

New Sarpy Elementary School

Phase X 2026-2027

**Year Four
2026-2027**

<p style="text-align: center;">District Mission Statement</p> <p>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.</p>	<p style="text-align: center;">School Mission Statement</p> <p>The mission of New Sarpy Elementary School is to ensure high levels of learning for every student.</p>
<p style="text-align: center;">District Vision Statement</p> <p>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.</p>	<p style="text-align: center;">School Vision Statement</p> <p>At New Sarpy Elementary, every student is supported and challenged as they learn the social and academic skills necessary for a productive and fulfilling life. All stakeholders influence students to respect and care for all members of the community and promote and encourage independent, life-long learners.</p>
<p style="text-align: center;">District Belief Statements</p> <p>We believe...</p> <ul style="list-style-type: none"> ● 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. 	<p style="text-align: center;">School Belief Statements</p> <p>At New Sarpy Elementary we believe that:</p> <ul style="list-style-type: none"> ● pre-Kindergarten through Second Grade set the foundation for literacy and numeracy success in future years of school and life. ● a partnership between educators, students, families, and community members is essential for every student to reach their maximum potential. ● every student can successfully learn when appropriately challenged and engaged. ● educators must build relationships with every student that fosters equitable opportunities. ● every student can incorporate caring behaviors and appropriate choices into their lives once modeled and taught. ● every student and educator is valued and treated in a caring, dignified manner.

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| | <ul style="list-style-type: none">• a positive school culture impacts, energizes, and encourages every student and educator in the learning environment. |
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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 <i>To prepare students for success in postsecondary education, careers, and life</i>	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> 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)

<p>Goal D – Resource Allocation</p> <p><i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i></p>	<p>Finance</p> <ul style="list-style-type: none"> • 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 <p>Technology</p> <ul style="list-style-type: none"> • Providing equitable technology resources that enhance student learning and administrative efficiencies • Protecting district networks and data • Supporting stakeholders with current and future technology endeavors 	<p>Al Suffrin Ray Gregson Stephanie Steib</p>
<p>Goal E – Facilities Management</p> <p><i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i></p>	<p>Facilities</p> <ul style="list-style-type: none"> • Designing and maintaining facilities to support student and employee success • Developing and implementing standards and processes for effective and efficient operations <p>Safety</p> <ul style="list-style-type: none"> • Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees <p>Athletics</p> <ul style="list-style-type: none"> • Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees 	<p>Art Aucoin Ellis Alexander John Rome</p>
<p>Goal F – Stakeholder Investment</p> <p><i>To promote and develop meaningful engagement between students, families, business community and the school system.</i></p>	<ul style="list-style-type: none"> • Increasing and varying communication with stakeholders • Increasing educational access and opportunity within the community • Enhancing the English Language Learner Program 	<p>Ellis Alexander Rebecca Matherne David Schexnaydre</p>

School Governance

School Success Team			Guiding Coalition	
Name	Title/Role		Name	Title/Role
April Gomez	Principal		April Gomez	Principal
Tiffany Walsh	Assistant Principal		Tiffany Walsh	Assistant Principal
Lauren Hymel	Assistant Principal		Lauren Hymel	Assistant Principal
Samantha Oncale	Chair		Samantha Oncale	Staff Development Coordinator
Ashlynn Dufour	Co-Chair		Ashlynn Dufour	Pre-K
Hannah Grosz	1st Grade		Emily Ledet	K
Emily Ledet	K/Guiding Coalition		Claire Thibodeaux	1st
Laura Gardebled	2nd		Jasmine Waguespack	2nd
Nicole Royer	Enrichment		Ashley Cotton	SBLC/RTI
Stephanie Ganucheau	Literacy		Catherine Robson	SPED
Leah Jorgensen	Office		Lonna Bagwell	Literacy
Chad Cerny	Paraeducator		Danielle Clause	Coach

New Sarpy Elementary Governance Structure-Support Committees 2026-2027

Goal A: Student Achievement	Goal B: Student Well-Being and Belonging	Goal C: Diverse, Effective, and Engaged Employees	Goal E: Facilities Management (Safety and Athletics)	Goal F: Stakeholder Investment
<p><u>Guiding Coalition</u> April Gomez Tiffany Walsh Lauren Hymel Samantha Oncale Ashlynn Dufour Emily Ledet Claire Thibodeaux Jasmine Waguespack Ashley Cotton Catherine Robson Lonna Bagwell Danielle Clause</p> <p><u>Content Leaders</u> Jessica Ernst Kassy Housewright Amy Toussel Michaela Mailhos MaryBeth Knuppel Kristen Anderson Jasmine Waguespack Jordan Champagne Brooke Montz Sarah Gauthreaux Ashlynn Dufour</p> <p><u>Grade Level Reps</u> Sarah Gauthreaux-PK Emily Ledet-K Hannah Grosz-1st Laura Gardebled-2nd Stephanie Ganuchneau-Inter Kevin Kelley-SPED Nicole Royer-Enrich Chad Cerny-Para</p>	<p><u>Social Emotional Wellness Team</u> Ashley Cotton- SBLC/RTI Christie Jackson-MHP Shannon Johnson-Coun Tiffany Walsh- Admin</p>	<p><u>CLAWS Committee (Committee 1)</u> Taylor Brack**-K Amy Toussel*-K Nicole Royer- Enrich Nyla Smith-1st Sarah Gauthreaux- PK Simonne Graugnard- PK SPED Sydney Zablo- 2nd Nicole Jacob- Enrich Ashlyn Forest- Speech Melissa Hanrahan- EL Alayna Cupit-PK Sabrina Kluchin- PK Michaela Mailhos- 1st Hannah Grosz-1st Kristen Anderson- 1st Christina Volion- 2nd Lauren Toups- K SPED Kevin Kelley- SPED Brooke Toups - PK Lauren Hymel- Admin Taleah Griffin-Para Raven Biggs-Para Chad Cerny-Para Rachel Cornwell-Para Crystal Lincoln-Lanne-Para Megan Beird-Para Denise Darensbourg- Para</p>	<p><u>Safe Schools Team</u> April Gomez Tiffany Walsh Lauren Hymel James Robertson Tracy Isaac Tiann Melancon Jamie Byrd Leah Jorgensen Brandie Reech Raven Biggs Samantha Oncale Ashley Cotton Christie Jackson Shannon Johnson Melissa Hanrahan Dwayne Chiasson</p>	<p><u>Muddy-Mitte (Committee 2)</u> John Tolentino**-Enrich Christie Sauce*-K SPED Leah Jorgensen- SOS Brooke Montz- 2nd Kelly Allen-Speech Jordan Champagne- 2nd Sarah Autrey- K SPED Grace de Gruy-1st SPED Chloe Simon-Enrich Brooke Duhe-Speech Wendy Bertucci- PK Jessica Ernst- K Kassy Housewright- K MaryBeth Knuppel- 1st Tiffanie Demers- SPED Stephanie Ganuchneau- Literacy Aubrey Rozycki- PK Tiffany Walsh- Admin Julie Jacob-Para Suzanne Gauthier-Para Marquittia Creaux-Para Alyssa Glorioso-Para Ladasha Sorapuru-Para Jessica Slowey- Para Julia Peyton- Para Melinda Johnson- Para Casey Haynes - Para</p>

Goal A: Student Achievement

Table 1: The percentage of students on/above grade level on End-of-Year DIBELS® 8th meet or exceed 95%.

