



Donaldsonville Primary School

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Becky Templet, *Principal* * Kelly Robert, *Assistant Principal*



Welcome



TODAY'S AGENDA

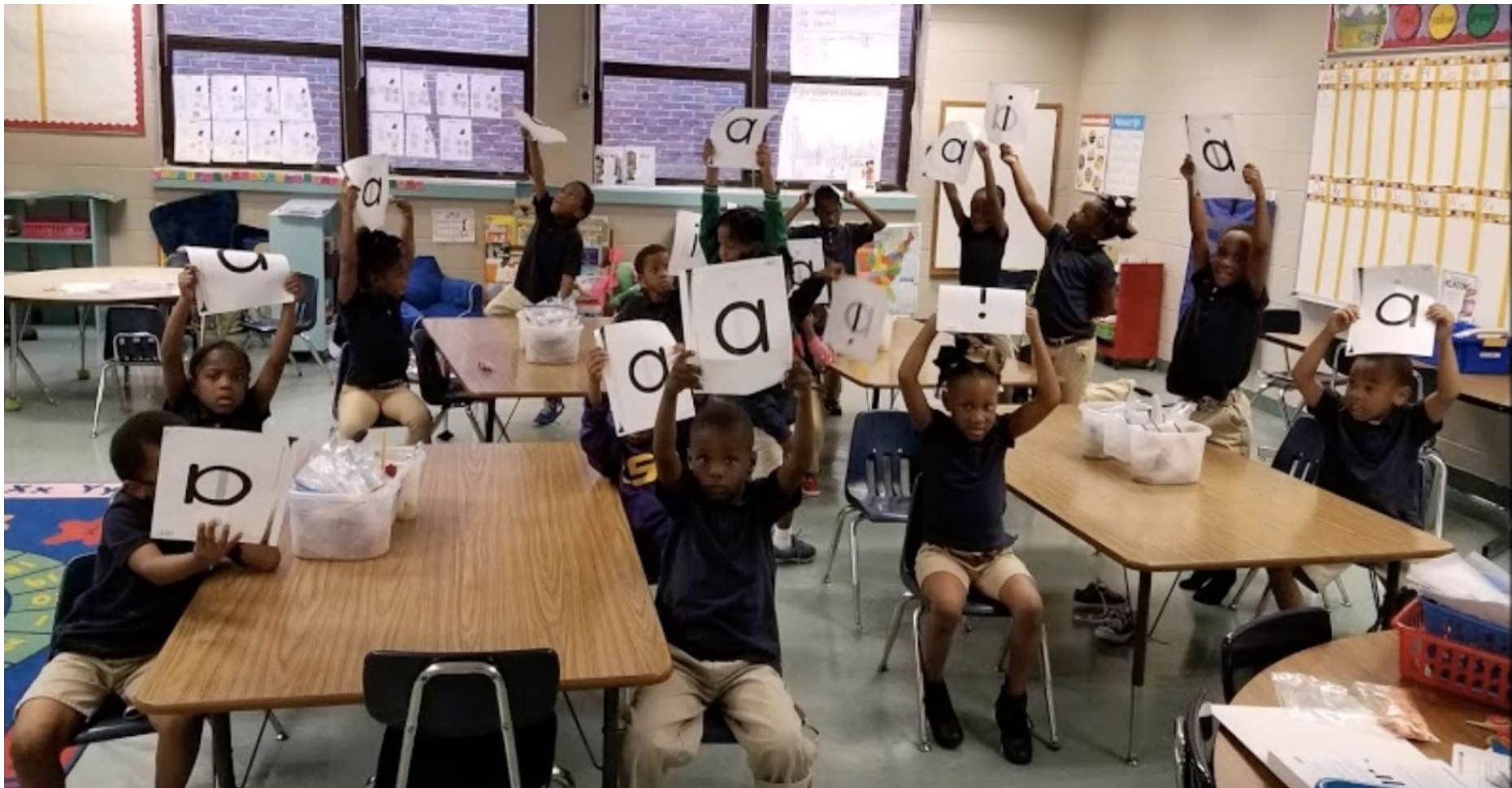
- **Introductions**
- **Attendance/Truancy**
- **School Vision**
- **School Goal**
- **What Does the Data Show?**
- **Parental and Family Engagement**
- **Visit Classrooms**



SCHOOL VISION



Donaldsonville Primary builds the
foundation in literacy and
numeracy so every student can
grow, achieve, and one day fulfill
the dreams of their choice.



