



School Improvement Plan

2021-2022

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 6.15.21

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 6.15.21

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 6.15.21

Part 2

School Governance Structure

and

Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

Lakewood Elementary School Administration

Principal: Oertling

Assistant Principals: McCullough & Thompson



Lakewood Elementary School Leadership Team

Chairperson: Knobloch



Improving Student Learning: ELA

Co-chairs:
Faust
Ortego
Young

Improving Student Learning: Math

Co-chairs:
Hollis
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:
Martinez



Baudouin
Boudreaux
Brevelle
Cortez
Ducre
Guinnane
Johnson
Knobloch
Laiche
Lauve
Madden
Martindale
Mire
Ortego
Sheppard
Spears
Swayze

Adams
Benoit
Boudreaux
Colley
Farrell
Forsythe
Giacone
Hebert
Miller
Patman
Savoie
Tabor
Verdin
Vickers

Bershad
Gauthreaux
Giroir
Guirovich
Hollingsworth
Perkins
Robin

Baudouin
Colley
Robin
Swayze

Boudreaux
Deroche
Gauthreaux
Hebert
Patman
Pepper
Clause (Parent)

Adam
Deroche
Martinez
Monti
Ordoyne
Pitre
Summers
Faucheaux (Parent)

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 4 th grade students making progress towards math Goal A objective	<ul style="list-style-type: none"> 51% of 4th graders tested at mastery or above in math.
Percentage of 4 th grade students making progress towards English Language Arts (ELA) Goal A objective	<ul style="list-style-type: none"> 50% of 4th 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 Goal A objectives	<p>ELA</p> <ul style="list-style-type: none"> 48% of 3rd graders tested at mastery or above in ELA. 40% of 5th graders tested at mastery or above in ELA. <p>Math</p> <ul style="list-style-type: none"> 34% of 3rd graders tested at mastery or above in math. 38% of 5th graders tested at mastery or above in math. <p>Social Studies</p> <ul style="list-style-type: none"> 25% of 3rd graders tested at mastery or above in social studies. 36% of 4th graders tested at mastery or above in social studies. 36% of 5th graders tested at mastery or above in social studies. <p>Science</p> <ul style="list-style-type: none"> 23% of 3rd graders tested at mastery or above in science. 39% of 4th graders tested at mastery or above in science. 48% of 5th graders tested at mastery or above in science.

Challenges	Evidence
<p>Significant achievements gaps exist between black and white students in ELA and math</p>	<p>ELA</p> <p>3rd Grade</p> <ul style="list-style-type: none"> • 28% of black 3rd graders tested at mastery or above in ELA. • 55% of white 3rd graders tested at mastery or above in ELA. <p>4th Grade</p> <ul style="list-style-type: none"> • 20% of black 4th graders tested at mastery or above in ELA. • 61% of white 4th graders tested at mastery or above in ELA. <p>5th Grade</p> <ul style="list-style-type: none"> • 11% of black 5th graders tested at mastery or above in ELA. • 50% of white 5th graders tested at mastery or above in ELA. <p>Math</p> <p>3rd Grade</p> <ul style="list-style-type: none"> • 11% of black 3rd graders tested at mastery or above in math. • 45% of white 3rd graders tested at mastery or above in math. <p>4th Grade</p> <ul style="list-style-type: none"> • 14% of black 4th graders tested at mastery or above in math. • 62% of white 4th graders tested at mastery or above in math. <p>5th Grade</p> <ul style="list-style-type: none"> • 9% of black 5th graders tested at mastery or above in math. • 48% 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"> • 12% of SPED 3rd graders tested at mastery or above in ELA. • 50% of Reg Ed 3rd graders tested at mastery or above in ELA. <p>4th Grade</p> <ul style="list-style-type: none"> • 19% of SPED 4th graders tested at mastery or above in ELA. • 54% of Reg Ed 4th graders tested at mastery or above in ELA. <p>5th Grade</p> <ul style="list-style-type: none"> • 20% of SPED 5th graders tested at mastery or above in ELA. • 42% of Reg Ed 5th graders tested at mastery or above in ELA.

