



ST. CHARLES PARISH PUBLIC SCHOOLS
EARLY LEARNING CENTERS
G.W. Carver Early Learning Center • M.M. Bethune Early Learning Center



Early Learning Centers

Phase XI
2023-2027

Year Three (3) of Four (4)
2026-2027

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 Our mission is to create an educational community where all children and families feel supported, loved, and respected within a collaborative learning environment that impacts student growth.
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 We are the exemplary early childhood provider that ensures the best educational foundation for all students and families. We empower all students and families to embrace learning, achieve their personal best, and build their social, emotional, and physical well-being to become lifelong learners ready to meet the challenges of the future.
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... ● the family is the child's "first teacher". ● strong parent-child relationships are essential. ● strong family-school relationships are essential. ● in a holistic approach to family and community engagement. ● in a safe, loving, and nurturing environment. ● children learn through play. ● each child is a unique individual and has diverse needs and learning styles. ● every child deserves a solid foundation for school success. ● staff will grow professionally to equitably support all students and families. ● success begins with working as one team to make a difference. ● our interactions impact student learning.

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.

Early Learning Center Support Goal Committees

<i>Goal</i>	<i>Staff Member</i>	<i>Population Represented</i>	<i>Center Site</i>
Goal A Student Achievement (Guiding Coalition)	Brittany Cerrato	3-year-old SPED teacher	BELC
	Kenyata Sharper	3-year-old Instructor	BELC
	Lisa Morrow	Instruction & Tech	Both
	Ashley Hollister	3-year-old Para	CELC
	Beth Faulstich	3-year-old SPED Para	CELC
	Lashae Lockett	3-year-old Instructor	BELC
	Nicole Honor	Family Service Center	CELC
	Sherry Barcia	3-year-old SPED teacher	CELC
Goal B Student Well-Being & Belonging	Virginia Bertrand	School Nurse	BELC
	Rolanda Jones	Enrichment Para	CELC
	Lindsay Rasler	Counselor	Both
	LaKisha Jones	3-year-old Para	CELC

	Mary Pevey	Family Service Center	EBHS
	Vanessa Pierre	3-year-old Instructor	CELC
	Wendy Petit	SOS	BELC
	Leslie Nunnery	3-year-old SPED Para	CELC
Goal C Diverse, Effective, & Engaged Employees	Jena Zeringue	School Nurse	CELC
	Evi Orgeron	3-year-old Para	CELC
	Kimberly Kinard	SOS	CELC
	Liza Smith	Family Service Center	BELC
	Rebecca Perriloux	SOS	Both
	Onyria Webster	3-year-old Instructor	CELC
	Rebecca Butler	Enrichment Para	BELC
	Ann Francioni	3-year-old SPED teacher	BELC
	Loretta Read	3-year-old Para	BELC
	Kelisha Washington	Center Director	Both

Goal E Facilities Management	Ashlyn Lamonte	3-year-old Para	CELC
	Jaide Kinard	3-year-old Para	CELC
	Hayley Schmidt	SLP	BELC
	Nikeisha Scott	3-year-old SPED Para	CELC
	Christina Landry	3-year-old Instructor	EBHS
	Lakisha Jones	3-year-old Para	CELC
	Lisa Kirk	3-year-old SPED Para	BELC
	Holly Bozzelle	3-year-old SPED teacher	CELC
Goal F Stakeholder Investment	Regina Aucoin	Parent Involvement, Social Services, Disability Coordinator	Both
	Amy Justice	3-year-old SPED teacher	CELC
	Emily Owens	SLP	CELC
	Edith Perez	3-year-old SPED Para	BELC
	Jennifer Knight	3-year-old instructor	CELC
	Shanette Lane	3-year-old Para	BELC

	Rana Price	Family Service Center	CELC
	Nina Talarico	3-year-old Instructor	CELC

**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 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 - Providing safe and efficient transportation - Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments	Karen Boudreaux Erin Crisham Teresa Brown Tamika Green
	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 wellbeing & 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 Brown

**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 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	Al Suffrin Ray Gregson Adam Neighbors Kelsey Hegel
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 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 the safety of students and employees	Art Aucoin Ellis Alexander John Rome
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 Rebecca Matherne David Schexnaydre

