



School Improvement Plan

2021-2022

Allemands Elementary School
School

Lisa Perrin
Principal

Part 1

Vision, Mission, and Values/Beliefs

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

Vision

All stakeholders of Allemands Elementary School embrace the education of all students as our top priority by providing a positive foundation for success. Our school prepares students to meet the challenges within the changing society of the 21st century while preserving our historical culture. There is a profound commitment from stakeholders to help all students become college and career ready, creating life-long learners. Our school provides a safe, **inclusive**, stimulating atmosphere created through respect for self, others, and our environment. Actively engaged students aspire to reach their full potential, reflecting the high expectations among our faculty, families, and community.

Reviewed 5/6/2021

Revised 6/7/2021

Mission

Allemands Elementary School is committed to building the foundation of enthusiastic life-long learners in equitable, safe, and respectful environments.

Reviewed 5/6/2021

Reviewed 6/7/2021

Values/Beliefs

At Allemands Elementary School, we believe...

- a physically and psychologically safe environment is essential to promote student learning in a traditional classroom or virtual environment.
- a student's self-esteem, humanity, **and motivation to learn is developed through establishing essential** positive relationships, open and honest communication, and mutual respect among peers, families, community members and school personnel.
- all students and staff meet high expectations for achievement and success by engaging in challenging and relevant work.
- all children can learn at higher levels when supported daily by a variety of instructional strategies and resources within their school, homes, and community.
- all students are given opportunities to engage in quality experiences focusing on science, technology, engineering, **arts**, and mathematics.
- student achievement and teacher effectiveness increase when teachers and students use a variety of questions and/or prompts to advance high-level thinking.
- success begins with working as one team to make a difference.**
- excellence is worth the cost.**

Reviewed 5/6/2021

Revised 6/7/2021

Part 2

School Governance Structure

and

Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

Lisa Perrin-Principal	Gina Burst-Assistant Principal
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<p>School Improvement Team Chellie Killian-Chair Latanya Williams-Jenkins-Co-Chair Lisa Perrin Gina Burst Logan Cancienne Miranda Boudreaux Anne Ardoin Cindy Dipuma Janel Ryan Monica Bourgeois</p>



<p>Student Achievement/ Staff Excellence Committee Laurie Falgoust-^{Pre-K Para} Tiffany Theriot-^K Natasha Stoltz-^{1st} Charlene Morgan-^{2nd} Kylee Zeringue-^{ST2nd} Megan Warrington-^{SPED 2nd} Janel Ryan-^{SPED K**} Lacey Doucet-^{E#} Ashley Tero-^{Math Resource#} Aimee Vedros-^{RR} Amye Barre-^{SPED Para} Lisa Perrin-^{ADM} _____ - Stakeholder _____ - Stakeholder</p>	<p>Safe and Supportive Learning Environment Committee Chellie Killian-^{Pre-K} Kelly Peres-^K Amber Minchew-^{1st} Erika Montelaro-^{ST1st} Latanya Williams-Jenkins-^{2nd**} Julia Tastet-^{ST2nd} Alexandra Hitt-^{SPED PK} Wendy Solomon-^{E#} Wendy Lagarde-^{RR} Lori Hogan-^{Counselor#} Tonya Tastet-^{E Para} Stacy Martin-^{SPED Para} Melissa Schexnaydre-^{Nurse#} Gina Burst-^{ADM} _____ - Stakeholder _____ - Stakeholder</p>	<p>Engaging Stakeholders Committee Julia Berniard-^K Miranda Boudreaux-^{1st**} Jolene Hartman-^{ST1st} Taylor Norfleet-^{2nd} Lindsay Duhe-^{SPED} Heidi Pizani-^{SPED PK} Shelly Herbert-^{E#} Cindy Dipuma-^{RR} Monica Bourgeois-^{Pre-K Para} Ashley Falcon-^{SPED Para} Chelsea Alario-^{SPED Para} Terri Dufrene-^{Permanent Sub} Dunia Kennedy-^{FC#} _____ - Stakeholder _____ - Stakeholder</p>	<p>Technology Committee Vanessa Camarata-^{Pre-K} Logan Cancienne-^{K**} Courtney Muller-^{1st} Stephanie Knight-^{1st} Kelly Benedict-^{SPED 2nd} Tracy Schober-^{SPED 1st} Samuel Lopez-^E Anne Ardoin-^{E#} Lakia Butler-^{E/Interventionist} Jessica Bychurch-^{ITC#} _____ - Stakeholder _____ - Stakeholder</p>
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*** Chairperson**
**** Co-Chair**
#Itinerant