School Performance Data

How has Donaldsonville Primary performed over time?



**School
Performance:
Three Year
Trend**

Year	Letter Grade	SPS
2019 Performance	D	52.2
2020 Performance	N/A	N/A
2021 (Simulated) Performance	D	46.9
2022 Performance	D	57
2023 Performance	C	61.7
2024 Performance	C	65



SCHOOL GOAL



By May 2026, Donaldsonville Primary School will remain a C and increase the percentage of students scoring on or above benchmark by 4% through a focus on increasing teacher knowledge of students in order to meet student needs.

- DVPS will increase the percentage of students in grades K-2 scoring on or above benchmark level from 61% to 65% as measured by the end-of-year DIBELS 8 literacy screener.
- 80% of students in grades K-2 will meet their individual growth goals on grade-specific Q4 ELA benchmark assessment.
- 80% of students in grades K-2 will meet their individual growth goals on grade-specific EOY cumulative Math benchmark assessment.

What Does the Data Show?

2024 - 2025 DIBELS School-wide Results:

BOY DIBELS	121 (44%)	38 (13%)	81 (28%)	42 (15%)	43% At or Above Benchmark (282 Students)
EOY DIBELS	76 (27%)	34 (12%)	87 (31%)	86 (30%)	173/282 = 61.4% On/Above Benchmark (+18.4%)

What Does the Data Show?

2024-2025 K-2 Math Cumulative Benchmarks

	DVPS % Mastery	District % Mastery
Kindergarten	78 %	79%
First Grade	64%	68%
Second Grade	51%	62%



Parental Engagement



How can we work together to reach
our goals for our students?

School Improvement Plan Parent
and Family Engagement Strategic

Use of Resources Home-School

Partnership



How can you help?



- Stay Informed–Website, Facebook, Email, Newsletters
 - Support Your Child’s Teachers
 - Participate in School Events (Literacy & Numeracy Night)
- Set time aside each evening for homework and more importantly time to talk and read with your children
- Commit to a partnership with us...We’re in this

Attendance / Truancy

Students shall attend school as provided by State Law and/or BESE Policy. (State of Louisiana, Bulletin 741)

Written excuses shall be provided within 5 school days of the student's return to school.

Students granted excused absences shall be permitted to make up any schoolwork that was missed. Make-up work must be requested within three days after returning to school.

Tardy (checking in or checking out students) is part of a child's attendance records. Students are tardy after 8:15 and must be signed in through the front office.



Progression of PK-2 Foundational Skills

Children in grades PK-2 must develop foundational skills to become proficient readers in grades 3 and beyond.

By the end of...	Children are able to...
Pre-K	Demonstrate that print is read left to right and top to bottom Recognize and produce rhyming words Listen and respond to questions about print read aloud Speak and use words, phrases, and/or sentences to express a complete thought
Kindergarten	Recognize and name all upper and lowercase letters of the alphabet Produce the primary sound/symbol relationship for every letter Read common high frequency words Decode one syllable words
First	Decode regular, one and two-syllable words Read grade level text orally with accuracy, appropriate rate, and expression Decode one and two syllable words Read grade level texts with accuracy, rate, expression, and comprehension
Second	Read irregularly spelled words Read grade level text independently with sufficient fluency to support comprehension Decode two syllable words Read grade level texts with accuracy, rate, expression, comprehension

Title 1 Overview

- Donaldsonville Primary School receives Title I federal funds based upon the percentage of economically-disadvantaged students who were enrolled on October 1, 2025.
- Title I, Part A provides financial assistance to school districts and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards.
- Under Title I, local educational agencies (LEAs) are required to provide services for eligible private school students, as well as eligible public school students. In particular, Section 1120 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families.



Our School Redesign Plan





Creating a Redesign Plan for Improvement

Therefore, as required by state and federal laws and regulations, we submitted a redesign plan to the Louisiana Department of Education in the winter of 2018 to support our school's improvement.

We received approval of this plan from the Department in spring of 2018.

