



School Improvement Plan

2021-2022

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.

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.

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, to create rigorous and engaging lessons, and to make thoughtful modifications suited to the needs and diversities of all students.
- communication and engagement 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 and consistently practiced, monitored, and followed.
- fostering the social, emotional, and mental well-being of all stakeholders is vital to our success.

Part 2

School Governance Structure

and

Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

| Committee | Ad-hoc Committees | Faculty |
|-----------------------|--|---|
| Engaging Stakeholders | <p>Family Night 1 Committee Members will plan a family event for the month of September.</p> | Melanie Cade, Valery Rios, Xylina Eyemaro , Dunia Kennedy, Deanna Gaspar, Karina Garcia |
| Engaging Stakeholders | <p>Family Night 2 Committee Members will plan a family event for the month of March.</p> | Dunia Kennedy, Samantha Folse, Megan Otwell , Alexis Dejean |
| Engaging Stakeholders | <p>Science Night with Wetland Watchers Members will plan a science night in January (in collaboration with the wetland watchers program).</p> | Bethany Calamusa, Dale Daunie, Dunia Kennedy, Madison Boyer |
| Staff Excellence | <p>Responsive Classroom Members will meet and discuss which responsive classroom practices the school continues to need as learning opportunities during the school year. The committee will also present refreshers on these practices to the faculty.</p> | Carla Scott, Shelby Chiro-Cabibi , Jacey Prince |
| Engaging Stakeholders | <p>Cake Bingo Committee Members will work in partnership with PTO to plan the Cake Bingo fundraising event for the month of October.</p> | Caroline Abadie, Dunia Kennedy, Sara Ertel, Mitzie Abadie, Christelle Ranatza, Payton Ulicsni , Diana Mascarella |

| Committee | Ad-hoc Committees | Faculty |
|-----------------------|--|--|
| Engaging Stakeholders | <p>Mardi Gras Parade Committee Members will plan and prepare for the school-wide Mardi Gras parade.</p> | Alvin Pittman, Brittany Martin, Peggy Ayala, Elizabeth Allen, Dunia Kennedy, Tia Reynolds |
| Engaging Stakeholders | <p>Student Appreciation Week Committee Members will plan and prepare (in partnership with PTO) student appreciation week events.</p> | Shona Singleton, Tia Reynolds, Dunia Kennedy, Caitlyn Champagne, Kelsey Brown, Carla Scott |
| Engaging Stakeholders | <p>Trunk or Treat Committee Members will plan and prepare (in partnership with PTO) the trunk or treat event in October.</p> | Madison Whitney, Ethel Baudin, Natalie Dunlay, Jamie LeSage, Dunia Kennedy, Kelly Williams-Morantine |
| Student Achievement | <p>5th Grade End of Year Ceremony Committee Members will plan and prepare for the 5th grade end of year ceremony.</p> | Tiffany Scott (5th) , Donna Bourgeois, Sherri Gregson, Olga Smith |
| Student Achievement | <p>Academic Monitoring/Data Review Committee SIT Members</p> | Elizabeth Gaubert , Jordan Dufrene, Tia Reynolds, Ciara Scott, Diana Mascarella, Carla Scott, Antrell Vinnett, Angela Love, Lindsay Leiva, Kelly Williams-Morantine, Chelsea Cooper, Tammy Louviere, Kendra Carver, Britney Wright, Shawntelle Logan, Lynette Hilaire, LaTonya Hawkins, Carol Bowie-Cotton, Sam Buhler, Jennifer Carter, April Mosley |
| Student Achievement | <p>Increasing Achievement of Students with Disabilities Members discuss data and teaching to help increase achievement of students with disabilities.</p> | Janet Chiasson, Halie LeBlanc, Gabrielle Sosa, Julia Albert, Michelle Laurent, Ashley Barrett, Patricia Van Lieu, Leah Hidalgo, Felice Mitchell, Tammy Louviere |

