



School Improvement Plan

2019-2020

New Sarpy Elementary
School

Rebecca Matherne
Principal

Part 1

Vision, Mission, and Values/Beliefs

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

Vision

At New Sarpy Elementary, students are supported and challenged as they learn the social and academic skills necessary for a productive and fulfilling life. In this nurturing, safe, and motivating environment, students are inspired to challenge themselves as a foundation to become college and career ready citizens in an evolving world. All stakeholders influence students to respect and care for all members of the community and promote and encourage independent, life-long learners.

Revised by School Improvement Team 5/30/2019

Reviewed by faculty and staff 8/1/2019

Shared with incoming kindergarten families 8/8/2019

Shared with all stakeholders 9/1/2019

Mission

The mission of New Sarpy Elementary School is to provide high quality instruction that supports the intellectual, physical, social, and emotional growth of each student.

Revised by School Improvement Team 5/30/2019

Reviewed by faculty and staff 8/1/2019

Shared with incoming kindergarten families 8/8/2019

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Values/Beliefs

At New Sarpy Elementary we believe that:

- A partnership between parents/guardians, teachers, staff, and students is necessary for students to reach their maximum potential.
- All children can successfully learn when appropriately challenged and engaged.
- Teachers must build relationships with students that foster equitable opportunities.
- Once modeled and taught, all children can incorporate caring behaviors and appropriate choices into their lives.
- Every child is valued and treated in a caring, dignified manner.

Revised by School Improvement Team 5/30/2019

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Shared with incoming kindergarten families 8/8/2019

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Part 2
School Governance Structure
and
Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

Administration			
Rebecca Matherne	Calvin Ike	April Gomez	
School Improvement Team			
Katie Foulon- Chair	Kayla Mire-Co-Chair		Jessica Ernst
Theresial Chatman	Ashlynn Dufour		Lauren Bodie
Wendy Sievers	Paige Farley		Shannon Saulsberry
Student Achievement - 8	Engaging Stakeholders - 8	Safe and Supportive Learning - 8	Staff Excellence - 8
Paige Farley- SPED *	Theresial Chatman- K *	Ashlynn Dufour- K *	Wendy Sievers- RR *
Jessica Ernst- K **	Alison Costanzo- 2 nd **	Shannon Saulsberry-Counselor**	Lonna Bagwell- RR**
Melissa Allred- K	Laurie Duplantis- 1 st	Hannah Myers- 1 st	Amanda Morgan-1 st
Nyla Smith-1st	Marian Clement- Pre-K	Alexandra Frisard- 2 nd	Amy Toussel- K
Sarah Stohlman-1 st	MaryBeth Landry- 1 st	Sarah West-2 nd	Bailey Weber- 2 nd
Brooke Clement- 2 nd	Lauren Bodie- E	Chad Muller- E	Jenny Campbell- SPED
Catherine Jacolbi- SPED	Jamie McCloud-K	Tiffany Demers- SPED	Deanne LaMartiniere K
Michelle Simon- SPED	Simonne Graugnard-SPED	Stephanie Zimmerman-2 nd	Christie Sauce- K
Stephanie Centanni- RR	<i>Suzanne Gauthier- Para</i>	Calvin Ike- Admin	Katie Foulon-1 st
<i>Patrick McKinney- E</i>	<i>Pat Bailey- Para</i>	Kayla Mire-2 nd	<i>Nicole Royer- E</i>
<i>Raven Biggs- Para</i>	<i>Terrell Tillman- Para</i>	<i>Lisa Harrison- Para</i>	<i>Kelly Allen- SPED</i>
<i>Kim Adams- Para</i>			<i>Sandra Vinnet- Para</i>
<i>Donna Michael - Parent</i>			<i>Ayasha McKinney- Para</i>
			<i>Collette Srubar- Para</i>
			April Gomez- Admin
Rebecca Matherne-Admin			

Key:	
* Chairperson	** Co-Chairperson

Part 4

Action Plans/Needs Assessments

Student Achievement

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
2 nd Grade previous year's performance in Math is a relative strength	<p>According to the 2nd Grade Performance on LEAP 360 Diagnostic:</p> <ul style="list-style-type: none"> ● 52.3% of second grade students scored mastery on the LEAP 360 math diagnostic test (Session 1 and 2 combined). This is an increase from 33% in the 2017-2018 school year.
2 nd Grade Performance in Technology	<p>According to the SCPPS 2nd Grade Technology Checklist:</p> <ul style="list-style-type: none"> ● Selected students scored an average of 97% on the second grade Technology Checklist. This is an increase from 89% in the 2017-2018 school year.
Text Reading Level Achievement	90% of all students met grade level expectations. This is an increase from 88.7% in the 2017-2018 school year.
Reading Recovery Intervention Program	95% of students that received a full program in Reading Recovery successfully completed the program on or above level. This is an increase from 88% in the 2017-2018 school year.

