



Ethel Schoeffner Elementary

Phase X
2023-2026

Year Three (3) of Three (3)
2025-2026

District Mission Statement 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.	School Mission Statement The mission of Ethel Schoeffner Elementary School is to provide a high-quality education enabling all students to work independently and cooperatively as empathetic, respectful, and productive life-long learners.
District Vision Statement 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.	School Vision Statement While preparing students to be responsible citizens who inspire others to do their best, Ethel Schoeffner Elementary School provides a high quality education in a safe, equitable, and nurturing environment, allowing students to achieve academic, social, and emotional goals.
District Belief Statements We believe... ● 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.	School Belief Statements We believe... ● educating a well-rounded child is our top priority. ● all students are valued as individuals with unique physical, social, cultural, emotional and intellectual needs. ● stakeholders have high expectations for student achievement. ● open and honest communication builds trust and fosters relationships among all stakeholders. ● safe and supportive environments, which provide inclusive and equitable opportunities for all, are the key to overall success. ● literacy proficiency is essential to be future ready.
<i>District Customer Excellence Standards</i> 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>	- 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 Erin Granier
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 - 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 - 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 - Enhancing children's well-being & belonging through comprehensive assessments and appropriate behavioral interventions - Implementing programs and services that support children academically, socially, emotionally & physically	
	Student Opportunities 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>	- 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)**

Goal D – Resource Allocation <i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i>	Finance • 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	Al Suffrin Ray Gregson Ronald White Stephanie Steib
	Technology • Providing equitable technology resources that enhance student learning and administrative efficiencies • Protecting district networks and data • Supporting stakeholders with current and future technology endeavors	
Goal E – Facilities Management <i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i>	Facilities • Designing and maintaining facilities to support student and employee success • Developing and implementing standards and processes for effective and efficient operations	Art Aucoin Ellis Alexander John Rome
	Safety • Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees	
	Athletics • Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees	
Goal F – Stakeholder Investment <i>To promote and develop meaningful engagement between students, families, business community and the school system.</i>	• Increasing and varying communication with stakeholders • Increasing educational access and opportunity within the community • Enhancing the English Language Learner Program	Ellis Alexander Angelle Babin David Schexnaydre

Communication Liaisons			
Title/Role	Name	Title/Role	Name
Principal	Vanessa Terry	5th Grade Representative	April Chauvin
Assistant Principal	Monique Gutterrez	Special Education Representative	Ellen Haughey
Assistant Principal	Chrissie Paradise	Enrichment Representative	Michael St. Pierre
3rd Grade Representative	Bobbie Henriques	Non-certificated Representative	Holly Duhon
4th Grade Representative	Kristin Surmik	Other Specialist Representative	Kristen Weber
Goal A - Student Achievement An alliance of key members who learn together, have shared objectives, and who are specially charged to lead change process within the school to ensure high levels of learning for all students. Monica Mire, Kristin Surmik, Troy Hobson, Aimee Soignier, Ria O’Sullivan, Melanie Picou, Christine Rapp, Madalyn Johnson, April Chauvin, Kim Dickson, Hannah Mockbee, Phoebe Jurenka <i>Chairperson - Aimee Vedros</i>			
Goal B - Student Well-Being and Belonging Develop SEL competencies within our students; Provide support for students through the Comprehensive School Counseling Program; Student Services - Enhancing children’s well-being & belonging through comprehensive assessments and appropriate behavioral interventions; Implementing programs and services that support children academically, socially, emotionally & physically Karen Pethe, Michael St. Pierre, Ashley McDonald, Emily Lambert, Isabella Bradley, Kristen, Angela Underwood, Holly Granier, Ashley Ducre, Amber Dillenkoffer <i>Chairperson - Dr. Miyokia Carter</i>			
Goal C - Diverse, Effective, and Engaged Employees Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce Retaining a diverse, engaged, and effective workforce Increase employee health and wellness Trezan Sorapuru, Bobbie Henriques, Myrtle Keller, Christen Ferris, Sandy Mannear, Lindsey Hinkle, Taylor Cortez <i>Chairperson – Trezan Sorapuru</i>			
Goal E - Facilities Management Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees Annette Matherne, Dana DeJean, John Lehon, Brittani Corzo, Gaynell Jacob, Lauren Bodie, ReNee Vazquez <i>Chairperson - Jennifer Mack</i>			
Goal F - Stakeholder Investment Increasing and varying communication with stakeholders Increasing educational access and opportunity within the community Ellen Haughey, Cheryl Mahler , Cheryl Landry, Tina Waguespack, Bethany Chavez, Mona Wexler, Erika Wright, Whitney Deis, Katie Morrow <i>Chairperson – Renee Hebert</i>			

