



School Improvement Plan

2019-2020

Ethel Schoeffner Elementary
School

Vanessa Terry
Principal

Vision

The students, families, community members, and staff of Ethel Schoeffner Elementary School value education as a top priority. As stakeholders, we share a responsibility to create a *safe and* nurturing environment. *Students aspire* to achieve their potential *by mastering* and *exceeding* academic and social goals. Our staff fosters a love of learning which prepares students to be self-motivated, *to* think critically, and *to* be responsible citizens *who inspire others to do their best.*

Reviewed -

Students - May 22, 2019

Teachers/Staff - May 24, 2019

School Leadership Team - May 28, 2019

PTO Board - June 4, 2019

Mission

The mission of Ethel Schoeffner Elementary School is to provide a high quality education to enable all students to work together to become empathetic, respectful citizens and productive life-long learners.

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Students - May 22, 2019

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Values/Beliefs

At Ethel Schoeffner Elementary School we believe:

- education is our top priority.
- all students are capable of learning
- all students are valued as individuals with unique physical, social, cultural, emotional and intellectual needs.
- instructional time is essential and is honored.
- students and staff *have* high expectations for achievement.
- open and honest communication builds trust *and fosters relationships* among all stakeholders.
- all members of the school community should be treated in a respectful and caring manner.
- a positive, *safe* and supportive environment enables students and staff to reach their potential for life-long learning.
- *teamwork is essential in developing* cooperative citizens.
- *student and teacher engagement is key to overall success.*

Reviewed -

Students - May 22, 2019

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Part 2 - School Governance Structure and Committee Assignments

Vanessa Terry, Principal and Chrissie Paradise and Calvin Ike, Assistant Principals



School Improvement Team: Chair - Katie Young, Co-chair/Recorder - Alyson St. Germain



Preparing Students for Academic Success		Safe and Supportive Learning Environment	Engaging Stakeholders
<p>Academic Support</p> <p><u>Brittani Corzo</u> Paula Robicheaux Allison Feaheny Debbie LeGrange Ashley McDonald Tina Waguespack Ellen Haughey Kimberlee Dickson Dana DeJean April Chauvin Laura Turner</p>	<p>RTI/Intervention</p> <p><u>Vanessa Terry</u> Jennifer Mack Holly Granier Jo Ann Roussel Kristen Weber <u>Anne Dantin</u> Tara Couch</p>	<p><u>Angela Willis</u> <u>Chrissie Paradise</u> <u>Ashley Schwertz</u> <u>Katie Young</u> <u>Calvin Ike</u> Trezan Sorapuru Micque Voges Natalie Desselle Karen Pethe Ria O'Sullivan <u>Jennifer Durfey</u> Ravian Carter</p>	<p><u>Mona Wexler</u> Brittany Clark Renee Hebert Alana Murphy Kelly Oncale Pam Anderson Annette Matherne Catherine Schexnayder Tamara Bay Kristin Surmik Aimee Soignier Christine Rapp Melanie Picou John Lehon Taylor Cortez Chris Munch</p>

Name in bold represents Committee Chair Member.
 Name underlined represents School Improvement Team members.

Student Achievement

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Social Studies instruction	The percentage of students scoring Mastery or Above on the 2018-2019 Social Studies LEAP 2025 assessment increased at all grade levels. 3rd grade - 7% increase 4th grade - 5% increase 5th grade - 11% increase
Students meeting Pupil Progression Plan requirements	The number of students placed or retained decreased. 2017-2018 - 19% of students placed or retained 2018-2019 - 15% of students placed or retained

Challenges	Evidence
ELA instruction	The percentage of students scoring Mastery or Above on the 2018-2019 LEAP 2025 assessment decreased at all grade levels. 3rd grade - 6% decrease 4th grade - 14% decrease 5th grade - 2% decrease
Achievement of Special Education students in ELA	The percentage of students scoring Basic or Above on the 2018-2019 LEAP 2025 assessment decreased. 3rd to 4th grade cohort - 11% decrease 4th to 5th grade cohort - 15% decrease
Math Instruction	On average, 46% of 3rd - 5th grade students scored Basic or Below on the 2018-2019 LEAP 2025 assessment.