% of Students On/Above Grade Level on Early Literacy Screener will meet or exceed 95%					
	Baseline 2022-2023 (Acadience)	2023-2024 DIBELS® 8th	2024-2025 DIBELS® 8th	2025-2026 DIBELS® 8th	Target
Kindergarten	90%	82%	81%	91%	95%
First Grade	42%	86%	87%	87%	95%
Second Grade	51%	71%	84%	72%	95%
Third Grade	NA	NA	NA	NA	NA

Table 1A: The percentage of students meeting their annual growth target on the End-of-Year Early Literacy Screener (DIBELS® 8th) will meet or exceed 95%.

% of Students Meeting Annual Growth Target on Early Literacy Screener (EOY)					
Grade level	Baseline 2022-2023 (Acadience)	2023-2024 DIBELS® 8th	2024-2025 (Simulated Data)	2025-2026	Target
Grades 1-2 Total	NA	NA	67%		95%
Grades 1-2: Lowest 25% of Students	NA	NA	62%		95%

Table 1B: The percentage of students on/above grade level on the End-of-Year Numeracy Screener will meet or exceed 95%.

% of Students On/Above Grade Level on Early Numeracy Screener (EOY)					
Grade level	2022-2023	2023-2024	2024-2025	2025-2026	Target
K-3 Total	NA	NA	NA	NA	95%
Kindergarten	NA	NA	NA	NA	95%
Grade 1	NA	NA	NA	NA	95%
Grade 2	NA	NA	NA	NA	95%
Grade 3	NA	NA	NA	NA	95%

Note: no screener was available from 2022-2023 through 2024-2025, and 2025-2026 was a field test year. Starting in 2026-2027, the Numeracy Screener will be tracked in a manner similar to the Literacy Screener.

Table 2A: The percentage of students meeting their annual growth target in ELA and Math will meet or exceed 95%.

% of Students Meeting ELA and Math Growth Targets					
Indicator	2022-2023 (Simulated Data)	2023-2024 (Simulated Data)	2024-2025 (Simulated Data)	2025-2026	Target
ELA - All Students	40.6%	55.1%	64%		95%
ELA - Lowest 25% of Students	61.5%	67.7%	65.6%		95%
Math - All Students	42.6%	50%	47.8%		95%
Math - Lowest 25% of Students	58.7%	54.5%	50%		95%

*Note: Only reported where the number of students is greater than or equal to 15. ELA includes DIBELS, LEAP, and LEAP Connect. Math includes LEAP and LEAP Connect. For K-2 schools, both K-2 DIBELS as well as LEAP results from the 3-5 paired school are reflected in the percentages above.

Table 2C: The percentage of students meeting their annual growth target on the English Language Proficiency Test (ELPT) will meet or exceed 95%.

% of ELPT Students Meeting Growth Target					
Indicator	2022-2023	2023-2024	2024-2025	2025-2026	Target
K-12 Total	NA	NA	NA		95%

New Sarpy Elementary
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
<p>Goal A: Student Achievement</p> <ul style="list-style-type: none"> • Support K readiness • Ensuring each student learns at high levels • Develop pathways to college, career, and workforce 	<p>Year 4: Kindergarten Readiness</p> <ul style="list-style-type: none"> • 76% of students scored at or above benchmark on Phonological Awareness on EOY PELI (Pre-Early Literacy Indicators). • 68% scored at or above benchmark on composite for 2026 EOY PELI. <p>Year 4: English Language Arts</p> <ul style="list-style-type: none"> • NSE (K-2) <ul style="list-style-type: none"> ○ 83% of students in grades K-2 scored at or above benchmark on the EOY DIBELS composite score. ○ 84% of students in grades K-2 scored at or above benchmark on the EOY DIBELS NWF (Correct Letter Sounds) ○ 88% of students in grades K-2 scored at or above benchmark on the EOY DIBELS NWF (Words Recoded Correct) • Kindergarten <ul style="list-style-type: none"> ○ 91% of students scored at or above benchmark on the End of Year DIBELS composite score. ○ 70% of students scored above benchmark on the EOY DIBELS composite score. ○ 91% of students scored at or above benchmark on EOY PSF, an increase of 32% from the BOY score of 59% ○ 88% of students scored above benchmark on EOY PSF. ○ 92% of students scored at or above benchmark on EOY NWF (Words Recoded Correctly). 	<p>Year 4: Kindergarten Readiness</p> <ul style="list-style-type: none"> • 24% of PK 4 students scored below or well below on PA on EOY PELI. In 2025, only 11% scored below or well below. • 32% of PK4 students scored below or well below on composite on EOY PELI. In 2025, only 13% scored below or well below. • 61% of students scored below or well below on BOY LNF. • 41% of students scored below or well below on BOY PSF. • 61% of students scored below or well below on BOY NWF - CLS. • 58% of students scored below or well below on BOY DIBELS composite. <p>Year 4: English Language Arts</p> <ul style="list-style-type: none"> • NSE (K-2) <ul style="list-style-type: none"> ○ 50% of students in grades 1-2 scored below or well below on EOY DIBELS ORF. ○ 38% of students in grades 1-2 scored below or well below on EOY DIBELS ORF (Accuracy) • Kindergarten <ul style="list-style-type: none"> ○ Only 74% of students scored at or above benchmark on EOY Word Reading Fluency. ○ 12% of students scored below or well below on EOY PSF. • 1st Grade <ul style="list-style-type: none"> ○ 34% of students scored below or well below on EOY ORF (Accuracy).

