



2020-2021

North Webster Upper Elementary School

Grades 3-5

Schoolwide Plan

Submission Date: September 21, 2020

North Webster Upper Elementary School
Grades 3-5
6245 Highway 160
Cotton Valley, LA 71018
Beatha Brantley
(318) 832-4716
beatha.brantley@websterpsb.org

Vision: Our vision at North Webster Upper Elementary School is to instill a love of learning in students and prepare them to be responsible and productive citizens who will make a positive contribution to our world.

Check where applicable:

Charter School

Alternative School

School in School Improvement

x Title I School Schoolwide Targeted Assistance

Member of Southern Association of Colleges and Schools

Teacher Advancement Program (TAP)

Distinguished Educator

Literacy and Numeracy

Grant Application

Name of Grant: Enter Name of the Grant

Contact Person: Enter Contact Person's Name

Phone: Enter Contact's Phone Number

E-mail: Enter Contact's Email Address

Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- For schools in School Improvement, submit the plan with the state’s *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the LEA Accountability and/or Federal Programs contact. The LEA must submit via the School Improvement eGrant system.
- Submit the District Assurance via the eGrant.
- Follow each eGrant page for appropriate number of characters.
- Insert page numbers in the Table of Contents for Word version of template to be kept on file at school and LEA.
- All plans must contain a Crosswalk that identifies page numbers of activities that align with ESSA components of School Improvement and School Wide Programs.
- For SIPs that have been revised, indicate material that has changed on the *Action Plan* sheets with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- For original signatures, **USE BLUE INK.**
 - Principal’s Signature
 - Superintendent’s Signature

**Schools submit SIPs to the district for evaluation using the state’s rubric*

Principal Signature: _____
Superintendent’s Signature: _____

Date: _____
Date: _____

NORTH WEBSTER UPPER ELEMENTARY SCHOOL - DISTRICT ASSURANCE

- x For schools in School Improvement and in the SIG Tiers, I hereby certify that this plan was developed with the assistance of a District Assistance Team and State-level School Support Team in collaboration with the School Improvement Team.
- x I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- x I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- x 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
- x I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's signature

Principal's signature

District Assistance or School Support Team Leader

Chair, School Improvement Team

NORTH WEBSTER UPPER ELEMENTARY SCHOOL - SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position	Signature	Date
Beatha Brantley	Principal		
Angela Holloway	Elementary teacher/Chairman		
Raven Berry	Elementary Teacher		
Victoria Young	Elementary Teacher		
Yolanda Palmer	WPSB SIT Representative		
Olympia Williams	Parent		
Kristi Lockey	Parent		
Terry Brown	Community		

NORTH WEBSTER UPPER ELEMENTARY - ASSURANCE OF FACULTY REVIEW OF SCHOOLWIDE PLAN

Total Faculty in School: 15 Date: September 1, 2020

The following faculty members have reviewed the School-wide Plan and have discussed their part in implementing it.

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1	Beatha Brantley	Principal		
2	Raven Berry	5th Grade Teacher		
3	Erin Gentry	3 rd Grade Teacher		
4	Michelle Smith	3 rd Grade Teacher		
5	Angela Holloway	4 th Grade Teacher		
6	Allison Maxwell	4 th Education		
7	Darrell Hughes	5 th Education		
8	Victoria Young	3rd Grade Teacher		
9	Ametrica Jones	5 th Grade Teacher		
10	Dandrea Washington	Special Education Teacher		
11	Joann Johnston	Paraprofessional		
12	Tabatha Lewis	Librarian		
13	Leslie Brent	Counselor		
14	Jennifer Cox	Gifted and Talented Teacher		
15	Ken Jenkins	Talented Art Teacher		

School Improvement Plan

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NARRATIVE DESCRIBING WHAT OUR SCHOOL HAS ACCOMPLISHED AS A RESULT OF STEPS TAKEN IN THE 2019-2020 SCHOOL YEAR

