School Improvement Plan

2021-2022

St. Rose Elementary School
School

Shonda Honor- Harris
Principal

Part 1

Vision, Mission, and Values/Beliefs

Part 1 – School Vision, Mission, and Values/Beliefs

Vision

At St. Rose Elementary, the faculty, staff, families, students, St. Charles Parish Public School System, and community work together to provide a positive, safe, *equitable* and respectful learning environment. We are committed to ensuring a solid academic and social-*emotional* foundation for future readiness. All students are challenged to think critically and creatively to become life-long learners and productive citizens.

Revised 05/28/21

Mission

The mission of St. Rose Elementary is to provide a high quality learning environment that enables all students to reach their fullest potential and develop respect for themselves, others, and the community in order to make a positive impact on society.

Reviewed May 28, 2021

Values/Beliefs

At St. Rose Elementary, we believe:

- all students can learn by having high expectations and quality instruction leading to greater achievement and success for all.

- all instructional decisions are based on the analysis of a variety of data sources and student needs.

- learning can be achieved in various formats and flexible settings while keeping *equitable* and quality learning experiences for all students (school based learning and virtual learning)

- building a strong relationship between families, educators, and stakeholders helps to ensure supporting the needs of our students

- life-long learners are developed by engaging, motivating, and challenging students.

- a safe and caring learning environment focused on *social-emotional wellness that* enables students to become respectful, productive, and responsible citizens.

Revised on May 28, 2021

Part 2

School Governance Structure

and

Committee Assignments

St. Charles Parish Public Schools	
Shonda Honor-Harris	Principal
Tricia Growl, Toni Nassar, Tiffany Walsh	Assistant Principals
Robynn Melan	School Improvement Chairperson

Student Achievement Curriculum	Safe and Supportive Learning Environment Discipline	Engaging Stakeholders School and Community	Staff Excellence Climate
Courtney Peltier- Chairperson (Kindergarten)	★ Joni Beal – Chairperson (Kindergarten)	Valerie Chiasson - Chairperson Family Center Teacher	★ Lydia Evans- Reading Recovery - Chairperson-Enrichment
★ Theresa Macaluso- Co-Chairperson (5th)	★ Ashley Malbroux- Co-Chairperson (3rd)	Madison Barrios- Co-Chairperson - Enrichment	★ Jeanie Savoie- Co-Chairperson-(4th)
Tiffany Walsh-Administration	**Shonda H. Harris- Administration**	**Tricia Growl-Administration**	**Toni Nassar-Administration**
Christy Gaudet- Pre-Kindergarten Shelly Pilie'-1st ★ Leigh Gaubert -1st Ruth Fahrig-2nd Alissa Cadella/Destiny Travis-3rd Melissa Lestelle- 3rd Morgan Fish -4th Amanda Mire-Math Resource Nikki Bordelon-Gifted Riley Bourg-SPED Margaret LaMulle-SPED ★ Christina Lott- SPED Haley Frickey-SPED Kelsey Hele-3-5 ITC Claire Whittaker-Enrichment Jan Lege- Reading Recovery Mary Beth Spitale-Reading Recovery Whitney Peltier - Interventionist **Hima Ravipati**- (Parent Representative) **Danielle Ohlsson** (Community Representative) **Denotes Team Leaders** ★	Nicole McCarter-Walker- Kindergarten Maria Cruz-Johnson –Pre-Kindergarten Robynn Melan 1st SIT Chair Courtney Babin-2nd Kaitlyn Keller -4th Heidi Friloux -5th Marvin Norman-SPED Kaitlyn Richard-SPED Gabrielle Champagne-SPED (4th) Kelly Pourciau-Enrichment Robin Davis -RESPECT Denise Peinado-Counselor Katie Gabriel-Counselor Joe Schick-Enrichment Tracy Howard- Para-educator Kristen Brown- Para-educator Jamie Mason- MHP Rachel Young- Para-educador **Stephanie Mire-**(Parent Representative)	Kaitlyn Juneau - Pre-Kindergarten (SPED) Macy Poplin -Kindergarten Donna Roussel- 1st Lindsay Taylor -2nd Keiana Alvis-Foster-2nd Candace George -3rd Abigail Ferrera -4th Taylor Perret- 5th Gia Virgadamo-SPED Jacob Thompson-Enrichment ★ Laurence Chavez-ELL Christina Lipari-Literacy Patricia Candies-Reading Recovery Sonya Robinson-Nurse Lynette Benedic- Para-educator Angela Bautista- Para-educator Tracy Seither- Para-educator Charlene Thigpen - Para-educator Keyoka Joseph- Para-educator **Ms. Krissy Pfister-** (Parent Representative) **Micah Malbroux** (Parent Representative)	Miriam Gomez-Rosa-Kindergarten Alexis Gaudin -1st Faith Ryan-1st SPED Kaitlyn Restel- 2nd Jill Bracey-3rd Amanda Pepiton-5th Peggy Cooley-Enrichment David Faucheux-SPED Katie Schouest -SPED Ronnette Messina-Literacy Wendy Sievers-K-2 CLC Paula Jascot-K-2 ITC Nikki Apostolidis- Para-educator Terry Nyblom- Para-educator Kishawn Stewart- Para-educator Erica Burise- Para-educator Jamie Hue - Para-educator Judy Trahan-Permanent Substitute TBA- Para-educator **Melissa Guidry -** (Community Representative) **Rachel Miles-** (Parent Representative)