SBLC & RTI Committee Lindsay Duhe- ^{SPED *} Lori Hogan- ^{Counselor **} Sam Lopez - ^{E/Interventionist} Wendy Lagarde/Aimee Vedros- ^{RR} Lisa Perrin- ^{ADM}	Crisis Response Team Gina Burst - ^{ADM} Lori Hogan- ^{Counselor **} Lisa Perrin- ^{ADM **} Melissa Schexnaydre- ^{Nurse}	Testing Coordinators Gina Burst- ^{ADM *} Aimee Vedros- ^{RR}	Teacher Orientation/ Induction Representatives Gina Burst- ^{ADM*} Latanya Williams-Jenkins 2nd	Responsive Classroom Facilitators Miranda Boudreaux- ^{1st} Logan Cancienne- ^K Courtney Muller- ^{1st}
Handle with Care Trainers Samuel Lopez- ^{Enrichment}	Safe Schools Committee Monica Baloney ^{Custodian} Gina Burst- ^{ADM **} Lakia Butler- ^{Interventionist} Lisa Harrell- ^{SOS} Lori Hogan- ^{Counselor} Wendy Lagarde - ^{RR} Samuel Lopez- ^{Enrichment**} Karen Loupe ^{Custodian} Claire Matherne- ^{Cafe} Lisa Perrin- ^{ADM} Melissa Schexnaydre- ^{Nurse} Brenda Scott- ^{Custodian} Sandra Zeller- ^{SOS}	Equity Group Kelly Benedict- ^{SPED} Miranda Boudreaux- ^{1st} Gina Burst- ^{ADM} Logan Cancienne- ^K Stephanie Knight- ^{2nd} Lisa Perrin- ^{ADM*} Latanya Williams- Jenkins- ^{2nd}	Social Emotional Wellness Team/Discipline Committee Kelly Benedict- ^{2nd SPED} Gina Burst- ^{ADM} Rachel Dufrene- ^{SPED Para} Lori Hogan- ^{Counselor} Lisa Perrin- ^{ADM} Janel Ryan- ^{K SPED} Tracy Schober- ^{1st SPED} Tonya Tastet- ^{Enrichment Para}	United Way Coordinator Amye Barre- ^{SPED Para}
<p style="text-align: center;">Key</p> K=Kindergarten 1st=Grade 1 2nd=Grade 2 ADM=Administration E=Enrichment MR=Math Resource RR=Reading Recovery SPED=Special Education * Chairperson ** Co-Chair				

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
Promotion rate	97%- Kindergarten 94%- 2 nd grade
Acadience Reading	Increase of cohort data from 2020 Middle of Year (MOY) to 2021 End of Year (EOY) 55% at or above benchmark- MOY Kindergarten 64% at or above benchmark- EOY Kindergarten 29% at or above benchmark- MOY 1 st grade 38% at or above benchmark- EOY 1 st grade 61% at or above benchmark- MOY 2 nd grade 69% at or above benchmark- EOY 2 nd grade
Parent/teacher conferences	Increase of parent participation from 81% in Fall 2020 to 92% in Spring 2021
Report card math data	95% of Kindergarteners met the report card expectation for the standard K.OA.A.2 88% of 1 st graders met the report card expectation for the standard 1.OA.A.2
Reading Recovery data	95% of students finished with accelerated progress
Teaching Strategies Gold data	90% of Pre-Kindergarteners met the expectations in reading foundational skills (15a, 15b, 15c, 16a, 16b)

Challenges	Evidence
Special education subgroup promotion rate	20% of Kindergarteners- met academic requirements for promotion 27% of 1 st graders- met academic requirements for promotion 28% of 2 nd graders- met academic requirements for promotion
Report card reading data	79% of 1 st graders met the report card expectation for the standard RF.1.3 85% of 2 nd graders met the report card expectation for the standard RF.2.3
Teaching Strategies Gold data	77% of Pre-Kindergarteners met the expectations in math foundational skills (20b)