North Webster Upper Elementary utilizes best practices to meet students' needs as determined through data collection and analysis. Our teachers meet weekly for math and language arts/reading to discuss student progress and identify each students' areas of strength and opportunities for growth. Additionally, teachers unpack standards to ensure that we are covering the standards, benchmarks, and indicators that students need to learn for each subject area. Discussion is held on ways to differentiate to meet student needs and ensure that content is mastered by each student. High quality instruction in every classroom is our first priority. Each classroom has access to one or more computers which are supplemented by the technology available in the form of Chromebooks for each student. Each classroom uses anchor texts and materials to use as a resource for teaching the Louisiana State Standards. These state mandated standards are to assure alignment between instruction, content, and assessment. The standards are based on grade level requirements that state what all students should know or be able to do by the end of each grade. Teachers will attend ongoing professional development to increase their knowledge of the standards and their ability to successfully implement the standards into the instruction/learning process. They will actively engage students in stimulating learning activities rather than in activities that demand minimum efforts from the learner. Teachers will provide students with thought-provoking activities during instruction that will maximize the use of instructional time. Administration will monitor lesson plans and class instruction to assure that instruction is based on the Louisiana Standards.

Test scores will be analyzed by teachers and administrator to identify strengths and weaknesses in an effort to determine areas to target for students who were not proficient in ELA and/or Math. These students will receive skill-specific interventions. Teachers will use data to identify students to refer to the Gifted and Talented program. Subject-level meetings will be held weekly and monthly with administration and content coaches to discuss best practices and share strategies of effective teaching to meet the needs of all students. Spring 2019 scores will be compared to scores from 2021 to determine academic trends that need to be identified and addressed. To assist in increasing math scores, teachers will provide classroom instruction using Zearn math with fidelity.

LearnZillion will be used to support students in reading, writing, and expressing an understanding of complex, grade-level texts. The language arts program will promote a love of deep reading and skilled writing that will help to increase student academic progress.

Parent/community input was gathered through surveys that identified the needs of the school. Parent and community needs are identified by using a Parent Survey generated by the district. All parents were surveyed in an electronic format. This information is used to address concerns and building climate issues that impact student learning. Climate surveys distributed to all staff in the spring and data from those surveys will be reviewed by the SIT. The results of all surveys are used by the SIT team to address concerns and building climate issues.

SCHOOLWIDE PLAN CROSSWALK

Table of Contents for SWP

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]
 [School Improvement Plan ESSA Section 1116(b)(3)(A)(i-x)]

Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.

Ten Components of a Schoolwide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
Comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	13-15	1. An effective needs assessment	17-20
2. Schoolwide Reform Strategies	30-35	2. A <i>strategy</i> for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Scientifically/evidence-based Research (ESSA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	21, 24
3. Instruction by high quality Teachers	Rubric, Page 96	3. Provide an assurance that the instruction will be provided by high quality teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.	21, 22, 24, 25

School Improvement Plan

<p>4. High quality and ongoing professional development for –</p> <ul style="list-style-type: none"> ☐ Teachers ☐ Principals ☐ Paraprofessionals 	<p>46-50</p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> ● Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels ● Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies ● Provides opportunities for job-embedded professional development ● Provides plans for follow-up and support to ensure teacher/student learning ● Focuses on student needs ● Prepares educators to demonstrate high expectations for all student learning 	<p>21-22, 24-26</p>
<p>5. Strategies to attract high-quality teachers to high-need schools</p>	<p>Attached to School Improvement Plans</p>	<p>5. Provide a <i>District plan</i> or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.</p>	<p>21-22, 24-26</p>
<p>6. Strategies to increase parent involvement <i>(Such as family literacy services)</i></p>	<p>52-55</p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> ● 	<p>22,25</p>
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p>http://www.ed.gov/policy/elsec/guide/preschoolguidance.pdf</p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> ● Professional development ● Teacher classroom visits ● Children portfolios 	<p>22,25</p>

School Improvement Plan

<p>8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p>Curriculum Section, pages 57-70</p> <p>Rubric, pages 93-98</p>	<p>8. What processes are in place for administrator(s) to identify teachers' professional development needs related to content, instructional strategies, and classroom assessment?</p> <p>The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.</p>	<p>21-22, 24-26</p>
<p>9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	<p>57-70</p>	<p>9. The Administration monitors the Taught Curriculum</p> <p>Teacher teams, with the SIT and School Support Team improves the Taught Curriculum</p>	<p>21-22, 24-26</p>
<p>10. Coordination and integration of Federal, State, and local services and programs</p>	<p>72-74</p>	<p>10. Effective coordination of resources</p>	<p>15</p>