| Committee | Ad-hoc Committees | Faculty |
|---|--|---|
| Safe and Supportive Learning Environments | <p>Discipline Monitoring Committee Members will analyze discipline data monthly and determine next steps.</p> | Valerie Rogers, Robin Jones, Bertina Richard, Lewis Logan |
| Engaging Stakeholders | <p>Meet and Greet/Open House Committee Members will plan and organize meet and greet/open house events prior to the beginning of the school year.</p> | Danielle Clause, Dunia Kennedy |
| Safe and Supportive Learning Environments | <p>Equity Committee Members will participate in a book study (<i>Don't Look Away: Embracing Anti-Bias Classroom</i>) and determine our school's next steps in regards to information learned during the book study.</p> | Fawn Foster, Jennifer Carter, Ashlea Arroyo |
| Engaging Stakeholders | <p>Black History Program Members will plan and organize the Black history program during the month of February.</p> | Claraion Hill, Carla Scott, Ciara Scott, Britney Wright, Dunia Kennedy, Lynette Hilaire, Lewis Logan |
| Engaging Stakeholders | <p>Talent Show Members will plan and organize the talent shot at the end of the school year.</p> | Stephen Price, Claraion Hill, Brittany Martin , Kellie Growl, Dunia Kennedy, Lavonsell Rogers |
| Student Achievement | <p>Literacy Committee: Members will meet monthly to review data as it relates to our students' ELA performance and come up with next steps</p> | Tanya Galland, Lindsay Leiva, Dana Dufrene, Kendra Carver, Robin Jones, Leanne Schexnaydre, Shannon Tobias, Chelsea Cooper |

| Committee | Ad-hoc Committees | Faculty |
|-----------------------|---|--|
| Engaging Stakeholders | Parent survey committee: Members will develop parent surveys, collect and analyze data, create next steps in regards to the data. | Marquita George , Allison Dilley, Dunia Kennedy, Shona Singleton |
| Staff Excellence | Minority Mentor/Mentee Program: Members will plan a meet and greet to build relationships among minority mentor/mentee partners, plan and implement Minority Mondays open forum. | Ciara Scott , Antrell Vinnett, Frank Clavelle, Tracy Hilaire, Kaswana Isaac |
| Staff Excellence | Mentor Peer Support Group Members will work together to gain knowledge and skills associated with passing the mentor assessments. | Lindsay Leiva, Elizabeth Gaubert |
| Engaging Stakeholders | 3rd-5th Grade LEAP Testing Family Night Members will plan and prepare a night to communicate LEAP Testing related information to families. | Dunia Kennedy, Angela Love, Tiffany M. Scott, Andrew Schulze, Kristie Hodson |
| Staff Excellence | Co-Teaching Support Committee Members will work with their co-teacher to improve their co-teaching strategies with the implementation of full inclusion. | Lindsay Leiva, Janet Chiasson, Brittany Songy, Cheryl Landry, Jennifer Saldana, Jill Maloy , Tammy Louviere, Jordan Dufrene |

Bolded Names are Committee and Ad-Hoc Committee Facilitators

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 |
|--|--|
| Mastery on Culminating Writing Tasks (CWT) | <ul style="list-style-type: none"> ● On the fourth grade CWT for the Hurricanes unit, 95% of students scored mastery. ● On the fourth grade CWT for the American Revolution unit, 77% of students scored mastery. |
| Students' overall math performance | <ul style="list-style-type: none"> ● In kindergarten, 81% of all students passed math for the 2020-2021 school year. ● In third grade, 87% of all students passed math for the 2020-2021 school year. ● In fifth grade, 70% of all students passed math for the 2020-2021 school year. ● In fifth grade, students increased their performance on 71% of Interim assessments given compared to the 2019-2020 school year. ● In fourth grade, students increased their performance on 80% of Interim assessments given compared to the 2019-2020 school year. |

