



School Improvement Plan

2020-2021

Lakewood Elementary School
School

Kelli Oertling
Principal

Part 1

Vision, Mission, and Values/Beliefs

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

Vision

The faculty and staff of Lakewood Elementary School places the education of their students as a top priority. Education is a shared responsibility of all stakeholders. We are committed to helping all students become college and career ready while creating life-long learners. Our school fosters a love of learning, and our school equips the students with the knowledge and skills required to lead productive and fulfilling lives in the changing society of the 21st century.

Revisited 6.15.20

Mission

The mission of Lakewood Elementary School is to provide high quality educational opportunities that empower all students to become responsible, productive citizens and enthusiastic, life-long learners.

Revisited 6.15.20

Values/Beliefs

1. All students can learn, achieve, and succeed.
2. Students learn best when they are actively engaged in rigorous and relevant work.
3. The commitment to academic growth is imperative.
4. Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
5. Open and honest communication among all members of the learning community builds relationships based on trust and respect.
6. Honoring instructional time is essential.

Revisited 6.15.20

Part 2

School Governance Structure

and

Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

Lakewood Elementary School Administration Principal: Oertling Assistant Principals: Dwyer & Thompson					
⇕					
Lakewood Elementary School Leadership Team Chairperson: Knobloch					
⇕ ⇕ ⇕ ⇕ ⇕ ⇕					
Improving Student Learning: ELA Co-chairs: Faust Young Vaughn	Improving Student Learning: Math Co-chairs: Bonnet Hymel Madden	Improving Student Learning: SPED Chair: Landry	Improving Student Learning: RTI/SBLC Co-chairs: Lauve Pepper	Positive School Climate: RC Chair: Baudouin	Parent & Community Involvement Chair: Monti
⇕ ⇕ ⇕ ⇕ ⇕ ⇕					
Adkins Brevelle Cortez Ducre Guinnane Knobloch Landry, M. Lauve Madden Mire Ortego Seal Smith Spears Swayze	Adams Adkins Baudouin Benoit Bonnett Boudreaux Colley Evers Farrell Hebert Hollis Patman Savoie Verdin	Bershad Callaghan Ford Guirovich Hollingsworth O'Malley Robin Sievers	Colley Robin Swayze	Boudreaux Hebert Landry, M. Martinez Pepper Sievers Faucheaux (Parent)	Adam Deroche Thompson (Parent) Martinez Ordoyne Pitre Summers

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
Percentage of students meeting math Goal A objective	<ul style="list-style-type: none"> • 57% of 3rd graders tested at mastery or above in math. • 58% of 4th graders tested at mastery or above in math. • 55% of 5th graders tested at mastery or above in math.
Percentage of students meeting English Language Arts (ELA) Goal A objective	<ul style="list-style-type: none"> • 60% of 3rd graders tested at mastery or above in ELA. • 62% of 4th graders tested at mastery or above in ELA. • 52% of 5th graders tested at mastery or above in ELA.
Providing a challenging curriculum and learning experience	<ul style="list-style-type: none"> • According to the St. Charles Parish Public School Student Survey, 82% of students “agree” or “strongly agree” that my school provides me with challenging curriculum and learning experiences. • According to the St. Charles Parish Public School Parent Survey, 85% of parents “agree” or “strongly agree” that my child’s teachers give work that challenges my child.

Challenges	Evidence
Percentage of students not meeting social studies Goal A objective	<ul style="list-style-type: none"> • 36% of 3rd graders tested at mastery or above in social studies. • 42% of 4th graders tested at mastery or above in social studies. • 46% of 5th graders tested at mastery or above in social studies.
Significant achievement gaps exist between black and white students in ELA and math	<p>ELA</p> <p>3rd Grade</p> <ul style="list-style-type: none"> • 38% of black 3rd graders tested at mastery or above in ELA. • 59% of white 3rd graders tested at mastery or above in ELA. <p>4th Grade</p> <ul style="list-style-type: none"> • 35% of black 4th graders tested at mastery or above in ELA. • 74% of white 4th graders tested at mastery or above in ELA. <p>5th Grade</p> <ul style="list-style-type: none"> • 31% of black 5th graders tested at mastery or above in ELA.

Challenges	Evidence
	<ul style="list-style-type: none"> • 62% of white 5th graders tested at mastery or above in ELA. <p>Math</p> <p>3rd Grade</p> <ul style="list-style-type: none"> • 35% of black 3rd graders tested at mastery or above in math. • 63% of white 3rd graders tested at mastery or above in math. <p>4th Grade</p> <ul style="list-style-type: none"> • 33% of black 4th graders tested at mastery or above in math. • 68% of white 4th graders tested at mastery or above in math. <p>5th Grade</p> <ul style="list-style-type: none"> • 27% of black 5th graders tested at mastery or above in math. • 69% of white 5th graders tested at mastery or above in math.
<p>Significant achievements gaps exist between Special Education (SPED) and Regular Education (Reg Ed) students</p>	<p>ELA</p> <p>3rd Grade</p> <ul style="list-style-type: none"> • 28% of SPED 3rd graders tested at mastery or above in ELA. • 64% of Reg Ed 3rd graders tested at mastery or above in ELA. <p>4th Grade</p> <ul style="list-style-type: none"> • 16% of SPED 4th graders tested at mastery or above in ELA. • 65% of Reg Ed 4th graders tested at mastery or above in ELA. <p>5th Grade</p> <ul style="list-style-type: none"> • 10% of SPED 5th graders tested at mastery or above in ELA. • 57% of Reg Ed 5th graders tested at mastery or above in ELA. <p>Math</p> <p>3rd Grade</p> <ul style="list-style-type: none"> • 33% of SPED 3rd graders tested at mastery or above in math. • 59% of Reg Ed 3rd graders tested at mastery or above in math. <p>4th Grade</p> <ul style="list-style-type: none"> • 11% of SPED 4th graders tested at mastery or above in math. • 61% of Reg Ed 4th graders tested at mastery or above in math. <p>5th Grade</p> <ul style="list-style-type: none"> • 0% of SPED 5th graders tested at mastery or above in math. • 62% of Reg Ed 5th graders tested at mastery or above in math.

