Eual Landry Educational Programs Center

Phase X
2026-2027

Year Four (4)
2026-2027

District Mission Statement	School 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.	To provide an environment whereby all students can function successfully at their home base school and within their community.
District Vision Statement	**School 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.	To inspire **ALL** students to be better than they thought possible
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 each student is a valued individual with unique physical, social, and intellectual needs. ● We believe students are responsible and accountable for their behavior and academic progress. ● We believe students are able to overcome challenges. ● We believe equity is a lens in which all decisions should be made. ● We believe a safe and structured environment promotes 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.

St. Charles Parish Public Schools
District Goals and Priorities

Goal	Priorities	System-Based Team Facilitators
Goal A – Student Achievement ***To prepare students for success in postsecondary education, careers, and life***	• 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 ***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***	***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 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 ***To employ and develop high quality staff and provide resources to support employee success***	• 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 ***To identify and maintain resources in an equitable manner that support and enhance student success and employee growth***	**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** Ronald White Stephanie Steib
Goal E – Facilities Management ***To build and maintain psychologically and physically safe, clean, and supportive learning environments***	**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 athletic programs for students and employees	**Art Aucoin** **Ellis Alexander** John Rome
Goal F – Stakeholder Investment ***To promote and develop meaningful engagement between students, families, business community and the school system.***	• 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

School Governance

School Success Team/Guiding Coalition			
Name	**Title/Role**	**Name**	**Title/Role**
Ingrid Brass	Principal	Stephanie Lorio	Physical Education
Charley Hall	Assistant Principal	Kionne Sterling	PIP
Iman En-Nabut	Counselor	Russ Addison	Hi-Set
Nicole Provost	High School ADAPT	Deonegra Simon	Hi-Set Paraprofessional
Darlene Carter	High School ADAPT	Katie Ross	Mental Health Professional
Angela Trotter	Middle School Long Term	Karen Foucha	Paraprofessional- Special Education
Jason Errington	Middle School ADAPT	Alexis Lennix	Paraprofessional
Dorothy Schell	VP High School	Linda Fennell	Paraprofessional- Special Education
Shannon Knowles	Middle School Long Term	Kellie Williams-Brown	Paraprofessional
Jennifer Bermudez	Middle School Long Term	Laquita Lee	MS Long Term Paraprofessional
Michele Walker	High School Long Term	Pamela Darensbourg	Custodian
Rochelle Deville	High School Long Term	Malik Alburakeh	Custodian
Donyette Williams	High School Long Term	TBD	School Nurse
Mallory Clary	High School Long Term	Theadra Alexander	School Office Specialist
Elizabeth DeLaune	Special Education	Erik Brass	School Resource Officer
Ashley Lorio	Special Education		
Amanda Deaton	Elementary Long Term		

Eual Landry Educational Programs Center Support Committees	
Goal A **Student Achievement**	**Mallory Clary (Chair)** **Michele Walker** **Karen Foucha** **Ashley Lorio** **La'Quita Lee** **Jennifer Bermudez**

Goal B **Student Well-Being and Belonging**	**Dorothy Schell (Chair)** **Katie Ross** **Dr. Iman En-Nabut** **Elizabeth DeLaune** **Jason Errington** **Kionne Sterling**
Goal C **Diverse, Effective, and Engaged Employees**	**Angela Trotter (Chair)** **Donyette Williams** **Alexis Lennix** **Russ Addison** **Rochelle Deville** **Amanda Deaton**
Goal E **Facilities Management** **(Safety and Athletics)**	**Shannon Knowles (Chair)** **Malik Alburakeh** **Pam Darensbourg** **Officer Brass** **Charley Hall** **Ingrid Brass**
Goal F **Stakeholder Investment**	**Nicole Provost (Chair)** **Darlene Carter** **Denegra Simon** **Kellie Williams-Brown** **Stephanie Lorio** **Linda Fennell**

