



Norco Elementary School

Phase X
2023-2027

Year four (4) of four (4)
2026-2027

District Mission Statement The mission of St. Charles Parish Public Schools is to develop empathetic, involved, productive, and responsible citizens by providing every student high-quality educational opportunities that empower each to become enthusiastic life-long learners.	School Mission Statement The Mission of Norco Elementary School is to create a safe, loving environment in which there are high levels of learning.
District Vision Statement In pursuit of excellence and equity, St. Charles Parish Public Schools provides a high-quality education that prepares students with the knowledge, skills, and values required to become productive global citizens.	School Vision Statement The Vision of Norco Elementary School is to ensure a culture and climate where all students SOAR to reach Mastery of life-long skills.
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 At Norco Elementary School, we believe... ● all students can learn. ● learning is a life-long process. ● everyone is unique and has value. ● individuals must be prepared for a global society. ● a safe and supportive environment promotes success. ● decisions must be based on what is best for all students. ● education is a partnership between school, family, and community.

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>	- Ensuring kindergarten readiness so students enter school ready to learn - Ensuring each student learns at high levels - Develop strong pathways to college, career, and workforce	Becky Weber Erin Granier
Goal B – Student Well-Being and Belonging <i>To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being & belonging</i>	Ancillary Services - Providing safe and efficient transportation - Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments	Karen Boudreaux ???? 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 <i>To employ and develop high quality staff and provide resources to support employee success</i>	- Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce - Developing an effective workforce focused on continuous improvement - Retaining a diverse, engaged, and effective workforce - Increase employee health and wellness	John Smith Scott Cody ????

**St. Charles Parish Public Schools
District Goals and Priorities (continued)**

Goal D – Resource Allocation <i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i>	Finance • Maintaining responsible fiscal stewardship at the District and school level • Providing competitive employee salaries, consistent with the needs for recruitment and retention, and fiscal prudence • Providing a cost-effective employee benefit package • Maintaining sufficient fund balance to address financial contingencies and uncertainties • Reduce property and workers’ compensation insurance costs Technology • Providing equitable technology resources that enhance student learning and administrative efficiencies • Protecting district networks and data • Supporting stakeholders with current and future technology endeavors	Al Suffrin Ray Gregson Ronald White Stephanie Steib
Goal E – Facilities Management <i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i>	Facilities • Designing and maintaining facilities to support student and employee success • Developing and implementing standards and processes for effective and efficient operations Safety • Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees Athletics • Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees	Art Aucoin Ellis Alexander John Rome
Goal F – Stakeholder Investment <i>To promote and develop meaningful engagement between students, families, business community and the school system.</i>	• Increasing and varying communication with stakeholders • Increasing educational access and opportunity within the community • Enhancing the English Language Learner Program	Ellis Alexander Angelle Babin David Schexnaydre

School Governance

School Success Team			Guiding Coalition	
Name	Title/Role		Name	Title/Role
Shannon Diodene	Principal		Shannon Diodene	Principal
Annette Blanchard	Assistant Principal		Annette Blanchard	Assistant Principal
Jessica Gardere	Assistant Principal		Jessica Gardere	Assistant Principal
Macy LaFleur	Assistant Principal		Macy LaFleur	Assistant Principal
Tiffany Webre	Staff Development Coordinator		Tiffany Webre	Staff Development Coordinator
Christy Donaldson	Math Resource, Chair		Kayla Vujnovich	Prekindergarten/Special Education Representative
Jessica Wagner	Prekindergarten Teacher, Co-Chair		Jessica Wagner	Prekindergarten Representative
Madison St. Pierre	Prekindergarten Teacher		Miranda Troxler	Kindergarten ELA Representative
Karen Madere	Kindergarten Teacher/SPED Rep		Kathy Schafer	Kindergarten Math Representative
Cheney Murray	1st Grade Teacher		Melissa Billings	1st Grade ELA Representative
Katie Vitrano	2nd Grade Teacher, Co-Chair		Diana Mascarella	1st Grade Math Representative
Alana Murphy	3rd Grade Teacher		Bailey Weber	2nd Grade ELA Representative
Jessica Thomas	4th Grade Teacher		Camryn Gallagher	2nd Grade Math Representative
Susan Burton	5th Grade Teacher		Jennifer Shelton	3rd Grade ELA Representative
Laura Turner	Enrichment Teacher		Janelle Vicknair	3rd Grade Math Representative
Lisa Cain	Literacy Interventionist		Natalie Jones	4th Grade ELA Representative
Mary Terrell	Interventionist, SBLC Chair		Tyler Fayard	4th Grade Math Representative
			Michelle Wagner	5th Grade ELA/Special Education Representative
			Heather Lozano	5th Grade Math Representative
			Madeline Evers	Reading Interventionist Representative
			Christy Donaldson	Math Interventionist Representative
			Amy McNulty	Enrichment Representative
			Terri Rudiger	Enrichment Representative
			Payton Ulicsni	K-2 Instruction & Technology Coach
			Marie Johnson	3-5 Literacy Coach
			Krissi Brown	3-5 Math Coach

Norco Elementary Support Committees				
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
<i>Guiding Coalition</i> Shannon Diodene, Principal Annette Blanchard, AP Jessica Gardere, AP Macy LaFleur, AP Tiffany Webre, SDC Kayla Vujnovich Jessica Wagner Kathy Schafer Miranda Troxler Melissa Billings Diana Mascarella Camryn Gallagher Bailey Weber Jennifer Shelton Janelle Vicknair Natalie Jones Tyler Fayard Michelle Wagner Heather Lozano Madeline Evers Christy Donaldson Amy McNulty Terri Rudiger Payton Ulicsni, Coach Marie Johnson, Coach Krissi Brown, Coach	<i>Social Emotional Wellness Team</i> Shannon Diodene, Principal Annette Blanchard, AP Jessica Gardere, AP Macy LaFleur, AP Jennie Hermann, Counselor Stacey Noel, Counselor Nicole Schulin, Nurse Anne Becnel, MHP	<i>School Success Team</i> Shannon Diodene, Principal Annette Blanchard, AP Jessica Gardere, AP Macy LaFleur, AP Tiffany Webre, SDC Christy Donaldson Jessica Wagner Madison St. Pierre Karen Madere Cheney Murray Katie Vitrano Alana Murphy Jessica Thomas Susan Burton Laura Turner Lisa Cain Mary Terrell	<i>Safe Schools Team</i> Shannon Diodene, Principal Annette Blacnhard, AP Jessica Gardere, AP/Chair Macy LaFleur, AP Mary Terrell, <i>Co-chair</i> Jennie Hermann, <i>Counselor</i> Stacey Noel, <i>Counselor</i> Nicole Schulin, <i>Nurse</i> Haven Duhe, <i>SOS</i> Sandy David, <i>SOS</i> Madeline Evers, <i>Interventionist</i> Cindy Garrett, <i>Teacher</i> Kevin Cicet, <i>Custodian</i> Ryan Duhe, <i>Custodian</i> Sheryl Nemeth, <i>Custodian</i> Charlene Tucker, <i>Custodian</i> Demitra Wells, <i>Custodian</i> Andre Lee, <i>SRO</i> PTO Leadership Team	<i>School Success Team</i> Shannon Diodene, Principal Annette Blanchard, AP Jessica Gardere, AP Macy LaFleur, AP Tiffany Webre, SDC Christy Donaldson Jessica Wagner Madison St. Pierre Karen Madere Cheney Murray Katie Vitrano Alana Murphy Jessica Thomas Susan Burton Laura Turner Lisa Cain Mary Terrell School Ad Hoc Committees PTO Executive Board