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
CG1. Students enter Kindergarten ready to learn. Measure: Percentage of Kindergarteners Meeting Benchmark on DIBELS Screening	NA
CG2. Students are literate by the third grade. Measure: Percentage of Third Graders Earning Basic and Above on LEAP English Language Arts Assessment	24-26
CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade	21-22, 24-26
CG4. Students perform at or above grade level in English Language Arts by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP English Language Arts Assessment	NA
CG5. Students perform at or above grade level in math by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP Mathematics Assessment	NA
CG6. Students will graduate on time. Measure: Cohort Graduation Rate (Percentage of Students Graduating in Four Years)	NA
CG7. Students will enroll in post – secondary education or graduate workforce – ready. Measure: Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)	NA
CG8. Students will successfully complete at least one year of postsecondary education. Measure: The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education	NA
CG9. Achieve all eight Critical Goals, regardless of race or class. Measure: Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.	21-22, 24-26

2019-2020 Annual Comprehensive Needs Assessment

Faculty Needs Assessment

STRENGTHS	WEAKNESSES
1. Teachers and staff believe all students can learn and should meet high standards.	There aren't as many enrichment classes as other schools
2. Principal is supportive of students teachers and is approachable available and helpful	Teachers have no planning time in master schedule
3. Dedicated caring, cooperative staff who work well together	Not much playground equipment due to limited fund
4. Positive school climate; Positive learning environment; very few discipline problems	Students lack the desire and motivation to learn
5. The school has a safe, civil, healthy and intellectually stimulating learning environment	Teachers do not have time to collaborate with other teachers or content coaches

Instructional Staff Surveys

STRENGTHS	WEAKNESSES
1. Teachers have access to instructional technologies when needed; classroom have internet access	Some to extensive use of direct instruction with the entire class
2. Teachers have developed/annotated daily lesson plans according to the district's curriculum	Teachers disagree that they meet regularly to collaboratively develop/revise lesson plans and to review students' work
3. Administrators encourage students to do well in school; administrators in my school act with integrity and fairness.	Teachers disagree that they frequently assign homework to the students
4. Administrators are often seen around the school talking with students and faculty	Teachers disagree that they believe that all of their students will do well in school

5. School facilities are safe and secure	Teachers disagree they used a variety of assessment methods to show what students have learned in the classroom (test, quizzes, projects, portfolios, presentations)
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Student Surveys

STRENGTHS	WEAKNESSES
1. Teachers use visual aids (anchor charts, posters, maps, bulletin boards) that help me understand my lessons.	Students disagree that they know about or participated in after-school tutoring programs in the last six months
2. Teachers and administrators believe that students will do well in school	Students disagree that parents have visited school for after-school activities
3. Teachers tell students how well their doing and how to improve my quality of work	Students disagree that behavior problems do not interfere with learning in their classes
4. Teachers motivate students to do their best work in class	Students disagree that they have not seen or been in any fights at school in the last 6 months
5. Teachers expect everyone to succeed.	Students disagree that they enjoy coming to school

Parent Surveys

STRENGTHS	WEAKNESSES
1. Parents have a clear understanding of how students are performing academically at school	Parents disagree that the school provides after-school, weekend, or summer school tutoring programs for students who need them
2. Parents are always welcome at school	Parents disagree that they know what to do in the event of an emergency at school
3. Parents are familiar with the discipline rules at my child's school	Parents disagree that they frequently visit school to support instructional activities
4. Students get to work with technology at school (for example, computers and internet)	Parents disagree that additional support and instructional time is available to the children if needed
5. Parents feel their children are safe at school	Parents disagree that the children are not struggling with school homework

Administrative Surveys

STRENGTHS	WEAKNESSES
1. Administrators assist teachers with improving the learning process	The facilities at my school are in good shape and well-maintained
2. Teachers and parents are involved in decision-making processes at school	There isn't consistency among faculty and administrators in the implementation of discipline procedures (e.g. teaching, rewards, dealing with rule violations, etc.)
3. Faculty meetings in our school are frequent and productive; Grade level/Department meetings are frequent and productive	Administrators disagree that they believe that all of the students will do well in school
4. Students understand the academic expectations and standards at our school.	Staff members and parents work together to improve my school
5. The school's curriculum is aligned with the Louisiana Students Standards	Administrators disagree the school provides a variety of ways for parents to become involved

Contextual Observation Checklist and Contextual Comments

STRENGTHS	WEAKNESSES
1. Students are not seen loitering on campus during the academic day	Lack of playground equipment
2. Students move throughout the cafeteria in an orderly manner	Students are rewarded for displaying positive behavior in the library
3. The administrative staff greets students and parents respectfully.	Sometimes observed: Students access software/sites that reinforce classroom instruction
4. All lesson plans contained the required elements per district guidance	Sometimes observed: Duty personnel for the playground actively monitor students

5. Covered walkways protect students from inclement weather;	Each classroom has current data displayed with assessment topics identified
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Other (Attendance, Suspensions, Archival Data, etc.)

