from families/parents using your 1-year Action Plan? (1.6 reference) Handle With Care implementation Navigate 360 SEL program</p>	

<p>1.3. Strategies for Improvement Provide a description of schoolwide strategies that the school is implementing to: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.</p>	1 year plan
<p>Narrative:</p> <ol style="list-style-type: none"> How will the method and/or instructional strategy strengthen the academic program? RTI/Accelerate time in the schedule will provide quality instructional time to address gaps in learning. Data collected during RTI time will assist in identify students with learning How will the method and/or instructional strategy increase the amount and quality of instructional time? By identifying and addressing learning gaps in a timely manner, this strategy will increase student learning time in areas of needs and give teachers the time and information for providing quality instruction. How will the method and/or instructional strategy enrich and accelerate curriculum; this could include well-rounded education? These strategies will ensure that the core curriculum can be attained by all students especially the struggling students. How will the method and/or instructional strategy provide interventions and strategies to increase student achievement in underperforming sub-groups? This method will provide the students with interventions directly related to their learning gaps and misconceptions and also allow time for front loading skills and information before teaching core instruction. 	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse) Response to Intervention: Preventing and Remediating Academic Difficulties Jack M. Fletcher and Sharon Vaughn</p> <p>Response-to-Intervention Research: Is the Sum of the Parts as Great as the Whole? by Matthew K. Burns, Ph.D</p>	
<p>Budget Decisions/Coordination: e.g., 1 FTE - TAP Master Teacher Coordination of Resources: RTI/Accelerate time and ZEARN cost are already built into regular budgets and Federal Programs.</p>	
<p>Evaluation: (research protocols for eval.)</p> <ol style="list-style-type: none"> What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? Progress monitoring for Tier 2 and Tier 3 RTI students will evaluate the effectiveness of the strategy. RTI Coordinator will collect and analyze data while coaching teachers in effective instruction moves during RTI. Individualized teacher coaching plans will strength teacher effectiveness in core instruction. 	

<p>1.4. Student Support Services Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe to Achieve: Educational Priorities.</p>	1 year plan
<p>Narrative: Navigate 360 SEL lessons available to all students through teacher assignments, counselor assignments, and ISS/AP assignments.</p> <p>Navigate 360 provides a consistent delivery of social-emotional learning as both classroom-based and student-driven experiences aligned with the CASEL framework and competencies. (cpsb.org)</p> <p>All parents of our students have access to Suite360 Parent which offers lessons that provide engaging social emotional learning experiences.</p> <p>Parent Request for assistance form is available, and a Student Help form (QR code) is available and goes to counselor also.</p> <p>PBIS RTI committee also meets monthly to discuss data and strategies for struggling students.</p> <p>Health Fair with community resources available hosted on Open House night.</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): http://cdn.apexlearning.com/al/Suite360_Whitepaper.pdf</p> <p>School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance Robert H. Horner¹ and George Sugai² https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048248/</p>	
<p>Budget Decisions/Coordination: Coordination of Resources: Navigate 360 is also provided by district</p>	
<p>Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? Through decrease in office referrals and threat assessments, we will evaluate the effectiveness of this strategy.</p>	

<p>1.5. Student Opportunities Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.</p>	
<p>Narrative: NA - Elementary</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):</p>	
<p>Budget Decisions/Coordination: Coordination of Resources:</p>	
<p>Evaluation:</p> <ol style="list-style-type: none"> 1. What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? 	

<p>1.6. Multi-Tiered Systems of Support (MTSS) for Behavior Describe the school’s implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.</p>	<p>1 year plan</p>
<p>Narrative: The School Wide PBIS implementation is focused on student well being support and motivation. In that support are activities focused on student behavior which ultimately leads to higher achievement in the classroom. Activities include, Positive Office referrals, PBIS Rewards, Monthly PrinciPAL, Soaring Eagle Recognition, PBIS Store, Caught being an Eagle, PBIS Celebration.</p> <p>School wide expectations are taught in all areas and there is a school wide system (discipline ladder) for addressing problem behaviors. There is a flow chart for teachers.</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://www.jhsph.edu/research/centers-and-institutes/center-for-prevention-of-youth-violence/field_reports/PBIS</p> <p>School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance Robert H. Horner corresponding author1 and George Sugai2 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048248/</p>	
<p>Budget Decisions/Coordination: Coordination of Resources: PBIS Incentives are covered by fundraisers PBIS Reward program is covered by district</p>	
<p>Evaluation: What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? School-wide Plans w/documentation, PBIS walk-through, District or external assessments. Through PBIS Reward online reports, we can evaluate the effectiveness of the system at the classroom level. Through JCampus reports, we can evaluate the effectiveness of the school wide system on office referrals. Also a parent survey is given at the end of the year.</p>	

<p>1.7. Professional Development</p> <p>1. Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.</p>	<p>Teacher Collaboration Goals and Plan</p>
<p>Narrative:</p> <p>1. How does this professional development support the targeted Believe to Achieve: Educational Priorities? Through job-embedded collaboration and professional development (weekly TC meetings and in-service days), teachers and staff are provided support regarding topics such as curriculum implementation and planning, trauma informed care, using 1:1 devices with students during instruction, and teaching strategies, in addition to planning and data reviewing.</p> <p>2. How is data from assessments being used? Data from assessments are being used to guide decisions regarding professional development, RTI grouping, instructional strategies, and pupil appraisal referrals.</p> <p>3. How does the school recruit and retain effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs? By conducting effective interviews and then support through observation, feedback and coaching cycles, new teachers are supported in their teaching of our students. Also teacher mentoring is provided with a qualified teacher on staff.</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/9</p>	
<p>Budget Decisions/Coordination: Coordination of Resources: Title 1 purchased laptops for 1st and 2nd grade students. ActivePanels were purchased for several classes to improve multimedia instruction. Ipad Pros were purchased for teachers Sphero robots kits were purchases for teacher use Lightspeed Classroom Management License for 1-5 Books purchased for students to take home LAPHERD, LACUE, Get Your Teach On conferences</p>	
<p>Evaluation: What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? Through classroom observations and student assessments, we will be able to evaluate the effectiveness of the strategies.</p>	

<p>1.8. Student Transition Describe the strategies for assisting students in the transition from <i>preschool to kindergarten, elementary to middle school, and/or middle to high school.</i></p>	<p>1 year plan</p>
<p>Narrative: Meet and Greet before school begins is an opportunity for students to transition to the next grade.</p> <p>5th grade students are provided the opportunity to visit the middle school campus for an orientation in May.</p> <p>Moving Up day for grades Prek- 4th in May</p>	
<p>Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://www.amle.org/transitioning-young-adolescents-from-elementary-to-middle-school/</p>	
<p>Budget Decisions/Coordination: Coordination of Resources: no cost</p>	
<p>Evaluation: 1. What are the research protocols for evaluation? How will you evaluate the effectiveness of the strategies being implemented? Student behavior at the beginning of school can evaluate the effectiveness of Meet and Greet and Middle school orientation.</p>	

SCHOOLWIDE PLAN 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.