Norco Elementary School
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement • <i>Support K readiness</i> • <i>Ensuring each student learns at high levels</i>	78% of PreK students scored at or above benchmark on the alphabet knowledge measure of the PELI assessment. 76% of PreK students scored at or above benchmark on the Phonological Awareness measure of the PELI assessment. 96% of K students scored at or above benchmark on the Phonemic Awareness measure of DIBELS. 92% of K students scored at or above benchmark on the Letter Naming Fluency measure of DIBELS. 89% of K, 1st, and 2nd graders scored at or above benchmark on the Correct Letter Sounds measure of DIBELS. 91% of 1st graders scored at or above benchmark on the Words Read Correctly Sounds measure of DIBELS. 84% of 2nd graders scored at or above benchmark on the Word Reading Fluency measure of DIBELS. 90% of 3rd graders scored at or above	56% of 1st, 2nd, and 3rd graders scored at or above benchmark on reading fluency measure of DIBELS. 80% of 3rd graders scored at or above on the correct letter sounds measure of DIBELS. 57% of 1st graders scored at or above on the word reading fluency measure of DIBELS. 50% of K students scored at or above on the word reading fluency measure of DIBELS. 72% of 3rd graders scored at or above on the word reading fluency measure of DIBELS. 3-5 LEAP 5th grade math cohort data decreased from 85% in 2024-2025 to 69% in 2025-2026. 4th grade LEAP data declined from 2024-2025 to 2025-2026 in all areas. 25% of 3rd graders scored Mastery or above on the Social Studies LEAP assessment. Subgroup data 25-26 LEAP data for economically disadvantaged students is significantly lower than students who are not economically disadvantaged. 40% of 3rd-5th grade special education students scored Mastery or above on the LEAP ELA assessment as compared with 70% of regular education students. 43% of 3rd-5th grade special education students scored Mastery or above on the LEAP math assessment as compared with 78% of regular education students.

	benchmark on the accuracy measure of DIBELS. 79% of 2nd and 3rd graders scored at or above benchmark on the MAZE measure of DIBELS. 2025-2026 5th grade class cohort data in ELA has increased each year from 48% in 2023-2024 to 71% in 2025-2026. Current 5th grade cohort data has increased in all LEAP subject areas from 2024-2025 to 2025-2026. 17% increase in 5th grade Math LEAP data from 24-25 to 25-26. 19% increase in 5th grade ELA data from 24-25 to 25-26 27% increase in 5th grade SS data from 24-25 to 25-26. 18% increase in 3rd grade Science data from 24-25 to 25-26. According to the Student Stakeholder Survey: • 89% of 5th grade students agreed that, “Teachers have high expectations for me.” • 92% of 5th grade students agreed that, “Teachers provide me with information about my learning and grades.” • 89% of 5th grade students agreed that, “My school prepares me for success in the next school year.” According to the Parent Stakeholder Survey: • 96% of parents agreed that, “My child’s	
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	school has high expectations for its students.” • 94% of parents agreed that, “I have confidence in the teachers at my child’s school.” • 92% of parents agreed that, “My child’s teacher provides curriculum and learning experiences that meet my child’s needs.” • 91% of parents agreed that, “My child is prepared for success in the next school year.”	
Supporting Data		
DIBELS 8 Reports; LEAP; End of Year Report Card Data; Stakeholder Survey; Upbeat Survey; Promotion Data		

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 8 screener will meet or exceed 95%	
School Goal		School Objective(s)	
Ensuring kindergarten readiness so students enter school ready to learn		Year 1: Kindergarten students on/above grade level on BOY DIBELS 8 screener will meet or exceed 70% Year 2: Kindergarten students on/above grade level on BOY DIBELS 8 screener will meet or exceed 85% Year 3: PreK students scoring at or above benchmark on alphabet knowledge on EOY PELI will meet or exceed 76%. K students scoring at or above benchmark on LNF on BOY DIBELS 8 will meet or exceed 32%. Year 4: 2026-2027 PreK students scoring at or above benchmark on alphabet knowledge on EOY PELI will meet or exceed 80%. 2027-2028 K students scoring at or above benchmark on LNF on BOY DIBELS 8 will meet or exceed 40%.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Build understanding of ELDS and TSGOLD objectives, dimensions, and indicators. a. Understand levels of competencies within each ELDS b. Understand how to utilize the online TSGOLD system to generate and analyze the TSGOLD Report(s).	District Funding	A. August 2026-May 2027	Administration Coaches Teachers Early Childhood Curriculum and Instruction Support
		B. TSGold reports, weekly coaching logs, progress monitoring data/checkpoints, sign-in sheets, agenda, presentation notes, observation notes/auditing, meeting evaluations, collaborative planning observations/participation notes	
2. Attend professional learning on the alignment of the ELDS, Teaching Strategies Gold Objectives for Development (crosswalk document) to include early childhood curriculum assessments which determine kindergarten readiness for all stakeholders (directors, teachers, and support staff) and use of Tier I/high-quality curricula and content pedagogy	District Funding	A. August 2026-May 2027	Administration Coaches Teachers Early Childhood Curriculum and Instruction Support
		B. Agendas, sign-in sheets, observation notes, schedule/summaries of visitations, coaching session notes	

