



School Improvement Plan

2020-2021

Luling Elementary School
School

Samuel Buhler
Principal

Part 1

Vision, Mission, and Values/Beliefs

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

Vision

At Luling Elementary School we have a happy, safe, and positive learning environment where successes are celebrated. We collaborate through purposeful team interactions. There is a circle of communication among all stakeholders to support the individual needs of all learners. Instruction is maximized and differentiated. Feedback provides opportunities for growth and change.

Reviewed on June 17, 2020

9/25/2020

Mission

We at Luling Elementary School will provide a quality academic and social education for the whole child while inspiring, empowering, and nurturing all to become successful individuals.

Reviewed on June 17, 2020

Values/Beliefs

At Luling Elementary School, we believe:

- staff members will build community by implementing all parts of Morning Meeting and applying Responsive Classroom practices with an emphasis on using Responsive Language.
- in addition to whole group instruction, teachers will provide small group and individualized instruction through the use of a variety of activities to achieve desired outcomes.
- all stakeholders will limit interruptions of instructional time.
- all teachers will be provided with opportunities to unwrap curriculum, to collaborate, and to create rigorous and engaging lessons suited to the needs and diversities of all students.
- communication with families is a priority; therefore, we will contact and establish positive relationships at the beginning of the school year and continue to build those relationships.
- procedures and routines will be explicitly established, practiced, monitored, and followed.

Reviewed on June 17, 2020

Part 2

School Governance Structure
and
Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

Administration: Sam Buhler, Carol Bowie-Cotton, Jennifer Carter, April Mosley

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graph TD; A[Administration: Sam Buhler, Carol Bowie-Cotton, Jennifer Carter, April Mosley] --> B[School Improvement Team: Valerie Rogers (SIT Chair), Elizabeth Gaubert (SIT Co-chair), Michelle Edwards, Megan Otwell, Jennifer Shelton, Carla Scott, Wylena Johnson, Jill Maloy, Lindsay Leiva, Tammy Louviere, Kendra Carver, Kelly Williams-Morantine, Jackie Robert, Chelsea Cooper, Marquita George, Kara Matherne, Kaswana Isaac];
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School Improvement Team: Valerie Rogers (SIT Chair), Elizabeth Gaubert (SIT Co-chair), Michelle Edwards, Megan Otwell, Jennifer Shelton, Carla Scott, Wylena Johnson, Jill Maloy, Lindsay Leiva, Tammy Louviere, Kendra Carver, Kelly Williams-Morantine, Jackie Robert, Chelsea Cooper, Marquita George, Kara Matherne, Kaswana Isaac

Student Achievement	Staff Excellence	Safe and Supportive Learning Environment	Engaging Stakeholders
Heather Skiba Kellie Growl Leanne Schexnaydre Dana Dufrene Julia Albert Dorothy Watson Sherri Gregson Tiffany Scott Dunia Kennedy Sam Buhler Carol Bowie-Cotton Jennifer Carter April Mosley Valerie Rogers Elizabeth Gaubert Michelle Edwards Megan Otwell Jennifer Shelton Carla Scott Wylena Johnson Angelle Bellock Lindsay Leiva Tammy Louviere Kendra Carver Kelly Williams-Morantine Jackie Robert Chelsea Cooper Marquita George Kara Matherne Kaswana Isaac Jacey Prince Janet Chaisson Olga Smith Ashlea Arroyo Cheryl Landry Alyson St. Germain	Toni Dugas Jordan Vicknair Angela Love Sharon Diana	Valerie Rogers Monica Drewes Jennifer Carter April Mosley Carol Bowie-Cotton Sam Buhler Tanya Galland Jordan Dufrene Tiffany M. Scott Shelby Chiro-Cabibi Britney Wright Marquita George Frank Clavelle Sharon Simpkins Felice Mitchell Dianna Burrell	Marquita George Angelle Bellock Amy Valentine Valerie Rogers Dunia Kennedy Jackie Robert Jennifer Saldana Brittany Songy Robin Jones Megan Warrington Megan Otwell Jill Maloy Madison Boyer Karina Garcia Bethany Calamusa Tia Sorapura Diana Mascarella Jennifer Shelton Lindsay Leiva Peggy Ayala Elizabeth Gaubert Emma Adams Sara Ertel Frank Clavelle Carol Bowie-Cotton Kelsey Brown Allison Dilley Jernae Ricard Antrell Vinnett Kelly Williams-Morantine Jamie Cazenave Joseph Harris Kristie Hodson Michelle Edwards Madison Whitney Xylina Eyemaro

