SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

Elementary/Middle School

2022

2023

School Name: École Saint-Landry

School Principal Name: Lindsay Smythe

Grade Configuration: K, 1, 2

School Address: 671 Napoleon Avenue

City, State, and Zip: Sunset, LA 70584

Vision & Mission

Vision Statement: The St. Landry Parish School Board will promote excellence in education for all citizens.

Mission Statement: The mission of the St. Landry Parish School Board is to ensure high quality instruction while working collaboratively with families and communities to maximize every student's potential.

ST. LANDRY SCHOOL DISTRICT CORE VALUES

Children First Accountability Trust

Integrity Character Honesty

Educate the Whole Child

Safety Equity Excellence

No Political Agendas

"Building Our Future"

School's Vision and Mission Statement:

School Vision Statement:

The vision of our school is that graduates of École Saint-Landry will be citizens who possess the knowledge, attitudes, skills, and behaviors necessary to thrive in today's increasingly interconnected world. The students of École Saint-Landry will become cultural assets in their own right and will be ambassadors of global competency. Their successes will represent the effectiveness and power of biliteracy in our community and beyond.

School Mission Statement:

The mission of our school is to prepare students from the Acadiana region to be academically proficient, bilingual, and globally competent. Our school will close the gaps of academic achievement and support the local community in their efforts to preserve and revitalize at-risk cultural assets by offering an innovative, research-based French immersion education to students. École Saint-Landry is inspired by our past, empowered by our identity, and prepared for our future.

CONTACT INFORMATION

School-wide School Improvement Chairperson: Lindsay Smythe

School-wide School Improvement Committee Members
(Representatives should include Administrators, Parents *(cannot be employees of the school)*, Community Members, Teachers, Students, School Staff, etc.)
It is highly recommended that more than one parent is part of the committee in order to ensure at least one is in attendance at each meeting.

Name	Position
Lindsay Smythe	Principal/Chairperson
Sarah Savoy	Parent Liaison
Connie Bowen	ELA Teacher/SPED Teacher
Wendy Thibodeaux	ELA Teacher
Anthony Donze	Kindergarten Immersion
Sandrine Pouzache	Kindergarten Immersion
Ibrahima Sarr	Kindergarten Immersion
Sylvie Collodel	1st Grade Immersion
Yaelle Pecher	1st Grade Immersion
Lainey Pickett	2nd Grade Immersion

Katie Bergeron	Parent
Lindzie Hale	Parent
Krista Gil	Parent
Lucy Malveaux	Parent
Shelly David	Parent
Makayelin Hayes	Parent
Mary Brower	Parent
Dena Robin	Parent
Heather Tureau	Parent
Shayle Pandja-Nijke	Parent
Kendra McKinney	Parent
Summer Sawyer	Parent
Kathe Managan	Parent
Shatynna Smith	Parent
Ashley Franchebois	Parent

School Profile

Check where applicable:

☐ School is in School Improvement

☐ Academically Unacceptable Schools – Year 1

☐ Academically Unacceptable Schools – Year 2

☐ Academically Unacceptable Schools – Year 3

☐ Academically Unacceptable Schools – Year 4

☐ School-wide Title I School

☐ Non-Title I School

Comprehensive Intervention Required (CIR)

Urgent Intervention Required (UIR)
    UIR - Academic
    UIR – Discipline

School Partnerships	
(Type the name of each partner in the space provided)	
University	University of Louisiana - Lafayette, Université Sainte-Anne, Tulane
Technical Institute	
Feeder School(s)	All Head Start Centers and All PK, K public schools in SLP
Community	Town of Sunset, Moncus Park, St. Luc French Immersion Campus
Business/Industry	SchoolMint, The Woman's Foundation, Janise's,

| **Private Grants** | Schumacher Family Foundation, La Fondation Louisiane, Louisiana Consortium of Immersion Schools, Franco-American Benevolent Society |
| **Other** | |

REQUIRED COMPONENTS OF SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

A school-wide school improvement plan is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal of a robust school-wide program is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. In order to write an effective school-wide plan, there are eight (8) mandatory components which must be included.

