



East Baton Rouge Parish School System Schoolwide Plan School Name

Pre-K through 5th Grades

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2025 - 2026

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District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- 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): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

(Component 3): High Quality and On-going Professional Development

(Component 4): Strategies to Increase Parent and Family Engagement

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

(Component 8): Coordination and Integration of Federal, State, and Local Services and Programs

(Component 9): Teacher Recruitment and Retention

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

Principal Elizbeth Callegan	Date
Executive Director Dr. Melvin Hollins	Date

Louisiana's Goals and Priorities

Educational Priorities

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

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 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.

Instructional Leadership Team

What are Instructional Leadership Teams (ILTs)? ILTs are led by the school principal and supported by system-level leadership in design and function. They play an important role on campuses in supporting student and educator success.

An established Instructional Leadership Team meets weekly around

- Improving classroom instruction through analysis of student and teacher data,
- Incorporating best practices for high-impact leader actions, and
- Providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

The school's ILT comprises school administrators and designated personnel who have roles and responsibilities as ILT members. Each school should appoint the team's membership based on the context of that school. Teacher leaders, department heads, literacy mentors, math mentors, interventionists, master teachers, mentor teachers, and content leaders are all examples of personnel who may be included in an Instructional Leadership Team's composition.

[Shenandoah Elementary's Long-Range Plan](#)

(link a copy of the ILT Long-Range Plan)

ILT Members			
ILT Meeting Date and Time: Every Thursday at 12:30-2:00			
Elizabeth Callegan	Sylvia Adams	Amanda Dillon	Devin Baxter
Anna Davis	Generia Vaughn	Nicole Montgomery	

Data Types

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

	Data Types			
Stakeholder	Cognitive	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 - CFAs - Lexia Core 5 - Zearn	Student Surveys	- 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

NOTE: Examples of each data type are provided. Other data sources may be utilized.

Comprehensive Needs Assessment SY 2025-2026 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	Two or More Races	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
590	302	175	57	39	72	394	80	45	6
Percentage	51.3%	29.7%	9.7%	6%	12%	67%	14%	8%	0.01%

School Performance Score				
2018-2019 SPS Letter Grade	2021-2022 SPS Letter Grade	2022-2023 SPS Letter Grade	2023-2024 SPS Letter Grade	2024-2025 SPS Letter Grade
	81.8% B	82.1% B	83.9%B	89.4% B
Assessment Index Score				
2018-2019 SPS Letter Grade	2021-2022 SPS Letter Grade	2022-2023 SPS Letter Grade	2023-2024 SPS Letter Grade	2024-2025 SPS Letter Grade
	74.9 %	74.1%	74.5%	
Progress Index Score				
2018-2019 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS	2024-2025 SPS

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Letter Grade	Letter Grade	Letter Grade	Letter Grade	Letter Grade
	89.2 %	98.6 %	104.7%	

Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition)						
	Objective 16 Demonstrates knowledge of the alphabet						
	Objective 17 Demonstrates knowledge of print and its uses.						
	Objective 18 Comprehends and responds to books and other texts						
	Objective 19 Demonstrates writing skills						
	Objective 20 Uses number concepts and operations						

K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Grade K	20%		8%		23%		49%	
	Grade 1	13%		10%		33%		44%	
	Grade 2	29%		16%		34%		21%	
	Grade 3	12%		12%		29%		47%	
	Grade 4	12%		7%		15%		66%	

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
Grade K	0%		75%		25%	
Grade 1	0%		100%		0%	
Grade 2	0%		88%		13%	
Grade 3	0%		100%		0%	
Grade 4	20%		60%		20%	

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Grade 5	100%		0%		0%	
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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
3.28%	2.21%	.66%	1.19%	0	0

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	78% of 4th graders scored Mastery on ELA LEAP	LEAP May 2024
2.	74% of 5th graders scored Mastery on ELA LEAP	LEAP May 2024
3.	77% of first grade scored on/above benchmark on EOY DIBELS	EOY DIBELS 2024
4.	76% of third grade scored on/above benchmark on EOY DIBELS	EOY DIBELS 2024
5.	72% of kindergarten scored on/above benchmark on EOY DIBELS	EOY DIBELS 2024

