



School Improvement Plan

2020-2021

Schoeffner Elementary School
School

Vanessa Terry
Principal

Part 1

Vision, Mission, and Values/Beliefs

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

Vision

The students, families, community members, and staff of Ethel Schoeffner Elementary School value education as a top priority. As stakeholders, we share a responsibility to create safe, *equitable* and nurturing *environments*. Students aspire to achieve their potential by mastering and exceeding academic, social *and emotional* goals. Our staff fosters a love of learning which prepares students to be self-motivated, to think critically, and to be responsible citizens who inspire others to do their best.

Revised by School Leadership Team 6/11/2020

Mission

The mission of Ethel Schoeffner Elementary School is to provide a high-quality education to enable all students to work *independently and cooperatively* to become empathetic, respectful citizens and productive life-long learners.

Revised by School Leadership Team 6/11/20

Values/Beliefs

At Ethel Schoeffner Elementary School we believe:

- education is our top priority.
- all students are capable of learning.
- all students are valued as individuals with unique physical, social, cultural, emotional and intellectual needs.
- instructional time is essential and honored.
- *stakeholders* have high expectations for *student* achievement.
- open and honest communication builds trust and fosters relationships among all stakeholders.
- all members of the school community should be treated in a respectful and caring manner.
- safe and supportive *environments* enable students and staff to reach their potential for life-long learning.
- teamwork is essential in developing cooperative citizens.
- student and teacher engagement *in various environments* is key to overall success.

Revised School Leadership Team 6/11/20

Part 2

School Governance Structure

and

Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

Engaging Stakeholders	Improving Student Learning	Safe & Supportive Learning Environment
<p>Mona Wexler *</p> <p>Pam Anderson</p> <p>Taylor Cortez</p> <p>Tara Couch</p> <p>Brenda Jones</p> <p>Cheryl Mahler</p> <p>John Lehon</p> <p>Sandy Mannear</p> <p>Annette Matherne</p> <p>Chris Munch</p> <p>Christine Rapp</p> <p>Aimee Soignier</p> <p>Kristin Surmik</p> <p>AM/PM Para</p> <p>Stacy Martin</p>	<p>Kristen Weber *</p> <p>Brittani Corzo</p> <p>Bethany Chavez</p> <p>Dana DeJean</p> <p>Allison Feaheny</p> <p>Holly Granier</p> <p>Ellen Haughey</p> <p>Renee Hebert</p> <p>Debbie LeGrange</p> <p>Alana Murphy</p> <p>Paula Robicheaux</p> <p>Cathy Schexnayder</p> <p>Velma Waguespack</p> <p>Isabella Medina</p> <p>Melanie Picou</p>	<p>Ria O'Sullivan *</p> <p>Angela Willis</p> <p>Katie Prieur</p> <p>Natalie Desselle</p> <p>Anne Dantin</p> <p>Elaine Duckworth</p> <p>April Chauvin</p> <p>Christen Ferris</p> <p>Jennifer Mack</p> <p>Ashley McDonald</p> <p>Karen Pethe</p> <p>Ashley Schwertz</p> <p>Trezan Sorapuru</p> <p>Kimberlee Dickson</p> <p>Brittany Clark</p> <p>Micque Voges</p> <p>Kelly Oncale</p>

Bolded – School Leadership Team

*** Chairperson**

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
Implementing digital literacy standards	<p>Student AdvancED Survey “I use technology to help me succeed” 2018-2019 - 83% agreed or strongly agreed 2019-2020 - 88% agreed or strongly agreed</p> <p>Parent AdvancED Survey “My child has up to date computers and other technology to learn.” 2018-2019 - 90% agreed or strongly agreed 2019-2020 - 91% agreed or strongly agreed</p> <p>World Book Online Usage: 343,240 logins</p> <p>ESE Students Engaging in Phase 3</p> <ul style="list-style-type: none"> • 3rd grade – 116/137 85% • 4th grade – 128/151 85% • 5th grade – 112/156 72%