COMPONENT	**RATIONALE FOR COMPONENT**
COMPONENT 1: Comprehensive Needs Assessment	The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; English Language Learners (ELs) and migrant students. The results of data analysis must guide strategies to improve academic performance and close achievement gaps. Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, *e.g. percentage of students on or above grade level in literacy by subgroup.*
COMPONENT 2: Strategies for Improvement	Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan will include a detailed narrative. Responses should be comprehensive and intentional to address student needs, particularly the needs of struggling learners and align with the Believe to Achieve: Educational Priorities. The response also describes the evidence-based practices and strategies the school will implement to address its needs, including a description of how the strategies will: 1. use effective methods and instructional strategies that strengthen the academic program, 2. increase the amount and quality of learning time 3. help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to a provide a well-rounded education, and 4. include interventions and strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards and students in underperforming subgroups

COMPONENT 3: **Student Support Services**	ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results. Programs, services, and strategies must address applicable Believe to Achieve: Educational Priorities.
COMPONENT 4: **Student Opportunities**	The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the schoolwide plan. Preparation for and awareness of opportunities for postsecondary education credit while still in high school (such as advanced placement, industry based, dual or concurrent enrollment, or early college high schools), are all worthy of consideration when addressing the needs of all students, particularly at-risk students. Strategies/Programs must be address applicable Believe to Achieve: Educational Priorities.
COMPONENT 5: **Tiered Intervention**	Describe the school's implementation of a tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities. Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. It may be wise to coordinate Title I behavior and early intervening services with already existing programs such as those in existence under IDEA.
COMPONENT 6: **Professional Development**	Under ESSA, professional development activities must minimally be designed to improve instruction, provide opportunities for teachers to utilize assessment data to drive decision making, and focus on the retention and recruitment of effective teachers in high-need subject areas. Professional development activities should continue to be high-quality, sustainable, replicable, and included opportunities for job-embedded replication at the school level. Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.
COMPONENT 7: **Early Childhood Transition**	Early childhood transition plans assist preschool children in the transition from early childhood programs, such as Head Start, daycare centers, or a state-run preschool program, to local elementary school programs. Plans for early childhood transition should be seamless, and without interruption. Sensitivity to cultural diversity in strategies, activities, and assessment tools should be included in the early childhood transition strategies. Also, plans for the evaluation of effective implementation should be in place.
COMPONENT 8: **Strategies to Increase Parental Involvement**	Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. It is important that school-wide plans contain strategies to involve parents, especially in helping their children do well in school. Parents must be involved in the planning, implementation, and evaluation of the school-wide plan. The school should identify strategies which facilitate relationship building between parents and teachers. Also, the school should ensure communications are available in formats that are parent-friendly. Describe how the school prepared a divers group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Provide examples of changes made to the schoolwide plan based on input from families/parents.

Component 2: Strategies for Improvement/Evidence-Based Practices

a. Identify intervention students
b. Create RTI schedule
c. Establish enrichment, interest, and opportunity activities for students, especially connected to world languages and community support and connections.
d. Tier I Curriculum in ELA, Math

Component 3: Student Support Services
a. Social worker for all students
b. Implementation of SEL curriculum
c. Implementation of health and wellness curriculum
d. PBIS
e. SBLC

Component 4: Student Opportunities
a. Arts - external partnership connected to The Arts with Acadiana Center for the Arts
b. Arts - School offers 45 or more minutes of arts instruction to students per week for the duration of the school year
c. World Languages - School offers world language immersion program
d. World Languages - School has external partnerships connected to World Languages

Component 5: Tiered Intervention/PBIS Goals
a. Tier 1: Re-teach, model

b. Tier 2: SBLC/Behavior Plans

c. Tier 3: SBLC, BIP - possible evals

Goals

- To facilitate positive behavioral and social change in our students and staff.
- To increase instructional time through the development of effective, proactive, education-oriented interventions that result in reductions in the number of inappropriate behaviors by students and staff.
- To provide intervention to curb behavior issues through counseling services rendered by District or outside counselors
- To establish quality restorative practices in-school suspension (when warranted) instead of out of school suspension.

Practices instead of suspensions: In-school suspension, Saturday Detention, PBIS, P. E. Detention, Parent/Teacher Conference, Recess Detention

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Component 7: Early Childhood Transition: Explain the school's plans for assisting preschool children transition from early childhood programs, if applicable to your school.