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 Expectations for Student Success	
Instrument(s): Parent Sign-Ins, Meet and Greet, Open House, Literacy Night, STEM Night, ELPT Parent Meeting, Grade Level PLC's, COMPASS, Writing Clinics,	
Data Type: 1. Attitudinal 2. Behavioral 3. Archival	Findings 1. Meet and Greet and Open House were attended by 85% of parents. 2. COMPASS observations reflect that 78% of teachers score highly effective in providing meaningful learning objectives that reflect high expectations. 3. PLCs and Data Review Meetings reflect emphasis on teachers addressing the Louisiana Student Standards and professional development implementing Teach Like a Champion strategies.

Contributing Factor: Teachers provide meaningful, rigorous, Tier 1 instruction and assessments aligned to rigor of the LA standards to meet individual instructional needs of students	
Instrument(s): Observations and Walk-throughs, PLC Agendas	
Data Type: 1. Behavioral 2. Behavioral	Findings 1. Teachers share student work samples and effective best instructional practices at PLC. 2. Teachers progress monitor student work and provide RTI to those students who are below benchmark.

Contributing Factor: Administrators, Teachers, and Staff communicate with students and parents about student performance and progress	
Instrument(s): Remind App, Parent Access, Conference Documentation, Weekly Calls Outs, App Postings, Social Media Postings	
Data Type: 1. Attitudinal 2. Attitudinal 3. Archival 4. Archival	Findings 1. 95% of parents communicate with teachers on student progress 2. 81% students agree that the teachers tell them and their family how they are doing 3. Parent conference forms as evidenced by signed forms, logs in JCampus and Remind 4. Social Media Postings, and Call out Log of parent reminders

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	61% of 3rd grade students scored basic and below on 2024 MATH LEAP	2024 LEAP Scores
2.	57% of 4th grade students scored basic and below on 2024 MATH LEAP	2024 LEAP Scores
3.	63% of 5th grade students scored basic and below on 2024 MATH LEAP	2024 LEAP Scores

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: Lack of Teacher Development	
Instrument(s): LEAP 2024 Data	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	Findings 1. 69% of 3rd graders have a deficit in Fraction as Numbers and Equivalence 2. 64% of 4th graders have a deficit in Solving Multi-Step Problems 3. 77% of 5th graders have a deficit in Operations with Decimals.

Contributing Factor: Limited Implementation of provided opportunities for individualized or small group instruction for interventions (4th & 5th grade)	
Instrument(s): Staffing Records, Parent Survey, Teacher Survey	
Data Type: 1. Attitudinal 2. Archival 3. Archival	Findings 1. 12% of parents surveyed believe the school does not provide enough support for students' individual learning. 2. 5% of parents believe their child has access to support services based on his/her individual needs 3. Title 1 Budget is used primarily to secure 2 part-time paraprofessionals.

Contributing Factor: Teachers use few strategies to promote higher order thinking skills	
Instrument(s): Walk-throughs, LEAP Spring 2024	
Data Type: 1. Behavioral 2. Cognitive 3. Cognitive 4. Cognitive	Findings 1. During walk-throughs, only 60% of the time was higher order/critical thinking questions used 2. 45% of 3rd graders scored Weak (Approaching Basic/Unsat) in Expressing Mathematical Reasoning 3. 38% of 4th graders and 41% 5th graders scored Weak (Approaching Basic/Unsat) in Expressing Mathematical Reasoning 4. 24% of 4th graders and 40% of 5th graders scored Weak (Approaching Basic/Unsat) in Reasoning Scientifically

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	24.8		Math	40.4		Graduation Rate		
English	58.3		English	70		Read based on a nationally recognized exam		

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Math growth for the lowest 25% of students	17.5		Science	38.3		Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	82.1		Social Studies	39				
English Language Acquisition (ELL)	38.5							