3. Identify developmentally appropriate essential learning for PreK relative to kindergarten readiness a. Unpack and internalize new/existing standards and curricula b. Identify essential learning within standards and curricula c. Identify vertical alignment of identified essential learning	District Funding	A. August 2026-May 2027	Administration Coaches Teachers Early Childhood Curriculum and Instruction Support
		B. Final essential learning document, agendas, sign-in sheets, presentations	
4. Support the Implementation of standards-aligned curriculum and utilize the Prekindergarten Content Leader to participate on the district team and provide support within the school by: a. Building understanding of essential learning expectations. b. Modeling strategies for parents and providing support as they practice essential skills with their children. c. Identifying where essential learning is taught within the curriculum and understanding the vertical alignment of essential learning. d. Developing understanding of common assessments and success criteria. e. Increasing knowledge of TS GOLD objectives, dimensions, and indicators. f. Improving teacher practice through the study and implementation of the Science of Reading. g. Improving teacher practice through the analysis of student work. h. Improving student outcomes through the analysis of student work and the identification of students in need of intervention or enrichment. i. Providing support to students who are performing below grade level. j. Progress monitoring students who are performing below grade level. k. Collaborating with classroom and special education teachers to analyze performance and provide instructional support.		A. August 2026-May 2027	Administration Kindergarten Teachers Interventionists

Goal A – Student Achievement—Math			
District Goal		District Objective(s)	
Ensuring each student learns at high levels – MATH		LEAP 2025 Mastery and above will meet or exceed 75%.	
School Goal		School Objective(s)	
Students in grades K-5 will meet or master grade-level standards.		Year 1: 76% of 3rd grade students will score mastery or above on the math LEAP assessment. 75% of 4th grade students will score mastery or above on the math LEAP assessment. 60% of 5th grade students will score mastery or above on the math LEAP assessment. Year 2: 75% of 3rd grade students will score mastery or above on the math LEAP assessment. 80% of 4th grade students will score mastery or above on the math LEAP assessment. 77% of 5th grade students will score mastery or above on the math LEAP assessment. Year 3: 75% of 3rd grade students will score mastery or above on the math LEAP assessment. 85% of 4th grade students will score mastery or above on the math LEAP assessment. 70% of 5th grade students will score mastery or above on the math LEAP assessment. Year 4: 70% of 3rd grade students will score mastery or above on the math LEAP assessment. 75% of 4th grade students will score mastery or above on the math LEAP assessment. 85% of 5th grade students will score mastery or above on the math LEAP assessment.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Implement standards-aligned curricula a. Participate in ongoing Professional Learning sessions designed to build teacher knowledge and capacity in understanding Eureka Math Squared and how to integrate best practices and evidence-based strategies b. Participate in weekly PLT meetings to implement Tier 1/high-quality curricula and content pedagogy training	School Funds	A. August 2026-May 2027	Administrators, Coaches, Teachers
	District Funds	B. C&I Professional Learning calendars, Professional Learning Team meeting observations, agendas, minutes	

2. Focus on essential learning a. Unpack/internalize new standards and curricula b. Facilitate the vertical alignment of identified essential learning	NA	A. August 2026-May 2027	Administrators, Coaches, Teachers
		B. Essential Learning plans, identified standards, Professional Learning Team meeting observations, agendas, minutes	
3. Measure essential learning a. Develop common assessments b. Determine success criteria for common assessments (e.g., creating models and exemplars, calibration of administration and scoring, etc.) c. Analyze student work in order for teachers to: i. Identify strengths and weaknesses in their individual practice ii. Learn from one another iii. Identify areas of curriculum proving problematic for students iv. Improve their collective capacity to help all students learn v. Identify students in need of intervention or enrichment d. Use data management platforms to develop, administer, and analyze results of assessments	School Funding	A. August 2026-May 2027	Administrators, Coaches, Teachers
		B. PLT developed CFAs and CSAs aligned to essential learning, tracking of student proficiency of essential learning, team developed assessments, and subgroup data	
4. Respond to evidence of student learning (intervention) a. Develop structures, identify/develop resources, and build instructional capacity to provide interventions to all students not mastering essential learning i. Equip ii. Zearn iii. Eureka2 resources iv. Math Resource v. LDOE Acceleration resources (FLAME)	School Funding	A. August 2026-May 2027	Administrators, Coaches, teachers, interventionists
	District Funding		

vi. Teacher created resources vii. High Dosage Tutoring b. Monitor effectiveness of interventions i. Progress Monitoring ii. Possible RTI Referrals		B. Tracking of student proficiency of essential learning via curriculum-embedded assessments, state assessments, and/or team developed assessments (CFAs), subgroup data; intervention group rosters and attendance data; RTI meeting agendas	
5. Respond to evidence of student learning (extension) a. Develop structures, identify/develop resources, and building instructional capacity to provide extensions to all students who have mastered essential learning i. Advanced LEAP practice ii. Type II and Type III practice iii. Eureka2 supports iv. Teacher created resources b. Monitor effectiveness of enrichments c. Possible Gifted Referrals	School Funding District Funding	A. August 2026-May 2027 B. Tracking of student mastery of essential learning via curriculum-embedded assessments, state assessments, and/or team developed assessments (CFAs)	Administrators, Coaches, teachers
6. Support the initiative of implementation of new numeracy initiatives a. Complete and/or follow up on ACT 260 Numeracy Course b. Develop a deeper understanding of the numeracy screener c. Develop and understanding of the new math standards and their coherence across grade levels			

7. Review Gifted Services a. Analyze the current gifted teacher schedule to identify opportunities for increased flexibility, reduced transition time, and intentional blocks for enrichment support and talent development. b. Identify high-achieving students to participate in weekly talent pool groups in grades 2nd, 3rd, and 4th grade based on multiple academic indicators standardized test scores, classroom performance, and teacher recommendations c. Schedule gifted teacher to regularly push into accelerated and grade-level math classrooms to provide enrichment opportunities aligned to advanced standards, higher-order questioning, problem solving, and mathematical reasoning. d. Curate and implement high-interest enrichment tasks,STEM challenges, project-based learning opportunities, and advanced math investigations that extend learning beyond grade-level expectations. e. Utilize classroom performance data, teacher feedback, talent pool observations, and student work samples to monitor the effectiveness of enrichment opportunities and identify students who may benefit from additional gifted supports. f. Conduct quarterly reviews of the revised gifted schedule with administration and gifted teachers to assess impact, identify barriers, and adjust scheduling structures to maximize student access and instructional effectiveness.		A. August 2026- May 2027 B. Begin identification in August; implement inclusion beginning in August	Administrators, Gifted Teacher, Math Teachers
		C. Review student performance quarterly D. Gather feedback from teacher	
7. Guiding Coalition will conduct Math Data Analysis of Growth to Mastery data. a. Guiding Coalition conducts grade band		A. August 2026-May 2027 B. 2025-2026 LEAP data, Growth to Mastery goals, teaching strategies used	