| Challenges | Evidence |
|--|---|
| First grade students' performance | <ul style="list-style-type: none"> ● 60% of first grade students were placed or retained for the 2020-2021 school year: 50 first graders were placed into second grade and 26 first graders were retained in first grade. ● 44% of first grade students did not pass ELA |
| Students' performance on ELA Cold Read Tasks | <ul style="list-style-type: none"> ● In third grade, when all Cold Read Tasks (MC) were averaged together, 83% of students did not score mastery. When all Cold Read Tasks (PCR) were averaged together, 52% of students did not score mastery. ● In fourth grade, when all Cold Read Tasks (MC) were averaged together, 82% of students did not score mastery. When all Cold Read Tasks (PCR) were averaged together, 55% of students did not score mastery. ● In fifth grade, when all Cold Read Tasks (MC) were averaged together, 86% of students did not score mastery. When all Cold Read Tasks (PCR) were averaged together, 61% 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 an increase of 5% of kindergarten, first, and second grade students who score at or above benchmark on DIBELS assessment.
 - a. In the 2020-2021 school year, 32% of kindergarten students scored at or above benchmark on EOY DIBELS. In the 2021-2022 school year, 37% of kindergarten students will score at or above benchmark on EOY DIBELS.
 - b. In the 2020-2021 school year, 22% of first grade students scored at or above benchmark on EOY DIBELS. In the 2021-2022 school year, 27% of first grade students will score at or above benchmark on EOY DIBELS.
 - c. In the 2020-2021 school year, 38% of second grade students scored at or above benchmark on EOY DIBELS. In the 2021-2022 school year, 43% of second grade students will score at or above benchmark on EOY DIBELS.
3. There will be an increase of 5% of students promoted to the next grade level.
 - a. In the 2020-2021 school year, 54% of students were promoted to the next grade level. In the 2021-2022 school year, 59% of students will be promoted to the next grade level.
4. There will be an increase of 5% of students scoring mastery and above in Math and ELA.
 - a. In the 2020-2021 school year, 29% of third-fifth grade students scored at or above mastery on ELA LEAP2025. In the 2021-2022 school year, 34% of third-fifth grade students will score at or above mastery on ELA LEAP2025.
 - b. In the 2020-2021 school year, 27% of third-fifth grade students scored at or above mastery on ELA LEAP2025. In the 2021-2022 school year, 32% of third-fifth grade students will score at or above mastery on ELA LEAP2025.
5. There will be a decrease of 5% of third, fourth, and fifth grade students with disabilities scoring approaching basic or below in ELA.
 - a. In the 2020-2021 school year, 57% of third-fifth grade students with disabilities scored approaching basic or below on ELA LEAP2025. In the 2021-2022 school year, 52% of third-fifth grade students with disabilities will score approaching basic or below on ELA LEAP2025.

| 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? |
|---|------------------------|--|---|--|
| Create and implement an individualized data review process for grade-level planning <ul style="list-style-type: none"> ● Assess individual and team planning needs ● Establish individual and grade level planning protocols that includes a data review process ● Meet with grade level teams using established protocols | August 2021 - May 2022 | Time, data | Teachers, instructional and technology coaches, administration | Agendas, minutes |
| Improve literacy outcomes <ul style="list-style-type: none"> ● Implement mCLASS ● Embed LEAP-like questions within lessons without changing the integrity of the lesson ● Implement school-wide LEAP Practice sessions ● Implement <i>The Writing Revolution</i> strategies in grades 3-5 ● Utilize supports within the curriculum (Assessment and Remediation Guide, pausing point lessons, Foundational Supports, etc.) ● Utilize growth to mastery testing data to monitor student achievement goals ● Participate in a writing professional learning to understand the writing process in grades K-2 ● Identify and embed writing opportunities within CKLA: Knowledge and CKLA: Skills lessons in grades K-2 | August 2021 - May 2022 | Curriculum resources | K- 3 teachers, 4-5 special education teachers, instructional and technology coaches, administration | Lesson plans, observation walk-throughs, sign-in sheets, agendas, individual support meetings |

| 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, implement, and monitor a process to target placed, retained, and low-performing students <ul style="list-style-type: none"> ● Identify placed, retained, and low-performing students in each class based on data analysis ● Identify gaps in knowledge from previous learning ● Embed instruction to address gaps in learning using Equip and mCLASS ● Utilize foundational and additional supports within the curriculum ● Utilize growth to mastery testing data to monitor student achievement goals | August 2021-May 2022 | Time, curriculum resources, growth to mastery data | Teachers, instructional and technology coaches, administration | Lesson plans, observation walk-throughs, data reports |
| Create, implement, and monitor a process for students to track data and set goals | August 2021-May 2022 | Data reports, time | Teachers, instructional and technology coaches, administration, students | Data reports |
| Support special education students using the following process: <ul style="list-style-type: none"> ● Implement an inclusion/co-teaching model for the majority of special education students <ul style="list-style-type: none"> ○ Implement professional learning for co-teaching partners ○ Read <i>30 Days to the Co-Taught Classroom</i> ○ Meet and complete activities with co-teachers that include interviews, identifying strengths and area of needs, vision and goals for class, and crafting parent letters ○ Participate in on-going professional learning opportunities to discuss co- | August 2021-May 2022 | Curriculum resources, <i>30 Days to the Co-Taught Classroom</i> , time | Special education teachers, general education teachers, instructional and technology coaches, special education facilitator, administration | Walk-through observations, agendas, sign-in sheets, Google Classroom assignments |