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:

1. To increase the percentage of students in the special education subgroup who met the academic requirements for promotion
 - a. From 20% to 28% in Kindergarten
 - b. From 27% to 37% in 1st grade
 - c. From 28% to 40% in 2nd grade
2. To increase the percentage of students who meet grade-level expectations in knowing and applying phonics and word analysis skills in decoding words
 - a. From 90% to 93% in Pre-Kindergarten focusing on foundational skills on the TS Gold Standards 15a, 15b, 15c, 16a, 16b
 - b. From 81% to 84% in Kindergarten focusing on the Louisiana State Standard RF.K.3
 - c. From 79% to 82% in 1st grade focusing on the Louisiana State Standard RF.1.3
 - d. From 85% to 88% in 2nd grade focusing on the Louisiana State Standard RF.2.3
3. To increase the percentage of students who meet grade-level expectations in math foundational skills
 - a. From 77% to 80% in Pre-Kindergarten focusing on foundational skills on the TS Gold Standard 20b
 - b. From 95% to 98% in Kindergarten focusing on the Louisiana State Standard K.OA.A.2
 - c. From 88% to 91% in 1st grade focusing on the Louisiana State Standard 1.OA.A.1
 - d. From 72% to 75% in 2nd grade focusing on the Louisiana State Standard 2.OA.A.1

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
Implement a comprehensive instructional and assessment program for all academic curricula aligned with Louisiana Student Standards				

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"> • Develop a deeper knowledge and understanding of the shift in English Language Arts (ELA) practices and instruction <ul style="list-style-type: none"> • Analyze Louisiana Student Standards for ELA • Understand the progression of standards through grade levels (K-2) • Attend ELA professional development <ul style="list-style-type: none"> • Science of Reading • AIMS Pathway • LETRS • CDL Growing Reading Brains • Amplify • District • School 	August-May	Time	ELA teachers; Special Education teachers; Reading Recovery teachers; Administration; Instructional Technology Coach (ITC); District Literacy Team; Interventionists	Vertical articulation documentation; Sign-in sheets; Meeting agendas; Certifications
<ul style="list-style-type: none"> • Analyze initial student data according to strengths and areas to grow in Scarborough's Reading Rope strands 	August	Time	ELA teachers; Special Education teachers; Administration; Instructional Technology Coach (ITC); Reading Recovery Leaders	Scarborough's Reading Rope Class Chart; Sign-in sheet; Meeting agenda
<ul style="list-style-type: none"> • Develop an action plan and implement strategies that will accelerate and remediate learners 	August-May	Time; Tier 1 Curriculum resources	ELA teachers; Special Education teachers; Administration; Instructional Technology Coach (ITC); Interventionists	Small group and reading lesson plans; 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?
<ul style="list-style-type: none"> Progress monitor and analyze data to determine growth 	August-May	Time	ELA teachers; Special Education teachers; Administration; Instructional Technology Coach (ITC); Interventionists	mClass progress monitoring data; Data review agendas; Meeting agendas
<ul style="list-style-type: none"> Reflect and revise the action plan 	August-May	Time	ELA teachers; Special Education teachers; Administration; Instructional Technology Coach (ITC); Interventionists	Small group and reading lesson plans; Meeting agendas; Data review agendas
<ul style="list-style-type: none"> Refine ELA practices and fully implement curriculum resources within instruction <ul style="list-style-type: none"> Attend professional development <ul style="list-style-type: none"> Core Knowledge Language Arts (CKLA) mClass Co-teaching Intervention/small group Curriculum assessments Amplify Reading Frog Street Press 	August-May	Time; Curriculum resources	ELA Teachers; Administration; District Literacy Team; Reading Recovery Teachers; Special Education Teachers; Paraeducators	Sign-in sheets; Lesson plans
<ul style="list-style-type: none"> Collaborate during planning with intentionality <ul style="list-style-type: none"> Complete the CKLA Skills Unit Internalization Guide 	August-May	Time; Curriculum resources	ELA Teachers; Special Education Teachers; ITC; Administration;	Lesson plans; Louisiana Department of Education (LDOE) Curriculum Planning Tool; Small group lesson plan template; Data review