Challenges	Evidence
Placements and Retentions	17.5% of students did not meet grade level report card indicators (21.4% kindergarten, 17.6% first grade, 13.6% second grade).
2 nd Grade performance in Writing, and ELA	<p>According to the 2nd Grade Performance on LEAP 360 Diagnostic:</p> <ul style="list-style-type: none"> ● Only 23.4% of second grade students scored mastery on the LEAP 360 writing diagnostic test. ● Only 10.8% of second grade students scored mastery on the LEAP 360 ELA diagnostic test.
ELA Mastery on all Guidebook End of Unit Assessments (Culminating Writing Task-CWT and Cold Read Task-CRT)	<p>Based on Guidebook end of unit assessments:</p> <ul style="list-style-type: none"> ● K <ul style="list-style-type: none"> ○ The percentage of students that mastered the CWT was 64.23%. ● 1st <ul style="list-style-type: none"> ○ The percentage of students that mastered the CRT was 67.63%. ● 2nd <ul style="list-style-type: none"> ○ The percentage of students that mastered the CWT was 56.80%. ○ The percentage of students that mastered the CRT was 34.50%.

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. To decrease the number of students not meeting grade level report card indicators from 17.5% to 13%.
2. To increase the performance on LEAP 360 of the 2nd grader by increasing:
 - The percentage of 2nd grade students scoring mastery on the LEAP 360 writing diagnostic test from 23.4% to 50%.
 - The percentage of 2nd of second grade students scored mastery on the LEAP 360 ELA diagnostic test from 10.8% to 50%.
3. To increase the performance on Guidebook End of Unit Assessments by increasing (Culminating Writing Task-CWT and Cold Read Task-CRT) :
 - The percentage of K students that mastered the CWT from 64.23% to 68%.
 - The percentage of 1st grade students that mastered the CRT from 67.63% to 71%.
 - The percentage of 2nd grade students that mastered the CWT from 56.80% to 60%.
 - The percentage of 2nd grade students that mastered the CRT from 34.50% 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?
1.) School personnel will fully implement district curriculum for English Language Arts aligned with the Louisiana Student Standards (Guidebooks and Core Knowledge). <ul style="list-style-type: none"> ○ Teachers will attend district facilitated professional learning opportunities in the summer and on district pull out day ○ Teachers will participate in in- 	June 2019- August 2019 May 2019- May 2020	Guidebooks Core Knowledge Stipend Professional Development Time Guidebooks Core Knowledge	Teachers Administrators Teachers Administrators	Sign in sheet Agenda Sign in sheet Agenda