	<ul style="list-style-type: none">○ BOY at or above composite to EOY at or above composite scores increased by 48%.○ BOY NWF (Words Recoded Correctly) at or above to EOY NWF (Words Recoded Correctly) at or above increased by 78%.● 1st Grade<ul style="list-style-type: none">○ 87% of students scored at or above benchmark on EOY DIBELS composite.○ 94% of students scored at or above benchmark on EOY PSF.○ 74% of students scored at or above benchmark on EOY LNF, an increase of 19% from the BOY score of 55%.○ 83% of students scored above on EOY PSF.○ 91% of students scored at or above on NWF (Words Recoded Correctly).● 2nd Grade<ul style="list-style-type: none">○ 83% of students scored at or above benchmark on EOY NWF-WRC.○ 72% of students scored at or above benchmark on EOY DIBELS composite. <p>Year 4: Mathematics</p> <ul style="list-style-type: none">● Kindergarten<ul style="list-style-type: none">○ 95% of students met PPP requirements in Math.● 1st Grade<ul style="list-style-type: none">○ 93% of students met PPP requirements in Math.● 2nd Grade<ul style="list-style-type: none">○ 90% of students met PPP requirements in Math.	<ul style="list-style-type: none">○ 26% of students scored below or well below on EOY LNF.● 2nd Grade<ul style="list-style-type: none">○ 41% of students scored below or well below on EOY ORF (Accuracy).○ 68% of students scored below or well below on EOY ORF (Fluency).○ 28% of students scored below or well below on EOY Composite <p>Year 4: Mathematics</p> <ul style="list-style-type: none">● 1st Grade<ul style="list-style-type: none">○ 23% of students did not meet the essential learning standard NBT- Add within 100.○ 24% of students did not meet the essential learning standard OA.● 2nd Grade<ul style="list-style-type: none">○ 21% of students did not meet the essential learning standard NBT- Add and subtract within 1000.○ 27% of students did not meet the essential learning standard OA.
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Supporting Data

DIBELS Literacy Screener
Math End of Module Assessments
Preschool Early Literacy Indicators (PELI)
SBLC Decision Summary

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 DIBELS 8th Literacy Screener will meet or exceed 95%
School Goal	School Objective(s)
Ensuring kindergarten readiness so students enter school ready to learn	<p>Year 3</p> <ul style="list-style-type: none">● Increase the percent of Kindergarten students who scored at or above benchmark from 48% to 52% on the DIBELS Beginning of Year Phoneme Segmentation Fluency. 25-26 Results: 59% of Kindergarten students scored at or above benchmark on the DIBELS Beginning of Year Phoneme Segmentation Fluency.● Increase the percent of Kindergarten students who scored at or above benchmark from 36% to 40% on the DIBELS Beginning of Year Nonsense Word Fluency - Correct Letter Sounds. 25-26 Results: 39% of Kindergarten students scored at or above benchmark on the DIBELS Beginning of Year Nonsense Word Fluency - Correct Letter Sounds.● Increase the percent of Kindergarten students who scored at or above benchmark from 34% to 38% on the DIBELS Beginning of Year composite. 25-26 Results: 42% of Kindergarten students scored at or above benchmark on the DIBELS Beginning of Year Composite. <p>Year 4</p> <ul style="list-style-type: none">● Increase the percent of PK students who scored at or above benchmark from 79% to 82% on the PELI End of Year Phonological Awareness.● Increase the percent of PK students who scored at or above benchmark from 68% to 75% on the PELI End of Year Composite.● Increase the percent of K students who score benchmark from 39% to 45% on the DIBELS Beginning of Year Letter Naming Fluency.● Increase the percent of Kindergarten students who scored at or above benchmark from 59% to 62% on the DIBELS Beginning of Year Phoneme Segmentation Fluency.

		<ul style="list-style-type: none"> ● Increase the percent of Kindergarten students who scored at or above benchmark from 40% to 45% on the DIBELS Beginning of Year Nonsense Word Fluency - Correct Letter Sounds. ● Increase the percent of Kindergarten students who scored at or above benchmark from 42% to 45% on the DIBELS Beginning of Year composite. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
Support the implementation of standards-aligned curricula. 1. Support Content Leader for prekindergarten to participate on the district leadership team and support: <ul style="list-style-type: none"> a. understanding of the essential learning. b. knowing where essential learning is taught within the curricula and the vertical alignment of essential learning. c. understanding of common assessments and the success criteria. d. improvement of teacher practice through the analysis of student work and study of science of reading (individual teacher practice, collective capacity, and areas of curricula that are problematic for students). e. responding to student results through the analysis of student work. f. understanding of TS Gold objectives, dimensions, and indicators. g. understanding and use of PELI (Pre Early Literacy Indicators) data. h. understanding of PK reporting standards 	School PK Funds	May 2026-May 2027	Administration
		<ul style="list-style-type: none"> a. Discussion in collaborative planning b. Observations of teacher language c. Observation of differentiated groups based on those in need of support and extension d. Student results data 	Educators PK Coach

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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 DIBELS 8th Literacy Screener will meet or exceed 95%
School Goal	School Objective(s)
Ensuring each student learns at high levels ==	<p>Year 3</p> <p>English Language Arts</p> <ul style="list-style-type: none"> Kindergarten <ul style="list-style-type: none"> Increase the percent of students scoring benchmark on End of Year Letter Naming Fluency from 72% to 80%. 25-26 Results: 77% of students scored benchmark on End of Year Letter Naming Fluency. 1st Grade <ul style="list-style-type: none"> 80% of students will score at or above benchmark on End of Year Oral Reading Fluency (Accuracy). 25-26 Results: 66% of students scored at or above benchmark on End of Year Oral Reading Fluency (Accuracy). 2nd Grade <ul style="list-style-type: none"> 80% of students will score at or above benchmark on End of Year Oral Reading Fluency. 25-26 Results: 32% of students scored at or above benchmark on End of Year Oral Reading Fluency. 85% of students will score at or above benchmark on End of Year DIBELS composite. 25-26 Results: 72% of students scored at or above benchmark on End of Year DIBELS composite. <p>Mathematics</p> <ul style="list-style-type: none"> 1st Grade <ul style="list-style-type: none"> 82% of students will meet essential learning standards for NBT. 25-26 Results: 86% of students met essential learning standards for NBT. 82% of students will meet essential learning standards for OA. 25-26 Results: 76% of students met essential learning standards for OA. 2nd Grade <ul style="list-style-type: none"> 82% of students will meet essential learning standards for NBT. 25-26 Results: 86% of students met the essential standards for NBT.