Payton Bryant Ashley Barrett			Mitzie Abadie Jordan Vickanir Danielle Clause Felice Mitchell Carla Scott Lewis Logan Dianna Burrell Ciara Scott Renata Rafiel Lynette Hilaire Tracy Hilaire Alvin Pittman LaVonsell Rogers
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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
Student placement/retention rate decreased	<ul style="list-style-type: none"> • 16% of second graders were retained in 2019-2020 compared to 29% of second graders in 2018-2019. • 13% of third graders were retained in 2019-2020 compared to 25% of third graders in 2018-2019. • 37% of fourth graders were retained in 2019-2020 compared to 43% of fourth graders in 2018-2019. • In second, third, and fourth grade, at least 70% of the students who were in Math Resource were promoted to the next grade level.
Mastery on Culminating Writing Tasks (CWT)	<ul style="list-style-type: none"> • On the third grade CWT for <i>The Stories Julian Tells</i> unit, 79% of students scored mastery. On the third grade CWT for the Louisiana Purchase unit, 82% of students scored mastery. • On the fourth grade CWT for the Hurricanes unit, 94% of students scored mastery. On the fourth grade CWT for the American Revolution unit, 66% of students scored mastery. • On the fifth grade CWT for <i>The Birchbark House</i> unit, 72% of students scored mastery. On the fifth grade CWT for the <i>Wonderstruck</i> unit, 86% of students scored mastery.
Students with disabilities scoring approaching basic or below decreased.	<ul style="list-style-type: none"> • 82% of third graders with disabilities scored approaching basic or below in 2018-2019 compared to 91% of third graders with disabilities in 2017-2018. • 70% of fifth graders with disabilities scored approaching basic or below in 2018-2019 compared to 80% of fifth graders with disabilities in 2017-2018.
Lexia usage increased	<ul style="list-style-type: none"> • Less than 50% of students were using Lexia before school closures. During school closures, usage increased to above 50% of students.
Mastery of grade level standards in math	<ul style="list-style-type: none"> • In third grade, 79% of students demonstrated mastery on math module interim assessments.

Challenges	Evidence
Students with disabilities scoring approaching basic or below in ELA increased.	<ul style="list-style-type: none"> • 91% of third graders with disabilities scored approaching basic or below in 2018-2019 compared to 54% of third graders with disabilities in 2017-2018. • 77% of fourth graders with disabilities scored approaching basic or below in 2018-2019 compared to 72% of fourth graders with disabilities in 2017-2018.
Students accessing online resources and digital platforms	<ul style="list-style-type: none"> • 15% of students did not access online resources during school closures. • Only 202 students used Pebble Go during the 2019-2020 school year.
Students' performance on math module interim assessments	<ul style="list-style-type: none"> • In fourth grade, when all interims were averaged together, 82% of students did not score mastery. • In fifth grade, when all interims were averaged together, 75% of students did not score mastery.
Students' performance on ELA Cold Read Tasks	<ul style="list-style-type: none"> • In third grade, when all Cold Read Tasks were averaged together, 62% of students did not score mastery. • In fourth grade, when all Cold Read Tasks were averaged together, 76% of students did not score mastery. • In fifth grade, when all Cold Read Tasks were averaged together, 77% of students did not score mastery.

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. There will be a 5% decrease of third and fourth grade students with disabilities scoring approaching basic or below in ELA.
2. There will be an increase of 5% of fourth and fifth grade students scoring mastery on math module interim assessments.
3. There will be an increase of 5% of third, fourth, and fifth grade students scoring mastery on the Cold Read Task.