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>prior to planning sessions</p> <ul style="list-style-type: none"> • Develop and implement a small group/intervention plan template • Discuss next steps to accelerate or remediate for whole group and small group instruction based on analyzed data • Reflect on effectiveness of instruction <ul style="list-style-type: none"> • Refine math practices and fully implement curriculum resources <ul style="list-style-type: none"> • Analyze Louisiana Student Standards for Math • Understand the progression of standards through grade levels (K-2) • Attend professional development for effective implementation <ul style="list-style-type: none"> • Eureka • ZEARN • Insync • Affirm • Math Summit 	<p>August-May</p>	<p>Time; Curriculum resources</p>	<p>Math Teachers; Special Education Teachers, Math Resource Teacher; Administration; Interventionist; Paraeducators</p>	<p>Meeting agendas; Sign-in sheets; Meeting evaluations</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"> • Collaborate during planning with intentionality <ul style="list-style-type: none"> • Complete the Eureka Module Overviews prior to planning sessions • Discuss next steps to accelerate or remediate for whole group and small group instruction based on analyzed data • Develop and implement a small group/intervention plan template • Reflect on effectiveness of instruction • Collaboratively score ZEARN math assessments during planning 	August-May	Time; Curriculum resources	Math Teachers; Special Education Teachers, Math Resource Teacher; Administration;	Lesson plans; Small group plan template;

Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Ongoing Professional Growth	90% of the staff agreed with the indicator from the Upbeat survey: “The work environment at my school supports employees’ ongoing professional growth.”
Teacher Effectiveness	4.58 out of 5.0 rated on the Stakeholder (parent) Survey for the indicator: “My child’s teachers provide curriculum and learning experiences that meet his/ her needs.”
Teacher Collaboration Component	100% of the staff agreed with the indicator from the Upbeat survey: “Employees at my school do meaningful work together in teams.” 98% of the staff agreed with the indicator from the Upbeat survey: “Employees at my school help each other improve their instructional practice.”

Challenges	Evidence
Professional Development Opportunities	76% of the staff agreed with the indicator from the Upbeat survey: “The professional development available to me helps me improve my teaching.” 67% of the staff agreed with the indicator from the Upbeat survey: “The professional development available to me is a good use of my time.”
Diverse Workforce	The number of diverse professional staff is 7% below the demographics of the student population.

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. To increase the percentage of teachers who agree, “The professional development available to me helps me improve my teaching” from 76% to 85%.
2. To increase the percentage of teachers who agree, “The professional development available to me is a good use of my time” from 67% to 76%.

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>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> <ul style="list-style-type: none"> • Extend an invitation to Historically Black Colleges and Universities and the University of New Orleans education department leaders to include AES as a school for undergraduate hours • Collaborate with the St. Charles Parish Public Schools (SCPPS) Human Resource Recruiting Specialist to have minority undergraduate students complete hours at AES • Support interested African American/ Black faculty members in mentorship and leadership positions 	<p>August-May</p>	<p>Time; Stipend and mileage costs; Copy costs of the introduction letter</p>	<p>Administration; SIT Chair, SIT Co-Chair; SCPPS Human Resource Recruiting Specialist</p>	<p>Contact log</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>Focus on the alignment of taught and assessed curricula</p> <ul style="list-style-type: none"> • Analyze Louisiana Student Standards for ELA • Develop an understanding of the progression of ELA standards through grade levels (K-2) • Attend ELA professional development <ul style="list-style-type: none"> • Science of Reading • AIMS Pathway • LETRS • CDL Growing Reading Brains • Amplify • District • School • Refine English Language Arts (ELA) practices and fully implement curriculum resources <ul style="list-style-type: none"> • Attend professional development <ul style="list-style-type: none"> • Core Knowledge Language Arts • mClass • Co-teaching • Intervention/small group • Curriculum assessments • Amplify Reading • Frog Street Press 	<p>August-May</p> <p>August-May</p> <p>August-May</p> <p>August-May</p>	<p>Time</p> <p>Time</p> <p>Time</p> <p>Time; Curriculum resources</p>	<p>ELA teachers; Special Education teachers; Administration</p> <p>ELA teachers; Special Education teachers; Administration</p> <p>ELA teachers; Special Education teachers; Reading Recovery teachers; Administration; Instructional Technology Coach (ITC); District Literacy Team</p> <p>ELA Teachers; Administration; Reading Recovery Teachers; ITC; Special Education Teachers</p>	<p>Sign-in sheet; Meeting agenda</p> <p>Sign-in sheets; Meeting agendas</p> <p>Sign-in sheets; Meeting agendas; Certifications</p> <p>Sign-in sheets; 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?
Implement PowerSchool Performance Matters <ul style="list-style-type: none"> • Provide professional development on use and expectations 	August-May	Time	Administration; Teachers; ITC	Meeting agendas; Sign-in sheets; Meeting evaluations; PowerSchool Performance Matters reports