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.

ELA 2019-2020 LEAP 2025	Math 2019-2020 LEAP 2025
65% of 3rd grade students will score Mastery or Above	55% of 3rd grade students will score Mastery or Above
62% of 4th grade students will score Mastery or Above	55% of 4th grade students will score Mastery or Above
62% of 4th grade students will score Mastery or Above	67% of 5th grade students will score Mastery or Above
60% of special education students will score Basic or Above	

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 small group instruction in ELA.</p> <ul style="list-style-type: none"> • Attend and actively participate in professional learning on small group instruction in reading. • Apply new learning to deliver small group instruction. • Conduct observations and provide feedback relative to effectiveness of small group instruction. • Collaborate with Literacy teacher to align remediation support. • Utilize LEAP 360 data to determine flexible groups and remediation or acceleration plan for students. • Utilize Guidebooks resources when developing plans. 	<p>Aug. 2019- May 2020</p>	<p>Diverse Learner's Guide Mentor Sentences The Writing Revolution LEAP 2025 LEAP 360 Guidebooks Curriculum Assessments District professional learning sessions</p>	<p>Melissa Wehner Allison Puissegur ESE Literacy Teacher ELA teachers Curriculum & Technology Coach</p>	<p>Sign-in sheets Classroom observations Lesson plans</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>Implement small group instruction in math.</p> <ul style="list-style-type: none"> • Attend and actively participate in professional learning on Zearn. • Utilize diagnostic data, Module assessments, and LEAP 360 to determine remediation or acceleration plan for students. • Establish tracking system to identify progression of pathways. • Collaborate with Math Resource teacher to align remediation support • Conduct observations and provide feedback relative to effectiveness of small group instruction. • Prioritize math remediation time to take place at the beginning of each math class, excluding assessment days. 	Aug. 2019- May 2020	Zearn Pathways LEAP 2025 LEAP 360 Math Module Curriculum resources	Math teachers Math resource teacher Curriculum & Technology Coach	Sign-in sheets Classroom observations Lesson plans Tracking sheets Pathway packets
<p>Improve effectiveness of collaboration between general education and special education teachers.</p> <ul style="list-style-type: none"> • Utilize assessment data to determine flexible groups and remediation plan. • Designate weekly planning day for inclusion team collaboration. • Collaboratively plan for: <ul style="list-style-type: none"> ○ flexible small group instruction ○ co-teaching ○ academic accommodations 	Aug. 2019 - May 2020	Diverse Learner's Guide Mentor Sentences The Writing Revolution LEAP 2025 LEAP 360 Guidebooks Curriculum Assessments District professional learning sessions	SPED facilitator SPED teachers Inclusion teachers	Sign-in sheets Lesson plans Classroom observations

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<ul style="list-style-type: none"> • Implement digital literacy standards <ul style="list-style-type: none"> ○ Utilize Google Classroom to collaborate with teacher and peers ○ Create presentations to share knowledge of content standards for a variety of audiences and purposes ○ Use online databases and appropriate internet resources to locate useful information ○ Provide students with multiple opportunities to complete assessments online ○ Provide students with multiple opportunities to utilize online testing tools 	Aug. 2019 - May 2020	Chromebooks Google Classroom Online Testing Tools DRC Illuminate Edulastic Eagle	Teachers Administration Keyboarding para-educator	Student work Classroom observations Testing data

Staff Excellence
Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Grade-level collaborative planning	<ul style="list-style-type: none"> • Monthly Shark Sharing extended planning • Identified weekly planning days • Quarterly extended planning (content specific) • Participation of literacy and math resource teacher in weekly planning • 2018-2019 AdvancEd: <ul style="list-style-type: none"> ○ In my school teachers work together to improve student learning - 92% of students agree or strongly agree.