Eual Landry Programs Center
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement ● ***Ensuring each student learns at high levels*** ● ***Develop pathways to college, career, and workforce***	● Assignment completion (short-term) ● Teacher collaboration in PLC meetings regarding struggling students ● Student remediation by certified teachers (English, Math, Science, SS)	● Keeping students on pace with classmates at their home base school; not all teachers post assignments on Google Classroom ● Student involvement and parent support ● Not knowing the students current academic standing

Supporting Data
● Student remediation sign-in ● Assignment sheets, Google Classroom, Powerschool, emails, progress reports, staffing, student attendance, observation of students in Google Classroom ● SchoolStatus, Essential Ed, academic conferences (Long-Term), student numbers, after school tutoring log sheets, parent surveys, student surveys

Goal A – Student Achievement			
District Goal	**District Objective(s)**		
To prepare students for success in postsecondary education, careers, and life			
School Goal	**School Objective(s)**		
Prepare students for academic success by keeping students on pace with students at their home-base schools.	**Year 3** At least 65% of middle school students who remain in the Long Term Program for at least 2 complete grading periods will earn a score of at least 60% in ELA and Math. At least 85% of high school students who remain in the Long Term Program for at least 2 complete grading periods will earn a score of at least 60% in their Edgenuity Courses (English, Math, Science, Social Studies). At least 70% of High School students who enter and remain in the HiSET program for at least one semester will pass 3 out of 5 subsets.	**Year 4** At least 68% of middle school students who remain in the Long Term Program for at least 2 complete grading periods will earn a score of at least 60% in ELA and Math. At least 70% of high school students who remain in the Long Term Program for at least 2 complete grading periods will earn a score of at least 60% in their Edgenuity Courses (English, Math, Science, Social Studies). At least 75% of High School students who enter and remain in the HiSET program for at least one semester will pass 3 out of 5 subsets.	

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1.Utilize Google Classroom and PowerSchool to assess students' pace.	N/A	a. 8/2026-5/2027 b. monitor Google Classroom and Powerschool (weekly)	Teachers, staff, administration
2. Facilitate student-led academic conferences to monitor academic progress. (long-term and HiSET)	N/A	a. 8/2026-5/2027 b. student progress reports (weekly)	Teachers, staff, administration
3. Incorporate instructional technology in lessons to increase student engagement and achievement	N/A	a. 8/2026-5/2027 b. lesson plans, behavior plans (weekly)	Teachers, staff, administration
4. Utilize Instructional Based Strategies based on cultural differences, SEL, behavior, alternative settings, online learning, and reading levels.	N/A	a. 8/2026-5/2027 b.	Teachers, staff, administration

Goal A – Student Achievement			
District Goal	**District Objective(s)**		
To prepare students for success in postsecondary education, careers, and life			
School Goal	**School Objective(s)**		
Increase instructional support by providing academic interventions in core content areas.	**Year 3** At least 65% of middle school students who remain in the Long Term Program for at least 2 complete grading periods will earn a score of at least 60% in ELA and Math. (Long Term Program Log, Report Cards, PowerSchool) At least 85% of high school students who remain in the Long Term Program for at least 2 complete grading periods will earn a score of at least 60% in their Edgenuity Courses (English, Math, Science, Social Studies). (Long Term Program Log, Edgenuity Reports, Report Cards). At least 70% of High School students who enter and remain in the HiSET program for at least one semester will pass 3 out of 5 subsets. (Official Practice Test)	**Year 4** At least 68% of middle school students who remain in the Long Term Program for at least 2 complete grading periods will earn a score of at least 60% in ELA and Math. (Long Term Program Log, Report Cards, PowerSchool) At least 70% of high school students who remain in the Long Term Program for at least 2 complete grading periods will earn a score of at least 60% in their Edgenuity Courses (English, Math, Science, Social Studies). (Long Term Program Log, Edgenuity Reports, Report Cards). At least 75% of High School students who enter and remain in the HiSET program for at least one semester will pass 3 out of 5 subsets. (Official Practice Test)	

