



**East Baton Rouge Parish School System
Schoolwide Plan
Shenandoah Elementary**

Pre-K- 5th

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2026 - 2027

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District Assurance

- The plan was developed in collaboration with parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that a shorter timeframe was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

(Component 6): Multi-Tiered Systems of Support for Behavior

(Component 7): Professional Development

(Component 8): Student Transition

- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal	Date
Executive Director	Date

Faculty and Staff Review

[illegible]

Louisiana's Goals and Priorities

Educational Priorities

- Early Childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Foundational math instruction advancing from conceptual understanding
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

Six Critical Goals

- Students enter kindergarten ready.
- Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

The East Baton Rouge Parish School System envisions an education system that produces successful, confident, and lifelong learners who can navigate challenges and contribute meaningfully to society.

School's Mission

Shenandoah Elementary is committed to providing the best education possible to ensure every child, in every classroom, maximizes their educational and personal potential by supporting families and students every day.

School's Vision

Students will leave elementary school possessing the knowledge, skills, and values necessary to become active, responsible, and successful members of a dynamic community.

Data Types

The types of data in the table should make up the Data Portfolio housed at the school.

	Data Types			
Stakeholder	Cognitive/Intervention	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - DIBELS - Benchmark Assessments - STAR - LEAP 360 - Zearn - Lexia Core 5 - CFAs	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	Demographics

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at-risk students, students from diverse racial and ethnic groups, students with disabilities, English Learners (ELs), and migrant students.

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
560	282	165	58	53	86	370	84	39	6
Percentage	50.4%	29.5%	10.4%	9.5%	15.3%	66%	15%	7%	1%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	53%
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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition.	10%		36%		53%	
	Objective 16 Demonstrates knowledge of the alphabet	3%		22%		74%	
	Objective 17 Demonstrates knowledge of print and its uses.	9%		88%		3%	
	Objective 18 Comprehends and responds to books and other texts	9%		43%		48%	
	Objective 19 Demonstrates writing skills	2%		31%		67%	
	Objective 20 Uses number concepts and operations	12%		17%		71%	

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K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade K	13%		5%		36%		46%	
	Grade 1	11%		13%		18%		58%	
	Grade 2	20%		7%		26%		47%	
	Grade 3	15%		12%		32%		41%	
	Grade 4								
	Grade 5								

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Kindergarten	0%		80%		20%	
1st Grade	0%		80%		20%	
2nd Grade	14%		86%		0%	
3rd Grade	22%		78%		0%	
4th Grade	67%		33%		0%	
5th Grade	100%		0%		0%	

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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
26 (4%)	27	22 (4%)	13	1 (Less than 1 %)	0

Part 1: STRENGTHS

Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	77 % of 4th graders scored Mastery on ELA LEAP	LEAP May 2025
2.	70 % of 5th graders scored Mastery on ELA LEAP	LEAP May 2025
3.	76% of first grade scored on/above benchmark on EOY DIBELS	EOY DIBELS 2025
4.	73% of third grade scored on/above benchmark on EOY DIBELS	EOY DIBELS 2025
5.	82% of kindergarten scored on/above benchmark on EOY DIBELS	EOY DIBELS 2025

Contributing Factors to Strengths based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival/contextual data of the previously identified strengths:

Contributing Factor: High expectation in student success	
Instrument(s): Parent Sign-Ins, Meet and Greet, Open House, Literacy Night, STEM Night, ELPT Parent Meeting, Grade Level PLC's, LEADS, District Professional Development	
Data Type: 1. Attitudinal 2. Cognitive/Intervention 3. Behavioral/Attitudinal	Findings 1. Teacher Focus Group Meetings 2. Small Group Pull-outs--Claire Broussard 3. STEM/Literacy Night

Contributing Factor: Teachers provided meaningful, rigorous, Tier 1 instruction and assessments aligned to the rigor of the LA standards to meet individual instructional needs of students	
Instrument(s): Walk-through data, PLC/ILT agendas/ CFA data/LEADS observation data	
Data Type: 1. Behavioral 2. Behavioral/Attitudinal 3. Cognitive 4. Cognitive	Findings 1. Walk-throughs/LEADS observations/ 2. PLC/ ILT Meetings 3. Progress monitoring of students 4. CFA data shared and disaggregated

Contributing Factor: Administration, teachers, and staff communicate with students and parents about student performance and progress	
Instrument(s): School website, school app, Remind/ClassDojo, teacher newsletters, BBEs, weekly callouts, DIBELS night, Social media posts, flyers, JCAMPUS	
Data Type: 1. Archival/Contextual 2. Archival/Contextual 3. Archival/Contextual 4. Archival/Contextual	Findings 1. Parent conferences are regularly scheduled--forms 2. Teachers send home weekly newsletters and graded work (BBE) 3. Weekly callouts with general information, 4. DIBELS, STEM, and Literacy nights to inform parents of their child's progress as well as present fun and educational learning