Challenges	Evidence
Individualized instruction	2018-2019 AdvancEd: <ul style="list-style-type: none"> • "My child's teachers provide curriculum and learning experiences that meet his/her needs." 28% of parents were neutral, disagreed or strongly disagreed • "My child's teachers give work that challenges my child." 17% of parents were neutral, disagreed or strongly disagreed
Equitable opportunities	2019 Student Voice Survey: <ul style="list-style-type: none"> • "Rules are applied equally to all students." 24% of students were neutral, disagreed or strongly disagreed. • "My teacher values everyone's opinions." 22% of students were neutral, disagreed or strongly disagreed • "My teacher knows what is important to me." 43% of students were neutral, disagreed or strongly disagreed
Vertical articulation	<ul style="list-style-type: none"> • While grade level specific planning is a strength, opportunities for planning across multiple grade levels is lacking. • Informal feedback from teachers

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. Participation in vertical articulation conversations across the grade band 3-5 will increase from 0 opportunities in the 2018-2019 school year to 2 opportunities per grade level in the 2019-2020 school year.
2. The percentage of students who agree or strongly agree their teacher knows what is important to them will increase from 57% in spring 2019 to 65% in spring 2020. (Student Voice Survey)
3. 70% or more of formal and informal observations will incorporate differentiated instruction in the 2019-2020 school year. (Compass Component 1c: D)

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 overall teacher effectiveness through vertical articulation.</p> <ul style="list-style-type: none"> • Gather and review the progression documents for the previous grade level and upcoming grade level(s) in each content area. • Provide opportunities for grade band observations and discussions. 	<p>Aug. 2019</p> <p>Sept. 2019 - Mar. 2020</p>	<p>Progression documents LDOE website Substitute teachers NSE, ESE, HMS teachers</p>	<p>Administration Academic Support Subcommittee Teachers</p>	<p>Observations Observation tool Meeting notes Teacher feedback</p>
<p>Raise awareness for building equitable opportunities for stakeholders.</p> <ul style="list-style-type: none"> • Participate in a book study on building equity. • Engage in accountable talk sessions. • Reflect on implications on the school level. • Implement strategies identified from book study. 	<p>Aug. 2019 - May 2020</p>	<p><i>Building Equity: Policies and Practices to Empower All Learners</i> By Smith, Frey, Pumpian, Fisher ASCD Study Guide faculty meetings early release days</p>	<p>ESE staff ESE students Administration</p>	<p>Agendas Sign-in sheets Self-reflection Responses to guiding questions Student Voice survey results 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"> Administer Student Voice survey 	Apr. 2020	Student Voice Survey - Instructional Solutions Group, Judy Tilton Brunner		
<p>Increase overall effectiveness when planning for individualized instruction.</p> <ul style="list-style-type: none"> Participate in professional development to make informed instructional decisions. <ul style="list-style-type: none"> data analysis digital literacy Review data to discuss possible small group supports Provide differentiated instruction in ELA and Math. 	<p>Aug. 2019 - Dec. 2019</p> <p>Sept. 2019 - Apr. 2020</p> <p>Daily</p>	<p>Stipends for presenting and attending (\$500)</p> <p>Chromebooks</p> <p>G suite</p> <p>Zearn</p> <p>Diverse Learner's Guides</p> <p>Remediation Guides</p> <p>Illuminate</p> <p>Eduastic</p> <p>Eagle</p> <p>Shark Sharing</p>	<p>Grade level teams</p> <p>Technology and Instruction Coach</p> <p>Administration</p> <p>Teachers</p>	<p>Agendas</p> <p>Meeting evaluations</p> <p>Observations</p> <p>Lesson plans</p> <p>Sign-in sheets</p> <p>Student performance on assessments</p>

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
LA Department of Education Behavior Referrals decreased	199 referrals in 2017-2018 in comparison to 151 referrals in 2018-2019
"Our school provides a safe learning environment."	2018-2019 AdvancEd Survey: <ul style="list-style-type: none"> • 92% of staff agree or strongly agree • 73% of students agree or strongly agree (increase of 12% from 2017-2018)
"Rules apply equally to all students."	2018-2019 AdvancEd Survey: <ul style="list-style-type: none"> • 76% of students agree or strongly agree (increase of 23% from 2017-2018)
"The buildings and grounds are clean and provide a healthy place for learning."	2018-2019 AdvancEd Survey: <ul style="list-style-type: none"> • 68% of students agree or strongly agree • 96% of staff agree or strongly agree • 100% of parents agree or strongly agree