STRENGTHS	WEAKNESSES
1. 17/18 increase % present; decreased % absent	Two classes have 26 or more
2. Content Coach at school this year	2018 SPS 77.8; Letter grade C
3. Three classes have 21 students or less	Only saw two pieces of playground equipment due to lack of funds

Other (If Needed)

STRENGTHS	WEAKNESSES
1. Principal expects students to show FIRE (Friendship, Integrity, Respect, and Excellence); Teachers and principal expect students to attend school, be prepared, do their best at all times, be respectful and courteous to others	Time is not allocated in the Master Schedule for collaborative planning; planning takes place at home; teachers do not work together to plan lessons
2. Test scores are shared and discussed immediately in meetings held as a faculty, grade-level, or one-on-one with the principal; the data is used to determine which students need further assistance and which may be able to get to the next level to evaluate the teaching methods of subject matter, and to plan for interventions at faculty/grade-level/SI meetings	Some classes are too large
3. Students are well-behaved and eager to learn; principal and teachers work together as a team to educate and motivate our students; staff is professional and each does their best to educate the students in the best way possible; teachers get along very well and are eager to help out when necessary	Paperwork; teachers are required to do too much paperwork/documentation/copies for Learnzillion
4. All teachers have input on the school improvement plan; great working, friendly, safe, and welcoming environment; principal is very visible all over the campus	The lack of a full-time interventionist limits the number of students who can be helped; no full-time PE or computer teacher to provide teachers with a planning period

5. Very active PTO; Parenting Partners; communicate with parents through daily homework/conduct sheet, Remind, school website, signed papers, weekly newsletter, phone calls, Parent University, Parent Night, and emails

Constant changes to the curriculum and what/how we are to teach is overwhelming

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<The page numbers for each component will change as information is added.>

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INITIATIVES.....

SCHOOL POLICIES AND

PARTNERSHIPS.....
.....

DATA TRIANGULATION

SHEETS.....

.....

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY

REPORT.....

SCHOOL PERFORMANCE SCORE

CHART.....

STRATEGY PLANNING

WORKSHEET.....

.....

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY

FUNDS.....

DATA PORTFOLIO

The following items should make up the *Data Portfolio* (**to be kept on file at the school**):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (LEAP, LEAP 2025, Eureka Math assessments, benchmark assessments, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work				
Extended Day Program				
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program (s)				
Schoolwide Positive Behavior Interventions and Support	X	<u>9</u>		
The Strategic Instruction Model (SIM)				
Other: DARE	x	<u>16</u>		
K-3 Reading/Math Initiative				

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):

-

List the Distance Learning (i.e., web-based, satellite) courses provided for your students:

-

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	August 2019	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	August 2019	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	August 2019	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	August 2019	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	August 2019	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	August 2019	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	August 2019	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I		Yes	X <input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	
Technical Institute	
Feeder School(s)	North Webster Lower Elementary School
Community	Cotton Valley Community
Business/Industry	Calumet Lubricants
Private Grants	
Other	

NWUE SCHOOL - 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.

STRENGTHS	DATA SOURCE
1. Grades 5 for 2018 was above parish % proficient on the ELA LEAP test	Contextual Observation Checklist; Instructional Staff Focus Group Responses/ Interviews; Faculty Needs Assessment; Administrator Interviews; Classroom Observations Attributes; Student Questionnaires; Archival Data/JPAMS; LEAP Test Scores
2. Three-year increase % Proficient Science Grades 3 and 5	Instructional Staff Interviews/Focus Group Responses /Questionnaires; Administrator Interviews/Questionnaires; Parent/Student Questionnaires; Classroom Observations Attributes; DIBELS Data
3. Grades 4 and 5 had the largest parish Math scale score gains	Administrator Interviews/Questionnaires; Contextual Observation Checklist; Instructional Staff Interviews/Focus Group Responses; Faculty Needs Assessment; Student/Parent Questionnaires; Classroom Observations Attributes; LEAP Test Scores