Challenges	Evidence
	<p>Math</p> <p>3rd Grade</p> <ul style="list-style-type: none"> • 12% of SPED 3rd graders tested at mastery or above in math. • 35% of Reg Ed 3rd graders tested at mastery or above in math. <p>4th Grade</p> <ul style="list-style-type: none"> • 23% of SPED 4th graders tested at mastery or above in math. • 54% of Reg Ed 4th graders tested at mastery or above in math. <p>5th Grade</p> <ul style="list-style-type: none"> • 10% of SPED 5th graders tested at mastery or above in math. • 41% 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 2022 math LEAP 2025 will be as follows:
 - 3rd grade will increase from 34% to 58%.
 - 4th grade will increase from 51% to 60%.
 - 5th grade will increase from 38% to 55%.
2. The percentage of students scoring Mastery or above on the 2022 ELA LEAP 2025 will be as follows:
 - 3rd grade will increase from 48% to 65%.
 - 4th grade will increase from 50% to 65%.
 - 5th grade will increase from 40% to 60%.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>Implement differentiated interventions of math standards</p> <ul style="list-style-type: none"> • Participate in district professional learning • Analyze data (LEAP 2025, Eureka Math Equip, District Common Formative Assessments (CFAs), LEAP 360 Interim, Eureka Math Exit Tickets, and teacher-made assessments) to determine student needs 	<p>June 2021 - May 2022</p> <p>Ongoing August 2021 – May 2022</p>	<p>Curriculum & Instruction (C&I) Resources</p> <p>Collaborative Planning Time</p>	<p>Math Teachers Math Resource Teacher Administration</p> <p>Math Teachers Math Resource Teacher Instructional Coach Administration</p>	<p>Meeting Agenda Sign-In Sheets</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"> Select and assign appropriate lessons (i.e. Great Minds, ZEARN) based on student needs Actively monitor student progress and intervene as needed Provide small-group instruction based on student needs 	<p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p>	<p>Collaborative Planning Time Instructional Materials</p> <p>Collaborative Planning Time</p> <p>Collaborative Planning Time Observation Tool</p>	<p>Math Teachers Math Resource Teacher Instructional Coach Administration</p> <p>Math Teachers Math Resource Teacher</p> <p>Math Teachers Math Resource Teacher</p>	<p>Meeting Agendas 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 learning Analyze data (LEAP 2025, High Leverage “Let’s Express Understanding,” LEAP 360 Interim, DIBELS, teacher-made and Guidebook assessments) to determine student needs Select and utilize appropriate resources (i.e. Diverse Learners Guide, Foundation Supports, mClass, and The Writing Revolution) based on student 	<p>June 2021 - May 2022</p> <p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p>	<p>C&I Resources</p> <p>Collaborative Planning Time</p> <p>Collaborative Planning Time Instructional Materials</p>	<p>ELA Teachers Interventionists Administration</p> <p>ELA Teachers Interventionists Instructional Coach Administration</p> <p>ELA Teachers Interventionists 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>

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>needs</p> <ul style="list-style-type: none"> • Provide small-group instruction based on student needs • Monitor student progress and intervene as needed 	<p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p>	<p>Collaborative Planning Time Instructional Materials Observation Tool</p> <p>Collaborative Planning Time</p>	<p>ELA Teachers Interventionists Instructional Coach Administration</p> <p>ELA Teachers Interventionists Instructional Coach Administration</p>	<p>Observations</p> <p>Observations</p>
<p>Incorporate <i>The Writing Revolution</i> into the Social Studies Scope and Sequence Instruction</p> <ul style="list-style-type: none"> • Participate in district and school professional learning • Collaboratively analyze the standards within each unit • Collaboratively discuss End of Unit Tasks to incorporate <i>The Writing Revolution</i> activities in weekly lessons 	<p>Ongoing July 2021 – May 2022</p> <p>Ongoing August 2021– May 2022</p> <p>Ongoing August 2021 – May 2022</p>	<p>C&I Resources Time</p> <p>Collaborative Planning Time Instructional Materials</p> <p>Collaborative Planning Time Instructional Materials</p>	<p>Social Studies (SS) Teachers Administration</p> <p>SS Teachers Instructional Coach Administration</p> <p>SS Teachers 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>Implement <i>Great Minds PhD Science</i> curriculum</p> <ul style="list-style-type: none"> • Participate in district professional learning 	<p>Ongoing June 2021 –</p>	<p>C&I Resources</p>	<p>Science Teachers Administration</p>	<p>Meeting Agenda Sign-In Sheet</p>