| 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 style="text-align: center;">teaching take-aways, successes, and challenges</p> <ul style="list-style-type: none"> ● Collaborate in weekly planning between general education teacher, special education teacher, and paraeducators ● Share lessons with paraeducators ● Implement a procedure to teach students to properly use accommodations | | | | |
| <p>Develop, implement, and monitor small group instruction in math and ELA in order to accelerate student learning</p> <ul style="list-style-type: none"> ● Record and use data to guide small group instruction ● Utilize Equip, Zearn, mCLASS, Diverse Learners' Guide, and/or Foundations Support to plan and teach small group instruction ● Use formative assessment data to guide small group instruction | August 2021 - May 2022 | Time, data, curriculum resources | Teachers, instructional and technology coaches, administration | Agendas, minutes, lesson plans |

Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

| Strengths | Evidence |
|---|---|
| Recruiting, hiring, and retaining a diverse workplace | <ul style="list-style-type: none"> 82% of the staff feel that Luling Elementary retains teachers from diverse backgrounds based on the Upbeat Survey. |
| Decrease in number of referrals and cub calls from August - March | <ul style="list-style-type: none"> There were 290 referrals in the 2020-2021 school year compared to 361 referrals in the 2019-2020 school year. There were 588 cub calls in the 2020-2021 school year compared to 699 cub calls in the 2019-2020 school year |
| Recognition and appreciation towards the faculty and staff | <ul style="list-style-type: none"> 85% of the staff feel that Luling Elementary employees are recognized publicly when they do outstanding work based on the Upbeat Survey. |

| Challenges | Evidence |
|--|--|
| Increase in the number of referrals and cub calls from mid-March - May | <ul style="list-style-type: none"> 49% of the total number of referrals during the 2020-2021 school year were written during the last two and a half months of school. 36% of the total number of cub calls during the 2020-2021 school year were during the last two and a half months of school. |
| Percentage of students in each grade level that did not meet promotion requirements in ELA | <ul style="list-style-type: none"> 32% of kindergarten students did not meet promotion requirements in ELA. 45% of first graders did not meet promotion requirements in ELA. 28% of second graders did not meet promotion requirements in ELA. 13% of third graders did not meet promotion requirements in ELA. 20% of fourth graders did not meet promotion requirements in ELA. 19% of fifth graders did not meet promotion requirements in ELA. |
| Number of students being placed in the next grade level due to academics | <ul style="list-style-type: none"> 27% of the total number of students in kindergarten - fifth grade were placed into the next grade level solely based on academic achievement. |

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. The Upbeat survey component regarding teacher retention from diverse backgrounds will increase from 82% on the Spring 2021 survey to 85% on the Spring 2022 survey.
2. The number of cub calls will decrease from 988 calls in the 2020-2021 school year to 939 calls in the 2021-2022 school year.
3. The percentage of students who did not meet Pupil Progression Plan requirements in ELA will decrease from 26% of students in the 2020-2021 school year to 21% of students in the 2021-2022 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? |
|---|---------------------------|--|--|--|
| Develop and implement an inclusive and equitable minority mentor/mentee partnership program <ul style="list-style-type: none"> ● Attend a Meet and Greet between mentors and mentees to build relationships ● Implement a “Minority Monday” Forum, a support group for minority teachers, throughout the school year | August 2021 - May 2022 | Time | Mentors, mentees, ad hoc committee | Agendas, sign-in sheets, debrief notes |
| Develop and implement training and professional learning opportunities to support Responsive Classroom practices <ul style="list-style-type: none"> ● Attend beginning of the year professional development that includes the following Responsive Classroom components: <ul style="list-style-type: none"> ○ Hopes and Dreams ○ Management ○ Class meetings | August 2021 - May 2022 | Professional development time, planning time | Faculty, staff, administration, ad hoc committee | Agendas, sign in sheet, observations, administration feedback, debrief meetings, responsive classroom note taker |