Ethel Schoeffner Elementary
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges												
Goal A: Student Achievement - Support K readiness - Ensuring each student learns at high levels - Develop pathways to college, career, and workforce	Year 3 DIBELS EOY Screener Accuracy 85% of third grade students scored at or above benchmark 91% of 72 fourth grade students scored at or above benchmark 89% of 74 fifth grade students scored at or above benchmark MAZE 76% of third grade students scored at or above benchmark 75% of 72 fourth grade students scored at or above benchmark NWF 82% of third grade students scored at or above benchmark Math Essential Standards - An average of 91% of 3rd grade students showed proficiency on all identified essential standards. - An average of 94% of 4th grade students showed proficiency on 6/8 essential standards. Data was incomplete for 2 of the essential standards. SCPPS Stakeholder Survey 94% of parents agree or strongly agree with the statement, “My child’s school has high expectations for its students.” 94% of parents agree or strongly agree with the statement, “My child’s teacher gives work that challenges my child.” 91% of teachers agree or strongly agree with the statement, “The parents at my child’s school communicates a clear vision for teaching and learning. Percentage of Students Scoring C or higher in ELA for 24-25 School year 3 rd – 93% 4 th - 86% 5 th - 93% Percentage of Students Scoring C or higher in Math for 24-25 School year 3 rd - 90% 4 th - 88% 5 th - 92%	Year 3 DIBELS EOY Screener Fluency 54% of third grade students scored at or above benchmark 56% of 74 fifth grade students scored at or above benchmark Composite 54% of 74 fifth grade students scored at or above benchmark Percentage of students scoring Basic and below on LEAP <table><tr><td>Spring 2025 LEAP</td><td>ELA</td><td>Math</td></tr><tr><td>3rd</td><td>56%</td><td>60%</td></tr><tr><td>4th</td><td>47%</td><td>36%</td></tr><tr><td>5th</td><td>43%</td><td>44%</td></tr></table> Math Essential Standards An average of 89% of 5 th grade students showed proficiency on 7/9 identified essential standards. Data was incomplete for 2 of the essential standards. SCPPS Stakeholder Survey 57% of students agree or strongly agree with the statement, “My school prepares me to deal with issues that I may face in the future.” 76% of students agree or strongly agree with the statement, “My school prepares me for success in the next school year.” ELPT 58% of students increased in performance level 42% of students increased in reading component	Spring 2025 LEAP	ELA	Math	3 rd	56%	60%	4 th	47%	36%	5 th	43%	44%
Spring 2025 LEAP	ELA	Math												
3 rd	56%	60%												
4 th	47%	36%												
5 th	43%	44%												

Supporting Data		
2022-2023 Acadience Screening Data ELA LEAP 2025- 2022-2023, 2023-2024, 2024 -2025	2023-2024, 2024 – 2025 DIBELS Screening Data ELA EOY Grade Distribution May 2023, May 2024, May 2025	ELPT Spring 2025
Math LEAP 2025 - 2022-2023, 2023-2024, 2024 – 2025	Math Essential Standards Data Trackers	Math EOY Grade Distribution May 2023, May 2024, May 2025
Spring 2023 – 2025 Parent and Student Survey	Spring 2023 - 2025 Upbeat Teacher Survey	BOY 2023, EOY 2025 RTI/SBLC Log
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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%	
		LEAP 2025 Mastery and Above will meet or exceed 75%	
School Goal		School Objective(s)	
Ensuring each student learns at high levels		Third grade students reading on/above grade level on the End of Year literacy screener	
		2023 - 2024	2024 - 2025
		2025-2026	
		75% (70% actual score)	80% (73% actual score)
		Target - 85%	
		LEAP 2025 - Percentage of students scoring at or above Mastery will increase:	
		Grade	ELA – Spring 25 to Spring 26
		3 rd	44% to 50%
		4 th	53% to 60%
		5 th	57% to 63%
		Grade	Math– Spring 25 to Spring 26
		3 rd	40% to 50%
		4 th	64% to 68%
		5 th	56% to 60%

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Build capacity to support the implementation of Professional Learning Communities - Develop a school based Guiding Coalition to engage in ongoing professional learning (book: Learning by Doing/articles) - Establish and refine the roles of the school Guiding Coalition - Meet at least monthly to support team learning and build capacity - Review school wide data - Serve as members of grade level planning teams - Begin implementing protocols and processes of PLCs 2. Support the implementation of standards-aligned curricula - Identify professional learning team leaders to serve as district content leaders - Facilitate identification and understanding of essential learning - Identify where essential learning is taught in the curricula as well as the vertical alignment of essential learning in grade level prior to and after - Develop common assessments and the success criteria - Improve teacher practice through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students) - Improve student results through the analysis of student work to identify students in need of intervention or enrichment - Provide support to subgroup populations who are not performing on grade level - Provide time for ongoing collaboration between classroom, SPED, and EL teachers, and interventionist centered around student performance and achievement	Title I and Title 2 funds Substitute teachers School funds - Substitute teachers - Parent Coffee refreshments & resources \$250 - Stipends for teachers to prepare for PACT sessions District High Dosage Tutors-District Increasing Student Achievement grant	May 2023-May 2026 - Monthly Guiding Coalition Meetings - agendas and minutes - Solution Tree Website; Rubrics - Student Data - PLT Tool Kit - Weekly Professional Learning Team agendas and minutes - Bi-weekly teacher and para observations - Essential Learning Tracking Sheet - Assessment Criteria - Sign-in sheets - Curriculum screeners and diagnostics - Common Formative Assessments developed by Professional Learning Teams - iRIP/IASP - Quarterly ELL Data Review	- Guiding Coalition - Staff Development Coordinator - Administration - Teachers - Interventionists - Coaches - Staff Development Coordinator - High Dosage Tutors-District Increasing Student Achievement grant - ELL teacher