analysis of student LEAP data. b. Determine student need and strategies to meet student needs c. Monitor student progress towards Growth to Mastery Goals d. Participate in vertical articulation of math skills			
8. The Instructional Leadership Core Team will analyze multiple sources of student and instructional data to develop targeted instructional cycles focused on improving teaching and learning outcomes. a. Instructional cycles will serve as the foundation for professional learning, collaborative planning, walkthroughs, and ongoing instructional meetings throughout the school year. b. The Instructional Leadership Team (ILT) will regularly review academic, behavioral, and observational data to identify schoolwide instructional focus areas and student needs. c. Based on data analysis, the ILT will develop clear action steps, support structures, and progress-monitoring plans to address identified areas for growth. d. ILT members will collaborate consistently to share feedback, problem-solve instructional challenges, and support one another in strengthening instructional practices across the school.		A. August 2026-May 2027 B. ILT agendas	

Goal A – Student Achievement—LITERACY	
District Goal	District Objective(s)
Ensuring each student learns at high levels – LITERACY	Students on or above grade level on DIBELS 8 will meet or exceed 95%. LEAP 2025 Mastery and Above will meet or exceed 75%.
School Goal	School Objective(s)
Students in grades K-5 will meet or master grade-level standards.	Year 1: Increase the percentage of K students reading at or above benchmark from 82% on the 2023 End of Year Acadience Reading screener to 87% on the DIBELS 8 screener Increase the Kindergarten measure NWF-CLS from 81% on the 2023 End of Year Acadience Reading screener to 86% on the DIBELS 8 screener. Increase the percentage of 1st Grade students reading at or above benchmark from 55% on the 2023 End of Year Acadience Reading screener to 65% on the DIBELS 8 screener. Increase the 1st grade measure for Accuracy from 53% on the 2023 End of Year Acadience Reading screener to 63% on the DIBELS 8 screener. Increase the percentage of 2nd Grade students reading at or above benchmark from 68% on the 2023 End of Year Acadience Reading screener to 75% on the DIBELS 8 screener. Increase the 2nd specific measure for Accuracy from 76% on the 2023 End of Year Acadience Reading screener to 81% on the DIBELS 8 screener. Increase percentage of 3rd Grade students reading at or above benchmark from 70% on the 2023 End of Year Acadience Reading screener to 75% on the DIBELS 8 screener. Increase the 3rd measure for DAZE from 68% on the 2023 End of Year Acadience Reading screener to 75% on the DIBELS 8 screener. 55% of 3rd grade students will score mastery or above on the ELA LEAP assessment. 65% of 4th grade students will score mastery or above on the ELA LEAP assessment. 55% of 5th grade students will score mastery or above on the ELA LEAP assessment. Year 2: Increase percentage of K students reading at or above benchmark from 77% on the 2024 End of Year DIBELS 8 screener to 87% on the End of Year 2025 DIBELS 8 screener.

Increase the Kindergarten measure NWF-CLS from 81% on the 2024 End of Year DIBELS 8 screener to 86% on the 2025 End of Year DIBELS 8 screener.

Increase percentage of 1st Grade students reading at or above benchmark from 87% on the 2024 End of Year DIBELS 8 screener to 90% on the 2025 End of Year 2025 DIBELS 8 screener.

Increase the 1st grade measure for Accuracy from 61% on the 2024 End of Year DIBELS 8 screener to 75% on the 2025 End of Year DIBELS 8 screener

Increase percentage of 2nd Grade students reading at or above benchmark from 77% on the 2024 End of Year DIBELS 8 screener to 82% on the 2025 End of Year DIBELS 8 screener.

Increase the 2nd specific measure for Accuracy from 69% on the 2024 End of Year DIBELS 8 to 81% on the DIBELS 8 screener.

Increase percentage of 3rd Grade students reading at or above benchmark from 69% on the 2024 End of Year DIBELS 8 screener to 75% on the 2025 End of Year DIBELS 8 screener.

Increase the 3rd measure for MAZE from 85% on the 2024 End of Year DIBELS 8 screener to 89% on the 2025 End of Year DIBELS 8 screener.

61% of 3rd grade students will score mastery or above on the ELA LEAP assessment.

60% of 4th grade students will score mastery or above on the ELA LEAP assessment.

65% of 5th grade students will score mastery or above on the ELA LEAP assessment.

30% of 3rd grade SPED sub group students will score mastery or above on the ELA LEAP assessment.

35% of 4th grade SPED sub group students will score mastery or above on the ELA LEAP assessment.

60% of 5th grade SPED sub group students will score mastery or above on the ELA LEAP assessment.

Year 3:

Increase percentage of K students reading at or above benchmark from 86% on the 2025 End of Year DIBELS 8 screener to 89% on the End of Year 2026 DIBELS 8 screener.

Increase the Kindergarten measure WRF (Word Reading Fluency) from 47% on the 2025 End of Year DIBELS 8 screener to 52% on the 2026 End of Year DIBELS 8 screener.

Increase percentage of 1st Grade Cohort reading at or above benchmark from 86% on the 2025 End of Year DIBELS 8 screener to 91% on the 2026 End of Year 2026 DIBELS 8 screener.

Increase percentage of 2nd Grade students reading at or above benchmark from 80% on the 2025 End of Year DIBELS 8 screener to 85% on the 2026 End of Year DIBELS 8 screener.

Increase the 2nd grade specific measure for Accuracy from 55% on the 2025 End of Year DIBELS 8 to 65% on the DIBELS 8 screener.

Increase percentage of 3rd Grade students reading at or above benchmark from 79% on the 2025 End of Year DIBELS 8 screener to 82% on the 2026 End of Year DIBELS 8 screener.

Increase the 3rd grade measure for ORF Fluency from 72% on the 2025 End of Year DIBELS 8 screener to 75% on the 2026 End of Year DIBELS 8 screener.

65% of 3rd grade students will score mastery or above on the ELA LEAP assessment.

70% of 4th grade students will score mastery or above on the ELA LEAP assessment.

62% of 5th grade students will score mastery or above on the ELA LEAP assessment.

30% of 3rd grade SPED sub group students will score mastery or above on the ELA LEAP assessment.

40% of 4th grade SPED sub group students will score mastery or above on the ELA LEAP assessment.

45% of 5th grade SPED sub group students will score mastery or above on the ELA LEAP assessment.

Year 4:

Increase percentage of K students reading at or above benchmark from 90% on the 2026 End of Year DIBELS 8 screener to 93% on the End of Year 2027 DIBELS 8 screener.