| 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"> ○ Establishing expectations and routines ● Provide opportunities for peer observations in Responsive Classroom practices ● Provide feedback using the Responsive Classroom note taker | | | | |
| <p>Provide guidance and training to teachers for effective implementation and usage of the Performance Matters platform</p> <ul style="list-style-type: none"> ● Attend professional development on expectations and functions ● Provide differentiated professional learning opportunities for data analysis and targeted small group instruction | August 2021 - May 2022 | Professional development time, planning time | Teachers, administration, instructional and technology coaches | Agendas, sign-in sheets, data reports |
| <p>Plan, develop, and utilize a method for effectively implementing PLCs</p> <ul style="list-style-type: none"> ● Establish and revisit working agreements and protocols ● Provide training to team members to facilitate PLCs ● Utilize and implement established PLC protocols | August 2021 - May 2022 | Time, planning | Teachers, administration, instructional and technology coaches | Agendas, sign-in sheets, working agreements, meeting protocols |
| <p>Provide professional learning opportunities on the practices of the Science of Reading that includes AIMS Pathways and/or CDL-Growing Reading Brains</p> | August 2021 - May 2022 | Professional development, planning time | Faculty, AIMS Professional Trainers | Agendas, sign-in sheets, course work |
| <p>Develop and implement a mentor peer support group for mentor certification</p> <ul style="list-style-type: none"> ● Provide guidance for current mentors and mentors in training on mentor certification assessments ● Increase the number of minority teachers who are mentor certified | August 2021 - May 2022 | Time, Bloomboard assessment platform | Ad hoc committee, certified mentors, mentors in training | Meeting 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? |
|---|------------------------|--|--|--|
| <ul style="list-style-type: none"> Host an end of the year event to recruit new mentors | | | | |
| Implement online assessment and LEAP Practice opportunities for students in grades 3-5 <ul style="list-style-type: none"> Utilize the Performance Matters and Edulastic platforms Facilitate LEAP practice sessions on early release days | August 2021 - May 2022 | Time, planning | 3-5 teachers, instruction and technology coaches, administration | Lesson plans, observations, schedules |

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

| Strengths | Evidence |
|--|--|
| Consistent improvement in student behavior | <ul style="list-style-type: none"> ● In 2020-2021 (only August - March), there were 667 cub calls compared to 724 cub calls in 2019-2020 (only August - March), 1,116 cub calls in 2018-2019, and 1,396 in 2017-2018. ● In 2020-2021 (only August - March), there were 265 incidents compared to 356 incidents in 2019-2020 (only August - March), 491 incidents in 2018-2019, and 512 incidents in 2017-2018. |
| Students with no incidents | <ul style="list-style-type: none"> ● 78% of the total number of students did not have an incident. |

| Challenges | Evidence |
|---|--|
| Disproportionate number of behavior referrals involving males | <ul style="list-style-type: none"> ● 70.6% of all behavior referrals written in 2020-2021 were for males. |

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 behavior incidents and referrals involving male students will decrease from 70.6% of referrals in the 2020-2021 school year to 67.6% of referrals in the 2021-2022 school year.
2. The number of total behavior incidents and referrals will decrease from 468 behavior referrals written in the 2020-2021 school year to 445 behavior referrals or less in the 2021-2022 school year to reflect a 5% decrease.
3. The number of bus referrals will decrease from 57 in the 2020-2021 school year to 54 in the 2021-2022 school year to reflect a 5% decrease.

| 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 professional learning opportunities on teaching and educating males <ul style="list-style-type: none"> ● Participate in professional learning related to educating males ● Read educational articles related to the concept of the pipeline to prison phenomenon ● Monitor data (cub calls, referrals, and bus referrals) | August 2021 - May 2022 | Article, meeting time, data to monitor | Teachers, paraeducators, administration, counselors, behavioral interventionist, social worker, social emotional coach, discipline committee, social emotional learning committee | Discipline committee, SEL committee |
| Develop, implement, and monitor a reflection process and/or a relationship restoration of students in C.A.R.E. and Buddy Think Time <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 2021 - May 2022 | Time, copies | Teachers, paraeducators, SEL team, administration | Reflection forms, discipline data, cub call data |