• Internalize and unpack the SS standards and framework - o Develop success criteria for the framing and supporting questions - o Explore the sources - o Develop and express claims so that there is clarity around what we should teach • Internalize the Eureka Math Squared curriculum - o Engage in topic study protocol to gain an understanding of the scope of the topic and progression of lessons - o Read and annotate the lessons to determine what students should know/be able to do • Complete the math problems to gain insight into the complexities within a sequence of problems - o Discuss each component (Fluency, Launch, Learn, Land) of the lesson to gain further insight - o Differentiate to meet the needs of all students • Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home - o Provide Family and Child Together Sessions at each grade level anchored in Math and SS curriculum - o Host event in Fall and Spring to teach parents how to best support students at home with the identified essential learning skills - o Share resources in the language read at home for our ELL 3. Respond to evidence of student learning through intervention, extension, and enrichment • Collaborate in professional learning teams to analyze and determine instructional steps based on data - o Determine flexible student groups to provide strategic/focused interventions and allow for extension opportunities - o Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction • Provide time for vertical articulation based on essential standards • Explore ways to refine support for students not mastering essential learning - o Intervene with strategic and intensive feedback and support during instruction - o Collaborate to determine the students' greatest needs using the core curriculum and intervention data to provide instructional support			
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directly aligned with the student's skill deficit and grade-level standard ● Create opportunities for enrichment for students who are performing on or above grade level ○ Administer a universal screener to third grade students who scored Well Above Benchmark on DIBELS 8 for possible gifted evaluation. ● Explore ways to refine support for students not mastering essential learning ○ Intervene with strategic and intensive feedback and support during instruction ○ Collaborate to determine the students' greatest needs using the core curriculum and intervention data to provide instructional support directly aligned with the student's skill deficit and grade-level standard ● Frontload teaching by assessing students prior to instruction to determine where instructional focus, remediation, or enrichment is needed			
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Goal A – Student Achievement—LITERACY					
District Goal			District Objective(s)		
Ensuring each student learns at high levels			95% of students in grade K-3 will read at or above benchmark. 100% of administrators and teachers who teach reading in grades PK-3 will be trained in the Science of Reading by the end of the 2024 school year.		
School Goal			School Objective(s)		
Ensuring each student learns at high levels (Literacy Plan)			Year 3 <i>The percentage of third grade students whose Composite EOY score was at or above benchmark will increase from 83% in May 2025 as second graders to 85 in May 2025 as third graders.</i> <i>The percentage of third grade students whose Accuracy EOY score was at or above benchmark will increase from 53% in May 2025 as second graders to 80% in May 2026 as third graders.</i> <i>The percentage of third grade students whose Fluency EOY score was at or above benchmark will increase from 32% in May 2025 as second graders to 55% in May 2026 as third graders.</i> <i>The percentage of third grade students whose MAZE EOY score was at or above benchmark will increase from 77% in May 2025 as second graders to 80% in May 2026 as third graders.</i> <i>The percentage of ESE students scoring at or above the Mastery level on ELA LEAP 2025 as third graders will increase from 44% in May 2025 to 50% in May 2026 as fourth graders.</i> <i>The percentage of ESE students scoring at or above the Mastery level on ELA LEAP 2025 as fourth graders will increase from 53% in May 2025 to 58% in May 2026 as fifth graders.</i>		
The percentage of 3 rd grade students scoring at or above Benchmark					
Measure	2023-2024	2024-2025	2025-2026	Target	
Composite	68%	75%	73%	95%	
Accuracy	90%	93%	85%	95%	
Fluency	67%	70%	54%	95%	
MAZE	75%	83%	76%	95%	

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Increase student outcomes by developing and monitoring literacy goals - Utilize prior year's screening data to gather information about students' literacy needs and plan instruction prior to the first day of school - Assess all third grade students using DIBELS at the beginning, middle, and end of the school year - Assess fourth and fifth grade students using DIBELS who scored Basic or below on 2025 ELA LEAP 2025 at the beginning, middle, and end of the school year. - Analyze results of screeners to determine who is in need of intervention and extension - Utilize a diagnostic assessment for further analysis, as needed - Group students across the grade level in 3rd grade to support identified needs (accuracy, fluency, comprehension, etc.) - Progress monitor results of interventions and adjust groups and interventions - Third grade teachers will complete IASP to track student progress for students who scored below benchmark on DIBELS - Communicate progress to parents - Review progress toward literacy goals in grade level Professional Learning Team meetings	School funds - Substitute teachers - Parent Coffees District funds - SONDAY Systems 95% Group - U.F.L.I - Amira - Lexia - F.I.R.E. - F.U.E.L This list is not exhaustive.	August 2025 – May 2026 - Conduct bi-weekly teacher and para observations to ensure high quality implementation of curriculum and intervention resources - Observe preparedness and active participation during professional development sessions and weekly Professional Learning Team time - Review agendas, minutes, and sign in sheets - Analyze student responses to assessments - Conduct data reviews to review student's literacy progress inclusive of administration, interventionists, coaches, and teachers - Utilize professional articles/texts during Professional Learning Team time to support instructional plans - Monthly, utilize data to adjust groups and interventions	- Administration - Teachers - Interventionists - Coaches - Literacy Intervention Teacher Leader - Para-educators - Staff Development Coordinator

2. Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs • Ensure a master schedule that provides adequate time for Tier 1 Instruction as well as Tier 2 and 3 supports - o Ensure ELL complete a minimum of 25 minutes/week work time on Imagine Language and Learning program • Address essential skills and build content knowledge through effective initial instruction on grade level with high quality Tier 1 Core Instruction • Respond daily to formative assessment data to support and differentiate Tier 1 Core Instruction • Use data and flexible scheduling to: - o Provide support in meeting grade level essential standards with Tier 2 Intervention - o Provide intensive support in learning essential standards from previous years with Tier 3 Intervention - o Provide extension activities to students who mastered grade level essential standards	School funds • Substitute teachers • Parent Coffees District funds • SONDAY Systems • 95% Group • U.F.L.I • Amira • Lexia • F.I.R.E. • F.U.E.L This list is not exhaustive	August 2025 – May 2026 • Conduct bi-weekly teacher and para observations to ensure high quality implementation of curriculum and intervention resources • Observe preparedness and active participation during professional development sessions and weekly Professional Learning Team time • Review agendas, minutes, and sign in sheets • Analyze student responses to assessments • Conduct data reviews to review student student's literacy progress inclusive of administration, interventionists, coaches, and teachers • Utilize professional articles/texts during Professional Learning Team time to support instructional plans	• Administration • Teachers • Interventionists • Coaches • Literacy Intervention Teacher Leader • Staff Development Coordinator
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3. Provide ongoing professional growth opportunities to support effective teaching and literacy development ● Revisit Science of Reading professional learning components in response to student data, teacher data, and/or grade level needs ● Support teachers understanding of assessment to focus on student learning, changes needed to teacher practice, and instructional action ● Engage in professional learning and utilize identified intervention programs ● Support grade level teachers as they facilitate unit overviews, understand essential learning, and assessment alignment ● Conduct observations with actionable feedback for teachers related to the implementation of Tier 1 Core Instruction and flex grouping intervention and/or extensions ○ Provide individualized teacher coaching as determined by classroom observations and/or data analysis 4. Engage families around their child’s literacy development ● Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home ● Host a Parent Coffee in the Fall and Spring ○ Highlight foundational skills needed for literacy success ○ Explain why skills are critical for literacy proficiency ○ Provide resources to help at home ○ Include resources in home language read for ELL ● Create “Learn About Literacy” sessions for families which include, but are not limited to: ○ Scarborough’s Reading Rope ○ Foundational skills ○ How to read the literacy screener results and what to do with information ○ Homework to solidify skills	District Funds ● Science of Reading training ● SONDAY Systems ● 95% Group ● Substitute teachers *This list is not exhaustive Partner in Education – Valero School funds ● Parent Coffee - \$200 ● Learn About Literacy sessions - \$200	August 2025 - May 2026 ● Conduct bi-weekly teacher and para observations to ensure high quality implementation of curriculum and intervention resources ● Observe preparedness and active participation during professional development sessions and weekly Professional Learning Team time ● Review agendas, minutes, and sign in sheets ● Analyze student responses to assessments ● Conduct data reviews to review student student’s literacy progress inclusive of administration, interventionists, coaches, and teachers ● Utilize professional articles/texts during Professional Learning Team time to support instructional plans August 2025 – May 2026 ● Monthly newsletters ● Videos ● Agendas ● Sign-in sheets ● Quarterly Progress Report to parents ● Home Connect – screener report	● Administration ● Teachers ● Interventionists ● Coaches ● Literacy Intervention Teacher Leader ● Guiding Coalition ● Para-educators ● Staff Development Coordinator
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● Report progress to families on all Tier 3 interventions ○ Collaborate with ELL teacher to ensure families are aware of progress and have actionable steps to support students at home ● Invite parents of students scoring below grade level 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 ● Utilize community resources to develop partnerships to promote reading ○ Collaborate with Federal Programs to ensure opportunities are provided for ELL.			
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Goal B: Student Well-being and Belonging
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging Ancillary Services (Transportation and Child Nutrition)	Year 3 Office Referrals ● Decreased from 203 in 2023-2024 to 167 in the 2024-2025 school year. This is a decrease of 18%%. ● 20% of the total referrals issued were to students of color. This is a decrease of 28% from 23-24 school year. ● 40% of entire student population are students of color.	Year 3 Office Referrals 72% of referrals were accumulated by 22 students
● Provide safe and efficient transportation services ● Provide safe and well-maintained bus fleet ● Develop strong relationships with all internal stakeholders ● Provide nutritious and appealing meals ● Develop effective student engagement nutrition programs ● Recruit, train, and retain a skilled workforce ● Provide modern kitchen facilities and dining environments	Stakeholder Survey ● 84% of fifth grade students and 88% of parents agree or strongly agree that staff goes above and beyond to support students. ● 100% of teachers and 89% of parents agree or strongly agree that administrators at my school actively work towards creating an inclusive school culture. ● 80% of fifth grade students and 86% of parents agree or strongly agree that staff members respect students and families of all backgrounds.	Spring 25 Panorama Survey 46% of students identified emotional regulation as a strength 56% of students identified challenging feelings as a strength
Student Support		22 CRT meetings were held during the 24-25 school year.
● Provide all students with social emotional learning ● Increase School Counselor availability ● Increase the timeliness of FAFSA completion ● Provide students with resources, lessons and partnerships		Stakeholder Survey ● 79% of fifth grade students agree or strongly agree that teachers care about the well-being of students. (93% of parents agree or strongly agree) ● 41% of teachers agree or strongly agree to the question, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.” ● 67% of teachers agree or strongly agree, “Disciplinary practices are applied fairly to all students at my school.”
Student Services		
● Enhance children’s well-being & belonging ● Implement programs and services that support children academically, socially, emotionally & physically		
Student Opportunities		