		<ul style="list-style-type: none"> ○ 82% of students will meet essential learning standards for OA. 25-26 Results: 73% of students met the essential learning standard for OA. <p>Year 4 English Language Arts</p> <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ○ Increase the percent of students scoring benchmark on End of Year Letter Naming Fluency from 77% to 80%. ○ Increase the percent of students scoring at or above benchmark on End of Year Word Reading Fluency from 74% to 78%. ● 1st Grade <ul style="list-style-type: none"> ○ 80% of students will score at or above benchmark on End of Year Oral Reading Fluency (Accuracy). ○ Increase the percent of students scoring benchmark on End of Year Letter Naming Fluency from 74% to 78%. ● 2nd Grade <ul style="list-style-type: none"> ○ 80% of students will score at or above benchmark on End of Year Oral Reading Fluency. ○ 85% of students will score at or above benchmark on End of Year DIBELS composite. <p>Mathematics</p> <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ○ 80% of students will meet essential learning standards for K.AR.A.2 (Add and subtract within 10). ● 1st Grade <ul style="list-style-type: none"> ○ 80% of students will meet essential learning standards for 1.AR.E.8 (Add up to 99, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10). ● 2nd Grade <ul style="list-style-type: none"> ○ 80% of students will meet essential learning standards for 2.AR.A.2 (Add and subtract up to 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the part:whole relationship between addition and subtraction). 	
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.	School funds	May 2026-May 2027	Guiding Coalition

<ul style="list-style-type: none"> a. Select participants to become certified turnaround trainers through the Coaching Academy (6 days of training through Solution Tree) and debrief learning with the Guiding Coalition. b. Develop a school-based Guiding Coalition to engage in ongoing professional learning (book: <u>Learning By Doing</u>/articles). c. Attend the PLCs at Work Institute. d. Establish and refine the roles of the school Guiding Coalition. e. Meet at least monthly to engage in professional learning and build capacity. f. Review school wide data. g. Serve as members of grade level planning teams. h. Begin implementing protocols and processes of PLCs. i. Instructional Leadership Team (ILT) will meet to discuss student data and trends, needs of Guiding Coalition, and implementation of curriculum 		<ul style="list-style-type: none"> a. Minutes and discussion from Guiding Coalition meetings (monthly) b. Rubrics as selected c. Observation of team collaboration d. Student data 	ILT
<p>2. Support the implementation of standards-aligned curricula.</p> <ul style="list-style-type: none"> a. Select Content Leaders for ELA, Math, and Social Studies to participate on the district team and support: <ul style="list-style-type: none"> i. understanding of the essential learning. <ul style="list-style-type: none"> 1. unwrap and develop learning targets ii. identification of where essential learning is taught within the curricula and the vertical alignment of essential learning. iii. understanding of common assessments and the success criteria utilizing the K-2 Comprehensive Assessment Plan. iv. improvement of <u>teacher practice</u> through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students). v. responding to <u>student results</u> through the analysis of student work. 	School funds	<p>May 2026-May 2027</p> <ul style="list-style-type: none"> a. Meeting Minutes (weekly) b. Observations (at least bi-monthly) c. Student data 	<p>Administration</p> <p>Educators</p> <p>Coaches</p>

3. Respond to evidence of student learning through intervention, extension, and enrichment. a. Support teachers in responding to screener, diagnostic and curricula data. b. Meet in weekly Professional Learning Teams to analyze and determine instructional steps based on data. c. Group students flexibly to provide strategic/focused interventions and allow for extension opportunities. d. Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction. e. Document progress on Individual Academic Support Plans (IASPs) and communicate with families at least quarterly. f. Research and explore ways to refine support for students not mastering essential learning. g. Review students at risk using previous end of year data within grade level teams to design and develop tier 2 and 3 supports. h. Conduct data review sessions for students receiving tier 2 and 3 supports including the student's family.	School funds	August 2026-May 2027	Administration
		a. Observations (bi-monthly) b. Student data c. Progress Monitoring Results	Educators Coaches Student's family

District Goal	District Objective(s)
Ensuring each student learns at high levels – LITERACY	Students on/above grade level on DIBELS 8th Literacy Screener will meet or exceed 95%
School Goal	School Objective(s)
Ensuring each student learns at high levels (Literacy Plan)	<p>Year 3</p> <p>Student Focused:</p> <ul style="list-style-type: none"> Kindergarten <ul style="list-style-type: none"> Increase the percent of students scoring at or above benchmark on End of Year Letter Naming Fluency from 72% to 80%. 25-26 Results: 77% of students scored at or above benchmark on End of Year Letter Naming Fluency. 1st Grade <ul style="list-style-type: none"> 80% of students will score at or above benchmark on End of Year Oral Reading Fluency (Accuracy). 25-26 Results: 66% of students scored at or above benchmark on End of Year Oral Reading Fluency (Accuracy). 2nd Grade <ul style="list-style-type: none"> 80% of students will score at or above benchmark on End of Year Oral Reading Fluency. 25-26 Results: 32% of students scored at or above benchmark on End of Year Oral Reading Fluency. 85% of students will score at or above benchmark on End of Year DIBELS composite. 25-26 Results: 72% of students scored at or above benchmark on End of Year DIBELS composite. <p>Teacher Focused: 100% of teachers will utilize data to inform instruction and create flexible, needs-based groups to provide each student what they need to achieve essential standards (responsive, highly differentiated Tier 1, Tier 2 intervention, Tier 3 intervention, extension).</p> <p>Program Focused: 100% of teachers will utilize CKLA Skills, CKLA Knowledge, 95% Group, and Heggerty to provide high quality core instruction and systematic, explicit intervention and extension activities. A minimum of 190 minutes per day will be dedicated to English Language Arts instructional time:</p>