Part 2: WEAKNESSES

Weaknesses - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	26% of Third Graders were proficient on the LEAP 2025 Social Studies test.	LEAP 2025
2.	73% of Second Graders were proficient on EOY DIBELS	EOY DIBELS
3.	27% of Third Grader students were proficient on the LEAP 2025 Science test.	LEAP 2025

Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Contributing Factor: Teacher inconsistency	
Instrument(s): LEAP Data/CFA Data	
Data Type: 1. Attitudinal/Behavior 2. Attitudinal/Behavior 3. Attitudinal/Behavior	Findings 1. LEAP data from the 24-25 school year indicates that 3rd grade social studies scores are far below the rest of our LEAP scores. 2. One teacher missed the beginning of the year due to maternity leave which resulted in a lack of consistent instruction 3. One teacher resigned at the end of the 1st semester which added to the lack of consistency in 3rd grade all together.

Contributing Factor: Teachers use few strategies to promote higher order thinking skills to reach all learners.
Instrument(s): Teacher observations, walk-throughs, PLCs, Grades, CFA Data

Data Type: 1. Behavioral 2. Behavioral 3. Behavioral	Findings 1. Teacher walk-throughs indicate deficits in teaching abilities when it comes to higher order thinking strategies such as questioning, student to student interactions, and the use of text evidence in writing samples. 2. Teacher planning did not lead to student understanding or achieving a mastery level of achievement 3. Discipline rates are higher in third grade which limits teacher’s ability to plan peer to peer higher order activities.
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Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Shenandoah Elementary’s SPS will increase from 54% to 57% as measured by Louisiana’s Accountability System. (*Use the Simulated SPS*)

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	64.6	88%	Math	51.4	36%	Graduation Rate		
English	61.3	43%	English	70.6	34%	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	78.4	95%	Science	40.3	54%	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	57	47%	Social Studies	45.5	46%			

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English Language Acquisition (ELL)	50%	31%						
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CORE ACADEMICS - ELA	Tier 1 Resources: PreK: Frog Street K-2: Unknown 3-5: Unknown	
	<u>AMBITION</u>	
	- Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
	ELA Focus Area	75% of students will score proficiency on the LEAP 2026 ELA test in the area of writing and comprehension.
	DIBELS Focus Area	NWF and WRF 85% of students will score benchmark or above on EOY DIBELS
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 76% to 78% on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.	
ELA SMART Goal:	The ELA % Mastery and above will increase from 61% to 65% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.	
<u>Narrative</u>		
Describe schoolwide strategies that the school is implementing to: Use methods and instructional strategies that strengthen the academic program in the school;		

- b. Increase the amount and quality of learning time;
- c. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- d. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

- a. Teachers use Tier 1 Curriculum and small group instruction to instruct the LA Standards. DIBELS Interventionist supports our Below and Well Below students.
- b. Students qualifying for HDT get 10 weeks of individualized tutoring on learning deficits according to the LA State Standards.
- c. Gifted, Talented, Sports, Beach Club, After- School Tutoring, BETA Club, 4-H, ESS, ESL, Intervention Groups
- d. HDT, DIBELS Interventions, Small Group Instruction in every classroom K-5, Afterschool LEAP Tutoring, School Wide “First 10 LEAP”
- e. Teachers will participate in summer training for new curriculum.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
1. MClass DIBELS Progress Monitoring 2. iReady Books Supplemental Program 3. Lexia Core 5 4. AR	Principal Assistant Principals Teachers Paraprofessionals Students	Sept. 2026- April 2027	MCLASS ZEARN Lexia Core	RTI Data ISAPs	District Title 1 District Title 1 PTA
1. High Dose Tutoring (Intervene) 2. After-School LEAP Tutoring 3. ABC LEAP Books	Principal Assistant Principals Teachers Paraprofessionals Students	Sept. 2026- April 2027		Intervene Data	District Title 1 Title 1
1. DIBELS Camp 2. Kindergarten Ready Camp	Teachers	July 2026			Title 1 Title 1

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Squared	
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?		
Math Focus Area	To improve 3rd through 5th grade proficiency on LEAP 2025.	
Math SMART Goal:	The Mathematics % Mastery and above will increase from (See Below) on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year. 5th Grade: 51% to 55% 4th Grade: 59% to 62% 3rd Grade: 43% to 47%	
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>		
- Teachers use Tier 1 Curriculum and small group instruction to instruct the LA Standards. - Students qualifying for HDT get 10 weeks of individualized tutoring on learning deficits according to the LA State Standards.		