August 2022: New Student *Portes Ouvertes*

- Parents and students are invited to visit the classroom, meet their teachers, deliver supplies, discuss school rules and regulations and school readiness, ask questions and formulate a working relationship with the classroom teacher.

October 2022: Community Open House

- Invitation for community members and future students to tour our facilities and do educational games/activities in French.

October 2022 - July 2023: Meet/Greet events

- School-wide tours for next year's K/1st grade without current students present.

Component 8: Parent Involvement: Explain the school's plan/strategy to increase Parent and Family Engagement. Remember to indicate how Parent and Family Engagement funds are being utilized.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS
(Two or more activities required for each involvement type, continuing activities or new activities)

TYPE 1 – PARENTING
(Helping parents support their children when looking for appropriate resources to utilize.)

IDENTIFY ACTIVITY	DATE OF ACTIVITY	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	EXPECTED RESULTS? *How will results be measured?*	PARENTAL INVOLVEMENT FUNDS *If applicable, include amount and how funds were utilized.*
ACTIVITY #1: Host Parent Orientation Events – Review of parent portal, SIP, CORE Curriculum Updates, Parental Involvement One Year Plan, Action Plan, Parents Right to Know	October 2022	Each grade band will have a station with all information	Administration Teachers Parent Liaison	Sign In	Printed publicity fliers Klassly: Parent communication site (paid)
ACTIVITY #2: Open House- time for parent/teacher conferences. Grades, attendance, and behavior concerns addressed	October 2022	Teachers will be in classrooms for conferences	Administration Teachers Parent Liaison	Sign in	Ink & Colored copy paper for flyers and sign in Treats for parents that attend Klassly: Parent communication site (paid)
ACTIVITY #3 Parenting Workshops	March 2023 April 2023	Local Family/Behavior Coach Stacey Lopez will lead two workshops on campus	Administration Social Worker	Sign In, Survey	Invoice for Stacey Lopez

TYPE 2 – COMMUNICATING
(Effective forms of school-to-home & home-to-school communications about school programs, school performance & student progress)

IDENTIFY ACTIVITY	DATE OF ACTIVITY	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	EXPECTED RESULTS? *How will results be measured?*	PARENTAL INVOLVEMENT FUNDS *If applicable, include amount and how funds were utilized.*
ACTIVITY #1: Communication - JCAMPUS, District website, school website, email, SchoolMint, Klassly to serve as a communication tool.	August 2022- May 2023	as needed with current updates, changes, information	Administration Teachers Parent Liaison	communication logs by teachers, principal, secretary, data base from electronic methods	*receipts
ACTIVITY #2: Klassly, SLP website, school website, school website, homework agendas, event calendars, news articles, progress reports will be used to inform, encourage and assist parents in supporting learning. Communication folders for K-2.	August 2022- May 2023	as needed with current updates, changes, information, upcoming events, cohort schedules	Administration Teachers Parent Liaison	communication logs by teachers, principal, secretary, data base from electronic methods	*receipts

TYPE 3 – VOLUNTEERING
(Recruitment, training, activities & schedules to involve families as volunteers and audiences at school or other locations to support student and school programs)

IDENTIFY ACTIVITY	DATE OF ACTIVITY	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	EXPECTED RESULTS? *How will results be measured?*	PARENTAL INVOLVEMENT FUNDS *If applicable, include amount and how funds were utilized.*
ACTIVITY #1: Classroom Volunteering	August 2022- May 2023	assist with projects, PBIS boutique, SBLC meetings to hold classes	Administration Teachers Parent Liaison Parent Volunteers	sign ins/sign ups	n/a
ACTIVITY #2: Performance Volunteering	Sept. 2022-April 2022	assist with holiday performance events such as Christmas, Mardi Gras, etc	Administration Teachers Parent Liaison Parent Volunteers	sign ins increased participation	n/a

TYPE 4 – LEARNING AT HOME
(Provide information & ideas about how to help students at home with homework & other curriculum-related activities, decisions, & planning.)