School Governance

School Success Team/Guiding Coalition					
Name	Title/Role	Name	Title/Role	Name	Title/Role
Antoinette Rodriguez	Administrator of ELCs	Diondra Reynaud	Assistant Administrator		
Kelisha Washington	Center Director			Kenyata Sharper	Instructor
	Teacher			Lindsay Pfister	Counselor
	Teacher	Ashlyn Lamonte	Paraeducator	Nicole Honor	Family Service Worker
	Paraeducator			Liza Smith	Family Service Worker
	Paraeducator	Onyria Webster	Instructor	Sherry Barcia	Special Education Teacher
Regina Aucoin	Parent Engagement & Disabilities Coordinator	Leslie Nunnery	Paraeducator		

Early Learning Centers
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement • <i>Support K readiness</i> • <i>Ensuring each student learns at high levels</i> • <i>Develop pathways to college, career, and workforce</i>	YEAR 1 22-23: 80% 3-yr old students met or exceeded Smart Teach literacy expectations 85% 4-yr old students met or exceeded Smart Teach Math expectations 97% 4-yr old students met or exceeded Smart Teach literacy expectations YEAR 2 23-24: 84% of 3-yr old students met or exceeded Smart Teach language expectations. 93% of 4-yr old students met or exceeded Smart Teach Literacy expectations. YEAR 3 24-25: 91% of 3-yr old students met or exceeded Smart Teach language expectations. 97% of 4-yr old students met or exceeded Smart Teach Literacy expectations. 2026-2027 CURRENT DATA: Current B.O.Y. data are being used to establish baseline performance for PELI and Math District-Made Assessment.	YEAR 1 22-23: • 78% 4-yr olds scored at or above PELI EOY Assessment • 66% 3-yr olds scored at or above PELI EOY Assessment 69% of families strongly agree “My child’s teachers help me to understand my child’s progress.” YEAR 2 23-24: 65% 4-yr olds scored at or above PELI EOY Assessment 69% 3-yr olds scored at or above PELI EOY Assessment 67% of families strongly agree “My child’s teachers help me to understand my child’s progress.” YEAR 3 24-25: 62% 4-yr olds scored at or above PELI EOY Assessment 70% of 3-yr olds scored at or above PELI EOY Assessment 79% of families strongly agree “My child’s teachers help me to understand my child’s progress.” 2026-2027 CURRENT DATA: • 43% of students scored At or Above Benchmark on the B.O.Y. PELI Assessment. • 1% of students scored At or Above Benchmark on the B.O.Y. Math District-Made Assessment. • 74% of responding parents strongly agree “My child’s teachers help me to understand my child’s progress.”

2026-2027 B.O.Y. PELI Assessment; 2026-2027 B.O.Y. Math District-Made Assessment; 2026 SCPPS Parent Stakeholder Surveys		
YEAR 1 22-23: ● 78% 4-yr olds scored at or above PELI EOY Assessment ● 66% 3-yr olds scored at or above PELI EOY Assessment 69% of families strongly agree “My child’s teachers help me to understand my child’s progress.” YEAR 2 23-24: 65% 4-yr olds scored at or above PELI EOY Assessment 69% 3-yr olds scored at or above PELI EOY Assessment 67% of families strongly agree “My child’s teachers help me to understand my child’s progress.” YEAR 3 24-25: 62% 4-yr olds scored at or above PELI EOY Assessment 70% of 3-yr olds scored at or above PELI EOY Assessment 79% of families strongly agree “My child’s teachers help me to understand my child’s progress.” 2026-2027 CURRENT DATA: ● 43% of students scored At or Above Benchmark on the B.O.Y. PELI Assessment. ● 1% of students scored At or Above Benchmark on the B.O.Y. Math District-Made Assessment. ● 74% of responding parents strongly agree “My child’s teachers help me to understand my child’s progress.”		