- c. Gifted, Talented, Sports, Beach Club, After- School Tutoring, BETA Club, 4-H, ESS, ESL, Intervention Groups
- d. HDT, DIBELS Interventions, Small Group Instruction in every classroom K-5, Afterschool LEAP Tutoring, School Wide “First 10 LEAP”

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Summer Clinic for teachers to unpack the curriculum	Principal AP Teachers	Summer 2026			Title 1
School Wide Implementation of Problem Solving Map	Principal AP Teachers Paraprofessionals Students	26-27 SY			Title 1
High Dose Tutoring LEAP Tutoring ABC LEAP Tutoring Books	Principal AP Teachers Paraprofessionals Students	26-27 SY	RTI Charts		District Title 1 Title 1

CORE ACADEMICS - Science	Tier 1 Resources: Amplify Science
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Science Focus Area	3rd Grade: Investigate 4th Grade: Evaluate 5th Grade: Reason Scientifically
Science SMART Goal:	The Science % Mastery and above will increase from 48% to 51% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
- We use Amplify Science with fidelity. Teachers use the kits to reinforce the skills through science experiments. We also use the ABC LEAP 2025 books to spiral skills throughout the school year. - Cross-curricular instruction that implements writing and problem solving skills is ELA, Math, and Science. - Robotics Club, 4-H, BETA Club Convention Competition categories such as Robotics, Engineering, Quiz Bowl, and Content tests. 180 days and LEAP 2025 Spiral throughout the school year.	

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<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
School Professional Development focusing on student investigations	Principal APs Lead Teachers ILT	August 26-May 27	CFA Investigation Logs	Science Fair District Benchmark	
District Professional Developments, Walkthroughs and Feedback	Principal APs District Staff	August 26-May 27	Walkthrough feedback		
School Wide Usage of C-E-R	Principal APs Teachers Students	August 26-May 27	Work Samples through PLC	District Assessment CFAs and Benchmarks	

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Social Studies Focus Area	3rd Grade: A Growing and Changing Nation and Examining Sources and Expressing Claims 4th Grade: Early Civilization in Egypt and the Americas and Examining Sources and Expressing Claims 5th Grade: Examining Sources and Expressing Claims
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 41% to 45% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
- GRAPES, iRACEs, American Black History Wax Museum, Indigenous People Projects - Cross-curricular instruction that implements writing and examining sources and expressing claims skills is ELA and SS. - BETA Club Convention Competition categories such as Quiz Bowl, and Content tests. 180 days and LEAP 2025 Spiral throughout the school year.	

<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
District Professional Developments, Walkthroughs and Feedback	Principal APs District Staff	August 26-May 27	Walkthrough feedback		
School Wide Usage of iRACES	Principal APs Teachers Students	August 26-May 27	Work Samples through PLC	District Assessment CFAs and Benchmarks	
Standards Study for Teachers	Principal APs Teachers	August 26-May 27	Work Samples through PLC	District Assessment CFAs and Benchmarks	

Non-CORE Academics	Resources:
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ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
EL Resources: Continental Press- Finish Line ELPA21 e-practice	Teacher	SY 2026-27			
Teachers in non-core courses will incorporate numeracy skills into instruction through activities that require students to apply mathematical thinking in real-world contexts.	Librarian	SY 2026-27	STAR Testing	STAR/ AR Reports	General Fund
Ancillary: PE, Music, Art: Non-core classes will incorporate social-emotional learning and wellness practices that support student well-being, teamwork, and goal setting.	Teachers	Sy 2026-27	Walkthroughs		General Fund
Gifted Resource: Teachers will implement project-based or performance-based learning activities that connect course content to real-world applications.			Walkthroughs		

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Attendance: Tracking and Parental Follow-Up	Homeroom Teacher Office Staff	SY 26-27			General
EL: Modeling and Visuals, Co-Teaching, Pull out and Push In. Continental Press- Finish Line ELPA21 e-practice	Wilson	SY 26-27	Weekly Practice EPLT Tests EPLT Quarterly Benchmarks	ELPT	General
Teachers will provide targeted small-group instruction for identified student subgroups based on academic data. Instruction will focus on addressing skill gaps in core areas using differentiated strategies and supports. Examples: ESS/ 504: 504 - Tier Interventions if Accommodations aren't suffice; 1508 Evaluation ESS - Co-Teaching, Pull out and Push In.	Classroom Teacher 504 Coordinator SBLC Coordinator ESS Teacher	SY 26-27	RTI PM PM every two weeks per IEP goals	Report Card 9 week progress reports	General
School staff will regularly review academic performance data for student subgroups to identify achievement gaps and adjust instructional strategies. Data meetings will focus on monitoring progress and identifying students who need additional support.	ILT				