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. The percentage of students scoring Mastery or above on the 2020-2021 math LEAP 2025 will be as follows:
 - 3rd grade will increase from 57% to 60%.
 - 4th grade will increase from 58% to 61%.
 - 5th grade will increase from 55% to 58%.
2. The percentage of students scoring Mastery or above on the 2020-2021 ELA LEAP 2025 will be as follows:
 - 3rd grade will increase from 60% to 63%.
 - 4th grade will increase from 62% to 65%.
 - 5th grade will increase from 52% to 55%.

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 differentiated interventions of math standards <ul style="list-style-type: none"> • Participate in district professional development. • Analyze data (LEAP 2025, LEAP 360, Eureka remediation tools, teacher-made assessments) to determine student needs. • Select and assign appropriate 	July 2020 - May 2021 Ongoing August 2020 – May 2021 Ongoing	Curriculum & Instruction (C&I) Resources Collaborative Planning Time Collaborative Planning	Math Teachers Math Resource Teacher Administration Math Teachers Math Resource Teacher Administration Math Teachers	Meeting Agenda Sign-In Sheets Meeting Agendas Sign-In Sheets Meeting Agendas

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>lessons (i.e. ZEARN, Challenge Math) based on student needs.</p> <ul style="list-style-type: none"> Actively monitor student progress and intervene as needed. Provide small-group instruction based on student needs. 	<p>August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Time Instructional Materials</p> <p>Collaborative Planning Math Teachers</p> <p>Collaborative Planning Math Teachers Observation Tool</p>	<p>Math Resource Teacher Administration</p> <p>Math Teachers Math Resource Teacher Administration</p> <p>Math Teachers Math Resource Teacher Administration</p>	<p>Sign-In Sheets</p> <p>Observations</p> <p>Observations</p>
<p>Implement differentiated interventions of ELA standards</p> <ul style="list-style-type: none"> Participate in district professional development. Analyze data (LEAP 2025, LEAP 360, teacher-made and Guidebook assessments) to determine student needs. Select and utilize appropriate resources (i.e. Diverse Learners Guide and The Writing Revolution) based on student needs. Provide small-group instruction based on student needs. 	<p>July 2020 - May 2021</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>C & I Resources</p> <p>Collaborative Planning Time</p> <p>Collaborative Planning Time Instructional Materials</p> <p>Collaborative Planning Time Instructional Materials Observation Tool</p>	<p>ELA Teachers Literacy Teacher Administration</p> <p>ELA Teachers Literacy Teacher Administration</p> <p>ELA Teachers Literacy Teacher Instructional Coach Administration</p> <p>ELA Teachers Literacy Teacher Instructional Coach Administration</p>	<p>Meeting Agendas Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets</p> <p>Observations</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"> Monitor student progress and intervene as needed. 	Ongoing August 2020 – May 2021	Collaborative Planning Time	ELA Teachers Literacy Teacher Instructional Coach Administration	Observations
<p>Incorporate <i>Studies Weekly</i> into the Social Studies Scope and Sequence Instruction</p> <ul style="list-style-type: none"> Participate in district professional development. Collaboratively analyze the standards within each unit. Collaboratively discuss units to refine strategies for implementation and determine appropriate use of <i>Studies Weekly</i> resources. 	Ongoing July 2020 – May 2021	C&I Resources Time	Social Studies (SS) Teachers Administration	Meeting Agendas Sign-In Sheets
<ul style="list-style-type: none"> Collaboratively analyze the standards within each unit. 	Ongoing August 2020 – May 2021	Collaborative Planning Time Instructional Materials	SS Teachers Instructional Coach Administration	Meeting Agendas Sign-In Sheets
<ul style="list-style-type: none"> Collaboratively discuss units to refine strategies for implementation and determine appropriate use of <i>Studies Weekly</i> resources. 	Ongoing August 2020 – May 2021	Collaborative Planning Time Instructional Materials State Resources	SS Teachers Instructional Coach Administration	Meeting Agendas Sign-In Sheets
<p>Implement <i>Great Minds PhD Science</i> curriculum</p> <ul style="list-style-type: none"> Participate in district professional development. 	Ongoing June 2020 – May 2021	C & I Resources	Science Teachers Administration	Meeting Agenda Sign-In Sheet