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<ul style="list-style-type: none"> Collaboratively analyze the standards within each module. Collaboratively discuss modules to refine strategies for implementation with an emphasis on using the “Checks for Understanding” and incorporating instructional routines to increase student engagement 	<p>May 2022</p> <p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</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 school professional development learning Collaboratively develop and implement standards-based IEPs Analyze lessons and in order to be prepared to co-teach all math and ELA lessons Collaboratively plan in order to 	<p>August 2021</p> <p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p> <p>Ongoing August</p>	<p>Professional Learning Time</p> <p>Collaborative Planning Time</p> <p>Collaborative Planning Time Instructional Resources</p> <p>Collaborative Planning Time</p>	<p>Co-teachers Para-educators Administration</p> <p>Co-teachers Administration</p> <p>Co-teachers</p> <p>Co-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>

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>team-teach math and ELA lessons</p> <ul style="list-style-type: none"> Monitor teacher progress in order to provide support to SPED and regular education teachers 	<p>2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p>	<p>Instructional Resources</p> <p>Administrative Monitoring</p>	<p>Administration SPED and Reg Ed Teachers</p>	<p>Observations</p>
<p>Increase student technological proficiency</p> <ul style="list-style-type: none"> Include technology tips in the school newsletter with emphasis on the DRC Online Tools Training (OTT) Implement Google Classroom Best Practices Implement technology expectations for students <ul style="list-style-type: none"> Monitor and enforce expectations for students Communicate expectations to parents Utilize the LWE technology contract for students Implement the use of Chromebooks in daily instruction in all classrooms <ul style="list-style-type: none"> Provide instruction on digital citizenship 	<p>Ongoing September 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p>	<p>Newsletter</p> <p>Technology</p> <p>Technology LWE Student Technology Contract</p> <p>Instructional Materials Tech Site</p>	<p>Tech Site Coordinator Librarian Administration</p> <p>Teachers Instructional Coach Administration</p> <p>Teachers Administration</p> <p>Teachers Administration</p>	<p>Newsletter</p> <p>Google Classroom Observations</p> <p>Open House Presentation Technology Contract</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"> ○ Utilize Edulastic, GoFormative, Performance Matters, and DRC Online Tools Training to prepare all students for online state testing 				
<p>Set individual student goals for LEAP 2025</p> <ul style="list-style-type: none"> ● Utilize 4th and 5th grade students' previous year's LEAP scores and grades to set individual goals with a focus on Growth to Mastery targets ● Utilize 3rd grade students' first quarter grades to set goals for growth ● Revisit goals quarterly and revise based on need 	<p>August 2021</p> <p>October 2021</p> <p>Ongoing October 2021-May 2022</p>	<p>Tracking/Goal Sheet Templates Time</p> <p>Tracking/Goal Sheet Templates Time</p> <p>Tracking/Goal Sheet Templates Time</p>	<p>Students Teachers Administration</p> <p>Students Teachers Administration</p> <p>Students Teachers Administration</p>	<p>Student Tracking/Goal Sheets</p> <p>Student Tracking/Goal Sheets</p> <p>Student Tracking/Goal Sheets</p>
<p>Improve literacy instruction</p> <ul style="list-style-type: none"> ● Participate in district professional learning <ul style="list-style-type: none"> ○ Growing Reading Brains ○ AIM Pathways ○ DIBELS ○ mClass ● Analyze DIBELS data to 	<p>Ongoing June 2021-May 2022</p> <p>Ongoing</p>	<p>C&I Resources</p> <p>DIBELS results</p>	<p>Teachers Interventionists Administration</p> <p>Teachers</p>	<p>Meeting Agendas Sign-in Sheets</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?
determine individual student needs <ul style="list-style-type: none"> Utilize Foundation Supports and mClass to address student needs 	August 2021-May 2022 Ongoing August 2021-May 2022	Foundation Supports mClass	Interventionists Administration Teachers Interventionists Administration	Sign-in Sheets Observations
Complete quarterly data review <ul style="list-style-type: none"> Identify students not meeting grade-level expectations Utilize Google Docs to record strengths and weaknesses and develop a plan to address areas of concern Collaborate to meet individual student needs 	Ongoing August 2021-May 2022 Quarterly August 2021-May 2022 Ongoing August 2021-May 2022	Grades Google Doc Meeting Time	Teachers Administration Teachers Administration Teachers Administration	PowerSchool/Performance Matters Google Doc Meetings

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, 83% 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, 90% 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 Parent Survey, 92% 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, 85% of students “agree” or “strongly agree” that “in my school, teachers have high expectations for me”. • According to the Spring 2021 Upbeat Survey, 95% of faculty and staff agree that “employees at my school set high academic standards for all students”.
Rigorous curriculum	<ul style="list-style-type: none"> • According to the St. Charles Parish Public Schools Parent Survey, 89% 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, 87% of students “agree” or “strongly agree” that my school provides me with challenging curriculum and learning experiences. • According to the Spring 2021 UPBEAT Survey, 94% of faculty feel they have access to high-quality curricula.