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Positive learning environment; very few discipline problems	Contextual Observation Checklist; Instructional Staff Focus Group Responses/ Interviews; Faculty Needs Assessment; Administrator Interviews; Classroom Observations Attributes; Student Questionnaires; Archival Data/JPAMS; LEAP Test Scores
2. Teachers' usage of data to inform and drive daily instruction	Instructional Staff Interviews/Focus Group Responses /Questionnaires; Administrator Interviews/Questionnaires; Parent/Student Questionnaires; Classroom Observations Attributes; DIBELS Data

School Improvement Plan

3. Supportive administrator; administrator and teachers set high standards for students in academics and behavior	Administrator Interviews/Questionnaires; Contextual Observation Checklist; Instructional Staff Interviews/Focus Group Responses; Faculty Needs Assessment; Student/Parent Questionnaires; Classroom Observations Attributes; LEAP Test Scores
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NWUE SCHOOL - DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Rank-order the identified areas of weakness from the student performance (cognitive data), behavior, and attendance, and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. Grade 3 ELA decreased % proficient in Reading Performance 27% and Written Performance 31%.	Administrator Interviews; Parent/Instructional Staff Questionnaires; Classroom Observations Strategies/Attributes; DIBELS Data; Instructional Staff Focus Group Responses/Interviews; Faculty Needs Assessment; Contextual Observation Checklist
2. Grade 3 Math decreased % proficient in Major Content 16%.	Classroom Observations Attributes/Strategies; LEAP Test Scores, Math Benchmark Assessments; Faculty Needs Assessment; Administrator/Instructional Staff Interviews/Focus Group Responses; Contextual Observation Checklist; Subgroup Reports
3. Grade 3 Social Studies decreased % proficient in History 11%, Geography 33%, Civics 23%, and Economics 28%.	Archival Data; JPAMS Data; Contextual Observation Checklist; Classroom Observations Attributes/Strategies; Faculty Needs Assessment; Instructional Staff Interviews/Focus Group Responses; Administrative Interviews/Questionnaires; Student Questionnaires; LEAP Test Scores; Subgroup Reports

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Use of direct and whole group instruction	Administrator Interviews; Parent/Instructional Staff Questionnaires; Classroom Observations Strategies/Attributes; DIBELS Data; Instructional Staff Focus Group Responses/Interviews; Faculty Needs Assessment; Contextual Observation Checklist
2. Classroom instruction provides limited opportunities for use of higher-order thinking skills	Classroom Observations Attributes/Strategies; LEAP Test Scores, Math Benchmark Assessments; Faculty Needs Assessment; Administrator/Instructional Staff Interviews/Focus Group Responses; Contextual Observation Checklist; Subgroup Reports
3. Limited use of technology and experimental “hands-on” learning to engage students	Archival/JPAMS Data; Context Obs Checklist; Faculty Needs Assessment; Instruct Staff Surveys; Admin Interviews/Surveys; Student Surveys; LEAP Test Scores; Subgroup Reports

Contributing Factors: Teachers and staff believe all students can learn and should meet high standards using best practices	
Domain: N/A	
Sub domain: N/A	
Instrument: Instructional Staff Interviews/Focus Group Responses /Questionnaires; Administrator Interviews/Questionnaires; Parent/Student Questionnaires; Classroom Observations Attributes;	
<p>Data Type:</p> <ol style="list-style-type: none"> 1. Attitudinal 2. Behavioral 3. Cognitive 	<p>Findings:</p> <ol style="list-style-type: none"> 1. Comprehension keying in on fluency is the school focus; strategies/best practice are cooperative learning, academic and subject vocabulary, and close reading; Professional development is tailored to the school action plan; Focus on school is comprehension keying on fluency; strategies in ELA are UNRREAL and RACE, strategies in Math are CUBE and RDW 2. Lessons plans include the school’s best practices; Faculty/staff collaborate and support each other and work well together; Supportive principal who cares about teachers and students and helps teachers improve their teaching by observing and giving feedback; Teachers promote a positive learning climate; Teachers demonstrate the ability to communicate effectively with students; Teachers use techniques which develop lesson objects 3. Social Studies increased % proficient on Leap Test for grades 4 and 5; ELA increased % proficient on Leap test for grade 4 and 5; Math increased % proficient on Leap test for grades 5