The key components of our plan that will lead to school improvement include:

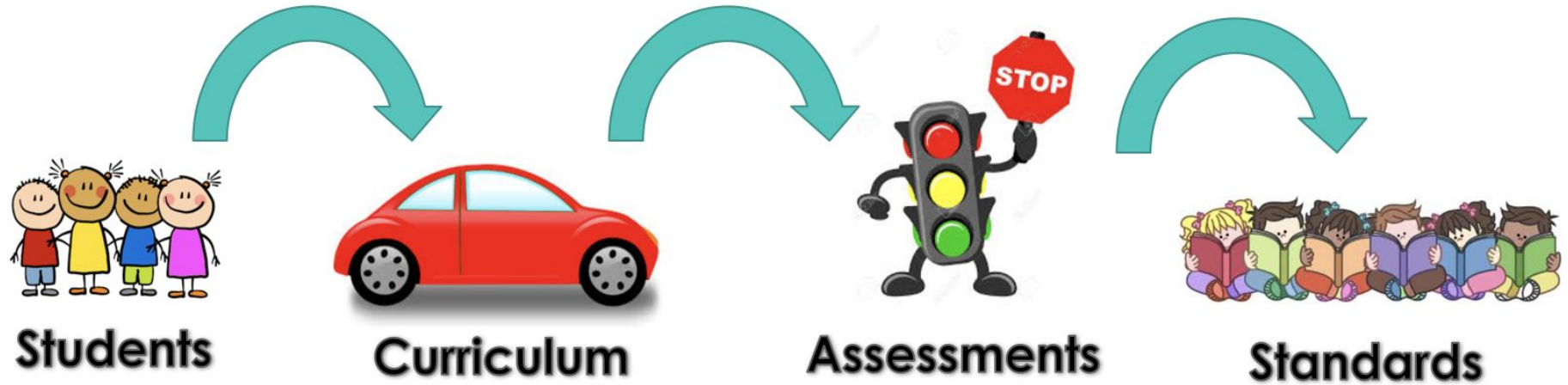
- Core Instruction: An improved, standards-aligned curriculum for students that meets the criteria to be the highest rated curriculum in the state
- Training for our teachers on the use of this curriculum
- High quality assessments - Tier 1
- K-2 - focus on literacy
- Extended school time - extending the school day with after school tutoring to meet the individual needs of our students.
- Increasing recruiting efforts to retain high quality staff in our high impact schools- Teach Ascension Academy: internal certification program that places teachers in our Donaldsonville schools, \$10,000 Teacher stipend

Redesign Plan Implementation Timeline

Here is our timeline for attaining the goals outlined in our school's redesign plan.

Timeframe	Activity
Summer 2025	- Offered curriculum training sessions for both teachers and administrators to ensure implementation with fidelity. - Offered summer enrichment school for all interested students. - Realigned our benchmark assessments to ensure strong connection to curriculum. - Ensured quality teacher placement
Fall 2025	- Providing Tier 1 On-site coaching by curriculum experts - Consistent district and state curriculum walkthroughs with follow-up support measured progress implementation. - Administer Tier 1 benchmark assessments to analyze results and adjust instruction accordingly - After school enrichment begins for all interested students - Schools share quarterly data to monitor impact of plan on student achievement - Develop Burst and Math Equip groups to support students not meeting core standards
Winter 2025	- Providing Tier 1 coaching by curriculum experts - Consistent district and state curriculum walkthroughs with follow-up support on implementation. - Administer Tier 1 assessments to analyze results and adjust instruction accordingly - After school tutoring begins for all interested students - Schools share quarterly data to monitor impact of plan on student achievement - Identify SEL competencies in students to create a portrait of a DVPS student
Spring 2026	- Consistent district and state curriculum walkthroughs with follow-up support measured progress implementation. - Administer Tier 1 assessments to analyze results and adjust instruction accordingly

What does successful student learning look like?



We teach students essential **STANDARDS** to develop foundational skills to become proficient readers in grade 3 and beyond.

The **CURRICULUM** is the vehicle to get students to master the standard.

We use **ASSESSMENTS** to provide meaningful information about how students are progressing throughout the year.

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Our Curriculum

Teachers build children's foundational skills by using high-quality curricula and small group instruction each day.