Challenges	Evidence
Professional Development opportunities to improve instruction	<ul style="list-style-type: none"> • According to the Spring 2021 UPBEAT Survey, 77% of faculty and staff feel that “the professional development available to me helps

Challenges	Evidence
	<p>me improve my teaching.”</p> <ul style="list-style-type: none"> • According to the Spring 2021 UPBEAT Survey, 64% of the faculty and staff feel that “the professional development available to me is a good use of my time.”
Improving the equity mindset of faculty and staff	<ul style="list-style-type: none"> • According to the Spring 2021 UPBEAT Survey, 78% of faculty and staff feel that “we openly discuss issues of race, ethnicity and culture at my school.” • According to the Spring 2021 UPBEAT Survey, 67% of faculty and staff “feel prepared to engage in conversations about racism and other forms of discrimination with my students.” • According to the Spring 2021 UPBEAT Survey, 88% of faculty and staff feel that “administrators at my school proactively address racism and other forms of discrimination in our school community.”
Discipline	<ul style="list-style-type: none"> • According to the Spring 2021 UPBEAT Survey 40% of faculty and staff do not believe that “rules for student behavior are consistently enforced by employees in this school, even for students who are not in their classes.” • According to the Spring 2021 UPBEAT Survey, 46% of faculty and staff do not believe that “disciplinary practices are applied fairly to all students at my school.” • Student comments indicate an issue with alleged bullying and mean behavior amongst students. • Parent comments indicate a need for improved disciplinary practices.

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. 80% of faculty and staff will indicate that “the professional development available to me helps me improve my teaching” on the Spring 2022 Upbeat Survey.
2. 78% of faculty and staff will indicate that “we openly discuss issues of race, ethnicity and culture at my school” on the Spring 2022 Upbeat Survey.
3. 65% of faculty and staff will indicate that “rules for student behavior are consistently enforced by employees in this school, even for students who are not in their classes” on the Spring 2022 Upbeat Survey.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>Increase faculty technological proficiency</p> <ul style="list-style-type: none"> • Participate in professional learning on the use of Performance Matters • Utilize Performance Matters for data analysis 	<p>August 2021</p> <p>Ongoing August 2021- May 2022</p>	<p>Professional Learning Time Performance Matters</p> <p>Performance Matters</p>	<p>Teachers Instructional Coach Administration</p> <p>Teachers Administration</p>	<p>Meeting Agenda Sign-In Sheet</p> <p>Data Review</p>
<p>Improve literacy instruction</p> <ul style="list-style-type: none"> • Participate in district professional learning <ul style="list-style-type: none"> ○ Growing Reading Brains ○ AIM Pathways ○ DIBELS ○ mClass 	<p>Ongoing June 2021- May 2022</p>	<p>C&I Resources</p>	<p>Teachers Interventionists Administration</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>Improve the equity mindset of faculty and staff</p> <ul style="list-style-type: none"> • Participate in professional learning on implicit bias • Form an Equity Learning Team to build the capacity to engage in courageous conversations <ul style="list-style-type: none"> ○ Read <i>We Can't Talk about That at Work!</i> and participate in a book study and accountable talk • Read <i>3 Keys to Defeating Unconscious Bias</i> and participate in accountable talk 	<p>Ongoing August 2021 - May 2022</p> <p>Ongoing September 2021 - May 2022</p> <p>Ongoing January-May 2022</p>	<p>Meeting Time</p> <p>Meeting Time Books</p> <p>Meeting Time Books</p>	<p>Teachers Para-educators Administration</p> <p>Teachers Para-educators Administration</p> <p>Teachers Para-educators Administration</p>	<p>Meeting Agendas Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets</p>
<p>Intentionally recruit, hire, induct, and retain a diverse teaching staff in order to have a teaching force that reflects the demographics of the student population of the school</p>	<p>Ongoing June 2021-May 2022</p>	<p>Recruiting Materials Teacher Support</p>	<p>Administration</p>	<p>Hiring Data Retention Data</p>
<p>Refine collaborative planning practices</p> <ul style="list-style-type: none"> • Develop protocol for each subject area with a focus on the following: <ul style="list-style-type: none"> ○ ELA – Use student data on the High-Leverage Let's Express Our Understanding to plan for 	<p>June-July 2022</p>	<p>Meeting Time</p>	<p>Administration Instructional Coach Department Chairs</p>	<p>Protocol</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>necessary supports within the lesson, as well small groups, for students that require them</p> <ul style="list-style-type: none"> ○ Math – Use student data on the Eureka Math Equip assessments and daily exit tickets to plan for necessary supports within the lesson, as well small groups, for students that require them ○ Science – Engage in the module study process prior to teaching each module and plan daily lessons using the Check for Understanding ○ Social Studies – Incorporate Writing Revolution activities <ul style="list-style-type: none"> ● Share protocol and expectations for collaborative planning ● Collaboratively score select student assessments (i.e. LEAP 360 diagnostic and interim assessments, math module common formative assessments, High-Leverage Let’s Express Our Understandings, science checks for understanding, and social studies constructed responses) 	<p>August 2021</p> <p>Ongoing August 2021- May 2022</p>	<p>Meeting Time</p> <p>Meeting Time</p>	<p>Administration Instructional Coach Department Chairs</p> <p>Teachers Instructional Coach Administration</p>	<p>Meeting agenda Sign-in sheet</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>Provide professional learning and development opportunities for teachers pursuing graduate degrees or who are in leadership roles</p> <ul style="list-style-type: none"> • Participate in a book study on <i>The Power of Positive Leadership</i> • Assign additional leadership responsibilities and tasks in order to foster and continue their development as leaders • Provide feedback to teachers with additional leadership responsibilities as tasks and roles are completed 	<p>Ongoing August 2021 - May 2022</p> <p>Ongoing August 2021 - May 2022</p> <p>Ongoing August 2021 - May 2022</p>	<p>Books Meeting Time</p> <p>Time to complete tasks</p> <p>Meeting Time</p>	<p>Administration Identified teachers</p> <p>Administration Identified teachers</p> <p>Administration Teachers</p>	<p>Book Study Meeting Agendas Sign-in sheets</p> <p>Completed Tasks</p> <p>Feedback</p>