Team Leaders:

Grade Level/Content	Leader
Pre-Kindergarten	Virgadamo
Kindergarten	Beal
1st	Pilie
2nd	Alvis-Foster
3rd	Lestelle
4th	Savoie
5th	Macaluso
Enrichment	Thompson
RR/Lit	Evans
SPED	LaMulle

11/8/2021

Part 3

School Profile
(Performance Data)

See Separate Document

Part 4

Action Plans/Needs Assessments

Student Achievement

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Reading Recovery Program/Interventions	**Fall 2020-2021 Reading Recovery Data:** • 100% of students successful completed and exited the Reading Recovery Program **Students serviced through interventions** • Kindergarten-66% • First Grade-68% • Second Grade-59%
Academic success preparation	**Parent and Student Results from the 2020-2021 District Stakeholder Surveys:** • My child's teacher provides curriculum and learning experiences that meet his/her needs. (4.32) • Our school has high expectations for students in all classes. (4.42) • In my school, teachers have high expectations for me. (4.39) • My school prepares me for success in the next school year (4.57) • In my school I use technology to help me succeed (4.58)
Promotion Rate	<table><tr><th>Grade Level</th><th>Total Enrolled</th><th>Percentage</th></tr><tr><td>Kindergarten</td><td>95</td><td>100%</td></tr><tr><td>First</td><td>93</td><td>91.4%</td></tr><tr><td>Second</td><td>97</td><td>95.88%</td></tr><tr><td>Third</td><td>92</td><td>100%</td></tr><tr><td>Fourth</td><td>91</td><td>100%</td></tr><tr><td>Fifth</td><td>85</td><td>100%</td></tr></table>
M-Class Pilot Data	**Comparison of MOY and EOY mClass pilot data:** • Kindergarten MOY 40% of students fell well below benchmark on DIBELS EOY 25% of students were well below benchmark on DIBELS • 1st Grade MOY 27% of students fell well below benchmark on DIBELS EOY 20% of students fell well below benchmark on DIBELS

Challenges	Evidence
Professional Development	**Based on the teacher results from the 2020-2021 Upbeat Survey:** The professional development available to me is a good use of my time. (55%)
Test Scores	

Grade	20-21 ELA	20-21 Math	20-21 Science	20-21 SS
3rd grade	42%	33%	18%	28%
4th grade	57%	38%	38%	29%
5th grade	33%	19%	27%	27%

Student Achievement

District Goal A: To prepare students for success in postsecondary education, careers, and life