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The school will provide additional academic support opportunities for identified student subgroups through tutoring, intervention blocks, or extended learning opportunities during or after school.					
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PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
New ELA Curriculum: Teachers will participate in regular collaborative planning sessions (PLCs or grade-level meetings) to review student work, analyze assessment data, and plan targeted instruction. During these sessions, teachers will discuss strategies for differentiating instruction, designing small-group lessons, and integrating evidence-based practices. Administrators or instructional coaches will support collaboration by facilitating discussions, providing feedback, and helping teachers set actionable goals for improving student outcomes.	Teacher ILT	July 26-May 27	Lesson Plans Walkthroughs	CFAs Benchmarks Unit Assessments	District
The Writing Revolution Teachers will participate in professional development focused on implementing structured writing and response strategies such as RACE (Restate, Answer, Cite Evidence, Explain), CER (Claim, Evidence, Reasoning), and RDW/RRSS problem-solving strategies in mathematics. Teachers will model these strategies during instruction and provide opportunities for students to practice written responses across content areas.	ILT	July 26- May 27	Lesson Plans Walkthroughs	CFAs Benchmarks Unit Assessments	General
Continued Eureka Support	Teacher	July	Lesson Plans	CFAs	Title 1

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Teachers will participate in professional development focused on the effective implementation of high-quality instructional materials (HQIM). Training will include understanding curriculum structure, lesson preparation, and strategies for delivering standards-aligned instruction. Teachers will collaborate during PLC meetings to review upcoming lessons, discuss instructional strategies, and share best practices for using the curriculum effectively.		26-May 27	Walkthroughs	Benchmarks Unit Assessments	
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STUDENT SUPPORT SERVICES

Narrative

Describe schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health problems, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Louisiana Education Priorities.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Monthly PBIS Events	PBIS Team	Aug. 25-May 26	Monthly PBIS reports	JCAMPUS Discipline reports	General
School Counseling Services: Counselor Small Groups Ancillary Schedule SAT/CIR Training	Lawson Walker	Aug. 25-May 26	Counselor Logs, Teacher feedback on behavior	SEL Assessment (Fall & Spring)	General
ICARE	Leslie Manadier, ICARE Specialist	Aug. 25-May 26	Service Logs Teacher feedback on behaviors	Improved behavior--less discipline records,	General

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MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:

SEL Instruction: Schools will select either **SEL integrated into Academics or Explicit SEL instruction**. School teams will work with the MTSS department and their executive directors to select the category that best fits the needs of their campuses (Note: Schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area).

Supportive Environments: Schools will select either **Supportive Discipline or Supportive School and Classroom Climates**.

Indicator Focus Area 1: Explicit Instruction		Indicator Focus Area 2:	
S	All teachers will deliver the SEL curriculum on Mondays and Wednesdays after the tardy bell/announcements. Thursdays--Bell ringer with discussion	S	Shenandoah will develop a system of supportive discipline through the use of restorative practices and ensure a strong MTSS Discipline (PBIS) system is in place campus-wide.
M	Success will be measured through the self-assessment data and SRSS screener, observations of lessons, student quiz scores, and the pre/post assessment.	M	We will measure success by monitoring discipline data through the “Big 5” data reports monthly discipline: infraction, time, location, student, and teacher.
A	Right now SEL is a challenge, we only have __80__ % of teachers implementing the curriculum with fidelity. This goal of 100% teaching is ambitious, but it is also attainable since we have adjusted school schedules to provide designated time.	A	Right now, discipline is a major concern on campus. This goal to reduce students receiving a suspension by 10% is ambitious. It is attainable because of the action items we have put into place.
R	This goal is relevant because SEL is a part of our school's MTSS plan and is recognized as a key component in addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.	R	This goal is relevant because students are missing a great deal of school due to disciplinary concerns. We want to create a supportive environment that provides the students with opportunities to learn from their mistakes and prevent future occurrences.
T	By the end of August, all students will pretest using the WCSD-SEL Competency Short Form Assessment in DnA/Illuminate.	T	- By the end of August, we will have explicitly taught all behavior expectations to students - By the end of August, all teachers will receive training in