9/9/2020

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 analyze the standards within each module. Collaboratively discuss modules to refine strategies for implementation. 	<p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Collaborative Planning Time Instructional Materials State Resources</p> <p>Collaborative Planning Time Instructional Materials</p>	<p>Science Teachers Instructional Coach Administration</p> <p>Science Teachers Instructional Coach Administration</p>	<p>Meeting Agendas Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets</p>
<p>Implement and foster the SPED inclusion model</p> <ul style="list-style-type: none"> Participate in professional development. Collaboratively develop and implement standards-based IEPs. Analyze lessons prior to planning and be prepared to co-teach all math and ELA lessons. Collaboratively plan in order to team teach math and ELA lessons. Monitor student and teacher progress in order to provide 	<p>September 2020</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Presenters Stipend Collaborative Planning Time</p> <p>Co-Teachers Administration Collaborative Planning Time</p> <p>Co-Teachers Collaborative Planning Time Instructional Resources</p> <p>Co-Teachers Collaborative Planning Time Instructional Resources</p> <p>Administrative Monitoring</p>	<p>Co-Teachers Para-Educators</p> <p>Co-Teachers Administration</p> <p>Co-Teachers</p> <p>Co-Teachers</p> <p>Administration SPED and Reg Ed Teachers</p>	<p>Meeting Agendas Sign-In Sheets</p> <p>IEPs SLTs</p> <p>Meeting Agendas Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets</p> <p>Observations</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?
support to SPED and Regular Ed teachers.	2021			
<p>Increase staff and student technological proficiency</p> <ul style="list-style-type: none"> • Provide professional development on the use of Google Suite. • Include technology tips in the school newsletter. • Create technology expectations for teachers. <ul style="list-style-type: none"> ○ Implement, monitor, and enforce expectations for students. ○ Develop and provide online learning opportunities. ○ Develop and provide a parent access guide for website passwords. • Create technology expectations for students. <ul style="list-style-type: none"> ○ Develop, implement, monitor, and enforce expectations for students. ○ Communicate expectations to parents. ○ Utilize a LWE specific 	<p>On-Going May 2020 – May 2021</p> <p>Ongoing August 2019 – May 2020</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Instructional Materials Technology</p> <p>Newsletter</p> <p>Collaborative Planning Time Instructional Materials</p> <p>Collaborative Planning Time Instructional Materials Technology LWE Student Technology Contract</p>	<p>Teachers Instructional Coach</p> <p>Tech Site Coordinator Administration</p> <p>Teachers Instructional Coach Administration</p> <p>Teachers Administration</p>	<p>Google Classroom Gradebook</p> <p>Newsletter</p> <p>Open House Presentation Technology Contract</p> <p>Meeting Agendas Sign-In Sheets</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>technology contract for students</p> <ul style="list-style-type: none"> • Implement the use of Chromebooks in 3rd, 4th, and 5th grade classrooms. <ul style="list-style-type: none"> ○ Provide each student with their own individual Chromebook to be used at school and home. ○ Provide instruction on digital literacy standards. ○ Prepare students for computer-based learning and testing by implementing use of Chromebooks daily at all grade levels including, but not limited to, the use of Google Classroom, Google Meet, Edulastic, Nearpod, etc. 	<p>Ongoing August 2020 – May 2021</p>	<p>Technology LWE Student Technology Contract</p>	<p>Teachers Administration</p>	<p>Observational Monitoring</p>
<p>Provide students with remediation opportunities to address unfinished learning due to the extended school closure.</p> <ul style="list-style-type: none"> • Department chairs will meet to vertically align needs for students based on unfinished learning. • Teachers will administer a diagnostic assessment in order to target student specific unfinished learning. 	<p>August 2020 August 2020</p>	<p>Time Curriculum Resources Meeting Schedule Time Diagnostic Assessment</p>	<p>Department Chairs Administration Teachers Administration</p>	<p>Meeting Agendas Meeting Schedules Assessment Results</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"> Utilize Math and ELA small group time to address and target unfinished learning from the extended school closure. 	August 2020 – October 2020	Time Identified Learning Online, Zearn, Writing Revolution, and Learnzillion Resources	Teachers Administration	Lesson Plans
<p>Identify at-risk students in each grade level, and conduct team meetings with present and former teams in order to share information and proactive strategies for identified students</p> <ul style="list-style-type: none"> Identify Students Create Schedule of meeting times. Hold beginning of the year meetings for identified students Invite parents to participate in a meeting to discuss strategies to ensure success Monitor progress of identified students through Grade Level Team Meetings (GLTM) and intervene as needed. Utilize small group therapy by the counselor to address the needs of 	<p>July 2020</p> <p>August 2020</p> <p>August 2020</p> <p>August 2020</p> <p>Ongoing August 2020 - May 2021</p> <p>Ongoing August 2020 - May</p>	<p>Student Data</p> <p>Meeting Time</p> <p>Teams Time for Meetings Schedules</p> <p>Parent Counselor Teachers Administration</p> <p>Student Data</p> <p>Counseling Time</p>	<p>Administration Climate Committee</p> <p>Administration</p> <p>Teachers Administration</p> <p>Counselor Administration</p> <p>Grade Level Teams Administration</p> <p>Counselor Administration</p>	<p>Student Data (academic and behavioral)</p> <p>Meeting Agenda and Sign-In Sheet</p> <p>Agenda Schedule Sign-In Sheets</p> <p>Meeting notes</p> <p>Student Data (academic and behavioral)</p> <p>Session Documentation</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>at-risk students</p> <ul style="list-style-type: none"> • Review data quarterly to identify students who are at risk of failure. <ul style="list-style-type: none"> ○ Review student achievement data to determine students in danger of failing and next steps to address. 	<p>2021</p> <p>Ongoing August 2020 - May 2021</p>	<p>Compiled Student Data Administrative Meeting Time</p>	<p>Administration</p>	<p>Meeting Agenda Data Review Notes</p>
<p>Implement Conscious Classroom Management and Brain-Compatible Instructional Design</p> <ul style="list-style-type: none"> • Participate in Conscious Classroom Management Instructional design professional development. • Participate in Brain-Compatible Instructional design professional development. • Implement Conscious Classroom Management and Brain-Compatible Instructional Design techniques. • Monitor implementation and provide feedback 	<p>August 2020</p> <p>January 2021</p> <p>Ongoing August 2020-May 2021</p> <p>Ongoing August 2020-May 2021</p>	<p>Presenter Faculty Meeting Time</p> <p>Presenter Faculty Meeting Time</p> <p>Time Resources</p> <p>Time</p>	<p>Presenter Administration Teachers</p> <p>Presenter Administration Teachers</p> <p>Administration Teachers</p> <p>Administration Teachers</p>	<p>Meeting Agenda and Sign-In Sheet</p> <p>Meeting Agenda and Sign-In Sheet</p> <p>Observation</p> <p>Observation Feedback</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>Set individual student goals for improvement on LEAP 2025</p> <ul style="list-style-type: none"> Identify levels of past performance on LEAP Testing and/or subject specific grades Set specific goals and action steps for improvement on LEAP 2025. Analyze progress towards goals, revise action steps if necessary, and celebrate student success 	<p>August – Sept 2020</p> <p>August – Sept 2020</p> <p>Quarterly October 2020-May 2021</p>	<p>Tracking/Goal Sheet Templates Student Data Time</p> <p>Tracking/Goal Sheet Templates Student Data Time</p> <p>Tracking/Goal Sheet Templates Student Data Time</p>	<p>Teachers Students Administration</p> <p>Teachers Students Administration</p> <p>Teachers Students Administration</p>	<p>Completed Student Tracking/Goal Sheets</p> <p>Completed Student Tracking/Goal Sheets</p> <p>Completed Student Tracking/Goal Sheets</p>

Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Specific and timely feedback about student progress	<ul style="list-style-type: none"> • According to the St. Charles Parish Public Schools Parent Survey, 84% of parents “agree” or “strongly agree” that my child’s teachers help me to understand my child’s progress. • According to the St. Charles Parish Public Schools Student Survey, 85% of students “agree” or “strongly agree” that all of my teachers provide me with information about my learning and grades.
High expectations	<ul style="list-style-type: none"> • According to the St. Charles Parish Public Schools Staff Survey, 84% of faculty and staff members “agree” or “strongly agree” that their associates are committed to doing quality work. • According to the St. Charles Parish Public Schools Parent Survey, 89% of parents “agree” or “strongly agree” that our school has high expectations for students in all classes. • According to the St. Charles Parish Public Schools Student Survey, 86% of students “agree” or “strongly agree” that teachers have high expectations for me.
Rigorous curriculum	<ul style="list-style-type: none"> • According to the St. Charles Parish Public Schools Parent Survey, 84% of parents “agree” or “strongly agree” that my child’s teachers provide curriculum and learning experiences that meet his/her needs. • According to the St. Charles Parish Public Schools Student Survey, 82% of students “agree” or “strongly agree” that my school provides me with challenging curriculum and learning experiences.
Student Learning Target (SLT) Performance	<ul style="list-style-type: none"> • 93% of teachers earned a score of 3.0 or higher on Student Learning Targets for the 2018-2019 school year. • 72% of teachers earned a score of 3.5 or higher on Student Learning Targets for the 2018-2019 school year.

Challenges	Evidence
Professional Development Opportunities for Classified Staff	<ul style="list-style-type: none"> • Lack of documented professional learning opportunities for classified staff
Value Added Model (VAM) Performance	<ul style="list-style-type: none"> • 2018-2019 mean VAM score – 2.35 • 45% of VAM teachers scored Effective: Proficient • 55% of VAM teachers scored Inefficient or Effective: Emerging • Mean VAM score increased from 2.33 in the 2017-2018 school year to 2.35 in the 2018-2019 school year.
Addressing Behavior with a Trauma Informed Approach and Equity Mindset	<ul style="list-style-type: none"> • Staff and Parent comments indicate a need for new and different strategies to address extreme behaviors. • According to the St. Charles Parish Public Schools Staff Survey, 52% of faculty and staff members “agree” or “strongly agree” that “our school provides a safe learning environment”. • According to the Upbeat Survey, 50% of faculty and staff members report that rules for student behavior are consistently enforced by teachers in this school. • According to the St. Charles Parish Public Schools Student Survey, 63% of students agree that they feel safe at school.

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 percentage of students that agree that they feel safe at school, according to the SCPPS Student Survey, will increase from 63% to 75%.
2. The percentage of faculty and staff that report positively that rules for student behavior are consistently enforced, according to the Upbeat Survey, will increase from 50% to 75%.

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>Refine the use and implementation of Responsive Classroom and Restorative Practices with a focus on social emotional learning</p> <ul style="list-style-type: none"> • Selected teachers will participate in Responsive Classroom Level I training • Provide Responsive Classroom training for para-educators • Conduct restorative conferences with teachers, counselor, parent (where applicable), and administrator following all out of school suspensions (OSS) and in-school suspensions (ISS) 	<p>July 2020</p> <p>Ongoing August 2020 – March 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Teacher Stipends Responsive Classroom (RC) Presenter Fee</p> <p>Responsive Classroom Presenter Fee</p> <p>Substitute for Teachers Time</p>	<p>Teachers RC Presenter</p> <p>Para-Educators RC Presenter</p> <p>Teachers Administration</p>	<p>Sign-In Sheets Certificate of Completion</p> <p>Meeting Agendas Sign-In Sheets</p> <p>Restorative Conference Tracking Sheets</p>

9/9/2020

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"> • Implement a formal structure for addressing CARES to increase social and emotional skills during Morning Meeting <ul style="list-style-type: none"> ○ Provide resources to align Morning Meeting component with CARES ○ Provide schedule that identifies specific component of cares to explicitly address during Morning Meeting ○ Incorporate mindfulness strategies provided by counselor • Teachers and administrators will participate in a book club by reading <i>The Behavior Code</i>, <i>The Explosive Child</i>, or <i>Emotional Poverty</i> and participate in accountable talk • Refine the use of Closing Circles <ul style="list-style-type: none"> ○ Provide training for teachers ○ Set expectations ○ Use “Stellar Award” in order to reinforce positive behavior 	<p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2019 – May 2020</p>	<p>Teacher Planning Time</p> <p>Copies of <i>The Behavior Code</i>, <i>The Explosive Child</i>, or <i>Emotional Poverty</i></p> <p>“Stellar Award” Forms</p>	<p>Climate Committee Teachers Administration</p> <p>Teachers Administration</p> <p>Teachers Administration</p>	<p>Informal and Formal Observations</p> <p>Meeting Agendas Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets Observations</p>