Challenges	Evidence
ELA instruction	<p>The percentage of students scoring Mastery or Above on the 2018-2019 LEAP 2025 assessment decreased at all grade levels</p> <ul style="list-style-type: none"> • 3rd grade - 6% decrease • 4th grade - 14% decrease • 5th grade - 2% decrease <p>31 students failed ELA for the 2019-2020 school year</p>
Achievement of students receiving special education services	<p>83% of students receiving special education services scored Basic or below on the 2018-2019 LEAP 2025 assessment in ELA</p> <p>73% of students receiving special education services scored Basic or below on the 2018-2019 LEAP 2025 assessment in math</p>
Math instruction	<p>On average, 46% of 3rd - 5th grade students scored Basic or Below on the 2018-2019 LEAP 2025 assessment</p> <p>45 students failed math for the 2019-2020 school year.</p>

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.

2018-2019	2020-2021 Target
<p>ELA LEAP 2025</p> <p>60% of 3rd grade students scored Mastery or Above</p> <p>55% of 4th grade students scored Mastery or Above</p> <p>57% of 5th grade students scored Mastery or Above</p> <p><15% of special education students scored Mastery or Above</p>	<p>ELA LEAP 2025</p> <p>65% of 3rd grade students will score Mastery or Above</p> <p>62% of 4th grade students will score Mastery or Above</p> <p>62% of 5th grade students will score Mastery or Above</p> <p>20% of special education students will score Mastery or Above</p>
<p>Math LEAP 2025</p> <p>50% of 3rd grade students scored Mastery or Above</p> <p>65% of 4th grade students scored Mastery or Above</p> <p>46% of 5th grade students scored Mastery or Above</p>	<p>Math LEAP 2025</p> <p>55% of 3rd grade students will score Mastery or Above</p> <p>65% of 4th grade students will score Mastery or Above</p> <p>55% of 5th grade students will score Mastery or Above</p>

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?
<p>Implement small group instruction in ELA.</p> <ul style="list-style-type: none"> • Utilize LEAP 360 data to determine flexible groups and remediation or acceleration plan for students <ul style="list-style-type: none"> ○ Target unfinished learning from pandemic • Utilize Guidebooks resources when developing plans • Administer Foundational Standards screener <ul style="list-style-type: none"> ○ Determine differentiated groups using 	<p>08/2020 – 05/2021</p>	<p>Diverse Learner’s Support Fluency Tasks Reader’s Circles Mentor Sentences Writing Revolution LEAP 2025 LEAP 360 Diagnostic and Interim Interim Data Analysis Chart Write Along Videos</p>	<p>ELA teachers Literacy Teacher Instruction and Technology Coach Administration</p>	<p>Classroom observations Lesson plans</p>

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?
<p>data</p> <ul style="list-style-type: none"> Conduct observations and provide feedback relative to effectiveness of small group instruction 		<p>Set the Context Videos Lexia Illuminate Data</p>		
<p>Implement small group instruction in math.</p> <ul style="list-style-type: none"> Utilize diagnostic data, Module assessments, and LEAP 360 to determine remediation or acceleration plan for students <ul style="list-style-type: none"> Target unfinished learning from pandemic Establish system to implement and track progression of pathways Collaborate with Math Resource teacher to align remediation support Conduct observations and provide feedback relative to effectiveness of small group instruction 	<p>08/2020 – 05/2021</p>	<p>Zearn Zearn student reports Zearn Pathway Packets Pathway Tracking Sheets LEAP 360 Diagnostic & Interim Assessments Remediation Guide LEAP 2025 Illuminate Data</p>	<p>Math Teachers Math Resource Teacher Instruction and Technology Coach Administration</p>	<p>Classroom observations Lesson Plans Zearn student reports</p>
<p>Improve effectiveness of collaboration between general education and special education teachers.</p> <ul style="list-style-type: none"> Implement data review <ul style="list-style-type: none"> Utilize assessment data to determine flexible groups and remediation plan Designate planning day for inclusion team collaboration to include: <ul style="list-style-type: none"> flexible small group instruction co-teaching academic accommodations 	<p>Quarterly Weekly</p>	<p>Diverse Learner’s Support Fluency Tasks Mentor Sentences Writing Revolution LEAP 2025 LEAP 360 Diagnostic and Interims Interim Data Analysis Chart Write Along Videos Set the Context Videos Lexia Guidebooks Curriculum Zearn Zearn student reports Pathway Tracking Sheets Remediation Guide Illuminate Data</p>	<p>Special Education Teacher General Education Teacher Special Education Facilitator Administration Math Resource Teacher Literacy Teacher School Interventionist</p>	<p>Lesson Plans Classroom Observations Data Review Charts Participation in collaborative planning</p>