Identify and implement proactive and responsive processes and practices to enhance athletic programs	100% of teachers and 93% of parents agree or strongly agree that teachers at my school strive to help all students feel like they belong. (77% of fifth grade students) Spring 2025 Panorama Survey 92% of students identified they had supportive relationships	73% of students and 90% of parents agree or strongly agree that there is an adult at school that a student can turn to if they are having a difficult time. 52% of students agree or strongly agree with the statement, “Students treat adults with respect.” 81% of teachers responded positively to the statement, “I have ways to prevent the stress of my job from being detrimental to my mental health.” 81% of teachers positively responded to the statement, “I am able to successfully manage the stress of my job.”
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Supporting Data					
LDOE Office Referrals	ESE Infractions	Spring 2025 Stakeholder Surveys	Spring 2025 Panorama Survey	Counselor Logs – CRTs held, Number of students seen, Referral percentages	

Goal B – Student Well-being and Belonging					
District Goal	District Objective(s)				
To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being & belonging	Increase percentage of students’ Social Emotional Learning competencies				
	SEL Competency	Baseline 2022-23	2023-2024	2024-2025	Target 2025-2026
	Emotion Regulation	Fall 2022: ● 3-5: 45% favorable Spring 2023: ● 3-5: 45% favorable	Spring 45%	Spring 45%	70% favorable
	Challenging Feelings	Fall 2022: ● 3-5: 52% favorable Spring 2023: ● 3-5: 53% favorable	Spring 55%	Spring 57%	70% favorable
School Goal	School Objective(s)				
To support the social and emotional needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging	Total Office Referrals Issued				
	2023-2024		2024-2025		2025 - 2026
	250 (Actual Number 203)		182 (Actual Number 168)		155

Commented [VTT1]:

		Office Referrals Issued for students putting their hands on others		
		2023-2024	2024-2025	2025 - 2026
		Decrease from 35% to 25%	Decrease from 34% to 25%	18%
		Stakeholder Survey		
		The percentage of students who agree or strongly agree with the statement, “Students treat adults with respect.”		
		2023 – 2024	2024 – 2025	2025 - 2026
		increase from 39% to 50%	increase from 57% to 65%	70%
		Upbeat Survey		
		The percentage of teachers who respond negatively to the statement “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.”		
		2023 – 2024	2024 – 2025	2025 - 2026
Decrease from 47% to 35%		Decrease from 47% to 35%	59% to 30%	
		Actual Percentage – 59%		
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Develop SEL competencies within our students ● Create resources to be used to teach SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making ● Implement activities to teach self-management skills ● Provide opportunities for students to practice SEL competencies ● Provide parents with resources to help reinforce skills at home ● Full-time Mental Health Professional will push into Morning Meetings to offer strategies and supports to students ● Enrichment team will participate in Morning Meetings to help ensure carryover of competencies throughout the school day	School funds ● Substitute teachers ● Copy costs ● Supplies for activities District funds ● Counselor M&S funds ● Restorative Practices funds	Fall 2025- Spring 2026 ● Professional Workshop Days ● Morning Meetings ● Motivational Mondays/Wellness Wednesdays ● Counseling Enrichment Classes ● Targeted small groups ● Daily video clip ● Online resources ● Committee Meeting agendas and minutes ● Parent resources		● Counselor ● Mental Health Professional ● ESE Staff ● Student Well-Being and Belonging Committee ● Catholic Charities Counselor ● SEL Champions

2. Enhance students well-being & belonging through comprehensive assessments and appropriate behavioral intervention • Administer Behavioral Health Universal Screener • Analyze results to create groups • Incorporate and monitor effective interventions • Progress monitor • Make changes to groups using data • Share progress and resources with families	District funds – • Panorama Survey	Fall 2025 and Spring 2026 • Bi-quarterly Data Review • Panorama Survey Results • Group lists • Progress monitoring notes	• Teachers • Mental health professional • Counselor • Administration
3. Facilitate interventions for students with multiple referrals for willful disobedience, conducts/habits injurious to others, treating authority with disrespect, participating in or instigating fights • Identify students who need interventions • Identify mentors and determine schedule for meetings • Assist students in developing personal goals and monitoring strategies • Plan and host celebrations for students who attain or surpass goals • Implement Shark-tastic Behavior Celebrations to reward positive choices	District Funds • Restorative Practice Funds • Student Activities Fund Valero, St. Charles Refinery - \$500	Fall 2025 and Spring 2026 • Quarterly data review • Student goals • LDOE office referrals • Mentor log	• School Resource Officer • Community Mentors • Outside Community Agencies • Students • Teachers • Administration • Counselor • Mental Health Professional • Catholic Charities Counselor
4. Implement a comprehensive counseling program for all students • Provide Tier 1 support through enrichment and Morning Meeting schedule • Facilitate school wide activities during Red Ribbon Week, Kindness Week, and National School Counselor Week • Provide Tier 2 support to students identified by universal screener, teacher referrals, or parent requests • Provide Tier 3 support to students identified by self-referral, administration, parent, or teacher requests	District funds • Counselor M&S funds \$350 • Restorative Practices funds	Fall 2025 and Spring 2026 • Counselor and mental health professional monthly schedule • Group lists and schedule • Media spotlights • Counselor request pass	• Mental Health Professional • School Counselor • Administration