<p>Increase staff and student technological proficiency</p> <ul style="list-style-type: none"> • Provide professional development on the use of Google Suite and School Status. • Provide opportunities for and encourage the completion of Google Certification Training for teachers. • Provide professional learning on the use and implementation for School Status as a communication tool. • Include technology tips in the school newsletter. • Create technology expectations for teachers. <ul style="list-style-type: none"> ○ Implement, monitor, and enforce expectations for students. ○ Develop and provide online learning opportunities. ○ Develop and provide a parent access guide for website passwords. • Create technology expectations for students. <ul style="list-style-type: none"> ○ Develop, implement, monitor, and enforce expectations for students. ○ Communicate expectations to 	<p>Ongoing May 2020 – May 2021</p> <p>Ongoing May 2020 – May 2021</p> <p>May 2020</p> <p>Ongoing August 2019 – May 2020</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Instructional Materials Technology</p> <p>Funds for Reimbursement Google Certification Training Materials</p> <p>Training Modules</p> <p>Newsletter</p> <p>Collaborative Planning Time Instructional Materials</p> <p>Collaborative Planning Time Instructional Materials Technology LWE Student Technology Contract</p>	<p>Teachers Instructional Coach</p> <p>Administration Teachers</p> <p>Tech Site Coordinator Administration</p> <p>Tech Site Coordinator Administration</p> <p>Teachers Instructional Coach Administration</p> <p>Teachers Administration</p>	<p>Agenda Sign-in Sheets</p> <p>Completed Certifications</p> <p>Teacher Completion of Trainings</p> <p>Newsletter</p> <p>Open House Presentation Technology Contract</p> <p>Meeting Agendas Sign-In Sheets</p>
---	---	---	--	--

<ul style="list-style-type: none"> parents. <ul style="list-style-type: none"> ○ Sign a LWE specific technology contract ● Implement the use of Chromebooks in 3rd, 4th, and 5th grade classrooms. <ul style="list-style-type: none"> ○ Provide each student with their own individual Chromebook to be used at school and home. ○ Provide instruction on digital literacy standards. ○ Prepare students for computer-based learning and testing by implementing use of Chromebooks daily at all grade levels including, but not limited to, the use of Google Classroom, Google Meet, Edulastic, Nearpod, etc. 	<p>Ongoing August 2020 – May 2021</p>	<p>Technology LWE Student Technology Contract</p>	<p>Teachers Administration</p>	<p>Observational Monitoring</p>
<p>Implement and foster the SPED inclusion model</p> <ul style="list-style-type: none"> ● Participate in professional development. ● Collaboratively develop and implement standards-based IEPs. ● Analyze lessons prior to planning and be prepared to co-teach all math and ELA lessons. 	<p>September 2020</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Presenters Stipend Collaborative Planning Time</p> <p>Co-Teachers Administration Collaborative Planning Time</p> <p>Co-Teachers Collaborative Planning Time Instructional Resources</p>	<p>Co-Teachers Para-Educators</p> <p>Co-Teachers Administration</p> <p>Co-Teachers</p>	<p>Meeting Agendas Sign-In Sheets</p> <p>IEPs SLTs</p> <p>Meeting Agendas Sign-In Sheets</p>

<ul style="list-style-type: none"> • Collaboratively plan in order to team teach math and ELA lessons. • Monitor student and teacher progress in order to provide support to SPED and Regular Ed teachers. 	<p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Co-Teachers Collaborative Planning Time Instructional Resources</p> <p>Administrative Monitoring</p>	<p>Co-Teachers</p> <p>Administration SPED and Reg Ed Teachers</p>	<p>Meeting Agendas Sign-In Sheets</p> <p>Observations</p>
<p>Improve the equity mindset of faculty and staff</p> <ul style="list-style-type: none"> • Provide professional learning and reflection time on implicit bias and how it effects our daily interactions • Administer the Harvard Implicit Bias Test • Reflect on learning regarding implicit bias and determine individual next steps • Invite speakers to provide professional learning on equity mindset 	<p>Ongoing August 2020 - May 2021</p> <p>Ongoing August 2020- May 2021</p> <p>Ongoing August 2020- May 2021</p> <p>Ongoing August 2020- May 2021</p>	<p>Meeting Time</p> <p>Meeting Time Test</p> <p>Meeting Time</p> <p>Guest Speakers Meeting Time</p>	<p>Administration Faculty and Staff</p> <p>Administration Faculty and Staff</p> <p>Administration Faculty and Staff</p> <p>Administration</p>	<p>Meeting Agendas Meeting Notes Sign-In Sheets</p> <p>Meeting Agendas Meeting Notes Sign-In Sheets</p> <p>Meeting Agendas Meeting Notes Sign-In Sheets</p> <p>Meeting Agendas Meeting Notes Sign-In Sheets</p>

<p>Implement Conscious Classroom Management and Brain-Compatible Instructional Design</p> <ul style="list-style-type: none"> • Participate in Conscious Classroom Management Instructional design professional development. • Participate in Brain-Compatible Instructional design professional development. • Implement Conscious Classroom Management and Brain-Compatible Instructional Design techniques. • Monitor implementation and provide feedback 	<p>August 2020</p> <p>January 2021</p> <p>Ongoing August 2020-May 2021</p> <p>Ongoing August 2020-May 2021</p>	<p>Presenter Faculty Meeting Time</p> <p>Presenter Faculty Meeting Time</p> <p>Time Resources</p> <p>Time</p>	<p>Presenter Administration Teachers</p> <p>Presenter Administration Teachers</p> <p>Administration Teachers</p> <p>Administration Teachers</p>	<p>Meeting Agenda and Sign-In Sheet</p> <p>Meeting Agenda and Sign-In Sheet</p> <p>Observation</p> <p>Observation Feedback</p>
<p>Provide professional learning and development opportunities for teachers pursuing graduates degrees and/or who are in leadership roles.</p> <ul style="list-style-type: none"> • Participate in a book study of <i>Developing the Leader in You 2.0</i>. • Assign additional leadership responsibilities and tasks in order to foster and continue their development as leaders. 	<p>Ongoing August 2020 - May 2021</p> <p>Ongoing August 2020 - May 2021</p>	<p>Identified Teachers Books Meeting Time</p> <p>Identified Teachers Tasks Time</p>	<p>Administration Teachers</p> <p>Administration Teachers</p>	<p>Book Study Meeting Agendas Sign-in sheets</p> <p>Completed Tasks</p>

<ul style="list-style-type: none"> • Provide feedback to teachers with additional leadership responsibilities as tasks and roles are completed. 	Ongoing August 2020 - May 2021	Identified Teachers Administration Meeting Time	Administration Teachers	Meeting Agenda and Sign-In Sheet
--	---	---	----------------------------	----------------------------------