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	- By the second week of September, we will begin the scope and sequence for SEL instruction - Weekly teachers will focus on one training area to strengthen their own knowledge.		- restorative practices - Each month we will have a focus area to work on and a discipline challenge for students to work on - Our goal is to see a reduction in discipline each month when compared to the previous year.
I	All students will be a part of the lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcome.	I	We will create a focus group of students to ensure we are getting their perspectives on discipline policies/practices to ensure we are representing their voices.
E	Developing SEL skills in students will allow us to help them identify situations that are not fair and stand up for injustice. It will also empower them to be leaders in their classes and on campus.	E	We will monitor discipline data to ensure that discipline practices are applied equitably to all groups of students and that practices do not target or single out specific groups.
Goal Statement: During the 26-27 school year, Shenandoah will focus on ensuring that every student receives 20 minutes of explicit SEL instruction twice a week using the SecondStep.org platform. As a result, we should see an increase in student SEL scores.		Goal Statement: During the 25-26 school year Shenandoah is going to focus on implementing supportive discipline policies that seek not only to address discipline concerns, but also help the student from repeating the infraction, as a result, we should see a reduction in the number of students receiving an ISS by 15%	

Academic & Behavioral Tiered Supports Defined

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

Academic Systems	Behavior/Social Emotional Systems
Tier I	
	- PBIS--School-wide Behavior Expectations taught first day and week of school (each day one expectation --each subject contributes - SEL lessons twice a week first 20 minutes of the day - Counselor lessons/Small Groups - ICARE prevention lessons

Tier II	
	• Mentoring with the admin team • Check-in/check-out with daily point card cards • Restorative Circles • Reset Room SEL Lessons • Tier II sessions with Counselor or ICare (based on topic) • Behavior Support Plans using Insights to Behavior (individual students on a case-by-case basis)
Tier III	
	• Functional Behavior Assessment with Individualized Behavior Plans • ESS Behavior Strategist (ESS Students) • Referral to Social Worker • Tier III lessons or sessions

Monitoring Interventions: How will your school make sure that interventions are taking place?

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?

- SEL time will be scheduled for the first 20 minutes of the day.

How will time be scheduled for PLCs/Grade or Content Teams?

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?

Behavior Expectations Matrix

[SES Student Handbook](#)

Pages 9-13

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Locations	Behavior Expectations				
Classroom					

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Hallway					
Cafeteria					
Restroom					
Bus					
Arrival/ Dismissal					

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics

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

Our educational family nights are planned using activities that are currently being done in the classroom to support student learning. Teachers plan stations in the auditorium that the families travel through to learn how to do the same activities at home.

During our DIBELS night, families learn how to read their student data so they can understand what areas they are weak in and activities are provided to support each skill.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Literacy Night	Montgomery	SY 26-27	Parent Sign-in Evaluation Forms	Information about literacy and how to help their child embrace the curriculum	General
STEM Night	Dillon	SY 26-27	Parent Sign-in Evaluation Forms	Information about math and how to help their child embrace the curriculum	General
DIBELS Night	Adams	SY 26-27	Parent Sign-in	Parents received	General

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			Evaluation Forms	important information concerning DIBLES testing--parents are made aware of high stakes testing concerning 3rd grade DIBLES	
ELL Parent Night	Wilson	SY 26-27	Parent Sign-in Evaluation Forms		General
Monthly PTA Meeting	Admin Staff	SY 26-27	Parent Sign-in Evaluation Forms	Minutes	PTA
2nd Grade Musical	Ancillary Staff	SY 26-27	Parent Sign-in Evaluation Forms		General
Art Night	Ancillary Staff	SY 26-27	Parent Sign-in Evaluation Forms		General
Carnival Weekend	Schoolwide Staff/PTA	SY 26-27	Parent Sign-in Evaluation Forms	Parent Feedback	PTA
Newsletters: Weekly Teacher Newsletter Monthly School Newsletter Weekly Messages					General

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How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS?

MTSS Plan Overview	Website
Academic Programs & Interventions	Website/ App/ Callouts
SEL & Behavior Interventions	Website/ App/ Callouts

Community Involvement

How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*

We currently have an involved PTA who supports and assists our MTSS Plan.

Instruction by Certified Teachers – Certified Teacher Recruitment

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
School Objective(s):	To employ teachers who are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

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<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement a Summer APEL Program	Callegan	Summer 2026			Title 1:Planning
New Teacher Support	Montgomery/ Vaughn	26-27 SY			District

Transition to Next-Level School Programs

Choose Appropriate Level

Elementary School to Middle School

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Field Trip to Middle Schools	S. Lawson	Fall	S. Lawson		GF
Middle School Counselors Visit School	S. Lawson	Spring	S. Lawson	Schedule Forms	GF