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>house curriculum planning to develop a school based curriculum map</p> <ul style="list-style-type: none"> ○ Teachers will participate in ongoing district facilitated professional learning sessions ○ Teachers will participate in weekly collaborative planning utilizing a content specific protocol and curriculum aligned support for diverse learners ○ Teachers will implement lessons at level 3 implementation as designed with district approved modifications ○ Teachers will provide support through data analysis and corrective instruction for students who do not demonstrate mastery of skills ○ Teachers will incorporate daily guided reading groups based on assessment for learning 	<p>August 2019-May 2020</p> <p>August 2019-May 2020</p> <p>August 2019-May 2020</p> <p>August 2019-May 2020</p> <p>August 2019-May 2020</p>	<p>Stipend Maps Collaborative Planning Time</p> <p>Guidebooks Core Knowledge Stipend Professional Development Time</p> <p>Guidebooks Core Knowledge Protocol Collaborative Planning Time</p> <p>Guidebooks Core Knowledge Instructional Time</p> <p>Guidebooks Core Knowledge Collaborative Planning Time Instructional Time</p> <p>Guidebooks Core Knowledge Collaborative Planning Time Guidebooks</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>Sign in sheet Agenda Observations</p> <p>Observations</p> <p>Observations Observation Tools Curriculum Implementation Audit</p> <p>Lesson Plans Observations Report Cards</p> <p>Lesson Plans 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"> ○ Teachers will incorporate a daily writing block with explicit instruction on the writing process 	August 2019-May 2020	Core Knowledge Collaborative Planning Time Instructional Time	Teachers Administrators	Lesson Plans Observations
<p>2.) School personnel will fully implement district curriculum for Mathematics aligned with the Louisiana Student Standards (Eureka Math).</p> <ul style="list-style-type: none"> ○ Teachers will attend district facilitated professional learning opportunities in the summer and on district pull out day ○ Teachers will participate in in-house curriculum planning to develop a school based curriculum map ○ Teachers will participate in ongoing district facilitated professional learning sessions ○ Teachers will participate in weekly collaborative planning utilizing a content specific protocol and curriculum aligned support for diverse learners ○ Teachers will implement lessons at level 3 	<ul style="list-style-type: none"> June 2019-August 2019 May 2019-May 2020 August 2019-May 2020 August 2019-May 2020 August 2019-May 	<ul style="list-style-type: none"> Eureka Math Stipend Professional Development Time Eureka Math Stipend Maps Collaborative Planning Time Eureka Math Stipend Professional Development Time Eureka Math Protocol Collaborative Planning Time Eureka Math Instructional Time 	<ul style="list-style-type: none"> Teachers Administrators Teachers Administrators Teachers Administrators Teachers Administrators Teachers Administrators 	<ul style="list-style-type: none"> Sign in sheet Agenda Sign in sheet Agenda Sign in sheet Agenda Observations Observations Observations Observation Tools

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>implementation as designed with district approved modifications</p> <ul style="list-style-type: none"> ○ Teachers will provide support through data analysis and corrective instruction for students who do not demonstrate mastery of skills ○ Teachers will incorporate daily guided math, small group math lessons, and/or focused instruction based on assessment for learning 	<p>2020</p> <p>August 2019-May 2020</p> <p>August 2019-May 2020</p>	<p>Eureka Math Collaborative Planning Time Instructional Time</p> <p>Eureka Math Collaborative Planning Time Instructional Time</p>	<p>Teachers Administrators</p> <p>Teachers Administrators</p>	<p>Curriculum Implementation Audit</p> <p>Lesson Plans Observations Report Cards</p> <p>Lesson Plans Observations</p>
<p>3.) School personnel will utilize natural connections within the district curricula and the Louisiana Digital Literacy Standards.</p> <ul style="list-style-type: none"> ○ Teachers will collaborate with the Instruction and Technology Coach to determine meaningful use of technology across content areas ○ Teachers will plan and implement lessons incorporating meaningful use of technology ○ Teachers will plan for and utilize extension opportunities for high achievers during small group 	<p>August 2019-May 2020</p> <p>August 2019-May 2020</p> <p>August 2019-May 2020</p>	<p>Digital Literacy Standards Collaborative Planning Time</p> <p>Digital Literacy Standards Collaborative Planning Time Instructional Time Technology</p> <p>Digital Literacy Standards Collaborative Planning</p>	<p>Teachers Administrators Instructional and Technology Coach</p> <p>Teachers Administrators Instructional and Technology Coach</p> <p>Teachers Administrators Instructional and</p>	<p>Lesson Plans Curriculum Maps</p> <p>Lesson Plans Observations</p> <p>Lesson Plans 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?
<p>instruction</p> <ul style="list-style-type: none"> ○ Librarian will incorporate online research skills into lessons for 1st and 2nd grades 	<p>October 2019-May 2020</p>	<p>Time Instructional Time Technology</p> <p>Digital Literacy Standards Collaborative Planning Time Instructional Time Technology</p>	<p>Technology Coach</p> <p>Teachers Librarian Administrators Instructional and Technology Coach</p>	<p>Lesson Plans Observations</p>

Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Resources provided for effective work	The average score on the St. Charles Parish Public Schools Teacher Survey question: "I am provided with materials, supplies, and equipment I need to do my work effectively" was 4.31 out of 5.
Effective Proficient and Highly Effective Teachers	According to overall scores on formal observation using the COMPASS evaluations, 87% of teachers scored effective proficient or highly effective. Of all teachers, 51% scored Highly Effective.
2 nd Grade previous year's performance in Math is a relative strength	According to the 2 nd Grade Performance on LEAP 360 Diagnostic: <ul style="list-style-type: none"> • 52.3% of second grade students scored mastery on the LEAP 360 math diagnostic test (Session 1 and 2 combined). This is an increase from 33% in the 2017-2018 school year.
2 nd Grade Performance in Technology	According to the SCPPS 2 nd Grade Technology Checklist: <ul style="list-style-type: none"> • Selected students scored an average of 97% on the second grade Technology Checklist. This is an increase from 89% in the 2017-2018 school year.
Text Reading Level Achievement	90% of all students met grade level expectations. This is an increase from 88.7% in the 2017-2018 school year.
Reading Recovery Intervention Program	95% of students that received a full program in Reading Recovery successfully completed the program on or above level. This is an increase from 88% in the 2017-2018 school year.

Challenges	Evidence
Opportunities for professional learning and growth	The average score on the St Charles Parish Public Schools Teacher Survey question: "I have regular opportunities at work to learn and grow" was 3.94 out of 5.
Using Questioning and Discussion	According to Formal Observation scores, 21% of teachers scored effective emerging on the questioning and discussion component of the COMPASS rubric.
Placements and Retentions	17.5% of students did not meet grade level report card indicators (21.4% kindergarten, 17.6% first grade, 13.6% second grade).
2 nd Grade performance in Writing, and ELA.	<p>According to the 2nd Grade Performance on LEAP 360 Diagnostic:</p> <ul style="list-style-type: none"> ● Only 23.4% of second grade students scored mastery on the LEAP 360 writing diagnostic test. ● Only 10.8% of second grade students scored mastery on the LEAP 360 ELA diagnostic test.
ELA Mastery on all Guidebook End of Unit Assessments (Culminating Writing Task-CWT and Cold Read Task-CRT)	<p>Based on Guidebook end of unit assessments:</p> <ul style="list-style-type: none"> ● K <ul style="list-style-type: none"> ○ The percentage of students that mastered the CWT was 64.23%. ● 1st <ul style="list-style-type: none"> ○ The percentage of students that mastered the CRT was 67.63%. ● 2nd <ul style="list-style-type: none"> ○ The percentage of students that mastered the CWT was 56.80%. ○ The percentage of students that mastered the CRT was 34.50%.
Math Average Score on Eureka Assessments	<p>Based in Eureka Math Assessments:</p> <ul style="list-style-type: none"> ● Only 88% of kindergarten, first grade, and second grade students earned an average score of 75% or higher (at or above standard in Illuminate) for the year on all Eureka Math Assessments.

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. Increase the average score on the St. Charles Parish Public Schools Teacher Survey question: "I have regular opportunities at work to learn and grow" from 3.94 to 4.08.
2. To increase the performance on LEAP 360 of the 2nd grader by increasing:
 - The percentage of 2nd grade students scoring mastery on the LEAP 360 writing diagnostic test from 23.4% to 50%.
 - The percentage of 2nd of second grade students scored mastery on the LEAP 360 ELA diagnostic test from 10.8% to 50%.
3. To increase the performance on Guidebook End of Unit Assessments by increasing (Culminating Writing Task-CWT and Cold Read Task-CRT) :
 - The percentage of K students that mastered the CWT from 64.23% to 68%.
 - The percentage of 1st grade students that mastered the CRT from 67.63% to 71%.
 - The percentage of 2nd grade students that mastered the CWT from 56.80% to 60%.
 - The percentage of 2nd grade students that mastered the CRT from 34.50% 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?
1. School personnel will increase instructional effectiveness in English Language Arts and Mathematics. <ul style="list-style-type: none"> ○ Teachers will utilize a backwards design approach to gain a full understanding of each unit ○ Teachers will participate in collaborative scoring of assessments to calibrate thinking 	June 2019- May 2020 Aug 2019- May 2020	Guidebooks Core Knowledge Eureka Math Collaborative Planning Time Guidebooks Core Knowledge Eureka Math	Teachers Administrators Teachers Administrators Instructional and	Agenda Observation Observation