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?
		Grade Report		

<p>Implement virtual resources to support student learning</p> <ul style="list-style-type: none"> • Utilize G Suite for Education to enhance instruction and collaborate with teacher and peers • Use online databases and appropriate internet resources to locate useful information • Provide students with multiple opportunities and virtual platforms to complete assessments online • Provide students with multiple opportunities to utilize LEAP 2025 testing tools 	<p>08/2020-05/2021</p>	<p>Chromebooks G Suite Edulastic Flipgrid Padlet Illuminate DRC Nearpod Kahoot GoFormative Worldbook Online Infotrac Zearn Lexia Quizzlet Quizziz ReadTheory</p>	<p>Teaching Staff Instruction & Technology Coach</p>	<p>Classroom observation Student work samples Testing Data Lesson Plans</p>
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Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Grade-level collaborative planning	<ul style="list-style-type: none"> • Monthly Shark Sharing extended planning • Identified weekly planning days • Quarterly extended planning (content specific) • Participation of literacy and math resource teacher in weekly planning <p>Student AdvancED Survey: “In my school teachers work together to improve student learning.” - 84% of students agree or strongly agree</p> <p>Spring 2020 Upbeat Survey 93% of staff agreed or strongly agreed that teachers at my school are collaborating regularly with each other during the distance learning period</p>

Challenges	Evidence
Virtual Teaching and Learning	<p>Spring 2020 Upbeat Survey</p> <ul style="list-style-type: none"> • 59% of staff agreed or strongly agreed that they have felt successful at supporting students’ academic development during the distance learning period • 79% of staff agree or strongly agree that they are comfortable using the technological tools required for remote teaching
Equitable opportunities	<p>2019-2020 Student Voice Survey</p> <ul style="list-style-type: none"> • 79% of students agreed or strongly agreed that my teacher values everyone’s opinions • 59% of students agreed or strongly agreed that my teacher knows what is important to me <p>Student AdvancED Survey 57% agreed or strongly agreed that my school makes sure there is at least one adult who knows me well and shows interest in my education and future</p>

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:

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

1. 90% of all staff will successfully complete action steps identified on Professional Growth Plan specific to SEL
2. 90% of staff will rate that SEL is a “high or essential priority” on the Spring 2021 SEL Self-assessment
3. 90% of staff will rate that they are “moderately or very knowledgeable” about SEL on the Spring 2021 SEL Self-assessment
4. 90% of staff will agree or strongly agree that they have felt successful at supporting students’ academic development during the distance learning period as measured on the Spring 2021 Upbeat Survey
5. 90% of staff will agree or strongly agree that they are comfortable using the technological tools required for remote teaching as measured on the Spring 2021 Upbeat Survey

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?
<p>Build awareness, commitment, and ownership for Social Emotional Learning (SEL)</p> <ul style="list-style-type: none"> • Inform staff of correlation between trauma and student behavior <ul style="list-style-type: none"> ○ Utilize strategies to address student behavior • Identify a diversely representative SEL team <ul style="list-style-type: none"> ○ Research and identify interventions to support SEL ○ Review student behavior data to identify interventions • Engage the school community in foundational learning 	<p>08/2020</p> <p>08/2020</p> <p>08/2020 – 05/2021</p>	<p>Calming Corner tools \$250</p> <p>“Social and Emotional Learning and Equity in School Discipline” by Anne Gregory and Edward Fergus Stipend for after-school meetings - \$2000 Casel.org Faculty meetings</p>	<p>SEL Team ESE Staff</p>	<p>Agendas Discipline Data Student Voice Survey CASEL SEL Self-Assessments</p>