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%
Center Goal	Center Objective(s)
Ensuring kindergarten readiness so students enter school ready to learn	Year 1 Results & Year 2 Results & Year 3 & 2026-2027 Current Baseline 1. PELI Reading: 66% (3-yr) and 78% (4-yr) in 22-23; 69% (3-yr) and 65% (4-yr) in 23-24; 70% (3-yr) and 62% (4-yr) in 24-25. 2026-2027 B.O.Y. baseline: 43% At or Above Benchmark. End-of-Year objective: increase to 80% of students At or Above Benchmark. 2. Math District-Made Assessment: 2026-2027 B.O.Y. baseline: 1% At or Above Benchmark. End-of-Year objective: establish measurable growth toward kindergarten readiness through standards-aligned instruction, assessment, and intervention. 3. Family communication related to student progress: 69% in 22-23; 67% in 23-24; 79% in 24-25. 2026-2027 current baseline: 74% of responding parents strongly agree that teachers help them understand their child's progress. End-of-Year objective: increase to 80%.

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
Build an understanding of ELDS and Smart Teach system reports. ● PK staff will attend training related to Smart Teach system reports ○ Understand how to utilize the online SMART TEACH system to generate and analyze the SMART TEACH Reports(s) ● PK staff will attend training related to ELDS and Smart Teach ○ Understand levels of competencies within each ELDS ● Provide instructional coaching to center directors/designee and staff	Early Learning Centers Budget	a. August 2026- April 2027	Administration Teachers/Instructors Para-Educators Instructional Coaches
		b. Agenda Network and Early Learning Centers provided training Data exploration meetings Smart Teach Reports	
Support the implementation of standards-aligned curricula. ● Participate in learning walks and co-teaching opportunities with a focus on curriculum implementation, modifications, and adaptations ● Improve teacher practice through the analysis of student work and study of LETRS training ● Improve student results through the analysis of student work (identify students in need of intervention or enrichment) ● Provide support to subgroup populations who are not performing on grade level ● Collaborate on student performance between classroom and sped teachers	Early Learning Centers Budget Curriculum, Instruction, and Assessment Department	a. August 2026- April 2027	Administration 4-yr old Learning walks teachers/paraeducators
		b. Learning walks teachers/par-educators Frog Street provided training Student work samples PLT meeting agendas Staff language Intervention schedules Small group Student data/reports	
Increase teacher and instructor knowledge of LETRS (Science of Reading) for Early Childhood Educators ● Selected staff will participate in new Science of Reading Training	Curriculum and Instruction stipends	a. August 2025- April 2026	Administration Selected participants
		b. Certificate of completion (85% or higher at the end of Unit assessment) Team Meetings focused on LETRS discussion	

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)	
Ensuring each student learns at high levels		Year 1 Results & Year 2 Results & Year 3 & 2026-2027 Current Baseline 1. PELI Reading: 66% (3-yr) and 78% (4-yr) in 22-23; 69% (3-yr) and 65% (4-yr) in 23-24; 70% (3-yr) and 62% (4-yr) in 24-25. 2026-2027 B.O.Y. baseline: 43% At or Above Benchmark. End-of-Year objective: increase to 80% of students At or Above Benchmark. 2. Math District-Made Assessment: 2026-2027 B.O.Y. baseline: 1% At or Above Benchmark. End-of-Year objective: establish measurable growth toward kindergarten readiness through standards-aligned instruction, assessment, and intervention. 3. Family communication related to student progress: 69% in 22-23; 67% in 23-24; 79% in 24-25. 2026-2027 current baseline: 74% of responding parents strongly agree that teachers help them understand their child's progress. End-of-Year objective: increase to 80%.	
	Funding	a. Timeline for Implementation	Position/Role

Action Steps	Source(s)	b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Responsible
Build capacity through Professional Learning Teams and the Guiding Coalition. - Guiding Coalition meets at least monthly to review school-wide data and support instructional improvement. - PLTs meet weekly to analyze data and determine instructional next steps. - Include paraeducators regularly in PLT/data conversations. - Monitor implementation of lesson-plan annotation and customization. - Use student work, assessment data, and learning walks to monitor progress.	Early Learning Centers Budget Curriculum, Instruction, and Assessment Department	a. August 2026- April 2027	Guiding Coalition Members
		b. August 2026-April 2027	All Staff
Monitor student growth toward the 80% End-of-Year PELI goal. - Progress monitor PELI and Math District-Made Assessment results. - Review data monthly with administration and PLTs. - Identify students requiring additional support and document interventions. - Adjust instruction based on data.	Early Learning Centers Budget Curriculum, Instruction, and Assessment Department	a. August 2026-May 2027	All Staff
		b. Weekly PLT Meetings Weekly agendas Student work samples Staff language related to essential standards Student data UpBeat Survey results related to professional development	