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"> • 97% of students received four or less referrals during the 2020-2021 school year. • 84% of students did not receive a referral during the 2020-2021 school year.
High expectations for all	<ul style="list-style-type: none"> • According to the St. Charles Parish Public Schools Parent Survey, 92% 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, 85% of students “agree” or “strongly agree” that “in my school, teachers have high expectations for me”. • According to the Spring 2021 Upbeat Survey, 95% of faculty and staff agree that “employees at my school set high academic standards for all students”.
Collaboration and teamwork amongst faculty and staff	<ul style="list-style-type: none"> • According to the Spring 2021 Upbeat Survey, 89% of faculty and staff agree that “employees take shared responsibility for the overall success of my school”. • According to the St. Charles Parish Public Schools Student Survey, 96.34% of students “agree” or “strongly agree” that “teachers work together to improve student learning”.

Challenges	Evidence
Compliance by students who struggle to meet expectations	<ul style="list-style-type: none"> • 65% of referrals in the 2020-2021 school year were for students who received four or more referrals. • 19 students accounted for 65% of referrals during the 2020-2021 school year. • 39% of referrals during the 2020-2021 school year were for five students.

Challenges	Evidence
Percentage of referrals occurring for fighting or conduct injurious to others	<ul style="list-style-type: none"> • 25% of referrals occurred for fighting or conduct injurious to others during the 2020-2021 school year. • Every grade level had at least 18 occurrences of fighting or conduct injurious to others.
Discipline	<ul style="list-style-type: none"> • 40% of faculty and staff do not believe that “rules for student behavior are consistently enforced by employees in this school, even for students who are not in their classes”. • 46% of faculty and staff do not believe that “disciplinary practices are applied fairly to all students at my school”. • Student comments indicate an issue with alleged bullying and mean behavior amongst students. • Parent comments indicate a need for improved disciplinary practices.