Overall Goal: By the end of the 2025-2026 school year, Shenandoah Elementary SPS will increase from 83.9 to 86 as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: Pre-K: Big Day K -2: Expeditionary Learning (EL) 3 rd – 5 th : Wit and Wisdom		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>School Literacy Plan</u> (Elementary and K-8 Schools)			
<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	Written Expression 3-5		

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 XX to XX on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year. Kinder: 72% to 85% 1st Grade: 77% to 85% 2nd Grade: 55% to 70% 3rd Grade: 76% to 85%
ELA SMART Goal:	The ELA Assessment Index will increase from 70 to 74 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? DIBELS, Amplify Progress Monitoring Tools - Who were the key individuals in achieving these gains? Teachers, Instructional Coaches, Assistant Principal - How will you leverage those individuals and strategies for continuous improvement this school year? We will continue to monitor and follow the DIBELS model with fidelity.	
Areas of Progress: 3rd Grade	
<u>ANALYSIS</u> - What is the priority? Growth on LEAP - What student learning problem needs to be addressed to attain the goal? Reading Comprehension and Writing - What is the root cause of this student learning problem? Reading Comprehension What data supports this hypothesis? LEAP 360 - What is the student impact if you attain this goal? Students will be able to increase their understanding to correctly answer questions and be able to adequately respond to the text.	

What professional learning is needed for administrators, teacher leaders, and teachers? Small Group Instruction					
School's Priority: Progress Monitoring, small group instruction, and RTI					
Student Learning Problem: Reading Comprehension					
Root Cause & Supporting Data:					
Student Impact:					
Educator Professional Learning Needs:					
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
1. MClass DIBELS Progress Monitoring 2. iReady Books Supplemental Program 3. IXL	Principal AP Teachers Paraprofessionals	Sept. 2025- April 2026	MCLASS IXL	RTI Charts	Title 1
High Dose Tutoring LEAP Tutoring ABC LEAP Books	Principal AP Teachers Paraprofessionals	Sept. 2025- April 2026		RTI Charts	Title 1
Teacher summer training for W and W	Teachers	July 2025		Benchmark Test	Title 1

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? 3rd- 5th Grade - 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 Math Assessment Index will increase from (see below) on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year. 5th Grade: 43% to 50% 4th Grade: 39% to 45% 3rd Grade: 39% to 45%		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? Gains have been made in 5th Grade LEAP 360 from Interim 1 to 2. - Who were the key individuals in achieving these gains? 5th Grade traditional students - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress: 5th Grade Math			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal?			

What professional learning is needed for administrators, teacher leaders, and teachers?					
School's Priority: 3rd through 5th grade math					
Student Learning Problem: reading comprehension, fact fluency and computation retention					
Root Cause & Supporting Data: LEAP and LEAP 360					
Student Impact:					
Educator Professional Learning Needs: Unpack the new curriculum					
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Summer Clinic for teachers to unpack the new curriculum	Principal AP Teachers	Summer 2025		Agenda	Title 1
School Wide Implementation of Vocabulary and Problem Solving Map	Principal AP Teachers	Summer 2025		Map	Title 1
Reflex Math (fact fluency)	Principal AP Teachers Paraprofessionals	25-26 SY	Reflex	Reflex	Title 1
High Dose Tutoring LEAP Tutoring ABC LEAP Tutoring Books	Principal AP Teachers Paraprofessionals	25-26 SY	RTI Charts mClass Lexia	RTI Charts	Title 1

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			Zearn		
Eureka Squared Curriculum (New Tier 1)	Principals Teachers	25-26 SY	Eureka Squared Platform		Title 1

CORE ACADEMICS - Science	Tier 1 Resources: Amplify Science			
	Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> Based on your data trends, what is the area of focus?				