Early Learning Centers
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)	2023-2026 SCPPS Parent Stakeholder Surveys; historical CLASS and Smart Teach data	2026 SCPPS Parent Stakeholder Surveys
• 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		
Student Support		
• Provide all students with social-emotional learning • Increase School Counselor availability • Increase the timeliness of FAFSA completion • Provide students with resources, lessons and partnerships		
Student Services		
• Enhance children's wellbeing & 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		

Supporting Data		
2023 & 2024	SCPPS Parent Stakeholder Survey	CLASS observation scores Smart Teach

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 and belonging	
School Goal	School Objective(s)
To support families with the social-emotional growth of their child through a welcoming learning environment that fosters a sense of well-being and belonging.	Year 1 Results & Year 2 Results & Year 3 & 2026-2027 Current Baseline 1. Parent Stakeholder Survey participation: 36 responses in 22-23; 95 in 23-24; 125 in 24-25. 2026-2027: 72 responses across BELC and CELC. Continue increasing family participation. 2. Parents strongly agreeing that teachers build trusting relationships: 71% in 22-23; 70% in 23-24; 75% in 24-25; 70% in 2026-2027. Objective: increase to 80%. 3. Parents strongly agreeing that the school offers opportunities for family involvement: 2026-2027 baseline 67%. Objective: increase to 80%. 4. Parents strongly agreeing that teachers care about student wellbeing: 2026-2027 baseline 57%. Objective: increase to 70%.

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
Support student well-being and belonging through consistent schoolwide practices. • Continue staff and family learning around behavioral supports and calming strategies. • Use learning walks to monitor implementation of behavioral strategies. • Communicate student progress and support strategies with families. • Continue to refine the discipline flowchart and PAWS documentation. • Use PLTs to discuss student needs and identify appropriate supports.	Early Learning Centers Budget	a. August 2025 - April 2026 (Monthly Training)	TIKES Trainers Administration Intervention Para-educators Teachers/Instructors Para-educators Counselor
		b. August 2026-April 2027	

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Develop social-emotional learning and family connections. • Community Morning Meetings. • Class family spotlight opportunities. • Monthly family communication focused on social-emotional learning. • Monthly playgroups focused on social-emotional wellness and curriculum connections. • Positive postcards and other family communication strategies.	Early Learning Centers Budget	a. August 2025 - April 2026 (Monthly Meetings & Twice per year postcards)	Administration All staff
		b. August 2026-April 2027	
Use technology-based platforms to communicate with families. • Share resources supporting children's social-emotional growth.	Early Learning Centers Budget	a. August 2025 - April 2026	Administration Family Service Worker

● Provide opportunities for families to complete surveys during school/center events. ● Use newsletters, social media, website, and school status messages to communicate resources and opportunities. ●		b. August 2026-April 2027	Team
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Early Learning Centers

Comprehensive Needs Assessment

Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees ● <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>	YEAR 1 22-23: 82% of faculty agreed the work environment supports ongoing professional growth. 91% of faculty agreed they could balance their workload with responsibilities outside school. YEAR 2 23-24: 95% of staff agreed they could balance their workload with responsibilities outside school.	YEAR 1 22-23: 55% of faculty agreed professional development was a good use of their time. 36% of faculty agreed the school supported teachers' mental wellbeing. YEAR 2 23-24: 76% of faculty agreed professional development was a good use of their time. 47% of faculty agreed the school supported teachers' mental wellbeing.