Data Triangulation – Weaknesses – NWUE SCHOOL

Contributing Factors: Some to extensive use of direct instruction with the entire class	
Domain: N/A	
Sub domain: N/A	
Instrument: Administrator Interviews; Parent/Instructional Staff Questionnaires; Classroom Observations Strategies/Attributes; DIBELS Data; Instructional Staff Focus Group Responses/Interviews; Faculty Needs Assessment; Contextual Observation Checklist	
Data Type:	Findings:
1. Attitudinal	1. Some to extensive use of direct instruction with the entire class; Paperwork; planning takes place at home for annotation; constant changes to the curriculum and what/how we are to teach is overwhelming; teachers are required to do too much paperwork/documentation; Paperwork load; teachers having to use so many copies of materials; teachers miss too much instructional time for in-services, meetings, etc., some classes are too large ; no full-time computer teachers to allow time during the day for teacher planning; only having two enrichments; Parents disagree that additional support and instructional time is available to the children if needed; Teachers disagree that additional support and instructional time is provided to students who need more help
2. Behavioral	2. Teachers accommodate individual differences; Independent or group centers; Systematic individual instruction (differential assignments geared to individual needs); Saw a lot of direct instruction from the teacher; some teachers are still using a lot of direct instruction rather than having the students figure things out
3. Cognitive	3. Grade 3 decreased in % proficient on ELA, Math and Social Studies; Grade 4 decreased in % proficient on leap in math; Grade 3 increased number of students on DIBELS from fall to spring not on Benchmark

<p>Contributing Factors: Teachers do not meet regularly to collaboratively develop/revise lesson plans and revise students' work; No planning time in the master schedule</p>	
<p>Domain: N/A</p> <p>Sub domain: N/A</p>	
<p>Instrument: Classroom Observations Attributes/Strategies; LEAP Test Scores, Math Benchmark Assessments; Faculty Needs Assessment; Administrator/Instructional Staff Interviews/Focus Group Responses; Contextual Observation Checklist; Subgroup Reports</p>	
<p>Data Type:</p> <p>1. Behavioral</p> <p>2. Cognitive</p> <p>3. Attitudinal</p>	<p>Findings:</p> <p>1. Teachers stimulate and encourage higher-order thinking at appropriate developmental levels; Teachers do not have time to meet to collaboratively develop/revise lesson plans and revise students' work; Teachers relate relevant examples, unique situations, or current events to the content; 100% Sustained writing/composition (self-selected or teacher-assigned topics; teachers are asking and answering the questions themselves; Few to no observations of students receiving rewards for positive behavior; Teacher do not have time to for breaks to collaborate; no planning time; lack of positive reinforce throughout lunch, cafeteria, classroom, recess, guidance, library, etc.</p> <p>2. Grade 3 decreased 32 % proficient on ELA LEAP test; Grade 3 had improve % proficient on the ELA test the two years before; Grade 3 decreased 22 % proficient on Math LEAP test; Grade 3 had two years of 83% proficient on the Math LEAP test the two years before that; Grade 3 decreased 22 % proficient on the Social Studies LEAP test</p> <p>3. No time in the Master Schedule for collaborative planning; no free time during the day to effectively collaborate and plan; no planning time; Lack of time during the school day for collaborative planning; planning takes place at home; teachers do not work together to plan lessons; no breaks or time for planning; small faculty means duty every day for all</p>

<p>Contributing Factors: There is not consistency among faculty and administrators in the implementation of discipline procedures (e.g. teaching, rewards, dealing with rule violations, etc.)</p>	
<p>Domain: N/A</p> <p>Sub domain: N/A</p>	
<p>Instrument: Archival Data; JPAMS Data; Contextual Observation Checklist; Classroom Observations Attributes/Strategies; Faculty Needs Assessment; Instructional Staff Interviews/Focus Group Responses; Administrative Interviews/Questionnaires; Student Questionnaires; LEAP Test Scores; Subgroup Reports</p>	
<p>Data Type:</p> <p>1. Archival</p> <p>2. Behavioral/Attitudinal</p> <p>3. Cognitive</p>	<p>Findings:</p> <p>1. Students are not rewarded for positive behavior consistently; There isn't a set behavior plan through all grade to remain consistent; Dojo is used some; Checks are used in others; Orange sheet is used as it is needed; Rewards are not consistent when rewards are given; teachers need consistency with dealing with rule violators; students are given rewards but not as often as they should; have to wait too long to receive awards; teachers are not consistent with rewarding students for positive behavior rather than just getting onto students for negative behavior</p> <p>2. Teachers say students have a lack of desire and motivation to learn; behavior problems sometimes interfere with learning in teachers classroom; students say they don't enjoy coming to school; Students have a lack of rewards for displaying positive behavior in the cafeteria, lunchroom, guidance room, hallways, classroom, PE, recess, etc.</p> <p>3. Grade 3 decreased 32 % proficient on ELA LEAP test; Grade 3 had improve % proficient on the ELA test the two years before; Grade 3 decreased 22 % proficient on Math LEAP test; Grade 3 had two years of 83% proficient on the Math LEAP test the two years before that; Grade 3 decreased 22 % proficient on the Social Studies LEAP test</p>