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?
Target unfinished learning from school closures due to COVID-19 <ul style="list-style-type: none"> • Communicate with previous grade level regarding missed content and unfinished learning due to COVID-19 • Embed unfinished learning within classroom instructional time 	August 2020 – May 2021	Time, standards	Grade level teams, instructional and technology coaches	Agendas, Blackboard minutes
Develop and implement a data review process that focuses on formative data to drive daily instruction and remediation. <ul style="list-style-type: none"> • Develop a specific lesson planning protocol that includes formative data review 	August 2020	Time	Grade level teams, instructional and technology coaches, administration	Protocol submitted to administration
<ul style="list-style-type: none"> • Implement planning protocol weekly and adjust as needed 	August	Time, formative data	Grade level teams, instructional and technology coaches, administration	Agendas, Blackboard minutes

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?
	2020-May 2021			
Develop and implement a plan to expose and prepare students to use digital platforms <ul style="list-style-type: none"> • Teach basic technology skills using digital platforms (e.g., Google Classroom, Lexia, Zearn) • Embed opportunities for students to engage in using digital platforms 	August 2020 – May 2021	Chromebooks, laptops or other device, digital literacy standards, incentive tickets	Teachers, computer lab instructor	Reports, completion of digital assignments
Embed test taking strategies in daily curriculum, assessments, and homework <ul style="list-style-type: none"> • Embed LEAP vocabulary, test taking strategies, and question formats into lessons, homework, assessments • Use some early release days to simulate testing environment • Implement academic incentive plan 	September 2020 – May 2021 October 2020 – March 2021 August 2020 – May 2021	Faculty meeting time Practice tests Incentive tickets	Instructional and technology coaches, teachers Teachers Teachers	Agendas, lesson plans Schedules, observations Observations
Support our special education students using the following process: <ul style="list-style-type: none"> • Analyze assessment data, report card grades, IEP goals and accommodations 	August 2020 – May 2021	Time, funds	Special education teachers, regular education teachers, paraprofessionals, administration, instructional facilitators	Blackboard minutes, time sheets

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"> • Collaborate in weekly planning with special education teachers and regular education teachers • 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 • Collaborate at monthly meetings with regular education teachers and paraprofessionals to support students identified during data review • Share lesson plans between teachers and paraprofessionals 				
<p>Develop, implement, and monitor small group instruction in math and ELA</p> <ul style="list-style-type: none"> • Record and use data to guide small group instruction • Utilize Eureka Math remediation guides, Pathways for Zearn, and/or Diverse Learners' Guide to plan and teach small group instruction • Use common assessment data to guide small group instruction • Monitor tracking data during data review time with administration 	August 2020 – May 2021	Time, computer, resources, professional development, planning time	Teachers, administration	Agendas, walk throughs, feedback, lesson plans

Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Instructional outcomes and student engagement	<ul style="list-style-type: none"> • 61.3% of teachers observed in the fall were effective proficient or highly effective on the COMPASS component 3c.a. • 79% of 3rd grade students demonstrated mastery or higher on math module interim assessments.
Students accessing online resources and digital platforms	<ul style="list-style-type: none"> • 85% of students accessed at-home virtual learning platforms during school closures due to COVID-19.
Staff's positive outlook of Luling Elementary School	<ul style="list-style-type: none"> • 75% or more of staff members answered agree or strongly agree for each staff AdvancED survey question. • 83.3% of the staff feels appreciated at Luling based on the equity survey. • 86.4% of staff feels that they are a valued member of Luling based on the equity survey.

Challenges	Evidence
Students accessing online resources and digital platforms	<ul style="list-style-type: none"> • 15% of students did not access at-home virtual learning. • 55% of students not accessing at-home virtual learning were placed or retained.
Teachers providing feedback to students	<ul style="list-style-type: none"> • 30.6% of teachers were effective emerging or ineffective on the feedback component of COMPASS under 3d.
Implementation of Responsive Classroom practices	<ul style="list-style-type: none"> • 825 cub calls • 356 incidents

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. There will be a decrease from 30.6% to 25% of teachers scoring effective emerging or ineffective on the feedback component of COMPASS under 3d.
2. There will be an increase of 5% of fourth and fifth grade students scoring mastery on math module interim assessments.
3. There will be an increase of 5% of third, fourth, and fifth grade students scoring mastery on the Cold Read Task.
4. The Upbeat survey component regarding parent/teacher communication will increase from -11.4 on the Spring 2020 survey to 0 on the Spring 2021 survey.
5. The Upbeat survey component regarding teacher appreciation will increase from -7.5 on the Spring 2020 survey to 0 on the Spring 2021 survey.
6. There will be a 5% reduction in Cub Calls from 2019-2020 to 2020-2021.