	<ul style="list-style-type: none">• 10-15 minutes Heggerty• 60 minutes CKLA Skills• 60 minutes CKLA Knowledge• 30 minutes “What I Need” (WIN) Time (flexible grouping)• 30 minutes of small group support <p>Year 4</p> <p>Student Focused:</p> <ul style="list-style-type: none">• Kindergarten<ul style="list-style-type: none">○ Increase the percent of students scoring benchmark on End of Year Letter Naming Fluency from 77% to 80%.○ Increase the percent of students scoring at or above benchmark on End of Year Word Reading Fluency from 74% to 78%.• 1st Grade<ul style="list-style-type: none">○ 80% of students will score at or above benchmark on End of Year Oral Reading Fluency (Accuracy).○ Increase the percent of students scoring benchmark on End of Year Letter Naming Fluency from 74% to 78%.• 2nd Grade<ul style="list-style-type: none">○ 80% of students will score at or above benchmark on End of Year Oral Reading Fluency.○ 85% of students will score at or above benchmark on End of Year DIBELS composite. <p>Teacher Focused: 100% of teachers will utilize data to inform instruction and create flexible, needs-based groups to provide each student what they need to achieve essential standards (responsive, highly differentiated Tier 1, Tier 2 intervention, Tier 3 intervention, extension).</p> <p>Program Focused: 100% of teachers will utilize Tier 1 approved curriculum (CKLA Skills, CKLA Knowledge, 95% Group, and/or Heggerty) to provide high quality core instruction and systematic, explicit intervention and extension activities. A minimum of 180 minutes per day will be dedicated to English Language Arts instructional time:</p> <ul style="list-style-type: none">• 60 minutes CKLA Skills• 60 minutes CKLA Knowledge/Bayou Bridges• 30 minutes “What I Need” (WIN) Time (flexible grouping)• 30 minutes of small group support
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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. <ul style="list-style-type: none"> a. Assess all students using a universal screener at the beginning, middle, and end of the school year. b. Analyze results of screeners to determine who is in need of intervention and extension. c. Utilize a diagnostic assessment for further analysis as needed. d. Group students flexibly across the grade level to support or enrich based on identified needs. e. Progress monitor results of interventions and adjust groups and interventions approximately every three weeks. f. Review progress toward literacy goals as a grade level. 	School funds	August 2026-May 2027	Administration
		<ul style="list-style-type: none"> a. Meeting Minutes (weekly) b. Observations (at least bi-monthly) c. Student data 	Educators Coaches
2. Improve student literacy skills by providing high quality core instruction and systematic, explicit intervention and extension activities based on student needs. <ul style="list-style-type: none"> a. Ensure a master schedule is established that provides adequate time for Tier 1 Instruction as well as Tier 2 and 3 supports. b. Address foundational skills and content knowledge-building through effective initial instruction on grade level with high quality Tier 1 Core Instruction. c. Respond daily to formative assessment data to support and differentiate Tier 1 Core Instruction. d. Use data and flexible scheduling to: <ul style="list-style-type: none"> i. Provide support in meeting grade level essential standards with Tier 2 Intervention. ii. Provide intensive support in learning essential standards from previous years with Tier 3 Intervention. iii. Provide extension activities to students who mastered grade level essential standards. 		August 2026-May 2027	Administration
		<ul style="list-style-type: none"> a. Meeting Minutes (weekly) b. Observations (at least bi-monthly) c. Student results (as paced) d. Progress Monitoring student responses to instruction and intervention 	Educators Coaches

3. Provide ongoing professional growth opportunities to support effective teaching and literacy development. <ul style="list-style-type: none"> a. Arrange for all teachers PK - 2nd grade to participate in district selected professional learning in the science of reading (AIMs Pathways and LETRS) and district developed professional learning. b. Revisit science of reading professional learning components as student data, teacher data, and/or grade level needs arise. c. Support teachers understanding of assessment to focus on student learning, changes needed to teacher practice, and instructional action. d. Engage in professional learning and utilize identified intervention programs. e. Utilize the expertise and support of the ELA Coach and Grade Level Content Leaders to support grade level teachers as they facilitate unit overviews, understand essential learning, and assessment alignment. f. Conduct observations with actionable feedback for teachers related to the implementation of Tier 1 Core Instruction and flex grouping intervention and/or extensions. g. Provide individualized teacher coaching as determined by classroom observations and/or data analysis. h. Participate in literacy book study and implement instructional strategies 	District Funds School funds	August 2026-May 2027 <ul style="list-style-type: none"> a. Completion Certificates b. Meeting Minutes (weekly) c. Observations (at least bi-monthly) d. Student data 	Administration Educators Coaches
4. Engage Families around their child's literacy development. <ul style="list-style-type: none"> a. Share NSE's Literacy Plan with families by: <ul style="list-style-type: none"> i. posting on the school's website. ii. sharing at the beginning of the year's welcome. iii. revisiting literacy focus areas throughout the year. b. Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home. c. Host breakfast in Fall and Spring to highlight foundational skills needed for literacy success, why they are critical, and how to help at home. 	School Funds	August 2026-May 2027	Administration Educators Stakeholders

<div>d. Report progress to families on all Tier 3 interventions at least quarterly.</div> <div>e. Invite parents of identified students 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.</div> <div>f. Develop partnerships with community organizations to promote reading.</div>		<div>a. Open House Presentation</div> <div>b. School Website</div> <div>c. Sign-in Sheets</div> <div>d. Student data</div> <div>e. Parent surveys</div>	

New Sarpy Elementary
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 <i>(Transportation and Child Nutrition)</i>	<p>Year 3 According to 2024-2025 School Discipline data:</p> <ul style="list-style-type: none"> 96% of students at New Sarpy Elementary school did not receive a referral. <p>According to the 2024-2025 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> 95% of parents agree or strongly agree that their child's school cares about the wellbeing of students. <p>Year 4 According to the 2025-2026 School Discipline data:</p> <ul style="list-style-type: none"> 95% of students at New Sarpy Elementary school did not receive a referral. <p>According to the 2025-2026 Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> 92% of parents agree or strongly agree that their child has an adult that they can turn to in the school when they are having a difficult time. 	<p>Year 3 According to 2024-2025 School Discipline data:</p> <ul style="list-style-type: none"> The total number of referrals increased from 32 to 55 from 23-24 school year to the 24-25 school year. <p>According to the 2024-2025 Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> 28% of faculty did not agree that disciplinary practices are applied fairly to all students at the school. <p>According to the 2024-2025 Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> 9% of parents do not agree or strongly disagree that there is an adult that their child can turn to in their school when they are having a difficult time. <p>Year 4 According to the 2025-2026 School Discipline data:</p> <ul style="list-style-type: none"> The total number of referrals increased from 55 to 66 from 24-25 school year to the 25-26 school year. <p>According to the 2025-2026 Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> 16% of faculty did not agree that disciplinary practices are applied fairly to all students at the school.
<ul style="list-style-type: none"> <i>Provide safe and efficient transportation services</i> <i>Provide safe and well-maintained bus fleet</i> <i>Develop strong relationships with all internal stakeholders</i> 		
<ul style="list-style-type: none"> <i>Provide nutritious and appealing meals</i> <i>Develop effective student engagement nutrition programs</i> <i>Recruit, train, and retain a skilled workforce</i> <i>Provide modern kitchen facilities and dining environments</i> 		
Student Support		
<ul style="list-style-type: none"> <i>Provide all students with social emotional learning</i> <i>Increase School Counselor availability</i> <i>Increase the timeliness of FAFSA completion</i> <i>Provide students with resources, lessons and partnerships</i> 		
Student Services		
<ul style="list-style-type: none"> <i>Enhance children's wellbeing & belonging</i> <i>Implement programs and services that support children academically, socially, emotionally & physically</i> 		
Student Opportunities		