Ethel Schoeffner Elementary
Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees - Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce - Developing an effective workforce focused on continuous improvement - Retaining a diverse, engaged, and effective workforce - Increasing employee wellness	Year 3 Stakeholder Feedback Survey 100% of teachers responded positively to the statement, “The work environment at my school supports teachers ongoing professional growth.” 96% of teachers responded positively to the statement, “Leaders at my school view employees as experts.” 100% of teachers responded positively to the statement, “I have appropriate discretion over how to do my job.” 100% of teachers responded positively to the statement, “The principal at my school looks out for the wellbeing of employees.” 100% of teachers responded positively to the statement, “Teachers at my school do meaningful work together in teams.” 100% of teachers responded positively to the statement, “My principal backs me up when I need support.” 100% of teachers responded positively to the statement, “I feel like I belong at my school.” 100% responded positively to the statement, “I am satisfied with being a teacher at this school.”	Year 3 Stakeholder Feedback Survey 78% of teachers responded positively to the statement, “The professional development organized by my district helps me improve my teaching. 78% of teachers responded positively to the statement, “Teachers are recognized publicly when they do outstanding work. 85% of teachers responded positively to the statement, “Teachers take shared responsibility for the overall success of my school. 81% of teachers responded positively to the statement, “I feel confident that I can maintain my daily workload for the long-term.” 81% of teachers responded positively to the statement, “I am able to successfully manage the stress of my job.” 81% of teachers responded positively to the statement, “I have ways to prevent the stress of my job from being detrimental to my mental health.

Supporting Data
Stakeholder Opinion Surveys 2025 Louisiana Evaluation Results

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	Work/Life Balance - Teachers			
	Baseline 2022-2023	2023-2024	2024-2025	Target 2025-2026
	67%	70%	72%	75%
	Workload Reasonable			
	Baseline 2022-2023	2023-2024	2024-2025	Target 2025-2026
	59%	61%	63%	65%
School Goal	School Objective(s)			
To provide resources to support employee success and wellness	Upbeat Survey			
	The percentage of teachers who respond positively to the statement, “I am able to balance my workload as a teacher with my other responsibilities outside of school.”			
	2023 – 2024	2024 – 2025		2025 - 2026
	increase from 59% to 65%	increase from 77% to 82%		89% to 92%
	The percentage of teachers who respond positively to the statement, “I feel confident that I can maintain my daily workload for the long-term.”			
	2023 – 2024	2024 – 2025		2025 - 2026
	increase from 69% to 75%	increase from 80% to 85%		81% to 85%
	The percentage of teachers who respond positively to the statement, “The workload expected of teachers at my school is reasonable.”			
	2023 – 2024	2024 – 2025		2025 - 2026
	increase from 75% to 80%	increase from 83% to 87%		93% to 95%
	The percentage of teachers who respond positively to the statement, “I am able to successfully manage the stress of my job.”			
	2023 – 2024	2024 – 2025		2025 - 2026
	increase from 75% to 80%	increase from 80% to 85%		81% to 85%

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Implement mental and physical wellness activities • Coffee with Counselor • Fitness with Friends • Team Building Socials • Stress Free Strategy of the Month • Motivational Monday email	School Funds • Incentives \$200 • Team Building \$250 • Valero – Partner in Education \$500	August 2025 – May 2026 • Sign-in sheets • Emails • Upbeat Results • Faculty Meetings • Faculty Survey	• Counselor • Mental Health Professional • Administration • Diverse, Effective, and Engaged Employee Committee • ESE Staff
2. Become proficient in the Louisiana Teacher Evaluation Tool • Attend NIET Educator Rubric training - o Additional school leaders attend LER training and receive certification • Become familiar with components off each Domain and discuss implications for planning and lesson delivery - o PLT meetings - o Faculty meetings - o Professional development days • Access resources to further aid in understanding of rubric - o Videos - o Guided observations - o Educator handbook • Participate in POP Cycles		August 2025 – May 2026 • Meeting agendas • Sign-in sheets • PGPs/Coaching Plans • Louisiana Evaluation System website	• Administration • ESE staff • Staff Development Coordinator