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?
Plan, develop, implement, and monitor a process to support educators to provide digital instruction <ul style="list-style-type: none"> • Attend beginning of the year professional development sessions on digital learning platforms • Plan for incorporation of digital learning platforms in lessons based on grade specific expectations • Implement and monitor incorporation of digital learning platforms in lessons • Provide feedback on the implementation of digital learning platforms in lessons 	August 2020 – May 2021	Professional development time, weekly planning time	Digital literacy/ Technology committee, teachers, instructional and technology coaches, administration	Agenda, sign in sheets, lesson plans, observations, feedback

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?
Provide guidance and training to teachers for effective implementation and usage of SchoolStatus program <ul style="list-style-type: none"> • Attend beginning of the year professional development on expectations and understanding of SchoolStatus program • Implement and monitor SchoolStatus usage • Utilize SchoolStatus to inform parents of upcoming assessments 	August 2020 – May 2021	Professional development time	Teachers, administration	Agenda, sign-in sheets, SchoolStatus reports
Develop and implement training to support Responsive Classroom practices <ul style="list-style-type: none"> • Attend beginning of the year professional development on Responsive Classroom components • Provide feedback using the Responsive Classroom note taker during the first semester 	August 2020 – May 2021	Professional development time, planning time	Faculty and staff	Agendas, sign in sheet, observations, administration feedback, debrief meetings, Responsive Classroom note taker
Plan, develop, and utilize a method for effectively implementing the Tier 1 curriculums <ul style="list-style-type: none"> • Attend beginning of the year professional development session on annotating curriculum • Provide teachers feedback based on annotated curriculum • Utilize and implement established planning protocol 	August 2020 – May 2021	Professional development time, planning time	Teachers, instructional and technology coaches, administration	Agenda, sign-in sheets, lesson plans, observations of planning

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Student behavior has consistently improved over the past three years.	<ul style="list-style-type: none"> • In 2019-2020, there were 724 cub calls compared to 837 calls in 2018-2019 and 993 calls in 2017-2018. • In 2019-2020, there were 356 incidents compared to 491 incidents in 2018-2019 and 512 incidents in 2017-2018. • In 2019-2020, there were 55 bus incidents compared to 76 bus incidents in 2018-2019 and 61 bus incidents in 2017-2018.
Staff and students feel safe and a part of a family unit at school.	<ul style="list-style-type: none"> • 100% of teachers responded agree or strongly agree on the statement, “I feel safe in my classroom,” on the Spring 2020 Upbeat Survey. • 68% of teachers responded agree or strongly agree on the statement, “I feel safe at school,” on the Spring 2020 AdvancED survey.

Challenges	Evidence
Students don't feel prepared to handle issues that they may face in the future.	<ul style="list-style-type: none"> • 28% of fifth grade students responded neutral, disagree, or strongly disagree on the statement, “My school prepares me to deal with issues I may face in the future,” on the Spring 2020 AdvancED survey.
There is a pattern of absenteeism.	<ul style="list-style-type: none"> • 95.9% attendance rate
There are a disproportionate number of incidents involving males.	<ul style="list-style-type: none"> • 72% of incident reports were for male students in 2019-2020. • 73% of incident reports were for male students in 2018-2019. • 74% of incident reports were for male students in 2017-2018.

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 attendance rate will increase from 95.9% to 97.0%.
2. There will be a 5% decrease of behavior incidents and referrals involving male students.
3. The Upbeat survey component regarding school safety and order will increase from 1.2 on the Spring 2020 survey to 3.2 on the Spring 2021 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?
Plan and implement phone calls and at home visits for absentee repeaters during the 2020-2021 school year <ul style="list-style-type: none"> • Monitor PowerSchool • Contact parent/guardian if a student misses 2 consecutive days or 3 days in a nine weeks • Monitor and provide next steps if needed 	August 2020 – May 2021	Time, electronic communication	Family center liaisons, family literacy teacher, student advocate, administration, child welfare and attendance, classroom teachers, social emotional learning team	PowerSchool, SchoolStatus
Develop and implement a school student leadership team	August 2020 – May 2021	Time, copies	SEL coach, classroom teacher, encore teacher	Sign in sheets
Plan and implement professional development on teaching and educating males <ul style="list-style-type: none"> • Participate in a beginning of the year professional learning related to educating males 	August 2020 – May 2021	Book/article, meeting time, data to monitor	Classroom teachers, paraprofessionals, administrators, counselors, behavioral interventionist, social	Discipline committee, SEL committee