IDENTIFY ACTIVITY	DATE OF ACTIVITY	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	EXPECTED RESULTS? *How will results be measured?*	PARENTAL INVOLVEMENT FUNDS *If applicable, include the amount and how funds were utilized.*
ACTIVITY #1: Mois de la francophonie - families learning French together	March 2022	begin prep in the fall Hold event in March	Parent Liaison Teachers PTO	Journal	ink, colored paper, pencils, pens, treats
ACTIVITY #2: Happy Numbers, Lalilo, Kiddom, Klassly, Google Classrooms, Learning A-Z	Aug. 2022- May 2023	number skills, comprehension and literacy skills Teachers post class announcements, assignments, reminders to students and parents	All teachers	increased participation improved grades increased student performance increased communication with parents	n/a

TYPE 5 – DECISION MAKING
(Include parents & families as participants in school decisions and advocacy activities through PTA/PTO, committees, teams, etc.)

IDENTIFY ACTIVITY	DATE OF ACTIVITY	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	EXPECTED RESULTS? *How will results be measured?*	PARENTAL INVOLVEMENT FUNDS *If applicable, include the amount and how funds were utilized.*
ACTIVITY #1: PTO meetings	2nd Thursday of each month at 5:30pm	Continuous communication between admin and members	Admin, parent liaison, PTO members	increased student attendance increased parent input (surveys)	Paper for agendas, sign ins, surveys
ACTIVITY #2: Parent info nights	quarterly	Continuous communication between admin and members	Admin, parent liaison, PTO members, teachers	increased parent input (surveys)	n/a

TYPE 6 – COLLABORATING WITH THE COMMUNITY
(Coordinate the resources of community businesses, agencies, cultural, civic, and other organizations to strengthen school programs, family practices, and student learning & development. Enable students, staff, and families to contribute service & projects to the community.)

IDENTIFY ACTIVITY	DATE OF ACTIVITY	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	EXPECTED RESULTS? *How will results be measured?*	PARENTAL INVOLVEMENT FUNDS *If applicable, include amount and how funds were utilized.*
ACTIVITY #1: Nunu's Art Partnership	Winter 2023	Coordiate with Nunus, get permission slips signed	Admin, parent liaison, teachers	Conversations with Artists, Post-activity meeting	n/a - Free opportunity
ACTIVITY #2: Herb Festival: Kid's Zone	Spring 2023	Send out invites to community, post in local publications, online	Admin, parent liaison, teachers	Sign-in sheet, agenda, minutes	Herb Festival will pay

SCHOOL ASSURANCE

☐ I hereby certify that this plan was developed in collaboration with the School Improvement Team.

☐ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

☐ I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

☐ I hereby certify that this plan has all of the following components:

- A statement of the school's mission
- Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
    - Data Triangulation tables
    - Data Comprehensive Needs Assessment Summary Report
- Goals and measurable objectives
- Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs
- Family and community involvement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

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Principal's Signature/Chairperson, School Improvement Team

FACULTY ASSURANCE
Total Number of Instructional Faculty Members in the School: 10

The following instructional faculty members have reviewed the School-wide School Improvement Plan and understand their part in implementing it. (Please note that the original hard copy of the completed Faculty Assurance must be submitted.)

NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
Lindsay Smythe	Principal/Chairperson		
Sarah Savoy	Parent Liaison		
Connie Bowen	ELA Teacher/SPED Teacher		
Wendy Thibodeaux	ELA Teacher		
Anthony Donze	Kindergarten Immersion		
Sandrine Pouzache	Kindergarten Immersion		
Ibrahima Sarr	Kindergarten Immersion		
Sylvie Collodel	1st Grade Immersion		

Yaelle Pecher	1st Grade Immersion		
Lainey Pickett	2nd Grade Immersion		

Component 1: DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SWP.

Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources. **Please note that additional rows may be added to the charts as needed**:

STRENGTHS	DATA SOURCE/INSTRUMENT
1. All certified teachers	https://www.teachlouisiana.net/teachers.aspx?PageID=416
2. First sound fluency in K - over half of K (54%) are On Level	DIBELS results
3. Math - nearly half (49%) of all students are on-level or above. Grade 1 has no students "far below" level	Happy Numbers results
4. Student engagement, very few behavior referrals	JCampus: Behavior reports
5. Attendance	JCampus: Attendance rates

Part IIa: List the contributing factors from the cognitive, attitudinal, perceptual, behavioral, and archival data of the previously identified strengths **Please note that additional rows may be added to the charts as needed**:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE/INSTRUMENT
1. Parent engagement	82% attendance at beginning of year Open House (42/48 K, 32/43 1st/2nd

2.	Teacher lesson plans and pedagogy both age and curriculum appropriate	Google Classroom lesson plan audits and walk through observations
3.	Professional Learning Community meetings, teacher collaboration, and communication	Feedback emails, minutes from PLC meetings
4.	Fidelity to ELA, FLA, and Math blocks	Standards Achievement Data
5.		

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SWP.

Part Ib: Rank-order the identified areas of weaknesses (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources **Please note that additional rows may be added to the charts as needed**:

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. First Sound Fluency in K - 44% of students are Below Level 2. Nonsense Word Fluency in 1st - 60% of students are Below Level	DIBELS results
3. Oral Reading Fluency in 2nd - 67% of students in Below Level Range	DIBELS results
4. Math: Of 102 students, 12 are "far below" level (usually two grade levels) and 41 are "below" (one grade level)	Happy Numbers Placement
5. Limited space and few manipulatives for centers	Inventory
6. Lack of curriculum support in online student accounts	Teacher Survey

Part IIb: List the contributing factors from the cognitive, attitudinal, /perceptual, behavioral, and archival data of the previously identified weaknesses **Please note that additional rows may be added to the charts as needed**:

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE/INSTRUMENT
1. Lack of funds	Needs assessment
2. Student attendance in Pre-K, Head Start, Home Schooling	JCampus, Parent Survey
3. Though our teachers are well-versed in teaching elementary, they are not given training on best practices in an immersion classroom	CODOFIL, LDOE Programming
4. Lack of Established Immersion Curriculum	CODOFIL, LDOE

Plan to Accomplish Student Achievement Goals

As you prepare to complete your school's Action Plan steps for each content area, keep the following in mind:

- What multiple measures of assessments will be used that will provide authentic assessment of students' achievement, skills, and competencies?
- What research did you review to support the use of this strategy and action plan?
- What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
- How has the school integrated its available fiscal resources to support this strategy and action steps?

- How will each activity be monitored to ensure successful implementation of this strategy/action?
- How will we know that the activity has achieved its desired impact on student achievement?
- How will the school involve parents in the content area to increase student achievement?

English Language Arts Action Plan – Activities indicated should address <u>all subgroups</u>

Measurable Objective(s): 70% of students will score in the At Level range at the end of the year DIEBELS assessment. This will increase from 45/112 = 40% (in K-2 combined). It was 50% in K and 52% in 1st. Additionally, our one EL student will have a matching goal of Core at the end of the year.

List below the plan of action to accomplish student achievement objectives.

Action Steps (Evidence-Based Strategies & Practices)	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Professional / Staff Development/PLCs: All ELA teachers will participate in professional development that will focus on the ELA Standards, school instructional requirements, and best practices for ELA instruction and assessment	Administrator LA teacher	July 2022	December 2022	BL Connect Courses		$200	Weekly lesson plans Walkthrough observations Informal & formal observations	Administrator will meet weekly with ELA teacher to discuss and review student work, assessments, and pacing. I

Instruction: Continuation of Open Up curriculum in K - 2nd grade. Need for copying of supplemental materials	Administrator ELA teacher	Aug. 2022	May 2023	Student/ teacher resources		$6,083	Weekly lesson plans Walkthrough observations Informal & formal observations	Administrator will meet weekly with ELA teacher to discuss and review student work, assessments, and pacing.
Action Steps *(Evidence-Based Strategies & Practices)*	**Staff Responsible**	**Timeline for Activity**		**Resources Needed**			**Monitoring Plan**	**Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**
		Begin	**End**	**Resource**	**Source**	**Amount**		
Instruction: Utilize digital resource materials (Lalilo) to provide phonics supplemental lessons.	Administrator ELA teacher	Aug 2022	May 2023	Lalilo		$2314	Weekly lesson plans Walkthrough observations Informal & formal observations PLC meeting notes	Administrator will meet weekly with ELA teacher to discuss and review student work, assessments, and pacing.
Instruction: Utilize digital resource materials (Learning A-Z) to provide reading literacy supplemental lessons.	Administrator ELA teacher	Aug 2022	May 2023	Headsprout (Learning A-Z)		$2314	Weekly lesson plans Walkthrough observations Informal & formal observations PLC meeting notes	Administrator will meet weekly with ELA teacher to discuss and review student work, assessments, and pacing.