| 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 SEL monthly theme <ul style="list-style-type: none"> ● Present monthly theme to students ● Distribute awards to students appropriately demonstrating the monthly theme | August 2021 - May 2022 | Time, presentations, copies, stickers, Morning Meeting | Teachers, paraeducators, SEL team, administration | Morning Meeting, award roster |
| Develop and plan activities to promote positive behaviors on the school bus <ul style="list-style-type: none"> ● Implement the positive behavior reward system (Rocking Riders) ● Collect award rosters from bus drivers on a monthly basis ● Plan for students who receive awards to participate in a celebration | August 2021 - May 2022 | Certificates, award roster | Bus drivers, bus monitors, PE paraeducator, behavior interventionist | Award rosters, bus referral data reports |
| Pilot a book study to discuss equity <ul style="list-style-type: none"> ● Read “Don’t Look Away, Embracing ANTI-BIAS Classrooms” ● Create a plan to communicate findings and next steps with the remaining faculty and staff | August 2021 - May 2022 | Book, meeting time | Teachers | Sign in sheet, agendas, meeting minutes |

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

| Strengths | Evidence |
|--|--|
| Open House/Meet and Greet attendance | <ul style="list-style-type: none"> ● 610 parents and children attended the event. |
| Communication between families and teachers via SchoolStatus | <ul style="list-style-type: none"> ● Stakeholders sent a total of 106,372 texts, 237 emails, and 10,703 phone calls using the SchoolStatus platform. |
| Family participation in Family Virtual Nights | <ul style="list-style-type: none"> ● 267 families participated in at least one event. |
| Social media presence | <ul style="list-style-type: none"> ● LES YouTube Channel has 4,687 views. ● The LES Twitter account made at least one tweet per day. ● There was an increase of 841% in the number of followers on Twitter from the previous school year. |

| Challenges | Evidence |
|-------------------------------|--|
| Parent/employee communication | <ul style="list-style-type: none"> ● 68% of staff responded favorably to the following question: “Parents and teachers at my school think of each other as partners.” |
| Student attendance | <ul style="list-style-type: none"> ● 13% of students were placed into the next grade level due to not meeting Pupil Progression Plan requirements for attendance. ● There was a 92.8% attendance rate for the 2020-2021 school year. |

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 33% of families will respond to the quarterly parent survey.
2. There will be a 5% decrease in the number of students who miss more than 10 days of school.
3. At least 33% of parents will view each of the Ready Rosie videos sent out.

| 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? |
|---|------------------------|--|--|--|
| Develop and implement an incentive program for student attendance in Pre-K - fifth grade | August 2021 - May 2022 | \$500 | Office staff | Attendance records, PowerSchool |
| Develop and implement a Pre-K - fifth grade Tiger Cubs of the month program where all students will be recognized by the end of the school year | August 2021 - May 2022 | \$1000 | Teachers | List of students receiving awards |
| Increase family digital literacy <ul style="list-style-type: none"> ● Develop “how to” instructional technology videos ● Engage families in the “how to” videos by sending out via BlackBoard Connect and posting to social media platforms | August 2021 - May 2022 | Time | Administration, SEL coach and mental health professional, instructional and technology coaches | YouTube channel, Twitter page, BlackBoard connect messages |
| Develop, implement, and monitor a quarterly parent survey | August 2021 - May 2022 | Time | Administration | Survey results |

| 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 pilot of the Ready Rosie parent communication platform in kindergarten - third grade <ul style="list-style-type: none"> ● Attend professional development on how to use the Ready Rosie platform ● Send out videos to families of pilot classrooms on a bi-weekly basis | August 2021 - May 2022 | Time, \$\$\$ | Teachers | Usage reports |

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 |
|--|--|
| Faculty Meetings (6:50- 7:35AM or 3:15-4:00PM occurring monthly 8/18, 9/8, 10/20, 12/1, 1/12, 2/23, 3/23, 4/13, and 5/4) | 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 (8/26, 9/9, 9/23, 10/7, 11/4, 11/18, 12/2, 12/16, 1/27, 2/10, 2/24, 3/24, 4/7) | SIT, Administration |
| New Teacher Meetings (8/25, 9/22, 10/13, 11/17, 1/19, 2/16, 3/30, and 4/27) | New Teachers |
| Instructional Support Meetings (weekly) | Administration, Teachers, Instruction and Technology Coaches |
| Grade Level PLC Meetings (weekly) | Administration, Teachers |
| Encore PLC Meetings | Administration, Teachers |
| Paper Reduction Days (10/8, 12/17, 3/18,) | Administration, Staff |
| 3rd – 5th grade Testing PD | Test Coordinators |
| District PD (9/10, 1/3, 2/4) | Administration, Teachers |
| Social Emotional Meetings (weekly) | Administration, Social Emotional Team |