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"> Participate in reading of educational articles Monitor data (cub calls, referrals, and bus referrals) in discipline committee and SEL committee 			worker, social emotional coach	
<p>Develop, implement and monitor a plan to incorporate monthly (last Friday of the month) SEL Morning Meetings for students</p> <ul style="list-style-type: none"> Include the following topics for pre-K–second grades: emotions, self-management, growth mindset, relationships, social awareness, respect, kindness and responsibility Include the following topics for third – fifth grades: self-awareness, self-management, social awareness relationship skills, responsible decision making 	September 2020 – May 2021	Time, copies	SEL committee, classroom teachers, paraprofessionals	Morning meeting
<p>Develop, implement, and monitor a reflection process and/or a relationship restoration of students in C.A.R.E. and Buddy Think Time</p> <ul style="list-style-type: none"> Have students complete a reflection form in the buddy teacher’s class Have students complete a reflection form in C.A.R.E. prior to any needed restorative conversations. Participate in restorative conversations in instances where relationships need to be repaired 	August 2020 – May 2021	Time, copies	Classroom teachers, paraprofessionals, enrichment teachers, SEL team, administration	Reflection forms, discipline data, cub call data

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Open House/Meet & Greet attendance	<ul style="list-style-type: none"> 409 parents/guardians attended Open House/Meet and Greet
Weekly communication between the school and families	<ul style="list-style-type: none"> LES families received weekly Blackboard and Connect Ed phone calls and emails, monthly LES newsletters, and weekly Stakeholder Information Sheets.
Attendance for non-academic events	<ul style="list-style-type: none"> Grandparents Day: 378 attendees Trunk or Treat: 112 attendees Cake Bingo: 324 attendees in the fall and 239 attendees in the spring Donuts with Grownups: 463 attendees
Attendance for academic events	<ul style="list-style-type: none"> Science Night Event attendance increased from 95 parents/guardians in 2018-2019 to 217 parents in 2019-2020. Fall parent teacher conference attendance rates increased from 48% parents/guardians attending in 2018-2019 to 52% parents/guardians attending in 2019-2020. Spring parent teacher conference attendance rates increased from 34% parents/guardians attending in 2018-2019 to 42% parents/guardians attending in 2019-2020.

Challenges	Evidence
Perception associated with parent participation within our school	<ul style="list-style-type: none"> 69 PTO members Less than 5 volunteers on volunteer days Only 42% of staff responded agree or strongly agree on the statement, "Parents at our school provide a great deal of support for the work I do," on the Spring 2020 Upbeat Survey. Only 58% of staff responded agree or strongly agree on the statement, "Parents and teachers at my school think of each other as partners," on the Spring 2020 Upbeat Survey.

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. At least 450 parents/guardians will participate in virtual Open House/Meet and Greet.
2. At least 75 people will be present at each social event.
3. At least 55% of parents/guardians will attend Parent/Teacher Conferences in the fall and spring.
4. The Upbeat survey component regarding parent/teacher communication will increase from -11.4 to 0 on the Spring 2021 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?
Implement a drive thru Meet and Greet and virtual Open House for first – fifth grades <ul style="list-style-type: none"> • Call parents to inform parents of virtual open house using script provided • Create posters to introduce and identify classroom teachers during drive thru • Assign supply drop off times by grade level • Create presentation explaining school and classroom procedures and expectations, virtual learning, etc. • Post open house presentation on teacher webpage and via SchoolStatus 	August 4, 2020	Time	Ad-hoc committee, family center liaison, family literacy teacher, teachers, support staff	Agendas, Blackboard minutes, sign-in sheets

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?
Plan and implement family events <ul style="list-style-type: none"> • Plan a social night in the fall that focuses on self-defense and cyber awareness/bullying • Plan a Zumba social night in the spring that focuses on healthy eating habits during testing week • Plan a Science Night with Wetland Watchers 	September 29, 2020 January 19, 2021 March 23, 2021	Time, snacks	Ad-hoc committees, family center liaison, family literacy teacher	Agendas, Blackboard minutes, sign-in sheets
Plan and implement French Toast Friday's with Family and Friends throughout the school year <ul style="list-style-type: none"> • Develop a plan for teachers to implement during French Toast Fridays • Send home flyers advertising French Toast Fridays • Invite parents to Morning Meetings • Provide pastries to all adults and children • Post photos to the school's Twitter account • Take photos by a professional photographer and have them available for sale 	September 25, 2020 October 9, 2020 November 13, 2020 January 15, 2021 February 25, 2021 March 19, 2021	\$1000	Ad-hoc committee, SEL team, encore team, teachers, counselors, administration, family center liaison, family literacy teacher	Sign-in sheets