Mathematics Action Plan – Activities indicated should address <u>all subgroups</u>

Measurable Objective(s): To have 80% of students achieving mastery on 80% of grade appropriate standards in Math. At the beginning of the year, none of our K or 1st grade students achieved mastery on 80% of their own grade level standards.

List below the plan of action to accomplish student achievement objectives.

Action Steps *(Evidence-Based Strategies & Practices)*	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Professional / Staff Development/PLCs: All Math teachers will participate in professional development that will focus on the Math Standards, school instructional requirements, and best practices for Mathematical instruction/assessment	Administrator Math Teachers	Aug. 2022	Aug 2022	Printed Modules		$1500	Weekly lesson plans Walkthrough observations Informal & formal observations PLC meeting notes	Administrators will meet with teachers weekly to review unit pacing, student work, and assessments from math units.
Instruction: Implementation of Eureka Math manipulatives in K - 2	Administrator Math Teachers	Aug. 2022	May 2023			$530	Weekly lesson plans Walkthrough observations Informal & formal observations	Administrators will meet with teachers weekly to review unit pacing, student work, and assessments from math units.

							PLC meeting notes	
Action Steps *(Evidence-Based Strategies & Practices)*	**Staff Responsible**	**Timeline for Activity**		**Resources Needed**			**Monitoring Plan**	**Evidence of Effectiveness** (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	**End**	**Resource**	**Source**	**Amount**		
Instruction: Utilize digital resources like Happy Numbers to benchmark students and provide individualized tutoring and assessment	Administrator Math Teachers	Aug. 2022	May 2023			$1595	Weekly lesson plans Walkthrough observations Informal & formal observations PLC meeting notes	Administrators will meet with teachers weekly to review unit pacing, student work, and assessments from math units.

Science Action Plan – Activities indicated should address <u>all subgroups</u>

Measurable Objective(s): To have 80% of students achieving mastery on 80% of grade appropriate standards in Science. At the beginning of the year, none of our K or 1st grade students achieved mastery on 80% of their own grade level standards.

List below the plan of action to accomplish student achievement objectives.

Action Steps *(Evidence-Based Strategies & Practices)*	**Staff Responsible**	**Timeline for Activity**		**Resources Needed**			**Monitoring Plan**	**Evidence of Effectiveness** (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	**End**	**Resource**	**Source**	**Amount**		
Professional / Staff Development/PLCs:	Administrator	Aug 2022	May 2023				Weekly lesson plans	Administrators will meet with teachers weekly to review unit

Action Steps (Evidence-Based Strategies & Practices)	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
All Science teachers will participate in professional development that will focus on the Sci Standards/ scope and sequence, school instructional requirements, and best practices for Science instruction/assessment	Science Teachers						Walkthrough observations Informal & formal observations PLC meeting notes	pacing, student work, and assessments from science units.
Instruction: Implement the Main à la pate Science curriculum with technology and hands-on components	Administrator Science Teachers	Aug 2022	May 2023	Printed Materials		$500	Weekly lesson plans Walkthrough observations Informal & formal observations PLC meeting notes	Administrators will meet with teachers weekly to review unit pacing, student work, and assessments from science units.
Instruction: • Technology will be integrated into instruction in the science classrooms. (ex.interactive board lessons, Chromebook activities, interactive websites, document cameras, online videos, etc.) • All teachers will align science instruction to the new Louisiana Science Standards. • All science teachers will analyze testing data to determine deficit	Administrator Science Teachers	Aug 2022	May 2023				Weekly lesson plans Walkthrough observations Informal & formal observations PLC meeting notes	Administrators will meet with teachers weekly to review unit pacing, student work, and assessments from science units .

areas and plan lessons to address these areas as needed. ● Ensure that assessments are formative and ongoing, aligned to the state standards.							