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Compliance with school-wide expectations	<ul style="list-style-type: none"> • 93% of our students received 0 or 1 referrals for the 2020-2021 school year. • Only 7% of students received 2 or more referrals.
High expectations for all	<ul style="list-style-type: none"> • According to the St. Charles Parish Public Schools Staff Survey, 84% of faculty and staff members “agree” or “strongly agree” that their associates are committed to doing quality work. • According to the St. Charles Parish Public Schools Parent Survey, 91% of parents “agree” or “strongly agree” that our school has high expectations for students in all classes. • According to the St. Charles Parish Public Schools Student Survey, 86% of students “agree” or “strongly agree” that the teachers have high expectations for them.
Collaboration and teamwork amongst faculty and staff	<ul style="list-style-type: none"> • Teacher and staff comments indicate a supportive and collaborative environment. • According to the St. Charles Parish Public Schools Student Survey, 90% of students “agree” or “strongly agree” that teachers work together to improve student learning.

Challenges	Evidence
Compliance by repeat offenders	<ul style="list-style-type: none"> • 2% of our students received 55% of referrals. • 3% of our students received 65% of referrals • 17 repeat offenders will return to LWE next year.
Percentage of referrals occurring for willful disobedience and/or disrespect	<ul style="list-style-type: none"> • 42% of referrals were written for willful disobedience and/or disrespect. • According to the St. Charles Parish Public Schools Student Survey,

Challenges	Evidence
	<p>42% of students “Strongly Agree” or “Agree” that students treat adults with respect.</p> <ul style="list-style-type: none"> • Student comments indicate a need for increased levels of respect between students and teachers.
Discipline	<ul style="list-style-type: none"> • St. Charles Parish Public Schools Parent and Staff Survey comments indicate a need to address frequent and extreme behavioral issues. • St. Charles Parish Public Schools Staff comments indicate a need for more consistent and effective disciplinary measures. • According to the St. Charles Parish Public Schools Staff Survey, 52% of faculty and staff “Strongly Agree” or “Agree” that our school provides a safe learning environment.

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 percentage of referrals occurring for willful disobedience and/or disrespect will decrease from 42% to 37% of total referrals.
2. The number of referrals will decrease from 283 to 275.
3. Reduce the percentage of total referrals received by repeat offenders (4 or more) from 65% to 50%.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>Refine the implementation of grade-level discipline teams</p> <ul style="list-style-type: none"> • Identify team members • Inform faculty and staff of process and expectations • Conduct meetings <ul style="list-style-type: none"> ○ Analyze discipline data (referrals and personal/social forms) ○ Identify students with individualized needs and determine appropriate interventions ○ Share ideas of addressing needs of individualized students with team • Incorporate professional 	<p>July 2020</p> <p>August 2020</p> <p>Ongoing August 2020 - May 2021</p> <p>Ongoing</p>	<p>Meeting Time</p> <p>Meeting Time List of Expectations</p> <p>Meeting Time Discipline Data</p> <p>Meeting Time</p>	<p>Administration</p> <p>Administration</p> <p>Grade-Level Discipline Team Administration</p> <p>Administration</p>	<p>Faculty Handbook</p> <p>August PD Agenda Sign in sheets</p> <p>Sign-In Sheet Tracking Sheets Assessment Tools Meeting Agendas</p> <p>Meeting Agendas</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>development resources based on student needs.</p> <ul style="list-style-type: none"> Reflect on progress 	<p>August 2020 - May 2021</p> <p>May 2021</p>	<p>Discipline Data</p> <p>Meeting Time Discipline Data</p>	<p>Climate Committee</p> <p>Administration Climate Committee</p>	<p>Meeting Agendas</p>
<p>Implement strategies to address behaviors in the cafeteria/at lunch</p> <ul style="list-style-type: none"> Train monitors in using Responsive Classroom language and de-escalation techniques Implement cafeteria/lunch incentives for appropriate behavior Cafeteria monitors will analyze cafeteria/lunch discipline data and determine next steps to address concerns 	<p>Ongoing August 2020 - May 2021</p> <p>Ongoing August 2020 - May 2021</p> <p>Ongoing August 2020 - May 2021</p>	<p>Presenters Meeting Time Cafeteria Monitor Payment</p> <p>Cafeteria Monitors Incentive Costs</p> <p>Time to Monitor Discipline Data Faculty & Staff</p>	<p>RC Presenters Administration</p> <p>Cafeteria Monitors Administration</p> <p>Administration Faculty & Staff</p>	<p>Meeting Agendas Sign-In Sheets</p> <p>Reward Tracking Charts</p> <p>Administrative Monitoring</p>
<p>Refine the use and implementation of Responsive Classroom and Restorative Practices with a focus on social emotional learning</p> <ul style="list-style-type: none"> Selected teachers will participate in Responsive Classroom Level I training 	<p>July 2020</p>	<p>Teacher Stipends Responsive Classroom (RC) Presenter Fee</p>	<p>Teachers RC Presenter</p>	<p>Sign-In Sheets Certificate of Completion</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"> • Provide Responsive Classroom training for para-educators • Conduct restorative conferences with teachers, counselor, parent (where applicable), and administrator following all out of school suspensions (OSS) and in-school suspensions (ISS) • Implement a formal structure for addressing CARES to increase social and emotional skills during Morning Meeting <ul style="list-style-type: none"> ○ Provide resources to align Morning Meeting component with CARES ○ Provide schedule that identifies specific component of cares to explicitly address during Morning Meeting ○ Incorporate mindfulness strategies provided by counselor • Teachers and administrators will participate in a book club by reading <i>The Behavior Code</i>, <i>The Explosive Child</i>, or <i>Emotional Poverty</i> and participate in accountable talk. 	<p>Ongoing August 2020 – March 2021</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Responsive Classroom Presenter Fee</p> <p>Substitute for Teachers Time</p> <p>Teacher Planning Time</p> <p>Copies of <i>The Behavior Code</i>, <i>The Explosive Child</i>, or <i>Emotional Poverty</i></p>	<p>Para-Educators RC Presenter</p> <p>Teachers Administration</p> <p>Climate Committee Teachers Administration</p> <p>Teachers Administration</p>	<p>Meeting Agendas Sign-In Sheets</p> <p>Restorative Conference Tracking Sheets</p> <p>Informal and Formal Observations</p> <p>Meeting Agendas Sign-In Sheets</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"> • Refine the use of Closing Circles <ul style="list-style-type: none"> ○ Provide training for teachers ○ Provide expectations ○ Use “Stellar Award” in order to reinforce positive behavior 	Ongoing August 2019 – May 2020	“Stellar Award” Forms	Teachers Administration	Meeting Agendas Sign-In Sheets Observations
<p>Improve the equity mindset of faculty and staff</p> <ul style="list-style-type: none"> • Provide professional learning and reflection time on implicit bias and how it effects our daily interactions • Administer the Harvard Implicit Bias Test • Reflect on learning regarding implicit bias and determine individual next steps • Invite speakers to provide professional learning on equity mindset 	<p>Ongoing August 2020 - May 2021</p> <p>Ongoing August 2020- May 2021</p> <p>Ongoing August 2020- May 2021</p> <p>Ongoing August 2020- May 2021</p>	<p>Meeting Time</p> <p>Meeting Time Test</p> <p>Meeting Time</p> <p>Guest Speakers Meeting Time</p>	<p>Administration Faculty and Staff</p> <p>Administration Faculty and Staff</p> <p>Administration Faculty and Staff</p> <p>Administration</p>	<p>Meeting Agendas Meeting Notes Sign-In Sheets</p> <p>Meeting Agendas Meeting Notes Sign-In Sheets</p> <p>Meeting Agendas Meeting Notes Sign-In Sheets</p> <p>Meeting Agendas Meeting Notes Sign-In Sheets</p>