School Priority: To prepare students for academic success

Desired Results: State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. **Students achieve at or above benchmark for End of Year DIBELS**

Grade	2021-22 Goal
Kindergarten	55%
1st grade	60%
2nd grade	65%
3rd grade	60%

2. **Projected growth toward Goal A objective listed below (LEAP 2025 testers will score at or above the Mastery level for English Language Arts, Mathematics, Science and Social Studies.)**

Grade	20-21 ELA	21-22 ELA Goal	20-21 Math	21-22 Math Goal	20-21 Science	21-22 Science Goal	20-21 SS	21-22 SS Goal
3rd grade	42%	50%	33%	50%	18%	50%	28%	50%
4th grade	57%	65%	38%	50%	38%	50%	29%	50%
5th grade	33%	50%	19%	50%	27%	50%	27%	50%

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
School Personnel will utilize student data to drive instruction to meet the needs of all students. o Participate in school-wide data review • Incorporate a behavior and academic protocol to review student data during their weekly team meetings (a minimum of twice monthly) • Identify students academically and socially at risk (will meet once a quarter-week 4) • Create a plan of action for	August 2021– May 2022	o Copy Costs o Collaboration Time o Guidebook Resources o Core Knowledge Resources o mClass o DIBELS o Eureka Math Resources o Zearn o Assessment Data o Performance Matters	o All teachers o Administration o K-2 Curriculum Literacy Coach o Instruction and Technology Coach o Librarian o Interventionists o Family Center Teacher o Math Resource Teacher	o Sign-in Sheets o Agendas o Collaboration Schedules o Literacy and math data o LEAP 360 data o Performance Matters Data o

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Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
students with Ns (grade K-2) and 66% or below (grade 3-5) o Administer and analyze: • TS GOLD (Pre-K) • Curriculum embedded assessments (K-5) • mClass intervention and progress monitoring data • Eureka Equip Pre-Module assessment data (2-5) • DIBELS Benchmark date • LEAP 360 interim data for math and ELA (3-5) o Provide, document and monitor all tier 3 interventions for students including those with disabilities who do not demonstrate proficiency o Engage students in goal setting discussion and activities utilizing their Growth to Mastery scores, DIBELs data, etc. o Participate in CDL Science of Reading training and implement strategies to support literacy instruction.	August 2021– May 2022 August 2021- January 2022	o Curriculum Maps o Substitute Costs o Diverse Learner Guide o LDOE Common Planning Look Fors o How to Prepare to Teach a Guidebook Lesson o Eureka Remediation Guide/Tools o Effective Lesson Planning with Eureka o Curriculum Observation Tools		
Effectively Accelerate student learning o Implement flexible weekly planning protocol to utilize data for thoughtful modifications o Collaborate with grade-level and content-specific teachers/coaches on the curriculum, data and interventions to effectively plan for flex groups and small groups to support the needs of the diverse learners o Identify and plan for opportunities to incorporate online assessments across all content areas o Self-reflect and discuss the effectiveness of	August 2021– May 2022	o Copy Costs o Collaboration Time o Guidebook Resources o Core Knowledge Resources o mClass o DIBELS o Eureka Math Resources o Zearn o Assessment Data o Performance Matters o Curriculum Maps	o All teachers o Administration o K-2 Curriculum Literacy Coach o Instruction and Technology Coach o Librarian o Interventionists o Family Center Teacher o Math Resource Teacher	o Sign-in Sheets o Agendas o Collaboration Schedules o Literacy and math data o LEAP 360 data o Performance Matters Data