Increase the Kindergarten measure NWF-WRC from 78% on the 2026 End of Year DIBELS 8 screener to 80% on the 2027 End of Year DIBELS 8 screener.

Increase percentage of 1st Grade Cohort reading at or above benchmark from 87% on the 2026 End of Year DIBELS 8 screener to 91% on the 2026 End of Year 2027 DIBELS 8 screener.

Increase the 1st Grade Cohort measure NWF-WRC from 78% on the 2026 End of Year DIBELS 8 screener to 85% on

		the 2027 End of Year DIBELS 8 screener. Increase percentage of 2nd Grade students reading at or above benchmark from 84% on the 2026 End of Year DIBELS 8 screener to 87% on the 2027 End of Year DIBELS 8 screener. Increase the 2nd grade specific measure for Accuracy from 60% on the 2026 End of Year DIBELS 8 to 65% on the DIBELS 8 screener on the 2027 End of Year DIBELS 8 screener. Increase percentage of 3rd Grade students reading at or above benchmark from 77% on the 2026 End of Year DIBELS 8 screener to 80% on the 2027 End of Year DIBELS 8 screener. Increase the 3rd grade measure for ORF Fluency from 71% on the 2026 End of Year DIBELS 8 screener to 75% on the 2027 End of Year DIBELS 8 screener. 70% of 3rd grade students will score mastery or above on the ELA LEAP assessment. 67% of 4th grade students will score mastery or above on the ELA LEAP assessment. 71% of 5th grade students will score mastery or above on the ELA LEAP assessment. 51% of 3rd grade SPED sub group students will score mastery or above on the ELA LEAP assessment. 40% of 4th grade SPED sub group students will score mastery or above on the ELA LEAP assessment. 37% of 5th grade SPED sub group students will score mastery or above on the ELA LEAP assessment.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Implement standards-aligned curricula a. Participate in ongoing professional learning sessions designed to build teacher knowledge and capacity in understanding the science of reading and how to integrate best practices and evidence-based strategies b. Participate in weekly PLT meetings to implement Tier 1/high-quality curricula and content pedagogy training	School Funding	A. August 2026-May 2027	Administrators, Coaches, teachers
	District Funding	B. C&I Professional Learning calendars, Professional Learning Team meeting observations, agendas, minutes	

2. Focus on essential learning a. Unpack/internalize new/existing standards and curricula b. Facilitate the vertical alignment of identified essential learning c. Engage in vertical alignment conversations to ensure a seamless progression of skills and knowledge across grade levels. d. Analyze end-of-year assessment expectations and student work samples to identify critical skills students must master before transitioning to the next grade level. e. Collaborate across grade levels, with an emphasis on the transition from Grade 2 to Grade 3, to compare end-of-year Grade 2 assessments with beginning-of-year Grade 3 assessments and instructional expectations. f. Identify instructional practices, tasks, and learning experiences that can be incorporated into Grade 2 instruction to better prepare students for Grade 3 success. g. Use student performance data to monitor the effectiveness of curriculum implementation and make instructional adjustments as needed. h. Share successful instructional strategies and resources that support mastery of essential learning and readiness for the next grade level.	School Funding	A. August 2026-May 2027	Administrators, Coaches, teachers
	District Funding	B. Essential Learning plans, identified standards, Professional Learning Team meeting observations, agendas, minutes	
3. Measure essential learning a. Develop common assessments b. Determine success criteria for common assessments (e.g., creating models and exemplars, calibration of administration	School Funding	A. August 2026-May 2027	Administrators, Coaches, teachers
	District Funding	B. PLT developed CFAs aligned to essential learning, tracking of student proficiency of essential learning via curriculum-embedded assessments (CKLA Skills/LDOE ELA	

and scoring, etc.) c. Analyze student work in order for teachers to: i. Identify strengths and weaknesses in their individual practice ii. Learn from one another iii. Identify areas of curriculum proving problematic for students iv. Improve their collective capacity to help all students learn v. Identify students in need of intervention or enrichment d. Use data management platforms to develop, administer, and analyze results of assessments i. Students with Disabilities population		Guidebooks), state screeners (DIBELS 8), and/or team developed assessments (CFAs), subgroup data	
4. Respond to evidence of student learning (intervention) a. Develop structures, identify/develop resources, and build instructional capacity to provide interventions to all students not mastering essential learning i. Amira ii. Sondag iii. 95% iv. Heggerty v. L.I.F.T vi. F.I.R.E vii. F.U.E.L. viii. Pair ix. High Dosage Tutoring x. CKLA 1. Pausing Points 2. Assessment and Remediation Guide b. Monitor effectiveness of interventions i. IASPs	School Funding	A. August 2026-May 2027	Administrators, Coaches, teachers, interventionists
	District Funding	B. Tracking of student proficiency of essential learning via curriculum-embedded assessments (CKLA Skills/LDOE ELA Guidebooks), state screeners (DIBELS 8), and/or team developed assessments (CFAs), subgroup data; intervention group rosters and attendance data; student selection meeting agendas	

ii. Possible RTI Referrals			
5. Respond to evidence of student learning (extension) a. Develop structures, identify/develop resources, and building instructional capacity to provide extensions to all students who have mastered essential learning i. Book Clubs ii. CommonLit iii. Fluency practice with more complex texts iv. Comprehension practice with more complex texts v. Writing extensions vi. More complex nonfiction practice b. Monitor effectiveness of extensions i. Possible Gifted Referrals	School Funding	A. August 2026-May 2027	Administrators, Coaches, teachers
	District Funding	B. Tracking of student mastery of essential learning via curriculum-embedded assessments, state assessments, and/or team developed assessments (CFAs)	
6. Implement co-teaching between regular and special education teachers a. Provide ongoing professional development for both special education and general education teachers on effective co-teaching, collaboration, and inclusive instructional practices. b. Implement co-teaching models in grade levels and classrooms where scheduling and service delivery structures allow. c. In grade levels where co-teaching is not feasible, facilitate intentional collaboration between general and special education teachers to modify instruction, assessments, and learning experiences to meet individual student needs.	School Funding	A. August 2026-May 2027	Administrators, Coaches, teachers, district special education personnel
	District Funding	B. Tracking of SPED subgroup student mastery of essential learning via curriculum-embedded assessments, state assessments, and/or team developed assessments (CFAs)	

d. Collaborate as an NES special education team to share instructional strategies, accommodations, and successful intervention practices. e. Conduct peer observations focused on co-teaching and collaborative instructional practices. f. Conduct quarterly academic data reviews to monitor student progress, evaluate instructional effectiveness, and identify needed supports and adjustments.			
7. Enrichment teachers will implement K-3rd grade-level specific literacy practice at the beginning of each class period.		A. August 2026-May 2027	
8. Guiding Coalition will conduct ELA Data Analysis of Growth to Mastery data. a. Guiding Coalition conducts grade band analysis of student LEAP data. b. Determine student need and strategies to meet student needs c. Monitor student progress towards Growth to Mastery Goals d. Participate in vertical articulation of ELA skills e. Conduct peer observations of tier 1 and small group lessons. Provide feedback to groups focusing on meeting individual student needs.		A. August 2026-May 2027	