<p>Identify at-risk students in each grade level, and conduct team meetings with present and former teams in order to share information and proactive strategies for identified students</p> <ul style="list-style-type: none"> • Identify Students • Create Schedule of meeting times. • Hold beginning of the year meetings for identified students • Invite parents to participate in a meeting to discuss strategies to ensure success • Monitor progress of identified students through Grade Level Team Meetings (GLTM) and intervene as needed. • Utilization of small group therapy by the counselor to address the needs of at-risk students • Review data quarterly to identify students who are at risk of failure. <ul style="list-style-type: none"> ○ Review student achievement data to determine students in danger of failing and next steps to address. 	<p>July 2020</p> <p>August 2020</p> <p>August 2020</p> <p>August 2020</p> <p>Ongoing August 2020 - May 2021</p> <p>Ongoing August 2020 - May 2021</p> <p>Ongoing August 2020 - May 2021</p>	<p>Student Data</p> <p>Meeting Time</p> <p>Teams Time for Meetings Schedules</p> <p>Parent Counselor Teachers Administration</p> <p>Student Data</p> <p>Counseling Time</p> <p>Compiled Student Data Administrative Meeting Time</p>	<p>Administration Climate Committee</p> <p>Administration</p> <p>Teachers Administration</p> <p>Counselor Administration</p> <p>Grade Level Teams Administration</p> <p>Counselor Administration</p> <p>Administration</p>	<p>Student Data (academic and behavioral)</p> <p>Meeting Agenda and Sign-In Sheet</p> <p>Agenda Schedule Sign-In Sheets</p> <p>Agenda Schedule Sign-In Sheets</p> <p>Student Data (academic and behavioral)</p> <p>Session Documentation</p> <p>Meeting Agenda Data Review Notes</p>
---	---	--	--	--

<p>Refocus and refine implementation of OLWEUS Bully Prevention program</p> <ul style="list-style-type: none"> • Survey teachers regarding training and resources needed regarding implementation of the OLWEUS Bully Prevention Program • Revisit and refine the components of the OLWEUS Bully Prevention Program • Institute a quarterly bullying survey in order to collect frequent data regarding bullying for intervention purposes 	<p>August 2020</p> <p>Ongoing August 2020- May 2021</p> <p>Ongoing August 2020- May 2021</p>	<p>Survey Resources</p> <p>Teacher Planning Time Climate Committee Meetings</p> <p>Survey Time for Administration of Survey</p>	<p>Climate Committee Administration Teachers</p> <p>Climate Committee Administration Teachers</p> <p>Climate Committee Administration Teachers</p>	<p>Survey Results</p> <p>Teacher Planning Agendas Climate Meeting Agendas</p> <p>Bullying Survey and Results</p>
<p>Implement Conscious Classroom Management and Brain-Compatible Instructional Design</p> <ul style="list-style-type: none"> • Participate in Conscious Classroom Management Instructional design professional development. • Participate in Brain-Compatible Instructional design professional development. • Implement Conscious Classroom Management and Brain-Compatible Instructional Design techniques. • Monitor implementation and provide feedback 	<p>August 2020</p> <p>January 2021</p> <p>Ongoing August 2020-May 2021</p> <p>Ongoing August 2020-May</p>	<p>Presenter Faculty Meeting Time</p> <p>Presenter Faculty Meeting Time</p> <p>Time Resources</p> <p>Time</p>	<p>Presenter Administration Teachers</p> <p>Presenter Administration Teachers</p> <p>Administration Teachers</p> <p>Administration Teachers</p>	<p>Meeting Agenda and Sign-In Sheet</p> <p>Meeting Agenda and Sign-In Sheet</p> <p>Observation</p> <p>Observation Feedback</p>

	2021			
--	------	--	--	--

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Our school has a supportive partner in education	<ul style="list-style-type: none"> AM/PM has donated time and money to support our school.
Extracurricular/Co-curricular activities for students	<ul style="list-style-type: none"> According to the St. Charles Parish Public Schools Student Survey, 72% of 5th grade students “agree” or “strongly agree” that they can participate in activities that interest them. During the 2019-2020 school year, students were offered multiple additional extracurricular/co-curricular opportunities. (Battle of Books, Robotics, Cloverbuds, 4H)
Faculty communication with parents	<ul style="list-style-type: none"> According to the St. Charles Parish Public Schools Parent Survey, comments indicate above average and satisfactory communication. According to the St. Charles Parish Public Schools Parent Survey, 72% of parents “agree” or “strongly agree” that “my child’s teachers help me understand my child’s progress.” According to the St. Charles Parish Public Schools Parent Survey, 80% of parents “agree” or “strongly agree” that “our school administrators are accessible to address student and parent concerns.”