Ethel Schoeffner Elementary
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
Goal E: Facilities Management Facilities - Design and maintain facilities to support student and employee success - Develop and implement standards and processes for effective and efficient operations Safety - Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees Athletics - Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees	Year 3 Stakeholder Survey 89% of teachers responded positively to the statement, “I feel physically safe at my school.” 93% of teachers positively responded to the statement, “My school is a physically safe environment for students.” 95% of parents agree or strongly agree with the statement, “My child’s school is well-maintained.” 100% of teachers responded positively to the statement, “Our school ensures that the facilities support student learning.”	Year 3 Stakeholder Survey 70% of fifth grade students responded positively to the statement, “ I feel safe at school.” 57% of fifth grade students responded positively to the statement, “My school is clean and well-maintained.” 78% of fifth grade students responded positively to the statement, “My school ensures that the facilities support student learning.”
Supporting Data		
Upbeat Teacher Engagement Survey	SCPPS Parent Stakeholder Survey	SCPPS Student Stakeholder Survey 202_ District Safety Audit

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)	
Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees		Stakeholder Survey The percentage of teachers responding positively to the statement, “I feel physically safe at my school.”	
		2023 – 2024	2024 – 2025
		2025 - 2026	
		increase from 84% to 90%	increase from 97% to 100%
		89% to 100%	
		The percentage of students agreeing or strongly agreeing with the statement, “I feel safe at school.”	
		2023 – 2024	2024 – 2025
		2025 - 2026	
		increase from 54% to 75%	increase from 72% to 77%
		70% to 80%	

		The percentage of teacher/staff agreeing or strongly agreeing with the statement, “My school building is clean and well-maintained.”		
		2023 – 2024	2024 – 2025	2025 - 2026
		increase from 53% to 75%	increase from 63% to 75%	67% to 80%
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
Identify safety scenarios to discuss with staff and students		August 2025 – May 2026 • Scenario statements • Faculty Meetings • Morning Meetings		• Facilities Management Committee • ESE staff
Implement and practice safety protocols with students		August 2025 – May 2026 • Observations • Classroom sign-out sheets • Teacher feedback • Faculty Meetings • Facilities Management Committee		• ESE staff • Administration
Increase authenticity of safety drills		August 2025 – May 2026 • Raptor • Observations		Administration
Monitor to ensure required Vector trainings are completed per district expectations		August 2025 – May 2026 Vector training reports		Administration
Conduct an in-house safety audit	School funds - substitutes	September 2025 March 2026		• Facilities Management Committee • Administration • Kade Rogers • Safe Schools Chair & Co-Chair • Custodians

Ethel Schoeffner Elementary
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment ● Increase and vary communication with stakeholders ● Increase educational access and opportunity within the community ● Enhance the English Language Learner (ELL) Program	Year 3 Spring 2025 Stakeholder Survey ● 93% of teachers responded positively to the statement, “Parents at my school have confidence in teachers.” ● 93% of teachers responded positively to the statement, “Teachers at my school build trusting relationships with parents.” ● 93% of teachers responded positively to the statement, “Parents at my school have confidence in teachers.” ● 100% of teachers responded positively to the statement, “My school proactively involves all families in our school community.” ● 94% of parents agreed or strongly agreed with the statement, “Teachers at my child's school care about the wellbeing of students.” ● 91% of parents agreed or strongly agreed with the statement, “There is an adult my child can turn to in their school when they are having a difficult time.” ● 93% of parents agreed or strongly agreed with the statement, “My child's teachers provide curriculum and learning experiences that meet my child's needs.” ● 92% of parents agreed or strongly agreed with the statement, “My child's teachers help me to understand my child's progress.” ● 93% of parents agreed or strongly agreed with the statement, “My child is prepared for success in the next school year.” ● 83% of fifth grade students agreed or strongly agreed with the statement, “Teachers go above and beyond to support students.” ● 91% of families participated in Fall Parent/Teacher Conferences.	Year 3 Spring 2025 Stakeholder Survey ● 71% of parents agreed or strongly agreed with the statement, “My child's school counselor has presented classroom lessons to support my child's personal, social, academic, and career development.” ● 65% of fifth grade students agreed or strongly agreed with the statement, My teachers give work that challenges me.” ● 78% of fifth grade students agreed or strongly agreed with the statement, “My school offers opportunities for my family to be involved in the school and my learning. ● “58% of students agreed or strongly agreed with the statement, “My school prepares me to deal with issues I may face in the future.” ● 82% of families participated in Spring Parent/Teacher Conferences

Supporting Data		
Spring 2025 Upbeat Engagement Survey	May 2025 SCPPS Stakeholder Survey	Parent Teacher Conference Summary

Goal F – Stakeholder Investment			
District Goal	District Objective(s)		
To promote and develop meaningful engagement between students, families, business community and the school system	Parent/Guardian Stakeholder Survey Involvement Perception “My child's school offers opportunities for families to be involved in the school and my child's learning.” Baseline 82% 2022-2023 Target 85% 2025 – 2026		
	Increase the personalized contacts made by school personnel to families by 20% Baseline 84% 2022 – 2023 Target 90% 2025-2026		
School Goal	School Objective(s)		
To promote and develop meaningful engagement between students, families, business community and the school	The percentage of families participating in Parent/Teacher Conferences <table><tr><td>2025 - 2026</td></tr><tr><td>Average 82%</td></tr></table>	2025 - 2026	Average 82%
	2025 - 2026		
	Average 82%		
	Stakeholder Survey The percentage of parents who agreed or strongly agreed with the statement, “Teachers at my child’s school build trusting relationships with parents.” <table><tr><td>2025 - 2026</td></tr><tr><td>Increase from 82% to 87%</td></tr></table>	2025 - 2026	Increase from 82% to 87%
	2025 - 2026		
	Increase from 82% to 87%		
	The percentage of parents who agreed or strongly agreed with the statement, “My child's teacher helped me to understand my child's progress.” <table><tr><td>2025 - 2026</td></tr><tr><td>91% to 95%</td></tr></table>	2025 - 2026	91% to 95%
	2025 - 2026		
	91% to 95%		
	The percentage of parents who agreed or strongly agreed with the statement, “My child's school offers opportunities for families to be involved in the school and my child's learning.” <table><tr><td>2025 – 2026</td></tr><tr><td>90% to 93%</td></tr></table>	2025 – 2026	90% to 93%
	2025 – 2026		
	90% to 93%		