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 conduct injurious to others/fighting will decrease from 71 to 50 of total referrals.
2. The number of referrals will decrease from 289 to 270.
3. Reduce the percentage of total referrals received by students who struggle to meet expectations (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>Restructure faculty meetings to foster a positive school climate</p> <ul style="list-style-type: none"> • Identify grade-level discipline team members • Inform faculty and staff of expectations • Conduct meetings <ul style="list-style-type: none"> ○ Meeting Rotation: <ul style="list-style-type: none"> ▪ Grade Level Team/Partner Meetings ▪ Book Study ▪ Faculty Meeting ○ Discuss pre-identified grade level trends and determine steps to address • Incorporate professional learning 	<p>July 2021</p> <p>August 2021</p> <p>Ongoing August 2021- May 2022</p> <p>Ongoing</p>	<p>Meeting Time</p> <p>Meeting Time</p> <p>Meeting Time</p> <p>Meeting Time</p>	<p>Administration</p> <p>Administration</p> <p>Teachers Counselors Administration</p> <p>Administration</p>	<p>Faculty Handbook</p> <p>Meeting Agenda Sign-in sheet</p> <p>Meeting Agendas Sign-in Sheets</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?
resources (articles, videos, etc.) based on student needs <ul style="list-style-type: none"> Read <i>The Power of a Positive Team</i> and participate in accountable talk 	August 2021-May 2022 Ongoing August 2021-May 2022	Resources Meeting Time Books	Climate Committee Teachers Counselors Administration	Sign-in Sheets Meeting Agendas Sign-in Sheets
Implement strategies to address behaviors in the cafeteria/at lunch <ul style="list-style-type: none"> Train lunch monitors in using Responsive Classroom language and de-escalation techniques Implement cafeteria/lunch incentives for appropriate behavior Analyze cafeteria/lunch discipline data and determine next steps to address concerns 	Ongoing August 2021-May 2022 Ongoing August 2021-May 2022 Ongoing August 2021-May 2022	Meeting Time Stipends Incentive Costs Meeting Time Stipends	Responsive Classroom Teacher Leader Administration Lunch Monitors Administration Lunch Monitors Teachers Administration	Meeting Agendas Sign-In Sheets Reward Tracking Charts Meeting Agendas Sign-in Sheets
Refine the use and implementation of Responsive Classroom and Restorative Practices with a focus on social emotional learning <ul style="list-style-type: none"> Selected teachers will participate in district Responsive Classroom Level I training Provide Responsive Classroom 	July 2021 Ongoing August 2021-	Training Time Planning Stipend	Teachers Administration Para-educators Responsive	Certificates of Completion Meeting Agendas 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?
<p>training for para-educators</p> <ul style="list-style-type: none"> • Conduct restorative conferences with teachers, counselor, parent (where applicable), and administrator following all out of school suspensions (OSS) and in-school suspensions (ISS) • Refine and implement “Take Care Tuesday” 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 ○ Incorporate mindfulness strategies provided by counselor • Refine the use of Closing Circles <ul style="list-style-type: none"> ○ Clarify expectations ○ Celebrate “Joyful Awards” in order to reinforce positive behavior 	<p>May 2022</p> <p>Ongoing August 2021- May 2022</p> <p>Ongoing August 2021- May 2022</p> <p>Ongoing August 2021- May 2022</p>	<p>Class coverage</p> <p>Planning Time</p> <p>“Joyful Award” Forms</p>	<p>Classroom Teacher Leader Administration</p> <p>Teachers RESET Monitor Counselors Administration</p> <p>Teachers Counselors Administration</p> <p>Teachers Administration</p>	<p>Restorative Conference Tracking Sheets</p> <p>Observations</p> <p>Meeting Agendas Sign-In Sheets Observations</p>
<p>Improve the equity mindset of faculty and staff</p> <ul style="list-style-type: none"> • Participate in professional 	<p>Ongoing</p>	<p>Meeting Time</p>	<p>Teachers</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>learning on implicit bias</p> <ul style="list-style-type: none"> • Form an Equity Learning Team to build the capacity to engage in courageous conversations <ul style="list-style-type: none"> ○ Read <i>We Can't Talk about That at Work!</i> and participate in a book study and accountable talk • Read <i>3 Keys to Defeating Unconscious Bias</i> and participate in accountable talk 	<p>August 2021 - May 2022</p> <p>Ongoing September 2021 - May 2022</p> <p>Ongoing January-May 2022</p>	<p>Meeting Time Books</p> <p>Meeting Time Books</p>	<p>Para-educators Administration</p> <p>Teachers Para-educators Administration</p> <p>Teachers Para-educators Administration</p>	<p>Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets</p> <p>Meeting Agendas Sign-In Sheets</p>
<p>Provide support to students who struggle to meet expectations</p> <ul style="list-style-type: none"> • Identify Students • Hold meetings for identified students in order to share proactive strategies • Invite parents to participate in a meeting to discuss strategies to ensure success • Conduct small group meetings to address the needs of identified students • Monitor progress of identified 	<p>July 2021</p> <p>August 2021</p> <p>August 2021</p> <p>Ongoing August 2021- May 2022</p> <p>Ongoing August 2021-</p>	<p>Student Data</p> <p>Meeting Time</p> <p>Meeting Time</p> <p>Counseling Time</p> <p>Student Data</p>	<p>Administration</p> <p>Teachers Counselors Administration</p> <p>Teachers Counselors Administration</p> <p>Counselors Administration</p> <p>Teachers Counselors</p>	<p>Student Data</p> <p>Meeting Agenda Sign-in Sheets</p> <p>Meetings</p> <p>Session Documentation</p> <p>Student Data</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?
students and intervene as needed.	May 2022		Administration	
Refocus and refine implementation of OLWEUS Bully Prevention program <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 • Provide a box in each classroom for students to be able to anonymously report “Things I want my teacher to know” • Conduct a bullying survey in order to collect data regarding bullying for intervention purposes and to address concerns 	<ul style="list-style-type: none"> August 2021 Ongoing August 2021-May 2022 August 2021 October 2021 and February 2022 	<ul style="list-style-type: none"> Survey Resources Meeting Time Boxes Survey Time to administer 	<ul style="list-style-type: none"> Climate Committee Administration Teachers Climate Committee Administration Teachers Climate Committee Administration Counselors Teachers Climate Committee Administration Counselors Teachers 	<ul style="list-style-type: none"> Survey Results Meeting Agendas Sign-in Sheets Observations Bullying Survey and Results Interventions
Refine and implement school wide expectations to foster a positive school climate <ul style="list-style-type: none"> • Develop/refine school wide expectations • Restructure RESET Room 	<ul style="list-style-type: none"> June 2021 June-July 2021 	<ul style="list-style-type: none"> Meeting Time RESET Materials 	<ul style="list-style-type: none"> Climate Committee Administration Climate Committee 	<ul style="list-style-type: none"> Expectations Expectations/Procedures