Challenges	Evidence
Educating parents regarding virtual learning activities and online safety	<ul style="list-style-type: none"> Expectations and norms regarding technology use and implementation are being developed and refined continuously as the COVID-19 pandemic plays out. Online safety for children is an issue community wide as children’s access to technology increases.
Stakeholder Involvement	<ul style="list-style-type: none"> According to the St. Charles Parish Public Schools Parent Survey,

Challenges	Evidence
	<p>comments indicate parents would like to be more involved in activities at school.</p> <ul style="list-style-type: none"> • According to the St. Charles Parish Public Schools Parent Survey, 24% of parents are “neutral” or “disagree” that our school provides opportunities for stakeholders to be involved in the school. • According to the St. Charles Parish Public Schools Student Survey, 21% of students are “neutral” or “disagree” that our school provides opportunities for my family to become involved in school activities and my learning.

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. The percentage of students that agree my school offers opportunities for my family to become involved in school activities and my learning, according to the SCPPS Student Survey, will increase from 80% to 84%.
2. The percentage of parents that agree that our school provides opportunities for stakeholders to be involved in the school, according to the SCPPS Parent Survey, will increase from 76% to 80%.

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 additional opportunities for parents to be involved in the school</p> <ul style="list-style-type: none"> • Create a survey in order to solicit suggestions for improving parent involvement at school. • Invite parents to participate in a morning meeting each semester. • Utilize School Status in order to communicate and promote events. 	<p>June 2020</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Survey</p> <p>Event Time Snacks/Refreshments</p> <p>School Status Program</p>	<p>Administration Parent Outreach Committee Grad Students</p> <p>Administration Parent Outreach Committee</p> <p>Teachers Administration</p>	<p>Survey Results</p> <p>Meeting Schedules Event Sign-Ins</p> <p>Call and Text Logs</p>

<p>Continue to refine the use of a welcome committee in order to acclimate new or transferred students during the school year</p> <ul style="list-style-type: none"> Identify committee members and refine protocol. Revise/revisit welcome packet. Conduct a welcoming session with new student and parent/guardian. Revisit evaluative survey for parents/guardians to provide feedback within approximately 30 days of registration. 	<p>August 2020</p> <p>August 2020</p> <p>Ongoing August 2020 – May 2021</p> <p>August 2020</p>	<p>Planning Time</p> <p>Planning Time</p> <p>Meeting Time</p> <p>Survey</p>	<p>Administration Counselor</p> <p>Committee Members Counselor Administration</p> <p>Committee Members Counselor</p> <p>Committee Members Counselor</p>	<p>Welcome Protocol Administrative Monitoring</p> <p>Welcome Packet Welcome Protocol</p> <p>Calendar</p> <p>Survey Feedback</p>
<p>Conduct community outreach</p> <ul style="list-style-type: none"> Ride each school bus home at least once throughout the year, when possible. Attend community events, when possible. 	<p>Ongoing August 2019 – May 2020</p> <p>Ongoing August 2019 – May</p>	<p>Time Schedule</p> <p>Time Schedule</p>	<p>Administration</p> <p>Administration</p>	<p>Administrative Monitoring</p> <p>Publicity</p>

<ul style="list-style-type: none"> Encourage faculty and staff to attend community events, when possible. 	<p>2020</p> <p>Ongoing August 2019 – May 2020</p>	<p>Time Schedule</p>	<p>Faculty and Staff</p>	<p>Publicity</p>
<p>Educate parents regarding virtual learning expectations</p> <ul style="list-style-type: none"> Create technology expectations for students and communicate to parents. <ul style="list-style-type: none"> Teachers will develop, implement, monitor, and enforce expectations for students. Communicate expectations to parents. Students and parents will sign a LWE specific technology contract Host parent nights focusing on online resources, testing, and internet safety 	<p>August 2020 – May 2021</p> <p>August 2020 – May 2021</p> <p>August 2020 – May 2021</p> <p>September 2020, October 2020, and February</p>	<p>LWE Student Technology Contract</p> <p>LWE Student Technology Contract</p> <p>LWE Student Technology Contract</p> <p>Presenter Meeting Time</p>	<p>Teachers Administration</p> <p>Teachers Administration</p> <p>Teachers Administration</p> <p>Administration</p>	<p>Student Expectations Technology Contracts</p> <p>Parent Presentation Technology Contract</p> <p>Technology Contracts</p> <p>Meeting Agenda and Sign In</p>

	2021			
<p>Implement the use of School Status in order to communicate and engage with parents.</p> <ul style="list-style-type: none"> • Participate in a mandatory School Status training. • Utilize additional training sessions to improve the use of School Status. • Implement School Status to increase communication with parents 	<p>May 2020</p> <p>Ongoing August 2020 – May 2021</p> <p>Ongoing August 2020 – May 2021</p>	<p>Training Modules</p> <p>Training Modules</p> <p>Time</p>	<p>Teachers Administration</p> <p>Teachers Administration</p> <p>Teachers Administration</p>	<p>Training Completion Tracking</p> <p>Training Completion Tracking</p> <p>School Status Communication Data</p>

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
Collaborative Planning (ELA, Social Studies, Math, and Science)	Teachers
Equity	Faculty and Staff
Responsive Classroom, Restorative Practices, and TBRI	Faculty and Staff
Google Suite and Online Resources	Faculty and Staff