<ul style="list-style-type: none"> Identify and implement proactive and responsive processes and practices to enhance athletic programs 		
Supporting Data		
Discipline Data Discipline Reports Stakeholder Survey Upbeat Survey		

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 the needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging	<p>Year 3</p> <ul style="list-style-type: none"> Decrease the total number of referrals from 55 to 35. 25-26 Results: The total number of referrals were 66. Parents who think their child’s school counselor meets with them on a regular basis to assist with their child’s academic, personal/social, and career development needs will increase from 66.5% to 75%. 25-26 Results: 75% of parents strongly agreed or agreed that their child’s school counselor met with them on a regular basis to assist with their child’s academic, personal/social, and career development needs. <p>Year 4</p> <ul style="list-style-type: none"> Decrease the number of referrals from 66 to 56.

		<ul style="list-style-type: none"> Faculty that agree or strongly agree that disciplinary practices are applied fairly to all students at the school will increase from 84% to 88%. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Monthly focus on selected Responsive Classroom attributes of CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control) and 7 Mindsets (Everything is Possible, Passion First, We are Connected, 100% Accountable, Attitude of Gratitude, Live to Give, The Time is Now) aligned Social Emotional Learning competencies in various aspects of the school schedule: <ol style="list-style-type: none"> Student of the Month celebrations will target specific attributes in line with the 7 Mindsets focus. Morning Meeting and Counselor Enrichment lessons will include the competencies and connections to 7 Mindsets. 	School Funds	August 2026 - May 2027	SEW/RTI Team
		<ol style="list-style-type: none"> Meeting Minutes (monthly) Parent information sheets (at least monthly) Student behavior observations 	Counselor Mental Health Professional Teachers Paras Administration SEL Champions
2. Educate stakeholders about the comprehensive counseling program offered by the counselor and mental health professional to assist students with their academic, personal/social, and career development needs. <ol style="list-style-type: none"> Monthly social media spotlight of the counseling program Create a monthly "Counselor's Corner" to be shared with grade level teachers to put on the Parent Information Sheet and on the Parent's WH@NSE explaining services offered and counseling lessons taught with an interactive piece related to current counseling topics. Conduct small group support and lunch/recess check-ins. Use previous year's data to proactively create a support group (Muddy's Buddies) including: <ol style="list-style-type: none"> facilitated by NSE faculty members 	School Funds	August 2026 - May 2027	Counselor
		<ol style="list-style-type: none"> Parent Information Sheet (monthly) Check In Logs 	Mental Health Professional Teachers Administration Social Media Liaison

<div>ii. invite stakeholders</div> <div>d. Conduct counselor Coffee Chats in coordination with Morning with the Mudbug dates to cover various aspects of social emotional wellness.</div>			
<div>3. School personnel will maintain a safe and supportive learning environment through work surrounding student, faculty, and staff's Social and Emotional Wellness.</div> <div>a. Host beginning of the year and middle of the year sessions to teach and review school based supports available and steps required for supporting challenging behaviors (support team and behavior RTI).</div> <div>b. Identify and refer students who exhibit behavior and trauma related concerns to the Student Support team.</div> <div>c. Meet as a Student Support team to develop next steps based on individual needs.</div> <div>d. Assign mentors for identified students.</div>	School Funds	August 2026 - May 2027	Student Support Team
		<div>a. Meeting minutes (monthly)</div> <div>b. RTI Log</div>	Teachers Paras Administration

New Sarpy Elementary
Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
<p>Goal C: Diverse, Effective and Engaged Employees</p> <ul style="list-style-type: none"> <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> 	<p>Year 3 According to the Spring 2025 Upbeat Survey:</p> <ul style="list-style-type: none"> All measured indicators previously reported were surpassed on the Upbeat Survey 94% of faculty reported positively in the category of Autonomy. 77% of faculty reported positively in the category of Work/Life Balance. 87% of faculty reported positively in the category of Principal/Teacher Trust, an increase of 10% from the Spring of 2024. <p>Year 4 According to the Spring 2026 Faculty Upbeat Survey:</p> <ul style="list-style-type: none"> 89% of faculty reported positively in the category of Work/Life Balance, an increase of 12% from the Spring of 2025. 95% of faculty reported positively in the category of Principal/Employee Trust <p>According to the Spring 2026 Staff Upbeat Survey:</p> <ul style="list-style-type: none"> 92% of staff reported positively in the category of Work/Life Balance 96% of staff reported positively in the category of Principal/Employee Trust 	<p>Year 3 According to the Spring 2025 Upbeat Survey:</p> <ul style="list-style-type: none"> Only 71% of faculty reported positively in the category of Appreciation. Only 68% of staff reported positively in the category of Appreciation. Only 63% of staff reported positively in the category of Inclusive Practices. <p>Year 4 According to the Spring 2026 Upbeat Survey:</p> <ul style="list-style-type: none"> 19% of faculty reported negatively in the category of Professional Development (Q6). 15% of staff reported negatively in the category of Appreciation (Q10). 19% of staff reported negatively in the category of Employee Voice & Leadership (Q25).
Supporting Data		
Upbeat Survey		

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 employ and develop high quality staff and provide resources to support employee success	<p>Year 3</p> <ul style="list-style-type: none"> Faculty who report positively in the category of Work/Life Balance will increase from 77% to 80%. 25-26 Results: 89% of faculty reported positively in the category of Work/Life Balance. Faculty who report positively in the category of Principal/Teacher Trust will increase from 87% to 90%. 25-26 Results: 95% of faculty reported positively in the category of Principal/Teacher Trust. Staff who report positively in the category of Principal/Teacher Trust will increase from 72% to 80%. 25-26 Results: 96% of staff reported positively in the category of Principal/Teacher Trust. Faculty who report positively in the category of Appreciation will increase from 71% to 80%. 25-26 Results: 91% of faculty reported positively in the category of Appreciation. Staff who report positively in the category of Appreciation will increase from 68% to 80%. 25-25 Results: 87% of staff reported positively in the category of Appreciation. <p>Year 4</p> <ul style="list-style-type: none"> Faculty who report positively in the category of Work/Life Balance will increase from 89% to 92%. Faculty who report positively in the category of Professional Development will increase from 86% to 89%.