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>expectations/procedures to meet student needs</p> <ul style="list-style-type: none"> • Institute a “commitment oath” to uphold all expectations • Set communication expectations to keep parents/guardians informed of student behaviors • Share expectations with students and conduct interactive modeling 	<p>August 2021</p> <p>August 2021</p> <p>August 2021</p>	<p>Meeting Time</p> <p>Meeting Time</p> <p>Grade-level Beginning of the Year Enrichment Classroom Time</p>	<p>Counselors Administration</p> <p>Faculty and Staff Administration</p> <p>Administration</p> <p>Administration Teachers</p>	<p>Signed oaths</p> <p>Observations School Status</p> <p>Expectations Lesson Plans Observations</p>

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
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, 74% of 5th grade students “agree” or “strongly agree” that they can participate in activities that interest them. During the 2020-2021 school year, despite COVID-19 restrictions, students were offered multiple additional extracurricular/co-curricular opportunities such as 4H, Band, Choir, and New York Rising Roadrunners.
Faculty communication with parents	<ul style="list-style-type: none"> According to the St. Charles Parish Public Schools Parent Survey, comments indicate positive communication. According to the St. Charles Parish Public Schools Parent Survey, 83% 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, 83% of parents “agree” or “strongly agree” that “our school administrators are accessible to address student and parent concerns.”

Challenges	Evidence
Educating parents regarding educational technology and online safety	<ul style="list-style-type: none"> Educational technology is used in all settings (i.e. Google Workspace, Edulastic, DRC, PerformanceMatters). Beginning with the 2021-2022 school year, all students will complete the Computer-Based LEAP 2025 Test. Online safety for children is an issue community-wide as children’s access to technology increases.