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?
<ul style="list-style-type: none"> • Collaboratively develop a shared vision for school wide SEL • Review current implementation, needs, and resources • Plan professional learning • Establish two-way communication structures between SEL team and stakeholders 				
<p>Engage in Professional Learning to enhance knowledge and comfort level for virtual teaching</p> <ul style="list-style-type: none"> • Share strengths and challenges faced while teaching virtually • Establish virtual teaching and learning expectations • Create a virtual learning environment <ul style="list-style-type: none"> ○ Build classroom community through Morning Meetings and Closing Circles ○ Customize Google Classroom • Engage in Nearpod training • Conduct ongoing technology training to provide staff opportunities to enhance virtual teaching and learning • Spotlight technology use in weekly newsletter 	<p>08/2020 08/2020</p> <p>08/2020 – 05/2021</p>	<p>G Suite Nearpod Weekly Newsletter After-school workshops - \$2000 stipend</p>	<p>Brittani Corzo Instruction and Technology Coach ESE Staff</p>	<p>Upbeat Survey Agendas Virtual Classrooms Sign-in sheets Weekly newsletters</p>
<p>Explore potential opportunities to incorporate SchoolStatus in communication with parents</p> <ul style="list-style-type: none"> • Complete training courses in Learning Lab • Identify preferred contacts of students in homeroom class • Revise Student Card as new demographic data is shared 	<p>08/2020</p> <p>08/2020- 05/2021</p>	<p>SchoolStatus Zoom</p>	<p>ESE staff</p>	<p>SchoolStatus Reports Participation Logs</p>

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?
<ul style="list-style-type: none"> • Send all email and reminder text messages to parents through SchoolStatus • Conduct SBLC meetings and IEP meetings via School Status (Audio Conference) or Zoom (Video Conference) when a parent is unable to attend in person 				

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
School counselor	<p>Student AdvancED Survey 76% of students agreed or strongly agreed that my counselor provides me with the support I need to be successful in school</p> <p>Parent AdvancED Survey 79% of parents agreed or strongly agreed that the school provides excellent counseling services – an increase of 14% from 2018-2019</p> <p>2019-2020 Safe Schools Audit What role does the counselor play in reducing incidences of bullying? Answers included: helps students understand, helps students feel better, talks about being kind, calms everyone down, tries to figure out the problem and gives information on stopping it, helps solve it, makes me feel better inside, teaches us</p>
Safety and cleanliness of school environment	<p>Spring 2020 Upbeat Survey</p> <ul style="list-style-type: none"> • 98% of staff agreed or strongly agreed that I feel safe while outside on school grounds • 97% of staff agreed or strongly agreed that I feel safe in the hallways and bathrooms • 97% of staff agreed or strongly agreed that I feel safe in the classrooms • 100% of staff agreed or strongly agreed that students are safe while in this school <p>Parent AdvancED Survey</p> <ul style="list-style-type: none"> • 91% of parents agreed or strongly agreed that our school provides a safe learning environment • 97% of parents agreed or strongly agreed that in my school, the buildings and grounds are clean and provide a healthy place for learning <p>Staff AdvancED Survey</p> <ul style="list-style-type: none"> • 95% of staff agreed or strongly agreed that our school provides a safe learning environment • 97% of staff agreed or strongly agreed that In my school, the buildings and grounds are clean and provide a healthy place for learning

Strengths	Evidence
	2019-2020 Safe Schools Audit <ul style="list-style-type: none"> • The highest rated statement cited in the compression planning exercise is that the adults make our students feel safe. • All students interviewed agreed that bullying is not a problem – some labeling ‘bullying’ as just mean behavior. • All students interviewed agreed that they feel comfortable reporting bullying.