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Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
instructional decisions based on the data		o Substitute Costs o Diverse Learner Guide		
Support our Special education students o Collaborate monthly as a SPED team to Analyze assessment data, report card grades and accommodations to support identified students o Conduct data meetings with grade-level administrator, instructional facilitator, regular education teacher and special education teacher to track and plan next steps for identified students o Utilize the District Part-time Para to provide supplemental instructional services in reading to identified students at all grade levels	August 2021– May 2022 September 2021-May 2022	o Copy Costs o Collaboration Time o Guidebook Resources o Core Knowledge Resources o mClass o DIBELS o Eureka Math Resources o Zearn o Assessment Data o Performance Matters o Curriculum Maps o Substitute Costs o Diverse Learner Guide	o All teachers o Administration o Instruction and Technology Coach o SpEd Facilitator o Interventionists o Math Resource Teacher o District Part-time Para	o Sign-in Sheets o Agendas o Collaboration Schedules o Literacy and math data o LEAP 360 data o Performance Matters Data o mClass data

Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Teacher Support	**Teacher Results from the 2020-2021 District Stakeholder Survey:** • The evaluation feedback I receive helps me improve my instruction (90%) • I have someone I can turn to at my school when I'm having a difficult times (95%) • Teachers at my school help each other improve their instructional practice. (88%)
Teacher Support for families	**Parent Results from the 2020-2021 District Stakeholder Survey:** • My child's teacher helps me understand my child's progress (4.30)
Compass Results	**Average teacher Results from the 2020-2021 Compass Results:** • Outcomes-3.89 • Management-3.85 • Questions, prompts, discussions-3.5 • Engaging students in learning-3.62 • Using assessment in instruction-3.69

Challenges	Evidence
Job Satisfaction	**Based on the teacher results from the 2020-2021 Upbeat Survey:** • The professional development available to me is a good use of my time (55%) • I am able to balance my workload as a teacher with my other responsibilities outside of school (50%)

Staff Excellence

District Goal B: **To employ and develop high quality staff and provide necessary resources to support employee success**

School Priority: **To develop high quality staff and provide necessary resources to support employee success**

Desired Results:

1. **Students achieve at or above benchmark for End of Year DIBELS**

Grade	2021-22 Goal
Kindergarten	55%
1st grade	60%
2nd grade	65%
3rd grade	60%

2. **Projected growth toward Goal A objective listed below (LEAP 2025 testers will score at or above the Mastery level for English Language Arts, Mathematics, Science and Social Studies.)**

Grade	20-21 ELA	21-22 ELA Goal	20-21 Math	21-22 Math Goal	20-21 Science	21-22 Science Goal	20-21 SS	21-22 SS Goal
3rd grade	42%	50%	33%	50%	18%	50%	28%	50%
4th grade	57%	65%	38%	50%	38%	50%	29%	50%
5th grade	33%	50%	19%	50%	27%	50%	27%	50%

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
Empower teachers to increase instructional effectiveness. o Participate in professional development on PowerSchool Performance matters and apply new learning o Participate in professional development on the Science of Reading and apply new learning (K-2) o Participate in professional development on various online assessment platforms o Conduct administrative quarterly curriculum rounds utilizing the updated LDOE observation tool o Reflect and respond to feedback from	August 2021– May 2022	o Copy Costs o Collaboration Time o Guidebook Resources o Core Knowledge Resources o mClass o DIBELS o Eureka Math Resources o Zearn o Assessment Data o Performance Matters o Curriculum Maps	o All teachers o Administration o Instruction and Technology Coach o Interventionists o Math Resource Teacher o	o Sign-in Sheets o Agendas o Collaboration Schedules o Literacy and math data o LEAP 360 data o Performance Matters Data o Observation Feedback