		<ul style="list-style-type: none"> Staff who report positively in the category of Appreciation will increase from 87% to 90%. Staff who report positively in the category of Employee Voice & Leadership will increase from 83% to 89%. 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Strengthen school culture and climate through: <ul style="list-style-type: none"> a. develop collective responsibility to support school climate <ul style="list-style-type: none"> i. host professional development sessions to strengthen personal relationships, communication, and solution-oriented problem solving ii. increase activities and events to support cross school faculty engagement and build bonds b. increase activities and events to support faculty and staff appreciation <ul style="list-style-type: none"> i. staff survey- how do you like to be appreciated ii. consistency of staff shout outs and employee of the month iii. digital/Google Form shout outs iv. "See Ya Later Alligator" for staff (leave 30 minutes early) v. Smile Journal 	School funds	August 2026-May 2027	Administration
		<ul style="list-style-type: none"> a. Educator Mudbug Memo @ NSE b. Sunshine club emails and flyers (monthly) 	Educators Sunshine Club
2. Address concerns related to Work Life Balance. <ul style="list-style-type: none"> a. Establish collective commitments in collaborative teams to ensure the work is focused and efficient b. Offer identified professional learning that can be optional (choice) based on personal need and preference c. Attend a series of professional learning focused around Work/Life Balance improvement 	District Funds	August 2026-May 2027	Educators
		<ul style="list-style-type: none"> a. Surveys (quarterly) b. Agendas (monthly) c. Meeting minutes (monthly) 	Administration

New Sarpy Elementary
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
<p>Goal E: Facilities Management</p> <p>Facilities</p> <ul style="list-style-type: none">• <i>Design and maintain facilities to support student and employee success</i>• <i>Develop and implement standards and processes for effective and efficient operations</i> <p>Safety</p> <ul style="list-style-type: none">• <i>Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees</i> <p>Athletics</p> <ul style="list-style-type: none">• <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees</i>	<p>Year 3</p> <p>According to the 2025 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none">• 96% of parents agree or strongly agree that their child’s school provides a safe learning environment.• 98% of parents agree or strongly agree that their child’s school is clean and well maintained. <p>According to the Spring 2025 Upbeat Survey:</p> <ul style="list-style-type: none">• 100% of faculty report positively that our school ensures that the facilities support student learning.• 99% of faculty reported positively on the category of Resource and Facilities. <p>Year 4</p> <p>According to the 2026 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none">• 98% of parents agree or strongly agree that their child’s school is clean and well-maintained. <p>According to the Spring 2026 Upbeat Survey:</p> <ul style="list-style-type: none">• 93% of faculty reported positively on the category of Resources and Facilities.• 100% of faculty agree that school is a physically safe environment for students.• The percent of faculty that reported positively on school safety and order increased from 86% to 92%.	<p>Year 3</p> <p>According to the 2025 Spring Faculty Upbeat Survey:</p> <ul style="list-style-type: none">• 78% of faculty agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes (Q16).• 72% of faculty report positively that disciplinary practices are applied daily to all students at my school (Q19).• The percent of faculty that reported positively on school safety and order decreased from 91% to 86%. <p>Year 4</p> <p>According to the Spring 2026 Faculty Upbeat Survey:</p> <ul style="list-style-type: none">• 16% of faculty disagree that disciplinary practices are applied fairly to all students at school• 16% of faculty disagree that rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes
Supporting Data		
Safe Schools Audit Results Stakeholder Survey		

Upbeat Survey
School Dude Data
Training Results

Goal E – Facilities Management <i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i>	
District Goal	District Objective(s)
To build and maintain psychologically and physically safe, clean, and supportive learning environments	
School Goal	School Objective(s)
To build and maintain psychologically and physically safe, clean, and supportive learning environments	<p>Year 3</p> <ul style="list-style-type: none"> Faculty that agree that they feel the rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes will increase from 78% to 82%. 25-26 Results: 84% of faculty agree that they feel rules for student behavior are consistently enforced by teachers in the school, even for students who are not in their classes. Faculty that agree that disciplinary practices are applied fairly to all students at my school will increase from 72% to 75%. 25-26 Results: 84% of faculty agree that disciplinary practices are applied fairly to all students at school. Faculty that reports positively on the category of School Safety and Order will increase from 86% to 90%. 25-26 Results: 92% faculty reported positively on the category of School Safety and Order. <p>Year 4</p> <ul style="list-style-type: none"> Faculty who report positively that disciplinary practices are applied fairly to all students at school will increase from 84% to 90%. Faculty who report positively that rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes will increase from 84% to 90%.

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Ensure all educators are knowledgeable, confident, and consistent in ensuring school safety by: <ul style="list-style-type: none"> a. Conducting and participating in Safe Schools training. b. Setting and adhering to expectations for: <ul style="list-style-type: none"> i. arrival at the classroom door or in duty spot on time. ii. dismissal at the classroom door or in duty spot on time. iii. recess at assigned duty spot on time and dispersed throughout the grounds. iv. transitions including hallways, bus circle, and cafeteria v. use of district Raptor App c. Implement School Supervision Plan 		August 2026 - May 2027	All
		<ul style="list-style-type: none"> a. Safe schools agenda b. Observations c. Safety learning walk results (at least monthly) 	Safe schools committee Administration
2. Review previous Safe Schools Audit results and participate in the current year audit, implementing recommendations.		August 2026 - May 2027	Safe Schools committee
		<ul style="list-style-type: none"> a. Safe Schools Audit results 	
3. Conduct mini-audits and safety learning walks observing: <ul style="list-style-type: none"> a. Educators in doorway for arrival and dismissal b. Educators in duty spots on time and actively monitoring c. Educators adequately supervising at all times d. Facility improvements needed. 		August 2026 - May 2027	Administration
		<ul style="list-style-type: none"> a. Observations (weekly) b. Safety learning walk results (at least monthly) c. Work orders 	All
4. Establish, teach, and reinforce safety expectations for transitions, restroom use, drills, and cafeteria with all students. <ul style="list-style-type: none"> a. Revise, review and provide support with the implementation of the School Wide Discipline Plan. 		August 2026 - May 2027	All
		<ul style="list-style-type: none"> a. Observations b. Safety learning walk results (at least monthly) 	
5. Conduct weekly maintenance meetings with physical plant services personnel.		August 2026 - May 2027	Administration
		<ul style="list-style-type: none"> a. FMX logs b. Meeting Minutes c. Restroom logs 	