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Resources and Facilities	100% of the staff agreed with the indicator from the Upbeat survey: “My school is a physically safe environment for students.”
Safe Learning Environment	4.66 out of 5.0 rated on the Stakeholder (parent) Survey for the indicator: “Our school provides a safe learning environment.” 4.46 out of 5.0 rated on the Stakeholder (parent) Survey for the indicator: “Our school ensures that the facilities support student learning.”
Care and Commitment	98% of the staff agreed with the indicator from the Upbeat survey: “Employees at my school care about the wellbeing of students.” 98% of the staff agreed with the indicator from the Upbeat survey: “Employees at my school go above and beyond to support students.” 98% of the staff agreed with the indicator from the Upbeat survey: “Administration at my school value the perspectives of employees from different races, ethnicities, and cultures.”

Challenges	Evidence
Counseling Services	4.00 out of 5.0 rated on the Stakeholder (parent) Survey for the indicator: “Our school provides excellent counseling services.” On the comment section of the parent survey, it was stated, “There is a critical need for a full-time counselor.”
Discipline Referral Data	94% of all referrals were received by male students

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. To decrease the percentage of referrals obtained by male students from 94% to 75%
2. To increase the weighted average of the Stakeholder (parent) Survey on the indicator “Our school provides excellent counseling services” from 4.00 out of 5.00 to 4.15 out of 5.00.

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 strategies to ensure the development of social and emotional skills</p> <ul style="list-style-type: none"> • Refine the implementation of Catfish Character Traits focusing on Social Emotional Competencies <ul style="list-style-type: none"> • Revisit and adjust books used for character traits • Incorporate character traits in the Community Morning Meeting (CMM) sharing • Recognize students who show the character traits of the month • Refine social and emotional development lessons within counseling enrichment class • Study the <u>3 Keys to Defeating Unconscious Bias</u> by Sondra Thiederman 	<p>August-May</p>	<p>Time; Cost of books</p>	<p>Teachers; Administration</p>	<p>Finley’s Finest forms; Community Morning Meeting agendas; Bulletin board; Morning Meeting lesson plans</p>
	<p>August-May</p>	<p>Time; Cost of Calm Down Kits</p>	<p>Counselor; Teachers</p>	<p>Counseling Lesson Plans</p>
	<p>August-May</p>	<p>Time; Cost of books</p>	<p>Administration; Teachers; Staff; Equity Group</p>	<p>Sign-ins; Meeting agendas; Meeting evaluations</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"> Participate in discussions about developing our equitable mindset 	August-May	Time; Stipend	Administration; Teachers; Staff; Equity Group	Sign-ins; Meeting agendas; Meeting evaluations
<p>Develop an understanding for best practices for addressing misbehavior</p> <ul style="list-style-type: none"> Create and administer student interest surveys Identify male students who are at risk for referrals to implement an individualized plan to support the students Revisit restorative circles to mend relationships Read articles to understand how males think and learn Implement proactive strategies for male students 	<p>August-May</p> <p>August-May</p> <p>August-May</p> <p>August-May</p> <p>August-May</p>	<p>Time; Cost of copies of student interest survey</p> <p>Time</p> <p>Time</p> <p>Time; Cost of copies of article: With Boys in Mind</p> <p>Time</p>	<p>Administration; Teachers</p> <p>Administration; Teachers; Social Emotional Wellness Team/Discipline Committee</p> <p>Administration; Teachers; Social Emotional Wellness Team/Discipline Committee</p> <p>Administration; Teachers; Social Emotional Wellness Team/Discipline Committee</p> <p>Administration; Teachers; Social Emotional Wellness Team/Discipline Committee</p>	<p>Survey results</p> <p>Meeting Agendas; Sign-in sheets; Behavior data; Individualized plans</p> <p>Meeting Agendas; Sign-in sheets</p> <p>Meeting Agendas; Sign-in sheets</p> <p>Meeting Agendas; Sign-in sheets; Behavior 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"> Monitor behavior data in order to adjust plans 	August-May	Time	Administration; Teachers; Social Emotional Wellness Team/Discipline Committee	Meeting Agendas; Sign-in sheets; Behavior data