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Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
curriculum rounds		o Substitute Costs o Diverse Learner Guide o LDOE observation tool o Science of Reading Training		
Establishing Professional Learning Communities (PLC) expectations for data analysis o Implement flexible weekly planning protocol to utilize data for thoughtful modifications o Collaborate with grade-level and content-specific teachers/coaches on the curriculum, data and interventions to effectively plan for flex groups and small groups to support the needs of the diverse learners o Identify and plan for opportunities to incorporate online assessments across all content areas o Self-reflect and discuss the effectiveness of instructional decisions based on the data	August 2021–May 2022	o Copy Costs o Collaboration Time o Guidebook Resources o Core Knowledge Resources o mClass o DIBELS o Eureka Math Resources o Zearn o Assessment Data o Performance Matters o Curriculum Maps o Substitute Costs o Diverse Learner Guide o LDOE common planning tool	o All teachers o Administration o Instruction and Technology Coach o Interventionists o Math Resource Teacher	o Sign-in Sheets o Agendas o Collaboration Schedules o Literacy and math data o LEAP 360 data o Performance Matters Data
Efforts to recruit, hire and retain a diverse workforce o Meeting with SRE teachers of color (4) to determine how to effectively recruit, hire, and retain teachers of color o Continue to encourage teachers of color to take on various leadership opportunities during the school year/summer (SIT, Mentoring, Team Leader, etc.)	August 2021–May 2022	o Copy Costs o Collaboration Time	o Selected teachers o Administration	o Sign-in Sheets o Agendas o Committee Assignments

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Safe learning environment	**Parent Results from the 2020-21 District Stakeholder Survey:** • Our school provides a safe learning environment (4.50) • Our school ensures that the facilities support student learning (4.36)
School Safety	**Teacher Results from the 2020-21 District Stakeholder Survey:** • I feel physically safe at my school (97%) • My school is a physically safe environment for students at my school (95%) • I feel successful at supporting my students' emotional development (91%)

Challenges	Evidence
Increase in Discipline Referrals	**PowerSchool Referral Data** • 2018 – 2019: 62 • 2019 – 2020: 41 *August 2019-March 2020 • 2020-2021: 42 Referrals
Increase in Out of School Suspensions	**PowerSchool Referral Data** • 2018-2019: 12 • 2019-2020: 4 *August 2019-March 2020 • 2020-2021: 5 out of school suspensions
Respect for adults **Safety**	**Student Results from the 2020-21 District Stakeholder Survey:** • In my school, students treat adults with respect (3.61) • I feel safe at school (3.97)

Safe and Supportive Learning Environments

District Goal D: **To build and maintain psychologically and physically safe, clean and supporting learning environments**

School Priority: **To build a school culture that is psychologically safe and supports student success**

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. The number of discipline referrals will decrease by 19% from 42 in 2020-21 to 34 in 2021-22.

2. The number of out of school suspensions will decrease from 5 in 2020-21 to 2 in 2021-22.

3. The average score for students on the District Stakeholders Survey for "In my school, students treat adults with respect." will improve from the average score of 3.61 to 3.8.

4. The average score for students on the District Stakeholders Survey for "I feel safe at school." will improve from the average score of 3.97 to 4.15.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
School personnel will build a culture conducive to learning the environment o Create a Student Advisory Board (SAB) that will meet with administration monthly to discuss the vision for SRE (academics, behavior, activities, etc.) o Develop, implement, and monitor a plan to incorporate 'feel good Friday' SEL morning meetings for our students o Develop, implement, and monitor a reflection process with students in RESPECT • Have students complete a reflection form in the RESPECT room and participate in restorative conversations in instances where relationships need to be repaired o Introduce, review, and implement a monthly character trait school-wide	August 2021-May 2022	o Copy Costs o Collaboration Time o Substitute Costs	o Administration o Faculty/Staff o Mental Health Professional o Counselors	o Sign-in Sheets o Agendas o Collaboration Schedules o RESPECT Logs

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
• August-CARES • September-Respect • October-Responsibility • November-Gratitude • December-Fairness • January-Patience • February-Empathy • March-Integrity • April-Perseverance • May-Self-Care				
School personnel will engage in Professional Development on Social/Emotional Learning o Refine and implement professional development, pro-active strategies and philosophies from Responsive Classroom, bully prevention, and Restorative Practices o Participate in Social Emotional Learning (SEL) and Social Emotional Wellness (SEW) Professional Learning o Participate in trauma informed training and implement strategies	August 2021-May 2022	o Copy Costs o Collaboration Time o Substitute Costs o Professional Development o 180 Days of Self-Care for Busy Educators Book o Better Than Carrots or Sticks Book o Teachers' Guide to Trauma Book	o Administration o Faculty/Staff o Mental Health Professional o Counselors	o Sign-in Sheets o Agendas