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?
Plan and implement career and education exploration opportunities for students in fifth grade <ul style="list-style-type: none"> • Collaborate with the Satellite Center and fifth grade social studies teacher to plan career exploration lessons 	October 2020 – May 2021	\$500, time	SEL Team, grade 5 Social Studies teacher, administration	Log of implemented opportunities
Monitor communication between staff and parents and parent participation <ul style="list-style-type: none"> • Monitor student attendance via SchoolStatus • Monitor the number of parents and guardians that attend events such as family nights, PTO sponsored events, and parent teacher conference. • Implement a Tiger Cub Treasure Box incentive for teachers • Solicit donations for Tiger Cub Treasure Box. 	August 2020 – May 2021	Materials	Administration, SEL team, family literacy teacher, family center liaison	Communication logs, SchoolStatus logs, PTO numbers

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
Faculty Meetings (6:50- 7:35AM or 3:15-4:00PM occurring monthly 8/12, 9/16, 10/14, 11/11, 12/2, 1/6, 2/10, 3/10, and 4/14)	Administration, Staff
Ad-Hoc Committee Meetings (Each ad-hoc committee will meet a minimum of 5 times for at least 60 minutes within the year; each committee will submit minutes via Blackboard for each meeting)	SIT, Administration, Staff
SIT Meetings (8/20, 9/3, 9/17, 10/1,10/15, 10/29, 11/12, 12/10, 1/7, 1/21, 2/4, 3/4, 3/18, 4/1, 4/15, 4/29, 5/13)	SIT, Administration
Grade Level Collaborative Planning (weekly)	Administration, Teachers
Encore Meetings	Administration, Teachers
Encore PLC Meetings	Administration, Teachers
Paper Reduction Days (10/9, 12/18, 3/19, 5/25)	Administration, Staff
Grade Level PLC (weekly)	Administration, Teachers
District PD (9/4, 11/13, 1/15)	Administration, Teachers
Social Emotional Meetings (weekly)	Administration, Social Emotional Team

Goals:

1. Reading Recovery discontinuing rate of 90% or higher for full program students achieving mid-year or end-of-year average grade-level text with proficient accuracy and comprehension.
2. Eighty percent or more of literacy students achieving mid-year or end-of-year average grade-level text with proficient accuracy and comprehension.

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Identified 1 st grade students will participate in Reading Recovery.	Daily for 20 weeks August 20 – May 21	Title I Salary & Benefits for 2 RR/Lit Teachers \$100 M & S/teacher	Principal Classroom Teachers Reading Recovery Teachers K2 Curriculum & Literacy Coaches Teacher Leaders Director of Federal Programs Title I Coordinator	Reading Recovery Documentation Formal Observations Informal Observations End of Year Results
Identified Kindergarten, First and Second Grade students will participate in push in literacy groups for at risk readers.	Daily August 20 – May 21	Title I Salary & Benefits for 2 RR/Lit Teachers \$100 M & S/teacher	Principal Literacy Teachers Teacher Leaders K2 Curriculum & Literacy Coaches Director of Federal Programs Title I Coordinator	Lesson Plans Literacy Lesson Documentation Formal Observations Informal Observations End of Year Results
Full time Curriculum & Literacy Coach to work with teachers on improving the implementation of effective reading instruction in the regular classrooms.	August 20 – May 21	Title I 85% Salary & Benefits for 1 Curriculum & Literacy Coach Title II 15% Salary & Benefits for 1 Curriculum & Literacy Coach	Director of Federal Programs K2 Curriculum & Literacy Coach Principal Teachers	K2 Curriculum & Literacy Coach Log
40 identified 4-year-old students will participate in developmentally appropriate activities during the school day.	Daily August 20 – May 21	Title I 30 % Salary & Benefits for 1 Teacher 30% Salary & Benefits for 1 Para-educator \$1,000 M & S/teacher	Principal Teacher Para Educator Director of Federal Programs	Lesson Plans Attendance Reports Testing Data
Full time class-size reduction teacher to reduce the student: teacher ratio in first grade classrooms in an effort to improve student growth.	Daily August 20 – May 21	Title II Salary & Benefits for 1 Teacher	Principal Teacher Director of Federal Programs Title I Coordinator	Formal Observations Informal Observations End of Year Growth Results