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Provide academic interventions after-school for students who need tutorial assistance and students who fail to complete class assignments.	School/District	a. 8/2026-5/2027 b. sign-in sheets (weekly)	Teachers, staff, administration
2. Provide academic interventions after school to students to address identified academic deficits.	School/District	a. 8/2026-5/2027 b. sign-in sheets (weekly)	Teachers, staff, administration
3. Provide remediation to middle school students based on skill deficits in ELA, Math, Social Studies or Science	N/A	a. 8/2026-5/2027 b. sign-in sheets (ongoing)	Teachers, staff, administration
4. Provide remediation to high school students based on skill deficits in ELA, Math, Social Studies or Science.	N/A	a. 8/2026-5/2027 b. sign-in sheets (weekly)	Teachers, staff, administration
5. Provide virtual academic intervention after school for students who need tutorial assistance and students who fail to complete class assignments.	School/District	a. 8/2026-5/2027 b. sign-in sheets (weekly)	Teachers, staff, administration

Eual Landry Educational Programs Center
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)*	• Recognizing student achievements • Students participating in daily announcements • Student performances • Student Centered Activities (STEM, Trivia)	• Lack of Fresh and appealing meals • Students eating in the classroom • Lack of hands on experiential lessons
• *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
● School status messages, postcards, Behavior, Emotional Triggers survey, Landry Looking Glass Survey, Exit Survey ● Documentation from Teachers/Staff ● Edgenuity grades/progress reports, discipline reports, PBS data, Panorama Data, Insights Data, Behavior Report Data, Parent Surveys, Student Surveys, Upbeat Surveys, Attendance Data, MHP and Counselor Survey Data

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 well-being and belonging through recognition and communication to meet the needs of the whole student.		**Year 4: In one school year, at least 30% of students eligible for recognition will participate in school-wide celebration activities.**	
Action Steps	**Funding Source(s)**	**a. Timeline for Implementation (August - May)** **b. Method for Monitoring (include weekly, monthly, quarterly, etc.)**	**Position/Role Responsible**
1. Recognizing student successes through school-wide monthly student spotlights.	N/A	a. 8/2026-5/2027 b. Morning announcements, certificates, parent communication, home-based school recognition, Documentation from teachers and staff.	Teachers, staff, administration
2. Mid-semester/end-of-semester or quarterly academic and behavioral success recognitions.	N/A	a. 8/2026-5/2027. b. Edgenuity grades/progress reports, discipline reports, PBS data (Monthly, Daily, Semesterly)	Teachers, staff, administration

3. Provide in-classroom SEL cooperative time.	N/A	a. 8/2026-5/2027 b. Journaling, group discussion, staff member check-in, 7 Mindsets/ classroom form (Monthly, Daily, Semesterly)	Teachers, staff, administration
4. Connecting with United Way and Second Harvest food banks to meet the nutritional and physical health needs of students.	United Way and Second Harvest	a. 8/2026-5/2027 b. Email correspondence, tracking log (Monthly, Daily, Semesterly), personalized postcards, acknowledge birthdays, bus announcement	Teachers, staff, administration
5. To foster a sense of well-being and belonging, teachers and staff will connect with students throughout the year.	N/A	a. 8/2026-5/2027 b. School status messages, postcards, Behavior reflection, Emotional Triggers survey, Landry Looking Glass Survey, Exit Survey (Monthly, Daily, Semesterly)	Teachers, staff, administration
6. Implement strategies related to district-initiated Responsive Classroom and Developmental Design initiatives.	N/A	a. 8/2026-5/2027 b. Sign-in sheet, reflections (Monthly, Daily, Semesterly)	Teachers, staff, administration
7. Create and maintain a monthly birthday board to recognize and celebrate students, fostering a welcoming school environment and strengthening each student's sense of belonging.	N/A	a. 8/2026 - 5/2027 b. Student completion of Winky Bee paper with name and birthday	Teachers/Staff, administration
8. Plan and facilitate engaging in-school field trips that provide students with enriching, hands-on experiences while promoting social-emotional well-being, school connectedness, and a sense of belonging.	N/A	a. 8/2026 - 5/2027 b. Event schedules, photographs, student sign-in sheets, lesson materials, student reflections, and feedback surveys.	Teachers/Staff, administration