9. The Instructional Leadership Core Team will analyze multiple sources of student and instructional data to develop targeted instructional cycles focused on improving teaching and learning outcomes. a. Instructional cycles will serve as the foundation for professional learning, collaborative planning, walkthroughs, and ongoing instructional meetings throughout the school year. b. The Instructional Leadership Team (ILT) will regularly review academic, behavioral, and observational data to identify schoolwide instructional focus areas and student needs. c. Based on data analysis, the ILT will develop clear action steps, support structures, and progress-monitoring plans to address identified areas for growth. d. ILT members will collaborate consistently to share feedback, problem-solve instructional challenges, and support one another in strengthening instructional practices across the school.		A. August 2026-May 2027	
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Norco Elementary School
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>	According to the Parent Stakeholder Survey: • 94% of parents agreed that, “Teachers at my school care about the well-being of students.” • 94% of parents agreed that, “There is an adult my child can turn to in their school when they are having a difficult time.” According to the Student Stakeholder Survey: • 90% of 5th grade students agreed that, “Teachers at my school strive to help all students feel they belong.” According to the open-ended responses on the Student Stakeholder Survey: • Students feel emotionally supported, cared for, and encouraged by adults on campus According to the open-ended responses on the Parent Stakeholder Survey: • Families deeply value the positive culture and sense of belonging at NES According to the Spring UPBEAT Faculty Survey: • 100% of the faculty agreed that, “Teachers at my school care about the well-being of students.”	According to the open-ended responses on the Parent Stakeholder Survey: • Families want strong behavior systems that support both student safety and uninterrupted learning. According to the Student Stakeholder Survey: • 70% of 5th grade students agreed that, “In my school, students treat adults with respect.” • 79% of 5th grade students agreed that, “In my school, rules are applied equally to all students.” According to the Spring UPBEAT Faculty Survey: • 77% of faculty agreed that, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class.” • 71% of faculty agreed that, “Disciplinary practices are applied fairly to all students at my school.” Increase from 24 referrals in the 2024-2025 school year to 55 referrals in the 2025-2026 school year in the behavior subcategory of conducts or habits injurious to others. (find out how many are SpEd - 33%) Increase from 62 referrals in the 2024-2025 school year to 124 referrals in the 2025-2026 school year written.

Supporting Data
Parent Stakeholder Survey; Student Stakeholder Survey; Discipline Data; UPBEAT Survey

Goal B – Student Well-being and Belongin	
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	Decrease suspension percentages by 3%.
School Goal	School Objective(s)
Support students’ academic, social, and emotional needs through the use and implementation of Responsive Classroom, restorative practices, and 7 Mindsets with a focus on social and emotional learning (SEL).	Year 1: 30% or less of referral incidents will be classified as “conducts or habits injurious to others.” 80% or more of the faculty will agree or strongly agree with the statement, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class,” on the UPBEAT Survey 75% or more of the faculty will agree or strongly agree with the statement, “Disciplinary practices are applied fairly to all students at my school” on the UPBEAT Survey Year 2: 88% or more of the faculty will agree or strongly agree with the statement, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class,” on the UPBEAT Survey 85% or more of the faculty will agree or strongly agree with the statement, “Disciplinary practices are applied fairly to all students at my school” on the UPBEAT Survey 100% of faculty and staff will be trained in Responsive Classroom practice Year 3: 80% or more of the faculty will agree or strongly agree with the statement, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class,” on the UPBEAT Survey 80% or more of the faculty will agree or strongly agree with the statement, “Disciplinary practices are applied fairly to all students at my school” on the UPBEAT Survey Year 4: 80% or more of the faculty will agree or strongly agree with the statement, “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class,” on the UPBEAT Survey 80% or more of the faculty will agree or strongly agree with the statement, “Disciplinary practices are applied fairly to all students at my school” on the UPBEAT Survey

Action Steps	Funding Source(s)	a. Timeline for Implementation.	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. 7 Mindsets Curriculum implemented in grades K-5 twice a week during Morning Meeting - Faculty and staff participate in 7 Mindsets district professional development - SEL Champions conduct 7 Mindsets/SEL/ Responsive Classroom professional development sessions throughout the year for NES faculty - Implement 7 Mindsets Social Emotional Learning Curriculum lessons through morning meeting - Partner homeroom teachers with support staff to co-facilitate 7 Mindsets lessons - Administer the 7 Mindsets survey and analyze data to follow up with students as appropriate - Continue to conduct Tier I, Tier II, and Tier III classes, groups, and individual counseling to students after reviewing data - Showcase 7 Mindsets throughout campus - Partner all primary and upper homerooms with a Buddy Class	District funds NES Student Funds	A. August 2026 - May 2027	Administrators SEL Champions SEW Team Discipline Team Teachers
		B. Monitor the online portal for lesson completion, Buddy Class Spreadsheet, NESST agenda, SEW agenda, and notes: 7 Mindsets survey - discipline data - academic data - RTI/SBLC data - teacher/administrator referrals - parent referrals	