New Sarpy Elementary
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
<p>Goal F: Stakeholder Investment</p> <ul style="list-style-type: none"> • <i>Increase and vary communication with stakeholders</i> • <i>Increase educational access and opportunity within the community</i> • <i>Enhance the English Language Learner (ELL) Program</i> 	<p>Year 3 According to the 2025 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> • 95% of parents agree or strongly agree that their child’s teacher helps them to understand their child’s progress. • 95% of parents agree or strongly agree that they have confidence in the teachers at their child’s school. • 92% of parents agree or strongly agree that my child’s teachers work together with parents. • 93% of parents agree or strongly agree that my child’s school administrators are accessible to address parent and student concerns. <p>Year 4 According to the 2026 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> • 92% of parents agree or strongly agree that their child’s teacher helps them to understand their child’s progress. • 92% of parents agree or strongly agree that they have confidence in the teachers at their child’s school. • 91% of parents agree or strongly agree that my child’s teachers work together with parents. • 91% of parents agree or strongly agree that my child’s school administrators are accessible to address parent and student concerns. 	<p>Year 3 According to the 2024 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> • Only 83% of parents agree or strongly agree that their child’s school offers opportunities for families to be involved in the school and their child’s learning. • Of the parent open-ended responses, 22% referenced a desire for more family involvement. • 88% of parents agreed or strongly agreed that the principal at my child’s school communicates a clear vision for teaching and learning. <p>Year 4 According to the 2026 SCPPS Parent Stakeholder Survey:</p> <ul style="list-style-type: none"> • Only 87% of parents agreed or strongly agreed that the principal at my child’s school communicates a clear vision for teaching and learning. • Only 87% of parents agree or strongly agree that the teachers at their child’s school build trusting relationships with parents
Supporting Data		
Family Center Engagement Data Stakeholder Survey Upbeat 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 3 <ul style="list-style-type: none">Only 10% of parents will report that they disagree or strongly disagree that their child’s school offers opportunities for families to be involved in the school and their child’s learning. 25-26 Results: 12% of parents reported that they disagree or strongly disagree that their child’s school offered opportunities for families to be involved in the school and their child’s learning.The percent of parents that report that the principal at their child’s school communicates a clear vision for teaching and learning will increase from 88% to 90%. 25-26 Results: 87% of parents reported that the principal at their child’s school communicates a clear vision for teaching and learning.		
		Year 4 <ul style="list-style-type: none">Only 10% of parents will report that they disagree or strongly disagree that their child’s school offers opportunities for families to be involved in the school and their child’s learning.The percent of parents that report that the teachers at their child’s school build trusting relationships with parents will increase from 87% to 90%.		
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. School personnel will provide multiple opportunities for parent and stakeholder involvement and knowledge building. <div>a. Host Meet and Greet to welcome parents and students with staggered appointments to enhance relationship building.</div>	School Funds	August 2026-May 2027		All
		a. Sign in sheets b. Newsletters		Administration

<ul style="list-style-type: none"> b. Host Open House to share classroom and academic expectations, routines and procedures, and school-wide expectations with incentives to increase participation. c. Host a series of Mornings with Mudbugs to cultivate relationships and share the importance of early literacy, ELA skills, and strategies. d. Host Merry Mingle with Muddy to promote positive community relations and family fun. e. Host Black History Program to celebrate and learn about diversity. f. Host Mardi Gras Parade to promote our Louisiana culture, positive community relations and family fun. g. Host EOY awards and family picnics to celebrate year long success. h. Host grandparents events 		<ul style="list-style-type: none"> c. Educator Mudbug Memo @ NSE d. Stakeholder Survey 	Stakeholders
<p>2. Engage Families around their child's literacy development.</p> <ul style="list-style-type: none"> a. Promote the importance of family engagement and build a sense of urgency around literacy success. b. Share NSE's Literacy Plan with families by: <ul style="list-style-type: none"> i. posting on the school's website. ii. sharing at the beginning of the year. iii. revisiting literacy focus areas throughout the year. c. Communicate screening data results to families at the beginning, middle, and end of year, including support suggestions for how to help at home. d. Report progress to families of students who have Individual Academic Support Plans (IASPs) at least quarterly. e. Invite parents of identified students 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. 	School Funds	<p>August 2026-May 2027</p> <ul style="list-style-type: none"> a. Open House Presentation b. School Website c. Sign-in Sheets d. Student data e. Parent surveys 	<p>Administration</p> <p>Educators</p> <p>Stakeholders</p>

District-Wide, High Quality, Tier I Curriculum

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA	Frog Street	Amplify Core Knowledge Amplify CKLA Skills Heggerty (supplemental phonemic awareness)	Louisiana ELA Guidebooks 2022	Louisiana ELA Guidebooks	Louisiana ELA Guidebooks
Math	Frog Street	Eureka Math ²	Eureka Math ²	Eureka Math ²	Eureka Math ²
Science	Frog Street		Great Minds PhD Science®	Louisiana Scope and Sequence	Louisiana Scope and Sequence
Social Studies	Frog Street	Louisiana Bayou Bridges	Studies Weekly and Louisiana Bayou Bridges	Louisiana Course Frameworks	Louisiana Course Frameworks/Scope and Sequence

Daily Instructional Time Allocation

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA	Frogstreet- 95 minutes	CKLA Skills- 60 minutes CKLA Knowledge*- 60 minutes CKLA Small Group- 30 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Intensive English I 90 minutes- (year-long course) English I-IV 90 minutes
Math	Frogstreet- 70 minutes	Core Instruction- 60 minutes Small group- 30 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Intensive Algebra I 90 minutes- (year-long course) 90 minutes
Science			Core Instruction- 45 minutes	Core Instruction- 45 minutes	Core Instruction- 90 minutes
Social Studies		Core Instruction*- 60 minutes	Core Instruction- 45 minutes	Core Instruction- 45 minutes	Core Instruction- 90 minutes

*Knowledge or Social Studies

Intervention Resources

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA	Frogstreet	95% Group			
Math	Frogstreet Eureka Math 2	Eureka Math 2			