LES Improving Student Learning Through Federal Program Funding

Goals:

1. Reading Recovery accelerated progress rate of 85% or higher for full program students achieving mid-year or end-of-year average grade-level text with proficient accuracy and comprehension.
2. Growth in the K-2 student Acadience Reading composite scores of 60 points or meeting benchmark by the end-of-year Acadience Reading assessment.

| 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 21 – May 22 | Title 1 Salary & Benefits for 1 RR/mCLASS Teacher \$100 M & S/teacher | Principal Classroom Teachers RR/mCLASS Teachers 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 mCLASS groups for at risk readers. | Daily August 21 – May 22 | Title 1 Salary & Benefits for 1 RR/mCLASS Teacher \$100 M & S/teacher | Principal RR/mCLASS Teachers Teacher Leaders Director of Federal Programs Title I Coordinator | Lesson Plans mCLASS Lesson Documentation Formal Observations Informal Observations End of Year Results |
| 40 identified 4-year-old students will participate in developmentally appropriate activities during the school day. | Daily August 21 – May 22 | Title 1 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 21 – May 22 | 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 |

LES Staff Development Through Federal Program Funding

| Action Steps | Time Line | Estimated Resources | Persons Responsible | Method of Monitoring |
|--|------------------------------------|---|--|---|
| Weekly collaboration with identified Reading Recovery and mCLASS students' classroom teachers to discuss student progress. | Monthly September 21 – May 22 | Time built into teacher schedules | Principal Classroom Teachers RR/mCLASS Teachers Teacher Leaders Director of Federal Programs | Reading Recovery and Literacy Documentation Coordination Forms Event Calendar |
| Quarterly ongoing professional development sessions for Reading Recovery and mCLASS Teachers to strengthen teaching skills and discuss student progress. | Quarterly September 21 – May 22 | Title I Time built into teacher schedule | RR/mCLASS Teachers Teacher Leaders Director of Federal Programs | Meeting Agenda Sign-in Sheet Calendar Resulting Notes |
| Participation in various professional workshops throughout the year focused on ELA curriculum, Science of Reading, Teaching ELs, and family engagement. | August 21 - May 22 | Title I & II Stipends for attendance Registration Fees \$1,000 | Title I Staff Principal Director of Federal Programs Title I Coordinator Teacher Leaders | Meeting Agendas Presentations Sign-in Sheets Registration documents |
| Full time K2 Curriculum & Literacy Coach to work with teachers on improving the implementation of effective reading instruction in the regular classrooms. | August 21 – May 22 | Title I 50% Salary & Benefits for 1 K2 Curriculum & Literacy Coach Title II 50% Salary & Benefits for 1 K2 Curriculum & Literacy Coach | Director of Federal Programs K2 Curriculum & Literacy Coach Principal Teachers | K2 Curriculum & Literacy Coach Log |

LES Family Involvement Activities Through Federal Program Funding

Goals:

1. Increase the percent of parents attending family engagement activities by 5%.

| Action Steps | Time Line | Estimated Resources | Persons Responsible | Method of Monitoring |
|---|--------------------------|--|---|---|
| Continuation of the School Family Center Activities, for example: <ul style="list-style-type: none"> • Parent Workshops • Quarterly Literacy/Math nights • Weekly Literacy Playgroups • Home and Community Visits • Material Check out • ESL/Parent Support Group • Kindergarten Readiness • Pre-K Reading Carnival | Daily August 21 – May 22 | Title 1 Salary & Benefits for .6 Family Center Teacher M & S (\$4/K-2 student Oct. count) | Principal Family Center Teacher Title 1 Coordinator Director of Federal Programs | Family Center Calendar Activity Logs Workshop Agendas Workshop Calendar Sign-in sheets Observation |
| Annual Parent Meeting to explain to parents Title 1 services offered to students. | August 21 - September 22 | Title 1 | Principal Family Center Teacher Title 1 Teachers Title 1 Coordinator Director of Federal Programs | Calendar Agenda Sign-in sheet Meeting Evaluation |
| Parent Meeting to explain to parents Title 1 family engagement compacts | August 21 - September 22 | \$200 for M & S | Family Center Teacher Title 1 Coordinator Director of Federal Programs | Agenda Sign-in sheet Compact |