9/17/2019

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"> ○ Teachers will analyze various assessment data to drive instructional next steps (informal, formal, observational, anecdotal, formative and summative) ○ Teachers will participate in professional learning at the beginning of the year and throughout the year to maximize time allotted for guided reading groups, a writing block, and guided math groups ○ Teachers plan for and utilize allotted time for guided reading, the writing block, and guided math ○ Administration will conduct learning walks and provided feedback focused on the implementation of curriculum, the use of assessment to drive instruction, and the effectiveness of guided reading, writing block, and guided math 	<p>Aug 2019- May 2020</p> <p>June 2019- May 2020</p> <p>August 2019-May 2020</p> <p>Sept 2019- May 2020</p>	<p>Assessments Collaborative Planning Time</p> <p>Assessments Collaborative Planning Time</p> <p>Guidebooks Core Knowledge Eureka Math Assessments Professional Development Time</p> <p>Guidebooks Core Knowledge Eureka Math Assessments Professional Development Time</p> <p>Administrative Collaboration Time</p>	<p>Technology Coach</p> <p>Teachers Administrators Instructional and Technology Coach</p> <p>Teachers Administrators Instructional and Technology Coach</p> <p>Teachers Administrators</p> <p>Teachers Administration</p>	<p>Observation</p> <p>Observation</p> <p>Observation Lesson Plans</p> <p>Observation Assessment Results</p>
<p>2. Faculty and staff will participate in regular opportunities to learn and grow in areas related to their job duties and responsibilities.</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"> ○ Staff will complete a survey to identify and prioritize needs for professional development 	Aug 2019- May 2020	Survey Time	Staff Teachers Administration	Survey Results
<ul style="list-style-type: none"> ○ Staff will participate in professional development based on identified needs for successful support between classroom teachers, kindergarten monitors, and para-educators 	Sept 2019- May 2020	Professional Development Time	Staff Teachers Administration	Agenda
<ul style="list-style-type: none"> ○ Administration will conduct mini-learning walks to identify additional areas of strength and need and provide feedback related to professional development foci 	Sept 2019- May 2020	Administrative Collaboration Time	Administration Staff Teachers	Observation
<ul style="list-style-type: none"> ○ Provide collaboration opportunities for teachers and academic support staff to strengthen teaching strategies (small group instruction, use of manipulatives, differentiation, etc.) 	Sept 2019- May 2020	Collaborative Planning Time	Staff Teachers Administration	Observation

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Low number of students receiving referrals	91% of students did not receive a School Behavior Report.
Bus Incentive Program	There was a decrease of bus referrals from 17% in 2017-2018 to 4% in 2018-2019.
Safe Learning Environment	<p>The average score on the St Charles Parish Public Schools Teacher Survey question: "Our school provides a safe learning environment" was 4.29 out of 5.</p> <p>The average score on the St Charles Parish Public Schools Parent Survey question: "Our school provides a safe learning environment" was 4.19 out of 5.</p>

Challenges	Evidence
Large number of School Behavior Report incidents were habits injurious to others	Forty seven percent of referrals written were for habits injurious to others.
High percentage of referrals written to African American students	Fifty seven percent of all referral written were to African American students. African American students make up only 29% of the school population.
High percentage of referrals written to males	Eighty three percent of the referrals written were written to males.
High percentage of referrals written to repeat offenders (3 or more referrals)	Twelve students received 69% of all referrals written.

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. Reduce the percentage of referrals written to African American males from 57% to 29%.
2. Reduce the percentage of referrals written to males from 83% to 60%.
3. Reduce the referrals written to repeat offenders from 69% to 50% of all referrals written.