Eual Landry Educational Programs Center
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*	• Certified teachers • Engage in Professional learning • Teacher Mentors • Diverse group of educators • High Teacher retention • Multi Disciplinary/Team Approach • Inclusion of staff during new employee interviews	• Limited advancement • Lack of diversified staff involvement

Supporting Data
• Survey Results (UpBeat, Google Forms) • Meeting Logs from Mentor Sessions • PD training sign in sheets • Upbeat Data, Teacher Retention/Turnover Data (Staffing Data), LER Data

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.		**By the end of the academic year, 100% of instructional staff will participate in at least two targeted professional development sessions aligned with school success plan goals.**	
Action Steps	**Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring (include weekly, monthly, quarterly, etc.)**	**Position/Role Responsible**
1. Work with Administration to develop a survey to assess needs for professional growth.	N/A	a. 3 yrs. b. Survey results Professional Development	Teacher/Staff
2.. Provide support to new staff by providing a mentor from a highly qualified teacher or staff member	N/A	a. 3 yrs. b. Meeting Logs from Mentor Sessions PD Session District Summer Trainings After school training	Teacher/Staff
3. Provide positive reinforcement incentives to faculty and staff	N/A	a. 3 Yrs. b. Staff Celebrations (5 Days of Christmas/Christmas Luncheon/Retirement Party) Shoutouts (Pumpkins, King Cake) EOY Luncheon United Way (Breakfast, Loaded Tea)	Teacher/Staff

4. Engage staff in a Book Study ….	N/A	a. 1 Yrs. b. Monthly read, reflection, and discussion through faculty meetings, and/or subcommittee meetings.	Teacher/Staff
5. Participate in the upbeat survey 2 times a year.	N/A	a. 3 Yrs. b. Survey Results	Teacher/Staff
6. Provide professional development and cross training on different platforms or topics to insure employee readiness	N/A	a. 3 Yrs. b. Staff Interest Surveys c. Teacher Mentor/Partner. d. Securly, Newline Panel, etc.	Teacher/Staff

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 recruit, retain, and continuously develop high-quality staff through targeted professional development, collaborative support systems, and equitable access to instructional resources that foster employee growth and student achievement.	**To provide at least two professional development opportunities and team collaboration time for all staff this year, while ensuring access to needed instructional resources to support teaching and learning.**

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Faculty and staff will participate in a book	District	a. 8/2026-5/2027	District Administration

study to increase employee wellness.		b. sign in sheets, PD sessions	Teacher/Staff
2. Teachers will participate in LER training throughout the year for effective teaching practices.	District	a. 8/2026-5/2027	District Administration Teacher/Staff
		b. sign in sheets, PD sessions	
3. Teachers will participate in Team Building Activities during scheduled Professional Development days throughout the year.		a. 8/2025 - 5/2026	District Administration Teacher/Staff
		b. sign in sheets, PD sessions	
4. Rotate Committee leaders and members (School Safety, SSP, PLC, SEL, etc.)		a. Every 2 years, committee sheets	District Administration Teacher/Staff
		b.	
5.		a.	
		b.	