2. Progress monitor and develop interventions for “at-risk” student behavior and social/emotional wellness a. discuss individual student trends in attendance, behavior, and academic data b. Pair students with an adult/student mentor based on student needs. i. Create a teacher sign-up sheet to mentor ii. Develop mentor list from feeder schools	NES Student Funds	A. August 2026 - May 2027	Administrators Discipline Team SEW Team Teachers Attendance SOS CWA Advocate
		B. Data-analysis • Attendance data • Academic data • Social Emotional Wellness Team minutes • Discipline Team minutes • Academic Review notes	
3. Provide Tier II and III interventions for students receiving infractions involving physical aggression to themselves or others. a. Monitor future infractions for each student. b. Discuss in SEW or RTI to determine additional interventions and next steps.	District Funds NES Student Funds	A. August 2026 - May 2027	Administrators SEW Team CWA Advocate RTI Chair Counselors Discipline Team Teachers
		B. Data-analysis • Attendance data • Academic data • Social Emotional Wellness Team minutes • Discipline Team minutes • Academic Review notes	
4. Counselors will provide a Tier II feedback form to teachers to be completed on students in small groups. a. Review data b. create Tier II and Tier III interventions.	NES School Funds	A. August 2026 - May 2027	Administrators Counselors SEW Team Teachers
		B. Feedback Form	
5. Revise and implement a clear behavior response flow chart to guide consistent teacher actions in response to student behavior. a. Collaborate with staff to define school-wide expectations for all areas across campus. b. Revise and implement a process to reinforce consistent use and tracking	NES Student Funds	A. August 2026 - May 2027	Administrators Teachers NESST Discipline Team SEW Team NESST NES Faculty and Staff RTI Committee
		B. • Discipline Team minutes • Behavior Tracking Spreadsheet • Social Indicator form	

of social development indicators: i. Revise the Social Indicator form for all grade levels to include: i. Strategies used at school when de-escalating behaviors ii. Description of the undesired behavior iii. How parents can support at home iv. Consequences assigned (if applicable) c. Revisit with staff on how to appropriately utilize the form d. Develop a process for tracking the form and determining additional consequences e. Once a student has 3 Social Indicator forms, the student will be reviewed by the grade-level team to determine the appropriate consequences and/or interventions. f. Monitor implementation through administrative walkthroughs and staff feedback to ensure clarity, consistency, and effectiveness in behavior management.			
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Norco Elementary School
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	According to the UpBeat Survey: 100% of teachers agreed that, “I am satisfied with being a teacher at this school.” 98% of teachers agreed that, “The work environment at my school supports my ongoing professional growth.” 96% of teachers agreed that, “Administrators at my school view teachers as experts.” 98% of teachers agreed that, “I feel successful as a teacher.” 98% of teachers agreed that, “Administrators at my school actively seek input from teachers when making important decisions.” 100% of teachers agreed that, “I find a sense of purpose in the work I do each day.”	According to the UpBeat Survey: 67% of teachers agreed that, “I am able to balance my workload as a teacher with my other responsibilities outside of school.” 69% of teachers agreed that, “Teachers have influence over the hiring of professional staff.” 69% of teachers agreed that, “The workload expected of teachers at my school is reasonable.”
Supporting Data		
UPBEAT Survey: Parent Stakeholder 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		Increase retention rate of teachers to 93%.	
School Goal		School Objective(s)	
Retaining a diverse, engaged, and effective workforce		Year 1: 80% or more of the faculty will agree that “The workload expected of teachers at my school is reasonable.” 60% or more of faculty will agree that “Teachers are compensated fairly for taking on extra responsibilities at my school.” Year 2: 75% or more of the faculty will agree that “The workload expected of teachers at my school is reasonable.” Year 3: 85% or more of the faculty will agree that, “The workload expected of teachers at my school is reasonable.” Year 4: 75% or more of the faculty will agree that, “The workload expected of teachers at my school is reasonable.”	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Implement Quality Time Planning Days - Utilize a Quality Time Schedule or professional learning day that provides teachers with additional planning time during the instructional day. - Create protected collaborative planning opportunities for Special Education teachers to discuss student needs, accommodations, instructional strategies, and upcoming schoolwide initiatives. - Create protected collaborative planning opportunities for enrichment staff to discuss student needs, accommodations, instructional strategies, and upcoming schoolwide and district initiatives.		A. August 2026-May 2027	Norco Elementary School Success Team RTI members
		B. RTI Logs/Agendas: Monitor implementation through meeting agendas, sign-in sheets, and feedback from participants to evaluate effectiveness and make adjustments as needed.	

d. Utilize support staff to provide extended planning to teachers. e. Structure Quality Time sessions to focus on high-impact tasks such as lesson planning, assessment development, data analysis, intervention planning, and curriculum alignment. f. Gather teacher feedback after each Quality Time session to evaluate effectiveness and make adjustments to scheduling and supports.			
2. Strengthen Staff Morale, Engagement, and School Culture a. Support and expand the Sunshine Club to celebrate staff milestones, recognize achievements, and provide opportunities for appreciation throughout the year. b. Organize regular team-building activities, including events such as <i>Minute to Win It</i> competitions, staff socials, and collaborative challenges designed to strengthen relationships and teamwork. c. Implement holiday and seasonal challenges that encourage participation, friendly competition, and school spirit among faculty and staff. d. Increase staff voice in the hiring process by providing opportunities for faculty feedback and input prior to hiring decisions when appropriate. e. Expand the Staff Shout-Out Program to highlight positive feedback from students, parents, and colleagues. Include a dedicated section in the weekly family memo/newsletter where parents can recognize and celebrate faculty and staff members who have made a positive impact. Post QR codes throughout the school and in family communications that allow students,	School funds	A. August 2026-May 2027	
		B. Ad hoc committee notes, PL agendas, shout out spreadsheet, hiring feedback form, advertisement	

parents, and staff to easily submit shout-outs and words of appreciation. f. Provide opportunities for families to complete gratitude cards at events and Parent Teacher Conferences. Share positive conference notes, parent compliments, and student acknowledgments with faculty members to celebrate successes and reinforce the impact of their work. g. Regularly solicit staff feedback regarding morale-building initiatives to ensure activities remain meaningful and responsive to faculty needs.			
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Norco Elementary School
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	According to the Spring UPBEAT Faculty Survey: • 96% of the faculty agreed with the statement, “I feel physically safe at my school.” According to the Parent Stakeholder Survey: • 95% of parents agreed or strongly agreed with the statement “My child’s school is clean and well-maintained.” • 96% of parents agreed or strongly agreed with the statement “My child’s school provides a safe learning environment.”	According to the Student Stakeholder Survey: • 79% of students agreed or strongly agreed with the statement “My school is clean and well-maintained.” • 78% of students agree or strongly agree that “I feel safe at school.” • 70% of students agree or strongly agree that “In my school, students treat adults with respect.” • 79% of students agree or strongly agree that “In my school, rules are applied equally to all students.” According to the UPBEAT Faculty Survey: • 65% of faculty agreed that “My school building is clean and well-maintained.” • 77% of faculty agreed 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; Incident/Accident Reports; Discipline Data		