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
School personnel will build on their knowledge of equitable treatment for all stakeholders. o Engage faculty and staff in conversations about equity and equitable treatment of all stakeholders (behavior, curriculum, event exposure, etc.) with various interactive activities o Participate in school-wide professional learning to build awareness of equitable practices through a book study o Utilize subgroup academic and discipline data to make informed instructional and restorative decisions that are best for students' well-being	August 2021-May 2022	o Copy Costs o Collaboration Time o Substitute Costs o The Diversity Training Activity Book o Three Keys Book o Don't Look Away – Embracing Anti-Bias Classroom Book	o Administration o Faculty/Staff o Mental Health Professional o Counselors	o Sign-in Sheets o Agendas

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Parent-Teacher conference participation	
Parent/teacher relationships	**Teacher Results from the 2020-21 District Stakeholder Survey** • Teachers at my school build trusting relationships with parents (97%) • Parents at my school have confidence in teachers (93%) **Parent Results from the 2020-21 District Stakeholder Survey** • My child's teachers help me to understand my child's progress (4.30) • Our school administrators are accessible to address student and parent concerns (4.33)

Challenges	Evidence
Opportunities for Stakeholders involvement	**Parent Results from the 2020-21 District Stakeholder Survey:** • Our school provides opportunities for stakeholders to be involved in the school (4.01)

Engaging Stakeholders

District Goal E: To engage families, community members and business partners through two-way communication.

School Priority: To engage families, community members and business partners

Desired Results: State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. Communication with families of students in need of academic/behavioral support will occur weekly through SchoolStatus.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
Engage families and stakeholders in supporting education o Conduct learning workshop opportunities for families to work with their children on virtual learning tools for ELA and Math curriculums o Utilize School Status to send out reminders, school activities, parent teacher conference meetings, field trips, etc o Conduct virtual and in person workshops for families o Provide stakeholders with "*SRE @ Your Fingertips*" guide of important dates, events, and school personnel for the 2021-22 school year	August 2021– May 2022 September 2021	o Copy Costs o Collaboration Time o Guidebook Resources o Core Knowledge Resources o Eureka Math Resources o Zearn o SchoolStatus	o All teachers o Administration o Instruction and Technology Coach o Interventionists o Math Resource Teacher o Family Center Teacher	o Sign-in Sheets o Agendas o Flyers o SchoolStatus data
Increase the number of participants in school activities o Incentivize school-wide activities in order to promote involvement o Utilize School Status to send out reminders, school activities, parent teacher conference meetings, field trips, etc o Provide families with the opportunity to participate virtually or in-person educational training in the Family Center	August 2021– May 2022	o Copy Costs o Collaboration Time o Guidebook Resources o Core Knowledge Resources o Eureka Math Resources o Zearn o SchoolStatus	o All teachers o Administration o Instruction and Technology Coach o Interventionists o Math Resource Teacher o Family Center Teacher	o Sign-in Sheets o Agendas o Flyers o SchoolStatus data

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St. Charles Parish Public Schools – Staff Development Plans for 2021 - 2022

All schools must develop plans for professional development on days other than August workshops (i.e., early dismissal, collaborative time). Plans should include main topics and participants.

Main Topic(s)	Participants
Restorative Practices, Responsive Classroom Practices, Trauma-informed Strategies	All Faculty and Staff
Building Equity & Making Trauma Informed Decisions (Social/Emotional Learning**) that meet the needs of All Children**	All Faculty and Staff
Virtual Learning Support	All Faculty and Staff
Tier I Core Curriculum ~ CKLA, ELA Guidebooks, Eureka Math, PhD Science, Louisiana Scope and Sequence for Social Studies Professional Development (State, District & School-based)	All Content Area Teachers
Data Analysis	All Faculty and Staff