Eual Landry Educational Programs Center
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*	● Utilization of space ● Cleanliness ● Safe Schools (positive audit results) ● School Custodial/Maintenance Checklist is utilized ● Bathroom Checklist is utilized ● Safe Schools Checklist is utilized ● Integrated Pest Management Plan ● Maintenance needs are promptly entered online ● Doors are locked throughout the day ● Door alarms are on throughout the day ● All students are searched in the morning	● No fence around campus leaving campus vulnerable ● Courthouse utilizes our parking lot ● Alarms on doors are old and could be updated ● Students are at Landry due to weapons violations are not searched before entering bus ● The Parish Recreation Department utilizes our gym; it would be possible for someone to plant a weapon that a student could access during P.E. ● Students do not always bring IDs to campus ● Students do not always obey dress code ● Some doors are hard to close completely, for example the back door by Room 5, Room 11 classroom door

Supporting Data

● Safe Havens Audit Results; St. Charles Parish Schools Audit Results
● Safe Schools Checklist (in-house);Maintenance Requests Portal; Raptor input
● Faculty and staff observation
● Upbeat Data, Parent Surveys, Student Surveys,

Goal E – Facilities Management			
District Goal		**District Objective(s)**	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		**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	
School Goal		**School Objective(s)**	
To build and maintain a safe, clean, and supportive learning environment		**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	
Action Steps	**Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring (include weekly, monthly, quarterly, etc.)**	**Position/Role Responsible**
1. Use in-house Safe Schools walk-thru checklist	N/A	a. Throughout 2026-2027 School Year b. Bi-Monthly	Administrative Monitor
2. Utilize Bathroom Checklist	N/A	a. Throughout 2026-2027 School Year b. Daily	Custodians

3. Utilize School Custodial/Maintenance Checklist and GoFMX (Quality)	N/A	a. Throughout 2026-2027 School Year b. Weekly	Custodians/ Administrative Monitor/ Secretary
4. Set up protocol for IDs with homebased schools	N/A	a. August 2026 b. As Needed	Administrative Monitor
5. Hold weekly dress code checks	N/A	a. Throughout 2026-2027 School Year b. Weekly	Administration/ Teachers
6. Utilize Integrated Pest Management Plan	N/A	a. Throughout 2026-2027 School Year b. Daily/As Needed	Custodians
7.Use Raptor to schedule drills	N/A	a. August 2026-December 2026 b. Bi-Yearly	Safe Schools Chair
8.Survey staff for input about ways to improve morning searches.	N/A	a. Throughout 2026-2027 School Year b. Quarterly	Administration/ Teachers
9. Hold random drug testing	N/A	a. August 2026-May 2027 b. Test results	Administration
10. Hold random K-9 drug searches	N/A	a. August 2026-May 2027 b. Test results	Administration/Sheriff's Office
11. Promote campus-wide energy conservation by encouraging staff and students to adopt simple, low-maintenance practices that reduce operating costs and preserve resources for student and staff needs.	N/A	a. August 2026 - May 2027 b. Daily/ As Needed	Administration/ Teachers

Eual Landry Educational Programs Center
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*	● Community Support: YEP, Catholic Charities, Check in and Chat, Second Harvest ● Support from Child Welfare and Attendance, Law Enforcement/ Judges ● ELL Support Office Staff ● Black History Program	● Increase Parent Support ● Solicit Business Partners ● Time and Interest of Community and Business Stakeholders ● ELL programs ● Black History Program timing

Supporting Data
● Check In and Chat Sign In sheets ● Receipt of Invitations to attend monthly meetings ● Interest surveys returned ● Sign-in Sheets ● Completed and returned topics of interests ● Donations received ● SchoolStatus Data