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Parent/Teacher Conferences	11% increase in attendance from 81% in Fall 2020 to 92% in Spring 2021
Meet and Greet	99% participation in the Meet and Greet events
Family Engagement Events	37 events were held either virtually, in-person, or at home
United Way Campaign	100% faculty and staff participation in United Way Campaign for two consecutive years
Parent/Teacher Communication	2,360 phone calls were made through School Status 250 emails were made through School Status 37,920 text messages were sent through School Status

Challenges	Evidence
Social Media	46 tweets posted for stakeholders
Stakeholder Involvement in PTA	119 stakeholders and faculty joined PTA 4 stakeholders attended monthly board meetings, on average

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"> • Support parents with technology needs <ul style="list-style-type: none"> • Call and make introductions to students’ parents explaining and using technology and inviting to Open House • Review and revise “A Parent’s Guide to Supporting Online Learning at Home” • Provide parents with a revised booklet addressing online resources and procedures • Create and share monthly technology tips 	August	Time; SchoolStatus; Copy costs	Teachers; Family Literacy Teacher; Administration Teachers; Family Literacy Teacher	Parent’s Guide to Supporting Online Learning at Home; Social Media; Newsletter
<ul style="list-style-type: none"> • Promote awareness of the learning opportunities and positive climate of Allemands Elementary through community outreach <ul style="list-style-type: none"> • Contact a variety of community stakeholders • Create and distribute school awareness flyer • Create and share school awareness video • Increase and diversify social media posts • Restructure newsletter 	August-May	Time ; Copy costs	Teachers; Administration; Social Media Committee	Contact log; Social media platforms; Flyer; Newsletters; Video

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
Science of Reading	ELA teachers Reading Recovery teachers Administration
AIMS Pathways	ELA teachers Administration
LETRS	Prekindergarten teacher
mClass	ELA teachers Reading Recovery teachers
Co-teaching	Inclusion teachers Special education teachers
Amplify Reading	ELA teachers Administration
Zearn	Math teachers Administration
Frog Street Press	Prekindergarten teachers
Professional Learning Communities	All teachers Administration
Equity	All faculty and staff
PS Performance Matters	All teachers Administration

AES Improving Student Learning Through Federal Program Funding

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

Action Steps	Time Line	Estimated Resources	Persons Responsible	Method of Monitoring
Identified 1 st grade students will participate in Reading Recovery.	Daily for 20 weeks August 21 – May 22	Title 1 Salary & Benefits for 1 RR/mCLASS Teacher \$100 M & S/teacher	Principal Classroom Teachers RR/mCLASS Teachers Teacher Leaders Director of Federal Programs Title I Coordinator	Reading Recovery Documentation Formal Observations Informal Observations End of Year Results
Identified Kindergarten, First and Second Grade students will participate in mCLASS groups for at risk readers.	Daily August 21 – May 22	Title 1 Salary & Benefits for 1 RR/mCLASS Teacher \$100 M & S/teacher	Principal RR/mCLASS Teachers Teacher Leaders Director of Federal Programs Title I Coordinator	Lesson Plans mCLASS Lesson Documentation Formal Observations Informal Observations End of Year Results
40 identified 4-year-old students will participate in developmentally appropriate activities during the school day.	Daily August 21 – May 22	Title 1 30 % Salary & Benefits for 1 Teacher 30% Salary & Benefits for 1 Para–educator \$1,000 M & S/teacher	Principal Teacher Para Educator Director of Federal Programs	Lesson Plans Attendance Reports Testing Data

AES Staff Development Through Federal Program Funding

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

AES Family Engagement Activities Through Federal Program Funding

Goals:

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

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