Challenges	Evidence
"My school makes sure there is at least one adult who knows me well and shows interest in my education."	2018-2019 AdvancEd Survey: <ul style="list-style-type: none"> • 75% of students agree and strongly agree
"Students are treated with respect."	2018-2019 Advanced Ed Survey: <ul style="list-style-type: none"> • 48% of students agree and strongly agree
"Students treat adults with respect."	2018-2019 Advanced Ed Survey: <ul style="list-style-type: none"> • 37% of students agree and strongly agree
School infractions	Although the infraction numbers decreased by 33%, the overall total (335) is still high.
"My teacher stays current with music, video games, and events that are important to me."	2018-2019 Student Voice Survey: <ul style="list-style-type: none"> • 30% of students agree and strongly agree
"My teacher knows about my hopes and dreams."	2018-2019 Student Voice Survey: <ul style="list-style-type: none"> • 51% of students agree and strongly agree

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. Office referrals will decrease from 151 to 138 in the 2019-2020 school year.
2. School infractions will decrease from 335 to 302 in the 2019-2020 school year.
3. The number of students who receive an office referral for treating an authority with disrespect and/or being willfully disobedient will decrease from 40% to 30% in the 2019-2020 school year.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>Implement evidence-based approaches to maintain a safe learning environment.</p> <ul style="list-style-type: none"> • Implement Everyday Student Essentials. <ul style="list-style-type: none"> ○ Provide staff development on Everyday Student Essentials. ○ Implement school wide lesson plan to teach everyday student essentials through interactive modeling. ○ Highlight "Essentials on the Go" where stakeholders recognize respectful practices from students living the essentials outside of the classroom. ○ Recognition of Everyday Student Essentials by peers. 	<p>Aug. 2019</p> <p>Aug. 2019</p> <p>Sept. 2019 - May 2020</p> <p>Sept. 2019 - May 2020</p>	<p>Everyday Student Essentials</p> <p>School-wide lesson plans</p> <p>Newsletters</p> <p>Stickers (\$300)</p> <p>Parent information sheets</p> <p>Magnets (\$200)</p> <p>Bulletin board</p> <p>Morning announcements</p> <p>Grade-level Morning Meeting</p>	<p>Staff</p> <p>School Leadership Team</p> <p>Students</p>	<p>Agendas</p> <p>Sign-in sheets</p> <p>Observations</p> <p>Lesson plans</p> <p>Parent information sheets</p> <p>Morning Meetings</p> <p>Stakeholder feedback</p>

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<ul style="list-style-type: none"> • Conduct Morning Meetings that focus on developing relationships within the school community <ul style="list-style-type: none"> ○ Revisit Morning Meeting expectations and components (Greeting, Sharing, Group Activities, Morning Message). <ul style="list-style-type: none"> ▪ model Morning Meeting practices ▪ provide resources for the components ○ Participate in partner Morning Meeting opportunities <ul style="list-style-type: none"> ▪ foster relationships ▪ provide/receive feedback to Morning Meeting facilitator on components observed ▪ conduct restorative circles ○ Participate in grade-level Morning Meetings. <ul style="list-style-type: none"> ▪ celebrate student success ▪ discipline updates ▪ grade level goal setting ▪ reaffirm school expectations • Revise structure of bully prevention lessons. <ul style="list-style-type: none"> ○ Create and deliver lessons to address students' needs relative to anti-bullying behaviors. <ul style="list-style-type: none"> ▪ align format to include Morning Meeting components 	<p>Aug. 2019</p> <p>Aug, 2019 - Nov. 2019</p> <p>Aug, 2019 - Apr. 2020</p> <p>Aug. 2019 - May 2020</p>	<p>Beginning of the year PD Responsive Classroom library books Morning Meeting component handouts Restorative Rings</p> <p>Morning Meeting (7:55 - 8:20)</p> <p>Videos Guest speakers Referral data School-wide incentive (\$500)</p> <p>Mondays Matter lessons</p>	<p>Staff School Leadership Team Administration Safe & Supportive Learning Environment Committee</p> <p>Partner teachers</p> <p>Safe & Supportive Learning Environment Committee</p> <p>Staff Safe & Supportive Learning Environment Committee Counselor</p>	<p>Sign-in sheets Observations Lesson plans Morning Meeting Peer feedback Agendas (monthly) Discipline data Bulletin board</p> <p>Observations Lesson plans Student survey Discipline data</p> <p>List of students Discipline data</p>