Action Plan for NWUE SCHOOL - Activities indicated should address all subgroups.

GOA L 1	By 2020-2021, 80% of students will reach high standards, attaining proficiency or better in reading/language arts and social studies.	
Instructional Focus: All students will show growth in comprehension through the implementation of a set of standards-based shared practices.		
Best Practices: Close Reading Strategies, Academic/subject vocabulary, cooperative learning		
Indicator of Implementation:		Procedures for Evaluating Indicators of Implementation:
1.1 Teachers implementing Learnzillion with fidelity, high-quality, scientifically/evidence-based, differentiated instruction aligned with Louisiana state standards.		1.1 School leadership team will use lesson plan rubric to evaluate alignment and differentiation and will share results of evaluation individually and through monthly grade-level/content team meetings.
1.2 Leadership and instructional staff collaborating to improve instructional practice through data analysis		1.2 Leadership team will conduct classroom walk-throughs, share results in grade-level/content team meetings, and assist teachers with analyzing data to plan and implement instruction.
OBJECTIVES:		DESIRED OUTCOMES:
1.1	LEAP ELA whole school % proficient will increase from 68% (111 students) to 72% (117 students) on the spring 2021 LEAP assessment.	Students will master targeted ELA and critical-thinking skills in the benchmarks and standards for their grade level and improve ELA performance on district and state assessments.
1.2	LEAP ELA assessment index will increase from 64.7 to 69 on the spring 2021 LEAP assessment.	
1.3	68% (127 students) of the 186 student population scored Basic or above on the LEAP 2019 assessment. 15 of those students (12%) will move to a higher achievement level on the spring 2021 LEAP assessment.	

School Improvement Plan

Activity	Responsible Person	Start Date	Completion Date	Estimated Cost	Funding Source
School leadership and instructional staff will receive monthly virtual/face-to-face professional development in using research/evidence-based strategies and best practices to improve student academic performance. Instructional staff will attend virtual/face-to-face professional development trainings offered from inside/outside sources as made available throughout the year to strengthen understanding of schools' focuses, best practices, behavioral/academic goals, and research/evidence-based strategies. Substitutes will be provided for virtual/face-to-face trainings held during the school day. Teachers who are not certified will be offered the opportunity to attend courses to received needed credentials. Administrators/instructional staff/paraprofessionals attending PD activities will redeliver content/strategies at school and/or district sites. (C,L,D,N)	Principal	September 2020	June 2021		
Teachers and paraprofessionals will receive support through virtual/face-to-face modeled lessons, professional development, and data analysis to implement research/evidence-based interventions with identified at-risk students. (C, D, L)	Principal, Elem Supervisor, Instr. Staff Facilitator, Content Coach	September 2020	June 2021		
Using DIBELS and other academic measures, interventions will be implemented daily in grades 3 – 5. (C, L)	Principal, teachers, Interventionist	September 2020	June 2021		
Instructional staff in monthly virtual/face-to-face grade-level meetings will analyze data to evaluate implementation of research/evidence-based strategies and best practices including Project Read, Learnzillion, and instructional and technological methods shared from virtual/face-to-face ELA inservices, trainings, literacy conferences, Model Schools Conference, Teacher Leader, and other workshops. (C, L)	Principal, teachers, Content Coach	September 2020	June 2021		
Instructional staff will meet monthly in virtual/face-to-face cross-curricular/grade-level/content team meetings to align instruction with Louisiana state standards and GLEs, Learnzillion, select research/evidence-based strategies, including the integration of technology, for inclusion in lesson plans, and plan, coach, and encourage team members in implementing selected strategies. (C, L)	Principal, Content Coach	September 2020	May 2020		
Students will participate in Accelerated Reading by way of MyOn and online Book Fair information sharing and literacy activities learned at the Louisiana Library Association Meeting. (C, L)	Librarian	March 2021			
Instructional staff will collaborate weekly sharing information with parents about student progress, strengths, and weaknesses, coordinate dissemination of progress reports every four weeks as well as plan virtual/face-to-face Parent Conferences, Honors and Awards Assemblies,	Principal	September 2020	June 2021		