Goal F – Stakeholder Investment			
District Goal		**District Objective(s)**	
To promote and develop meaningful engagement between students, families, business community and the school system		**Increasing and varying communication with stakeholders.**	
School Goal		**School Objective(s)**	
Increase and vary communication with stakeholders, increase educational access within the community, and enhance the ELL program		**To Strengthen school communication, increasing and varying communication with stakeholders, expand learning opportunities in the community, and improve services for English Language Learners by the end of the year.**	
Action Steps	**Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring (include weekly, monthly, quarterly, etc.)**	**Position/Role Responsible**
1. Invite Board Members, School Base Principals / Teachers, Parents, Community Members, Businesses, and Sheriff Officers to meetings, programs (i.e. Black History program etc.), and/or parent teacher conferences.	N/A	A. 8/2026-5/2027 B. Receipt of Invitations to attend monthly meetings Interest surveys returned Sign-in Sheets Completed and returned topics of interests Donations received Raptor log Parent teacher conference sign up SchoolStatus Data	Administration/ Teachers/ Staff/ Stakeholders
2. Increase educational access and opportunities within the community. - Incorporate other educational technologies into the educational programs such as “Zearn and/or Khan Academy,” “Lexia,” “Google Classroom,” STEM, Tutoring, Mentorship programs, CPR	N/A	A. 8/2026-5/2027	Administration/ Teachers/ Staff/ Stakeholders

certification		B. Librarian presentations (STEM program) Community Guest Speakers Sheriff Presentations Delgado STEM mobile lab Sign-in sheets/Rapture CPR Certificates	
3. Enhance the ELL Program Interest Survey (Students and Parents) Cultural Awareness Presentations High School Foreign Language Credit / APPLL	N/A	A. 8/2026-5/2027	Administration/ Teachers/ Staff
		B. ELL Translation Services (Visit from ELL teacher from Homebase school) Translate for Parent conferences and telephone calls to non-English speaking parents. Books in Spanish / other languages are available at the media center Utilize APPLL (Matt Spitz) for students fluent in foreign languages to receive high school credit for foreign language classes.	
4.		A.	
		B.	

Title I Schoolwide Plans

TITLE I - SCHOOLWIDE PLAN TEMPLATE

Name of School: Eual Landry Educational Programs Center	Date: August 2023

Family and Stakeholder Engagement
Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

Comprehensive Needs Assessment
To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above grade level in literacy by subgroup.

Response:

Based on the results of the needs assessment, list the school's priorities.

Response:

Strategies for Improvement
Provide a description of schoolwide strategies that the school is implementing to: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.

Narrative:
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse) https://ies.ed.gov/ncee/wwc
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I ☐ Title II ☐ Title III ☐ Title IV ☐ Title V ☐ IDEA ☐ Homeless ☐ General Fund ☐ Other ☐
Evaluation: (research protocols for evaluation)

Student Support Services
Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe to Achieve: Educational Priorities.

Narrative:
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse) https://ies.ed.gov/ncee/wwc
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I ☐ Title II ☐ Title III ☐ Title IV ☐ Title V ☐ IDEA ☐ Homeless ☐ General Fund ☐ Other ☐
Evaluation: (research protocols for evaluation)

Student Opportunities

Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.

Narrative:
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse) https://ies.ed.gov/ncee/wwc
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I ☐ Title II ☐ Title III ☐ Title IV ☐ Title V ☐ IDEA ☐ Homeless ☐ General Fund ☐ Other ☐
Evaluation: (research protocols for evaluation)

Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Narrative:
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse) https://ies.ed.gov/ncee/wwc
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I ☐ Title II ☐ Title III ☐ Title IV ☐ Title V ☐ IDEA ☐ Homeless ☐ General Fund ☐ Other ☐
Evaluation: (research protocols for evaluation)

Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Narrative:
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse) https://ies.ed.gov/ncee/wwc
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I ☐ Title II ☐ Title III ☐ Title IV ☐ Title V ☐ IDEA ☐ Homeless ☐ General Fund ☐ Other ☐
Evaluation: (research protocols for evaluation)

Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Narrative:
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse) https://ies.ed.gov/ncee/wwc
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I ☐ Title II ☐ Title III ☐ Title IV ☐ Title V ☐ IDEA ☐ Homeless ☐ General Fund ☐ Other ☐
Evaluation: (research protocols for evaluation)

Schoolwide Assurances

The school assures:

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

Principal Name (PRINT):_____ **Date:**_____

Principal Signature:_____