	88% of faculty agreed they felt successful as teachers. 100% of faculty agreed they belonged at their school. 100% of faculty agreed teachers do meaningful work together in teams. YEAR 3 24-25: 87% of faculty agreed they felt successful as teachers. 69% of faculty agreed school professional development helped improve teaching. 2026-2027 CURRENT DATA: ● 87% positive that district professional development helps improve teaching. ● 81% positive that school leadership professional development helps improve teaching. ● 87% positive that teachers do meaningful work together in teams. ● 94% positive that teachers help each other improve instructional practices. ● 100% positive that faculty feel successful as teachers.	YEAR 3 24-25: 69% of faculty agreed school professional development helped improve teaching. 69% of faculty agreed evaluators assessed instruction accurately. 2026-2027 CURRENT DATA: ● 69% positive that the work environment supports ongoing professional growth. ● 56% positive that the workload expected of teachers is reasonable. ● 56% positive that the school supports teachers' mental wellbeing. ● 62% positive that administrators who evaluate teachers assess instruction accurately. ● Current UpBeat results indicate a need for continued attention to teacher voice, leadership, workload, and consistent instructional support.
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2023-2026 UpBeat Survey Results		
2023 & 2024 UpBeat Survey 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	
School Goal	School Objective(s)
To develop high-quality staff and provide resources to support employee success and well-being.	Year 1 Results & Year 2 Results & Year 3 & 2026-2027 Current Baseline 1. Work environment supports ongoing professional growth: 82% in 22-23; 2026-2027 baseline 69%. Objective: increase to 80%. 2. School leadership professional development helps improve teaching: 2026-2027 baseline 81%. Objective: increase to 90%. 3. Workload expected of teachers is reasonable: 2026-2027 baseline 56%. Objective: increase to 70%. 4. School supports teachers' mental wellbeing: 36% in 22-23; 47% in 23-24; 2026-2027 baseline 56%. Objective: increase to 70%. 5. Teachers help each other improve instructional practices: 2026-2027 baseline 94%. Maintain at or above 90%.

● Family Service Worker schedules ● Additional staff (cafeteria monitors) ● Monitor the effectiveness of all schedules and revise as needed			
Support staff and student well-being through strategic schedules and consistent support systems. ● Review intervention, enrichment, classroom, Family Service Worker, and support schedules. ● Monitor workload and coverage needs. ● Continue behavioral support systems and staff learning around calming and sensory strategies. ● ● ● ● ● ●	Early Learning Centers Budget	a. August 2026-April 2027 b. PLT weekly meetings PLT meetings discussing behaviors Intervention paraeducator and SPED teacher meeting notes Small Group plans	Teachers/instructors para-educators Interventionist paraeducator Special Education Coach

Early Learning Centers
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 1 22-23: 79% of families strongly agreed the school provides a safe learning environment. Families described the school as safe and comfortable. YEAR 2 23-24: 85% of families strongly agreed the school provides a safe learning environment. YEAR 3 24-25: Families described the centers as safe and clean. 94% of faculty and 93% of staff agreed the building and grounds were clean and provided a healthy place for learning. 2026-2027 CURRENT DATA: 86% of responding parents strongly agree that the school provides a safe learning environment. 100% of faculty report feeling physically safe at school. 94% of faculty agree the school is a physically safe environment for students.	YEAR 1 22-23: 73% of faculty agreed the school was a physically safe environment for students. 73% agreed rules for student behavior were consistently enforced. YEAR 2 23-24: 59% of faculty agreed rules for student behavior were consistently enforced. YEAR 3 24-25: 62% of faculty agreed rules for student behavior were consistently enforced. 2026-2027 CURRENT DATA: 38% of faculty report that rules for student behavior are consistently enforced, even for students who are not in their class. 31% of faculty report that disciplinary practices are applied fairly to all students. 56% of faculty agree the workload expected of teachers is reasonable.