Goal E – Facilities Management			
District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		Meet or exceed 88% “Agree/Strongly Agree” response rate on the SCPPS Stakeholder Survey for the following statement: Our school provides a safe learning environment (parents).	
School Goal		School Objective(s)	
To identify and implement proactive and responsive processes and practices to enhance the safety of students and employees		Year 1: 85% of students will agree or strongly agree with the statement “I feel safe at school.” Year 2: 85% of students will agree or strongly agree with the statement “I feel safe at school.” Year 3: 90% of students will agree or strongly agree with the statement “My school is clean and well-maintained.” Year 4: 90% of students will agree or strongly agree with the statement “My school is clean and well-maintained.” 85% of students agree or strongly agree that “I feel safe at school.”	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Emergency Response Procedures - Review and clarify procedures for unexpected emergencies, including false or accidental fire alarms. (Conduct drills with barriers- see Mary) Determine expectations for activating additional safety systems (ex., Raptor emergency alert procedures) during unplanned alarms or evacuations. - Train staff on use of Raptor panic alert - Provide staff refresher training on emergency response expectations and communication procedures. - Schedule and document safety drills to ensure consistency and preparedness. - Gather feedback from staff regarding safety concerns and procedural effectiveness.	District Funding School Funding	A. August 2026 - May 2027	Norco Elementary School Success Team Safe Schools Team All Staff Administrators

f. Revisit procedures quarterly to ensure effectiveness and compliance. g. Review Safe Schools audit results and make changes as needed 2. Duty Map Review and Updates a. Continue reviewing and updating duty maps throughout the school year based on campus needs. b. Evaluate supervision coverage during arrival, dismissal, transitions, and high-traffic areas. c. Adjust staff assignments proactively when issues or gaps are identified. d. Ensure updated duty maps are shared promptly with all staff members. e. Implement a club or committee room use calendar - Shell room, conference room, Tiffany’s office, etc. 3. Student Dress Code Accountability a. Establish clear and consistent dress code expectations for students b. Create a standardized process for addressing dress code violations through the front office. c. Communicate dress code expectations and consequences with SOS d. Provide students, parents, and staff guidance to ensure all employees follow the same procedures consistently. e. Communicate dress code expectations to families and students at regular intervals. f. Monitor implementation and address inconsistencies as needed. 4. Develop and communicate School Office Specialist Guidelines to review office expectations and procedures. ● Check out at lunch ● Check in mid-day <td> B. RAPTOR accountability logs, Safe Schools Meeting Agendas, School Supervision Plan, Custodian Feedback Form, Dress Code Infraction spreadsheet </td> <td></td>	B. RAPTOR accountability logs, Safe Schools Meeting Agendas, School Supervision Plan, Custodian Feedback Form, Dress Code Infraction spreadsheet	
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Develop and communicate a plan for custodian responsibilities. a. Meet with custodians to review and clarify expectations. b. Develop a plan for when multiple custodians are absent. c. Monitor custodian performance to ensure expectations are being followed. d. Clearly communicate to faculty e. Solicit feedback from faculty, staff	None	A. August 2026 - May 2027	Administration Custodians Faculty and Staff
		B. Monitor outdoor sensory room usage ● Assess impact on regulation and engagement	

Norco Elementary School

Comprehensive Needs Assessment

Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment <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>	According to the Parent Stakeholder Survey: 94% of parents agreed or strongly agreed with the statement “My child’s teachers help me to understand my child’s progress.” 95% of parents agreed or strongly agreed with the statement “My child’s school offers opportunities for families to be involved in the school and my child’s learning.” According to the Spring UPBEAT Faculty Survey: 98% of the faculty agreed with the statement, “Parents and teachers at my school work together as partners.” High attendance at daytime events - An increase in attendance from the Fall FACT night where only 2% of parents attended to 90% of students attending	According to a school-level Parent Survey: - Parent feedback suggests a need for parental support sessions to help parents understand the transition between 2nd and 3rd grade. According to the Student Stakeholder Survey: 84% of students agreed or strongly agreed with the statement “My school offers opportunities for my family to be involved in the school and my learning.” Low attendance at nightly events: 8 parents attended the spring PTO meeting 120 of 500 students attended our Science and Technology night.

	our daytime Breakfast with Bright Ideas event.” • Parent-Teacher Conferences ○ Spring- 90% of students were represented	
Supporting Data		
AdvancED; School Event Attendance Data, Upbeat Survey Results, Social Media Engagement 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		Meet or exceed a 10% increase in participation at each Title I sponsored district/ special group event.	
School Goal		School Objective(s)	
Increase educational access and opportunity within the community		Year 1: 50% of students will be represented at academic events Year 2: - Meet or exceed a 10% increase in participation at school events with low participation rates for the 23-24 school year. Year 3: - Meet or exceed a 10% increase in participation at school events with low participation rates for the 24-25 school year. Year 4: - NES will have an average of 50% parent attendance at school events.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Breakfast with Bright Ideas - Designate one “Breakfast with Bright Ideas” event per grade level/class and determine dates. - Work with cafeteria staff, administration, and custodians to determine seating needs, visitor check-in process, and food options. Provide clear guidelines. - Send home flyers, email invites, and social media posts in multiple languages. - Incorporate learning moments by allowing time for students to share classwork, read aloud to their guest, or practice character traits. - Offer a survey asking families for feedback on the experience. Use	Schools Funds	A. August 2026 - May 2027	Faculty
	Partner in Education	B. sign-in sheets, stakeholder feedback, and advertisement methods	Science, Technology, and Reading (STAR) Ad Hoc committee Ad Hoc committee chair

results to improve future events.			
2. Implement and expand “Mystery Reader” program to foster a love of reading and strengthen school-to-home connections. a. Invite family members, community leaders, school staff, and students to surprise classes by reading a favorite book aloud during designated classroom times b. Revisit protocol of expectations (time allotted, sign-in procedures, appropriate dress, no siblings) c. Teachers coordinate scheduling and share through newsletters and social media d. Continue use of a Google Form to track Mystery Readers and to inform the front office of visitors e. Ensure guest readers reflect the diversity of the school community to promote representation and engagement	Schools Funds	A. August 2026-May 2027	Teachers Administrators
		B. Google Form, Guardian Eagle Sheet, and advertisement methods	
3. Strengthen the Transition from 2nd Grade to 3rd Grade a. Create transition experiences for students, such as classroom visits, student panels, or presentations by 3rd grade teachers, to familiarize students with expectations and routines. b. Develop and share a 2nd-to-3rd grade transition guide for families that outlines academic expectations, testing requirements, and ways to support learning at home. c. Provide families with information about key instructional shifts, including Guidebooks, math problem-solving expectations, written responses, and state assessment requirements. d. Share resources, sample assessments, and parent guides to help families understand academic expectations and monitor student progress.		A. August 2026- May 2027	Teachers Administrators
		B. Sign-in sheets, transition guide, family resources	