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>1. School personnel will maintain a safe and supportive learning environment through the use of equitable practices</p> <ul style="list-style-type: none"> ○ Faculty and staff will participate in a beginning of year professional learning overview of issues related to equity in schools ○ Faculty and staff will participate in accountable talk sessions utilizing the book <u>Building Equity</u> by Smith, Frey, and Pompian ○ Faculty and staff will reflect, review and refine equitable practices as a school 	<p>August 2019</p> <p>September 2019- May 2020</p> <p>August 2019- May 2020</p>	<p>Professional Development Time</p> <p>Book Professional Development Time</p> <p>Professional Development Time</p>	<p>Administration Teachers Staff</p> <p>Administration Teachers Staff</p> <p>Administration Teachers Staff</p>	<p>Sign in Sheet Agendas Discipline Data</p> <p>Sign in Sheet Agendas</p> <p>Reflection logs Discipline 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?
<ul style="list-style-type: none"> ○ Review school wide discipline data focusing on issues surrounding equity 	August 2019-May 2020	SITCOM Time (twice a month)	Safe and Supportive Committee Administration	Agendas Sign-in sheets Discipline data
<p>2. School personnel will maintain a safe and supportive learning environment through the use of bullying prevention</p> <ul style="list-style-type: none"> ○ Counselor will provide proactive lessons during enrichment throughout the year to educate students about the effects of bullying and bullying prevention ○ School personnel will review and address all issues related to bullying as a school ○ Review school wide discipline data focusing on issues surrounding bullying 	August 2019-May 2020	Curriculum Materials Collaborative Planning Time	Counselor Administration	Observation Discipline Data Counselor's Report
	August 2019-May 2020	Discipline Data SITCOM Time	Safe and Supportive Committee Teachers Administration	Discipline Data Counselor's Report
	August 2019-May 2020	SITCOM Time (twice a month)	Safe and Supportive Committee Administration	Agendas Sign-in sheets Discipline data
<p>3. School personnel will maintain a safe and supportive learning environment through the use of Restorative Practices and Responsive Classroom</p> <ul style="list-style-type: none"> ○ School personnel will participate in professional development to review and refresh practices ○ School personnel will implement practices learned in the book <u>Better than Carrots or Sticks</u> with fidelity and consistency 	August 2019-May 2020	Gayle Robert's Contract Professional Development Time	Teachers Staff Administration	Agenda Sign in
	August 2019-May 2020	Book Time	Teachers Staff Administration	Observation Discipline Data

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<ul style="list-style-type: none"> ○ School personnel will share a tip of the month for Restorative Practices and Responsive Classroom ○ Administration, counselor, and volunteers will study the book <u>Restorative Circles in Schools</u> ○ Administration, counselor, and volunteers will implement practices learned with identified students as needed ○ Review school wide discipline data focusing on use of restorative practices and responsive classroom practices 	<p>August 2019-May 2020</p> <p>August 2019-May 2020</p> <p>August 2019-May 2020</p> <p>August 2019-May 2020</p>	<p>Book Time</p> <p>Book Time</p> <p>Book Time</p> <p>SITCOM Time (twice a month)</p>	<p>Teachers Staff Administration</p> <p>Administration Counselor Volunteers</p> <p>Administration Counselor Volunteers</p> <p>Teachers Staff Administration</p>	<p>Observation Discipline Data</p> <p>Observation Discipline Data</p> <p>Observation Discipline Data</p> <p>Agendas Sign-in sheets Discipline data</p>

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Opportunities for stakeholders involvement	Based on the 2018-2019 St. Charles Parish Public Schools Parent Survey, 85% of parents agree and strongly agree that our school provides opportunities for stakeholders to be involved in the school.
Administrators accessibility	Based on the 2018-2019 St. Charles Parish Public Schools Parent Survey, 91% of parents agree and strongly agree school administrators are accessible to address student and parent concerns. Based on the 2018-2019 St. Charles Parish Public Schools Teacher Survey, 88% of faculty and staff agree and strongly agree school administrators are accessible to address concerns.
Student preparation	Based on the 2018-2019 St. Charles Parish Public Schools Parent Survey, 86% of parents agree and strongly agree their children are prepared for success in the next school year.

Challenges	Evidence
Open House attendance	50.8% of students were represented resulting in almost half of parents not getting the information shared at open house.
Parent perception of counseling services	Based on the 2018-2019 St. Charles Parish Public Schools Parent Survey, only 56% of parents agree and strongly agree school provides excellent counseling services.

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. Increase Open House attendance from 50.8% of students represented to 75% of students represented.
2. Increase from 56% of parents that agree and strongly agree school provides excellent counseling services to 75% of parents that agree and strongly agree school provides excellent counseling services.