Content	Curriculum	Why Do We Use It?
Phonics Instruction	Core Knowledge (CKLA)	• Teach students sound letter correspondence • Teach how spellings connect with sounds • Handwriting (K-1); The writing process (1-2) • Practicing skills in decodable books • <i>Most important part of the day!</i>
Shared Reading	Guidebooks 1.0	• Growth in reading comprehension over time • Provides engaging texts; exposure to different cultures • Integrates reading and writing so students write about what they read • Teacher models fluent reading with vocabulary development • Read alouds, active listening, student responding and interacting with text
Mathematics	Eureka Math	• Builds number sense and learn HOW math works • Helps students learn to apply mathematics to real-world situations • Students engage in fluency practice • Skills connect from day to day and build from simple to complex • Students expected to maintain learning from year to year
Science	Amplify Science	• Students take the role of a scientist and engineer • Provides ample opportunities for students to investigate scientific questions • Helps students use science to explain real-world happenings • Hands on learning experiments
Social Studies	Bayou Bridges	• Ensures students have broad and deep knowledge about the world, • Enables students to express reasoned arguments • Prepares students to participate in civic life

Our Assessments

At Donaldsonville Primary School, we use assessments to provide our teachers with meaningful information about how well students are progressing towards their learning goals throughout the year. Other information, such as grades, teacher feedback, and scores on other tests, will help determine your child's academic strengths and needs.

DIBELS	The purpose of a screening assessment is to identify students who are at-risk for reading difficulties. Identifying the students early on who are likely to struggle with learning to read is important as we can then develop intervention plans that, hopefully, PREVENT a life-long reading deficit. This helps teachers better understand students' readiness for grade-level content and set learning goals for the year.
Benchmark Assessments	Interim Assessments that provide valuable checkpoints to monitor student progress throughout the year.
Formative & Unit Assessments	Used for ongoing classroom assessments. Daily/Weekly – how can we use formative checks to help students learn more Summative – how much have students learned at a particular point in time



Next Steps for Parents!

Why should families support student learning at home?

- Learning should not end in the classroom.
- You play an important role in setting high expectations for learning.
- You can help your child become successful both in and outside the classroom.

Support starts with meaningful conversations:

- Find out what your child knows.
- Discover what your child should be able to do.
- Talk to your child regularly about schoolwork.
- Meet and speak with your child's teacher(s) regularly.



Next Steps for Parents!

The test results will help you, as a parent, talk to your child's teacher(s) about additional supports or enrichment that may be needed in class and at home this school year.

Here are some helpful questions to ask when discussing the results with your child's teacher(s):

What can be done to appropriately challenge my child in areas where he or she exceeds the expectations?

Where is my child doing well and where does he or she need improvement?

How can I help support my child's learning at home?

How do we ensure that my child makes progress?

What can be done in the classroom to help improve his or her area(s) of weakness?



**School - Community
Partnership:
*Working Together
for
School Improvement***

We are committed to providing families with meaningful, two-way communication about Donaldsonville Primary's plan and your child's academic progress throughout the year.

Here are ways we can partner to meet our plan's goals:

- **Communicate with us:** Contact your child's teacher or principal with questions about your child's progress, learning needs, or school events/programs through the email.
- **Support learning at home:** For help on how you can support student learning at home, including questions about homework and using technology, attend any parent-teacher meetings at school, read teacher newsletters, and Facebook communication for resources to help you.
- **Support extended learning opportunities:** If your child is identified as someone needing after school tutoring or summer school, we encourage you to allow them to attend.



THANK YOU!!!

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Principal

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Kelly Robert,

Assistant Principal

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225-391-7600



**Additional
questions or
concerns that
cannot be
addressed by
your child's
teacher, should
be directed to
the school
administrators**



THANK YOU!!!

Becky Templet,

Principal

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225-391-7600

Kelly Robert,

Assistant Principal

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Schedule

- 5:30-5:45 Welcome (in cafeteria)
- 5:45-6:15
 - 1st & 2nd Grade Parents will visit classrooms
 - Kindergarten Parents will remain in cafeteria
- 6:15-6:30
 - Kindergarten Parents will visit classrooms.
 - Parents will siblings can visit other classrooms/grade level