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2023-2026 SCPPS Parent Stakeholder Surveys and UpBeat Survey Results		
2023 & 2024 SCPPS Parent Stakeholder Survey	2023 & 2024 UpBeat Survey 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 implement proactive processes to enhance the safety of our students and employees		Year 1 Results & Year 2 Results & Year 3 & 2026-2027 Current Baseline 1. Faculty agreeing the school is a physically safe environment for students: 73% in 22-23; 94% in 2026-2027. Objective: maintain at or above 95%. 2. Faculty agreeing rules for student behavior are consistently enforced: 73% in 22-23; 59% in 23-24; 62% in 24-25; 38% in 2026-2027. Objective: increase to 80%. 3. Faculty agreeing disciplinary practices are applied fairly to all students: 31% in 2026-2027. Objective: increase to 70%.		
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
School-wide expectations and consistent implementation ● Create and review school-wide expectations for hallways, playgrounds, bathrooms, cafeteria, bus, and dismissal. ● Post expectations in classrooms and common areas. ● Review expectations with staff and students.	Early Learning Centers Budget	a. August 2026 and reviewed throughout the year		
		b. Walkthroughs, staff feedback, incident documentation, and review of UpBeat results		

● Monitor consistent implementation and address concerns through coaching and follow-up. ● Continue to refine and implement the unified carpool/dismissal procedure across both centers. ● ● ● ● ●			
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Early Learning Centers
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 1 22-23: Families identified open communication, parent involvement opportunities, caring staff, and strong relationships as strengths. YEAR 2 23-24: Families highlighted communication, activities, parent participation, and information about child development and progress. YEAR 3 24-25: Families highlighted learning, communication, attention and kindness, and helpful translation support. 2026-2027 CURRENT DATA: • 72 parents responded to the 2026 Parent Stakeholder Surveys across BELC and CELC. • 74% of responding parents strongly agree teachers help them understand their child's progress. • 67% strongly agree the school offers opportunities for families to be involved. • 70% strongly agree teachers build trusting relationships with parents. • 2 parents and 2 community members attend Policy Council Meetings.	YEAR 1 22-23: Families wanted more involvement opportunities and communication. 71% strongly agreed teachers build trusting relationships with parents. YEAR 2 23-24: Families requested additional Spanish-language support and translation. YEAR 3 24-25: Families requested additional opportunities to participate in classroom and school events. 2026-2027 CURRENT DATA: • 0 parents are currently participating in the Parent Committee. • 67% of responding parents strongly agree the school offers opportunities for families to be involved. • 68% strongly agree teachers work together with parents. • A formal Parent Committee has not yet been established and will be a 2026-2027 action step.

2026 SCPPS Parent Stakeholder Surveys; Parent Committee participation; Policy Council participation		
2023 & 2024 SCPPS Parent Stakeholder 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	Year 1 Results & Year 2 Results & Year 3 & 2026-2027 Current Baseline 1. Parent Stakeholder Survey participation: 36 responses in 22-23; 95 in 23-24; 125 in 24-25; 72 responses in 2026. Continue increasing family participation. 2. Parents strongly agreeing the school offers opportunities for family involvement: 75% in 22-23; 79% in 23-24; 77% in 24-25; 67% in 2026. Objective: increase to 80%. 3. Parents strongly agreeing teachers work together with parents: 71% in 22-23; 69% in 23-24; 76% in 24-25; 68% in 2026. Objective: increase to 80%. 4. Establish a Parent Committee during the 2026-2027 school year and monitor monthly participation. 5. Maintain Policy Council participation with 2 parents and 2 community members represented at meetings.

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
Promote parent participation and establish the Parent Committee. ● Form a Parent Committee during the 2026-2027 school year. ● Invite and recruit parents through multiple communication methods. ● Offer family meetings/events at varied times when possible. ● Track parent participation and follow up with families. ● Continue Community Morning Meetings, family class spotlights, playgroups, and other family engagement opportunities. ● ● ● ● ● ● ● ● ● ●	Early Learning Centers Budget	a. August 2026-April 2027	Family Service Worker Team
		b. Parent Committee roster, meeting sign-ins, event attendance, invitations, and family feedback	
Strengthen Policy Council and community engagement. ● Maintain representation of 2 parents and 2 community members at Policy Council Meetings. ● Increase awareness of Policy Council and family leadership opportunities.	Early Learning Centers Budget	a. August 2026-April 2027	Administration Family Service Worker Team: T.Hill, N. Honor, L. Smith, M.Pevey,
		b. Policy Council sign-in sheets, meeting minutes, partnership documentation, newsletters, and event sign-in sheets	

● Continue communication with community partners and invite community participation in selected center events. ● ● ● ● ● ● ● ●			C. Gaudet
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