Social Studies Action Plan – Activities indicated should address <u>all subgroups</u>

Measurable Objective(s): To have 80% of students achieving mastery on 80% of grade appropriate standards in social studies. At the beginning of the year, none of our K or 1st grade students achieved mastery on 80% of their own grade level standards.

List below the plan of action to accomplish student achievement objectives.

Action Steps *(Evidence-Based Strategies & Practices)*	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Professional / Staff Development/PLCs: Social Studies teachers will participate in ongoing PLC meetings. Meetings will focus on aligning instruction to Social Studies standards, best instructional practices, assessments, and student achievement data	Administrator Social Studies Teachers	Aug 2022	May 2023				Weekly lesson plans Walkthrough observations Informal & formal observations PLC meeting notes	Administrators will meet with teachers weekly to review unit pacing, student work, and assessments from social studies units.
Instruction: ● All social studies teachers will analyze testing data to determine deficit areas	Administrator Social Studies Teachers	Aug 2022	May 2023				Weekly lesson plans Walkthrough observations	Administrators will meet with teachers weekly to review unit pacing, student work, and

and plan lessons to address these areas as needed. ● Ensure that assessments are formative and ongoing, aligned to the state standards ● Reflective writing after off campus events, inclusion of guest speakers to discuss civic and historical issues, include current events in instruction							Informal & formal observations PLC meeting notes	assessments from social studies units.

Action Steps *(Evidence-Based Strategies & Practices)*	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Instruction: Technology will be integrated into instruction in the social studies classrooms. (ex. interactive board lessons, Chromebook activities, interactive websites, document cameras, online videos, etc.)	Administrator Social Studies Teachers	Aug 2022	May 2023				Weekly lesson plans Walkthrough observations Informal & formal observations PLC meeting notes	Administrators will meet with teachers weekly to review unit pacing, student work, and assessments from social studies units.

A school's comprehensive needs assessment data will identify underlying factors (beyond the curriculum) which may impede student achievement and warrant immediate focus. Examples include teacher retention, ethical and professional practices, leadership development, student/teacher attendance, daily school operations, effective goal setting, collaborative practices, and discipline. Developing an action plan to address such critical needs within the school improvement plan is encouraged but not mandatory.

_____**(Other)**_____

Parent Involvement/Parent Liaison Action Plan – Activities indicated should address <u>all subgroups</u>

Measurable Objective(s): To have 80% of parents surveyed believe that their family's engagement and understanding of what is expected of them and their child's school achievement is positively affected by the school's parent liaison. Once at-risk students are identified, the liaison will work with those parents more closely.

List below the plan of action to accomplish student achievement objectives.

Action Steps (Evidence-Based Strategies & Practices)	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Professional / Staff Development/PLCs: The parent liaison will attend all faculty meetings and will be in included on all parent communication from administration so that they can best facilitate and cultivate	Administrator Teachers	Aug 2022	May 2023				Weekly meetings with both administration and teachers	Administrators will meet with teachers and liaison weekly to review upcoming lessons, curriculum changes, and any other issues that are pertinent to know to best help parents feel successful and informed

communication and exchange of information. If possible, liaison will attend a conference that best helps them learn how to best advocate for and manage students/parents-school alliances.								
Instruction: The school social worker will implement SEL lessons (taught during the PE block). Parents will receive information on how to best utilize the same tactics at home.	Administrator Teachers Liaison	Aug 2022	May 2023				Weekly meetings with both administration and teachers	Administrators will meet with teachers and liaison weekly to review upcoming SEL lessons, curriculum changes, and any other issues that are pertinent to know to best help parents feel successful and informed

Action Steps *(Evidence-Based Strategies & Practices)*	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
		Begin	End	Resource	Source	Amount		
Instruction: The liaison will host family engagement nights to explain the role of the parent, the school, the teachers, and the facilitation of the liaison.	Administrator Teachers Liaison	Aug 2022	May 2023				Weekly meetings with both administration and teachers	Surveys/feedback from parents