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?
1. Administration will engage with families and the community in a variety of ways to introduce themselves and build relationships. <ul style="list-style-type: none"> o Principal will ride each bus at least once greeting parents in the morning or afternoon o Administration will offer Family Listening Sessions to gain community perception, elicit feedback, and hear concerns 	August 2019-September 2019 August 2019-May 2020	Time Time Copies Refreshments	Principal Administration	Principal's Schedule Agenda Session Notes
2. School personnel will increase Open House attendance <ul style="list-style-type: none"> o School personnel will 	August	Postage	Administration	Postage Paid

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>mail/email summer save-the-date announcement outlining purposes of Meet and Greet and Open House</p> <ul style="list-style-type: none"> ○ School personnel will create yearly calendar of events magnet ○ Administration will send Connect Ed messages and use social media to advertise and remind about Meet and Greet and Open House ○ School personnel will emphasize the purpose of Meet and Greet and Open House at both events 	<p>2019</p> <p>August 2019</p> <p>August 2019</p> <p>August 2019</p>	<p>Cards</p> <p>Magnet Ink</p> <p>Time</p> <p>Time</p>	<p>Engaging Stakeholders' SITCOM</p> <p>Administration</p> <p>Teachers Administration</p>	<p>School Website</p> <p>Agenda Minutes</p> <p>ConnectED Messages</p> <p>Agenda</p>
<p>3. School personnel will improve and support parent and guardian understanding of their child's progress</p> <ul style="list-style-type: none"> ○ Teachers will send bi-weekly progress folders including exemplar work ○ Teachers will send Eureka Math Parent Guides to parents before each Module 	<p>August 2019-May 2020</p> <p>August 2019-May 2020</p>	<p>Folders Copies Time</p> <p>Copies Time</p>	<p>Teachers</p> <p>Teachers</p>	<p>Observation Check-ins</p> <p>Observation Check-ins</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"> ○ Teachers will send Core Knowledge parent letters home at appropriate time according to grade level ○ School personnel will conduct sessions on understanding report card indicators and marks (Mastery-M, Progressing to Mastery-PM, Not meeting Mastery-N) <ul style="list-style-type: none"> ● Family Center ● Open House ● Parent Teacher Conferences ● Literacy and Math Night ○ School personnel will conduct sessions to teach parents skills and strategies that can be used at home 	<p>August 2019-May 2020</p> <p>October 2019-April 2020</p> <p>October 2019-April 2020</p>	<p>Copies Time</p> <p>Refreshments Planning Time</p> <p>Refreshments Planning Time</p>	<p>Teachers</p> <p>Family Center Teachers Administration</p> <p>Family Center Teachers Administration</p>	<p>Observation Check-ins</p> <p>Agenda Feedback</p> <p>Agenda Feedback</p>
<p>4. School personnel will improve parent perception of counseling services</p> <ul style="list-style-type: none"> ○ School personnel will inform and educate parents of 	<p>August 2019-May</p>	<p>Time</p>	<p>Counselor</p>	<p>Video Newsletter</p>

St. Charles Parish Public Schools – Staff Development Plans for 2019 - 2020

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.

Date	When	Main Topic(s)	Participants
8/30/2019	Early Release	School-based Professional Learning-Data Review-Complete Cumulative Review; Tracking Retentions, Placements, Concerns	Faculty and staff
9/13/2019	Early Release	School-based Professional Learning-TBRI, Responsive Classroom/Restorative Practices	Faculty and staff
9/18/2019	NSE Time	Small Group Focus-Guided Reading, Writing Block, Math Minutes	Faculty and staff
9/18/2019	Faculty Meeting	Equity Book Study	
10/11/2019	Early Release	Paperwork Reduction	Faculty and staff
10/23/2019	NSE Time	Small Group Focus-Guided Reading, Writing Block, Math Minutes	Faculty and staff
11/8/2019	Early Release	District Professional Learning	Faculty and staff
11/20/2019	NSE Time	Small Group Focus-Guided Reading, Writing Block, Math Minutes	Faculty and staff
11/20/2019	Faculty Meeting	Equity Book Study	
12/18/2019	NSE Time	Data Review-Mid Year Progress; Tracking Retentions, Placements, Concerns	Faculty and staff
12/20/2019	Early Release	Paperwork Reduction	Faculty and staff
1/15/2020	NSE Time	Small Group Focus-Guided Reading, Writing Block, Math Minutes	Faculty and staff
1/17/2020	Early Release	District Professional Learning	Faculty and staff
2/14/2020	Early Release	School-based Professional Learning-TBRI, Responsive Classroom/Restorative Practices	Faculty and staff
2/19/2020	NSE Time	Small Group Focus-Guided Reading, Writing Block, Math Minutes	Faculty and staff
2/19/2019	Faculty Meeting	Equity Book Study	
3/13/2020	Early Release	Paperwork Reduction	Faculty and staff
3/18/2020	NSE Time	Data Review	Faculty and staff
4/22/2020	NSE Time	Small Group Focus-Guided Reading, Writing Block, Math Minutes	Faculty and staff
4/22/2020	Faculty Meeting	Equity Book Study	
5/8/2020	Early Release	Paperwork Reduction	Faculty and staff