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Foster a partnership between teachers and parents that will facilitate understanding of student’s learning and progress • Inform parents on how to access and use digital academic platforms and curriculum resources - o Familiarize parents with Google Classroom - o Ensure parents can access Parent Portal - o Provide translated documents to non-English reading families in their native language • Monitor parent usage of Parent Portal and follow up with parents who are not utilizing this resource - o Demonstrate how to use Clever to access curriculum resources - o Provide print/video resources to families to reference at home • Share pre-conference reflection questions with parents to ensure that their concerns will be heard and addressed. - o Ensure that parents who are not able to attend conference have needs addressed. • Utilize SchoolStatus to make personal contact with parents regarding their child’s progress • Provide parents with a weekly information guide to inform them of topics of instruction, upcoming assessments, and school events. • Send home progress reports to help parents monitor their child’s progress.	School funds – Substitute teachers District funds • Chromebooks • SchoolStatus • Clever • Google Classroom • PowerSchool	August 2023 – May 2026 • Print resources • Parent Information Guides • Net Access Summary Report • School Status broadcasts, messages, and calls • Open House resources • Pre-Conference reflection • Conference Evaluation	• ESE Staff • Administration • Staff Development Coordinator

2. Provide family academic involvement opportunities • Open House • Parent/teacher/student conferences - o Provide incentives to students and teachers for family participation - o Offer multiple platforms for conferences - o Provide staff with an alternate time to contact parents of students who did not attend conference to ensure they are aware of their child's progress. • Take Your Parent to PE Day • Parent Coffee with Administration • Solicit parent and community support to educate students on possible career opportunitiesP.A.C.T. Sessions (Literacy Proficiency, Online Resources, Digital Citizenship, Social Emotional Wellness, Social Studies, State Testing) • 2nd to 3rd grade Transition Meeting	School funds - • Incentives \$250 • Refreshments \$250	August 2025 – May 2026 • Sign-in sheets • Raptor • Conference Summary Report • Meeting Presentation Slides	• Teachers • Administration • Counselor • Mental Health Professionals • PE teachers • Interventionists • Guiding Coalition • Staff Development Coordinator
3. Promote opportunities for students to have community involvement • Cake BINGO • Reading Challenge • BizTown • Norco Christmas Parade • Kindness Week • Holiday Caroling • Food Drive • United Way Bridge Run • Fun With Finley and Friends • Trash Bash • Special Olympics • Spring Fling • Pep Squad	• Donations from Valero, Business Partner - \$1,000 • Kiwanis Club of Tri-Parish- Reading Challenge • School funds – Restorative practice funds \$500 •	August 2025 – May 2026 • Kiwanis Club of Tri-Parish • Junior Achievement • Ormond Nursing and Care Center • Matthew 25:35 Food Pantry • Media spotlights • PTO	• 4H Leaders • Pep Squad Sponsor • Community Volunteers • Teachers • Administration • Stakeholder Investment Committee

4. Gain understanding of supports available for ELL to become English language proficient. • Share Stages of Second-Language Acquisition with faculty • Have teachers take practice test to gain awareness of how Speaking, Listening, Reading, and Writing are assessed on ELPT • ELL teacher and content teachers will collaborate during PLT meetings to share strategies to support ELL.	Title 1 & 2 funds	August 2025 – May 2026 • Meeting agendas • Family surveys	• ELL teacher • Administration • Teachers servicing ELL • Staff Development Coordinator
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<i>District-Wide, High Quality, Tier I Curriculum</i>	
	Grades 3-5
ELA	Louisiana ELA Guidebooks 2022
Math	Eureka Math ²
Science	Great Minds PhD Science®
Social Studies	Studies Weekly and Louisiana Bayou Bridges
Daily Instructional Time Allocation	
	Grades 3-5
ELA	Core Instruction- 60 minutes Small Group- 30 minutes
Math	Core Instruction- 60 minutes Small Group- 30 minutes
Science	Core Instruction- Minimum 30 minutes three days a week – 3 rd Grade Core Instruction- Minimum 45 minutes – 4 th & 5 th Grades
Social Studies	Core Instruction- Minimum 30 minutes three days a week – 3 rd Grade Core Instruction- Minimum 45 minutes – 4 th & 5 th Grades
Intervention Resources	
	Grades 3-5
Literacy ELA	Amira LEXIA 95% Group Sonday Systems
Math	ZEARN