Challenges	Evidence
Stakeholder Involvement	<ul style="list-style-type: none"> • According to the St. Charles Parish Public Schools Parent Survey, due to COVID-19 restriction, comments indicate parents would like to see more in-person activities at school. • According to the St. Charles Parish Public Schools Parent Survey, 71% of parents are “strongly agree” or “agree” that our school provides opportunities for stakeholders to be involved in the school. • According to the St. Charles Parish Public Schools Student Survey, 78% of students are “strongly agree” or “agree” 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 78% to 85%.
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 71% to 85%.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>Provide opportunities for stakeholders to be involved in the school</p> <ul style="list-style-type: none"> • Invite all students’ “special people” to participate in a Morning Meeting • Invite stakeholders to participate in Career Day event 	<p>Fall 2021 and Spring 2022</p> <p>May 2022</p>	<p>Morning Meeting Time</p> <p>Time Materials</p>	<p>Parent and Community Involvement Committee Administration Teachers</p> <p>Parent and Community Involvement Committee Counselors Administration Teachers</p>	<p>Invitations Lesson Plans School Status</p> <p>Invitations Agenda</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>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 • Encourage faculty and staff to attend community events, when possible 	<p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p> <p>Ongoing August 2021 – May 2022</p>	<p>Time Schedule</p> <p>Time Schedule</p> <p>Time Schedule</p>	<p>Administration</p> <p>Administration</p> <p>Faculty and Staff</p>	<p>Schedule</p> <p>Schedule</p> <p>Publicity</p>
<p>Educate parents on effective use of instructional technology</p> <ul style="list-style-type: none"> • Communicate technology expectations. <ul style="list-style-type: none"> ○ Implement, monitor, and enforce expectations for students ○ Sign a LWE specific technology contract 	<p>August 2021 – May 2022</p> <p>August 2021</p>	<p>LWE Student Technology Contract</p> <p>LWE Student Technology Contract</p>	<p>Teachers Administration</p> <p>Teachers Parents Students</p>	<p>Student Expectations Technology Contracts</p> <p>Open House Presentations Technology Contract</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"> • Host parent nights focusing on technology • Host educational opportunities for students and parents regarding online safety and awareness 	<p>September 2021 and February 2022</p> <p>October 2021</p>	<p>Parent Night</p> <p>Presenter Enrichment Time Parent Night</p>	<p>Administration</p> <p>Parent and Community Involvement Committee Teachers Administration</p> <p>Parent and Community Involvement Committee Administration</p>	<p>Agenda Sign-in Sheets</p> <p>Agenda Sign-in Sheets</p>
<p>Create a 5th grade student ambassador program</p> <ul style="list-style-type: none"> • Set criteria for selection process • Solicit applications 	<p>July 2021</p> <p>August 2021</p>	<p>Criteria</p> <p>Applications</p>	<p>Lakewood Leadership Team Members Administration</p> <p>Lakewood Leadership Team Members 5th Grade Teachers</p>	<p>Criteria</p> <p>Applications</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"> • Select ambassadors • Implement program • Evaluate effectiveness 	<p>August 2021</p> <p>Ongoing August 2021-May 2022</p> <p>May 2022</p>	<p>Time</p> <p>Meeting Time</p> <p>Evaluations</p>	<p>Administration</p> <p>5th Grade Teachers Administration</p> <p>Administration</p> <p>Lakewood Leadership Team Members 5th Grade Teachers Administration</p>	<p>Ambassador selections</p> <p>Meetings</p> <p>Evaluation</p>
<p>Establish a running club</p> <ul style="list-style-type: none"> • Set criteria for selection process • Solicit applications • Select participants • Implement program 	<p>August 2021</p> <p>September 2021</p> <p>September 2021</p> <p>Ongoing</p>	<p>Criteria</p> <p>Applications</p> <p>Time</p> <p>Meeting Time</p>	<p>Sponsors Administration</p> <p>Sponsors Administration</p> <p>Sponsors Administration</p> <p>Sponsors</p>	<p>Criteria</p> <p>Applications</p> <p>Participant selections</p> <p>Meetings</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"> Evaluate effectiveness 	October 2021-May 2022 May 2022	Evaluations	Administration Sponsors Administration	Evaluation

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
Collaborative Planning of ELA, Math, Science, and SS Curriculum, including Data Review	Teachers
Inclusion	Teachers and Paraprofessionals
Technology (Online Assessments and Google Classroom)	Teachers
Equity	Faculty and Staff
Leadership	Teacher Leaders
Responsive Classroom and Restorative Practices	Teachers, Paraprofessionals, Cafeteria Monitors
Team Building	Faculty and Staff