NSE Improving Student Learning Through Federal Program Funding

Goals:

1. Reading Recovery discontinuing rate of 90% or higher for full program students.
2. Full Reading Recovery program students discontinuing the program reading an average text level of 20.
3. Second grade students demonstrating an average growth of five text levels.

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Identified 1 st grade students will participate in Reading Recovery.	Daily for 20 weeks August 19 – May 20	Title 1 Salary & Benefits for 1 RR/Lit Teacher \$100 M & S/teacher	Principal Classroom Teachers Reading Recovery Teachers Teacher Leaders Director of Federal Programs Title I Coordinator	Reading Recovery Documentation Formal Observations Informal Observations End of Year Results
Identified Kindergarten, First and Second Grade students will participate in literacy groups for at risk readers.	Daily August 19 – May 20	Title 1 Salary & Benefits for 1 RR/Lit Teacher \$100 M & S/teacher	Principal Literacy Teachers Teacher Leaders Director of Federal Programs Title I Coordinator	Lesson Plans Literacy Lesson Documentation Formal Observations Informal Observations End of Year Results
20 identified 4-year-old students will participate in developmentally appropriate activities during the school day.	Daily August 19 – May 20	Title 1 30 % Salary & Benefits for 1 Teacher 30% Salary & Benefits for 1 Para-educator \$1,000 M & S/teacher	Principal Teacher Para Educator Director of Federal Programs	Lesson Plans Attendance Reports Testing Data

NSE Staff Development Through Federal Program Funding

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Monthly collaboration with identified Reading Recovery and Literacy Students' classroom teachers to discuss student progress.	Monthly September 19– May 20	Time built into teacher schedules	Principal Classroom Teachers Reading Recovery Teachers Teacher Leaders Director of Federal Programs	Reading Recovery and Literacy Documentation Coordination Forms Event Calendar
Quarterly ongoing professional development sessions for Reading Recovery and Literacy Teachers to strengthen teaching skills and discuss student progress.	Quarterly September 19 – May 20	Title I Time built into teacher schedule	Reading Recovery Teachers Literacy Teachers Teacher Leaders Director of Federal Programs	Meeting Agenda Sign-in Sheet Calendar Resulting Notes
Participation in various professional workshops throughout the year focused on ELA curriculum, literacy, teaching ELs, and family engagement.	August 19 - May 20	Title I & II Stipends for attendance Registration Fees \$1,000	Title I Staff Principal Director of Federal Programs Title I Coordinator Teacher Leaders	Meeting Agendas Presentations Sign-in Sheets Registration documents

NSE Family Involvement Activities Through Federal Program Funding

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Continuation of the School Family Center Activities, for example: <ul style="list-style-type: none"> • Parent Workshops • Parent Information Series • Teacher Workshops • Weekly Playgroups • Home and Community Visits • Material Check out • ESL/Parent Support Group • Kindergarten Readiness • Pre-K Reading Carnival 	Daily August 19 – May 20	Title 1 Salary & Benefits for .4 Family Center Teacher M & S (\$4/K-2 student Oct. count)	Principal Family Center Teacher Title 1 Coordinator Director of Federal Programs	Family Center Calendar Activity Logs Workshop Agendas Workshop Calendar Sign-in sheets Observation
Annual Parent Meeting to explain to parents Title 1 services offered to students.	August 19 - September 19	Title 1	Principal Family Center Teacher Title 1 Teachers Title 1 Coordinator Director of Federal Programs	Calendar Agenda Sign-in sheet Meeting Evaluation
Parent Meeting to explain to parents Title 1 family engagement compacts	August 19 - September 19	\$200 for M & S	Family Center Teacher Title 1 Coordinator Director of Federal Programs	Agenda Sign-in sheet Compact