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
"Our school provides opportunity for stakeholders to be involved in the school."	2018-2019 AdvancEd Survey: <ul style="list-style-type: none"> • 82% of parents agree or strongly agree (11% increase from 2017-2018) • 92% of students agree or strongly agree (16% increase from 2017-2018)
"School administrators are accessible to address student and parent concerns."	2018-2019 AdvancEd Survey: <ul style="list-style-type: none"> • 100% of parents agree or strongly agree • 76% of students agree or strongly agree

Challenges	Evidence
Participation at Parent-Teacher-Student conferences did not increase.	2018-2019 Advanced Ed Survey: <ul style="list-style-type: none"> • 70% attendance in Fall 2018 • 61% attendance in Spring 2019

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. Participation at Parent-Teacher-Student conferences will increase from an average of 65% attendance in the 2018-2019 school year to 75% attendance in the 2019-2020 school year.
2. Participation in family learning opportunities will increase by 10% from an estimated total of 190 families in attendance in the 2018-2019 school year to 210 families in attendance in the 2019-2020 school year.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>Provide opportunities for families to engage in a variety of activities to foster meaningful relationships, academic growth and social interactions.</p> <ul style="list-style-type: none"> • Conduct Parent And Child Together (PACT) sessions in Science and Social Studies. • Raise an awareness of our diverse student population by inviting school families to share their cultural customs and traditions at a Multi-cultural fair. 	<p>Sept. 17, 2019 Nov. 13, 2019</p> <p>Jan. 30, 2020</p>	<p>Substitute teachers Curriculum resources Teacher volunteers 9:00 AM Flyer Advertisement</p> <p>Community volunteers Materials/supplies (\$400) Flyer Advertisement</p>	<p>Classroom teachers Student Achievement Committee Administration Technology and Instruction Coach</p> <p>Engaging Stakeholder Committee</p>	<p>Sign-in sheets Parent survey Agenda</p> <p>Sign-in sheets Parent survey</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 an Ethel Schoeffner Family Picnic. 	Nov. 2, 2019 (10:00 AM - 1:00 PM)	Materials/supplies (\$600) Volunteers Refreshments Valero Invitations/RSVP Advertisement Photographer	Engaging Stakeholder Committee ESE staff	Sign-in sheets Photographs Newspaper articles
<ul style="list-style-type: none"> Utilize multiple means of personal communication to increase parental involvement in academic school functions (home visits, phone calls, emails, invitations, positive post cards) 	Aug. 2019-May 2020	Postcards Postage (\$150)	ESE staff	Parent communication log

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.

Main Topic(s)	Participants
Responsive Classroom	All Staff
Building Equity	All Staff
Vertical Articulation	Administration Teachers
Differentiation <ul style="list-style-type: none"> • Diverse Learner's Guides • Remediation Guides • Zearn 	Administration Teachers Technology and Instructional Coach
Digital Literacy	Teachers Para-educators invited to participate Technology and Instructional Coach
Curriculum Resources <ul style="list-style-type: none"> • Science PhD • Guidebooks • Eureka • Social Studies Scope & Sequence & <i>Studies Weekly</i> 	Administration Technology and Instructional Coach Teachers Para-educators when available
Data Review <ul style="list-style-type: none"> • LEAP 2025 • LEAP 360 • Illuminate 	Administration Teachers