Challenges	Evidence
Respect	Student AdvancED Survey <ul style="list-style-type: none"> • Only 32% of students agreed or strongly agreed that students treat adults with respect • Only 51% of students agreed or strongly agreed that all students are treated with respect • 23% of all referrals were issued for willful disobedience
Preparing for the future	Student AdvancED Survey Only 62% of students agreed or strongly agreed that my school prepares me to deal with issues I may face in the future
Rules consistently enforced	Spring 2020 Upbeat Survey Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class – 45%

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Communicating student progress	<p>Parent AdvancED Survey 89% of parents agree or strongly agree that my child's teacher helps me understand my child's progress (17% increase from 2018-2019)</p> <p>Student AdvancED Survey 82% of students agreed or strongly agreed that teachers provide me with information about my learning and grades</p> <p>2020 Spring Upbeat Survey 84% positive rating of parent/teacher communication (increase of 8.2% from Fall 2019)</p>
Building trusting relationships between administration/teachers and parents	<p>Parent AdvancED Survey 90% of parents agree or strongly agree that our school administrators are accessible to address student and parent concerns</p> <p>2020 Spring Upbeat Survey 97% of teachers at my school are committed to building trusting relationships with parents</p>

Challenges	Evidence
Participation at Parent/Teacher/Student conferences	<p>Fall 2019 65% - decrease of 5% from Fall 2018 Spring 2020 70% - increase of 9% from Spring 2019</p>
Participation in family learning opportunities	<p>While we exceeded our desired result of increasing by 10%, considering the number of families in the school, this is still considered a challenge 2018 - 2019 school year 190 families = 42% 2019 - 2020 school year 242 families = 54%</p>

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. Participation at Parent/Teacher/Student conferences will increase from an average of 67% in 2019-2020 school year to 75% attendance in the 2020-2021 school year.
2. Participation in family learning opportunities will increase from 54% (242 families) in attendance in 2019-2020 school year to 65% (276 families) in attendance in the 2020-2021 school year.

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?
<p>Provide opportunities for families to engage in a variety of activities to foster meaningful relationships, academic growth and social interactions.</p> <ul style="list-style-type: none"> • Introduce digital platforms to families at Open House <ul style="list-style-type: none"> ○ Record sessions for parents to view/review at home • Conduct Parent and Child Together (PACT) sessions to Social Emotional Learning, Social Studies, Science, State Testing <ul style="list-style-type: none"> ○ Include subject specific digital resources in each session ○ Record sessions for parents to view/review at home • Raise an awareness of our diverse student population by inviting school families to share their cultural customs and traditions at a Multi-cultural fair 	08/25/2020	6:00 – 7:00 PM	ESE teachers Instruction and Technology Coach	Sign-in sheets Parent survey Agenda Technology tracking form
	09/04/2020 10/09/2020 11/13/2020 02/05/2021	Substitute teachers Curriculum resources Teacher volunteers 9:15 -10:15 AM Flyer advertisement	Classroom teachers Student Achievement Committee Administration Technology & Instruction Coach	Sign-in sheets Parent survey Agenda Technology tracking form Photographs Newspaper articles SchoolStatus Reports
	01/15/2021	8:00 – 10:00 AM \$500 material and supplies Community volunteers Flyer advertisement	Engaging Stakeholder Committee	Photographs Newspaper articles Class schedule

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?
<ul style="list-style-type: none"> • Utilize multiple means of personal communication to increase parental involvement in academic school functions <ul style="list-style-type: none"> ○ Virtual parent conferences ○ Home visits ○ School Status Communication ○ Positive Postcards ○ Invitations 	08/2020-05/2021	Postage \$150	ESE Staff	SchoolStatus GoogleMeet

St. Charles Parish Public Schools – Staff Development Plans for 2020 - 2021

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

Main Topic(s)	Participants
Social Emotional Wellness	All Staff
Data Review – Academic & Behavior	Teachers, Administration
Trauma Informed Interventions	All Staff
Differentiation – ELA & Math	Teachers, Paras, Administration
Virtual Learning & Teaching	Teachers, Paras, Administration
Building Equity	All Staff