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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: Evaluate 4th/ 5th Grade: Respond Scientifically
Science SMART Goal:	The Science Assessment Index will increase from 69.9% to 73 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.
<u>AFFIRMATION</u>	
- Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?	
Areas of Progress:	
<u>ANALYSIS</u>	
- What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?	
School's Priority: To increase from 69.9% to 74% on the Science LEAP index.	
Student Learning Problem: Identifying evidence and being able to reason to prove their knowledge of science.	
Root Cause & Supporting Data: 35% of 3rd grade students scored below proficiency in Evaluation, 4th grade 27% of students scored below proficiency in Investigate, and 5th grade 49% of students scored below proficiency in Investigate.	
Student Impact: Students will be able to deepen their understanding of science and reason with evidence.	
Educator Professional Learning Needs: Curriculum Support for new teachers. Use of CER in all grade levels.	
<u>ACTION STEPS</u> Actions Steps & Progress Indicators	

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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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Implement District Curriculum Support: Unpacking of standards	Principal AP Teacher	Fall 2025- Spring 2026	Long Range Planning	District CFA	Title 1
Implementation of Weekly CERs	Principal AP Teacher	Fall 2025- Spring 2026			

CORE ACADEMICS - Social Studies	Tier 1 Resources: DBQ 64 Parishes TE Materials Core Knowledge		
	Student Achievement	Exemplary Customer Service	Operational Excellence
AMBITION - 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-5th grade DBQ responses				
Social Studies SMART Goal:	According to the 2025 CFA Data students are not able to adequately respond to a document based question.				
<u>AFFIRMATION</u>					
• Where have gains been made? What strategies were used? • Who were the key individuals in achieving these gains? • How will you leverage those individuals and strategies for continuous improvement this school year?					
Areas of Progress:					
<u>ANALYSIS</u>					
• What is the priority? • What student learning problem needs to be addressed to attain the goal? • What is the root cause of this student learning problem? What data supports this hypothesis? • What is the student impact if you attain this goal? • What professional learning is needed for administrators, teacher leaders, and teachers?					
School's Priority: To increase student performance on DBQ.					
Student Learning Problem: Students cannot break down what the question is asking so that all necessary information is included in the response.					
Root Cause & Supporting Data: Weekly data and district CFA					
Student Impact:					
Educator Professional Learning Needs: Standard and curriculum studies.					
<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>

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<i>improvement goal?</i>					
Implementation of new rubric	Principals APs Teachers	2025-2026	PLC	Weekly Data/ CFA	Title 1
Lesson plans that support DBQ	Principals APs Teachers	2025-2026	PLC	Weekly Data/ CFA	Title 1
Standards Study for teachers	Principals APs Teachers	2025-2026	PLC	Weekly Data/ CFA	Title 1

Non-CORE Academics		Resources:		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development	

<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
EL Resources	Teacher	SY 2025-2026			
AR Program	Librarian	SY 2025-2026	STAR Testing	STAR/ AR Reports	Title 1 General Fund
Robotics BETA Club Sports (Volleyball, Basketball, Cheer, Track)	Club Sponsors	SY 2025-2026			Title 1 General Fund

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
LER Training	Principal AP Teachers	July 2025- Oct. 2025	LER Rubrics	LER Rubrics	Title 1
New Math Curriculum Training	Principal AP Math Teachers	July 2025- Oct. 2025	Walk throughs	Walk through Data	Title 1
Wit and Wisdom	Principal AP ELA Teachers	July 2025	Walk throughs	WT Data	Title 1
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - o SEL - o Academics - o Behavior					

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement		Exemplary Customer Service		Operational Excellence		Employee Development	
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:							
For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted							
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: Supportive Discipline			
S	All teachers will deliver the SEL curriculum on Mondays and Wednesdays after the tardy bell/announcements.			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, by 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.		

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T	- By the end of August, all students will pretest using the WCSD-SEL Competency Short Form Assessment in DnA/Illuminate. - 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.	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 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 25-26 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 10-13

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					
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					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Literacy Night	Montgomery	Oct. 15			Gen Fund
STEM Night	Dillon	Feb. 25			Gen Fund
EL Parent Night	Wilson	Jan 26			Title 1

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 that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Implement a Summer APEL Program	Callegan	Summer 2025			Title 1:Planning
New Teacher Support	Montgomery/ Vaughn	25-26 SY			District

Transition to Next-Level School Programs

Choose Appropriate Level

Elementary School

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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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>Documentation (Success Criteria)</i>	<i>Funding Source</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