School Improvement Plan

Grandparents Day, and an annual Open House/Parent and Family Engagement Workshop. (FCI, C, D, L)					
Teachers will create and distribute weekly newsletters to inform parents and community about school events, student achievements, and ways to assist students with home learning. Updates will be posted on school and parent center websites. (FCI, C, D, L)	Principal	September 2020	June 2021		
At virtual Parent-Meet-And-Greet, Title I virtual Parent Night, and Parent Testing and virtual Accountability Night, parents and community stakeholders will learn activities to assist students with improved ELA skills and strengthened home-school connection. (FCI, C, D, L)	Principal	September 2020	January 2021		
Stakeholders (teachers, counselors, parents, leadership, students, paraprofessionals, staff members, and community representatives) will receive quarterly virtual/face-to-face professional development about the school's behavioral/academic goals as well as school policies, expectations, and testing information. Planning committee will utilize results from annual stakeholder survey to design activities, refine communications, and encourage increased attendance. (FCI, C, D, L)	Principal and Selected Teachers	September 2020	June 2021		
Instructional staff will implement effective classroom management activities as developed and reviewed in monthly meetings. (C, D, L)	Principal, PBIS Committee, Behavior Specialist	September 2020	June 2021		
Students will weekly practice ELA skills with Chromebooks, using EAGLE, AR, and other research/evidence-based online/software programs. (C, L)	Computer based Instructor	September 2020	June 2021		
Supplemental assistance will be available for students, especially those students specifically identified for interventions. (C, L)	Principal	September 2020	June 2021		
Enriching experiences and activities, including One Book One School Reading Initiative, will be scheduled for students in which they will demonstrate and develop a love and appreciation of reading that will result in increased achievement and mastery of reading skills. Field Trips and enrichment activities will be aligned to Louisiana State Standards. (C,L)	Principal, teachers	September 2020	June 2021		
Students will track academic performance using a tracking tool such as but not limited to Academic Address Tracking Cards in each subject. Students will use self-assessment cards to self-assess learning during instruction.	Teachers, students	September 2020	June 2021		
Summative Evaluation: School leadership team with instructional staff will analyze data by comparing DIBELS, LEAP test scores, and benchmark assessments to determine increase in student ELA and social studies performance from Spring 2020 to Spring 2021.					
Implementation Issues	Date Presented	Resolution(s)		Date Resolved	

School Improvement Plan

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F-CI-Indicates Family Community Involvement Activities D-Indicates Discipline Support Activities C-Indicates Curriculum Activities L-Indicates Literacy Activities N-Indicates Numeracy Activities

Action Plan for NWUE School - Activities indicated should address all subgroups.

GOAL 2	By 2020-2021, 80% of students will reach high standards, attaining proficiency or better in mathematics and science.	
Instructional Focus: All students will show growth in comprehension through the implementation of a set of standard-based shared practices.		
Best Practices: Close Reading Strategies, Academic/subject vocabulary, cooperative learning		
Indicator of Implementation:		Procedures for Evaluating Indicators of Implementation:
2.1 Teachers implementing, with fidelity, high-quality, scientifically/research-based, differentiated instruction aligned with Louisiana state standards.		2.1 School leadership team will use Eureka walk-through tool to evaluate alignment and differentiation and will share results of evaluation individually and through monthly grade-level/content team meetings.
2.2 Leadership and instructional staff collaborating to improve instructional practice through data analysis		2.2 School leadership will conduct regular classroom walk-throughs, share results in grade-level/content team meetings, and assist teachers with analyzing data to plan and implement instruction.
OBJECTIVES:		DESIRED OUTCOMES:
2.1	LEAP math whole school (163 students) % proficient score will increase from 69% (112 students) to 74% (120 students) on the spring 2021 LEAP assessment	Students will master targeted math skills in the benchmarks and standards for their grade level and improve math performance on district and state assessments.
2.2	LEAP math scores for grade 3 (48 students) will increase from 61% (29 students) to 71% (34 students) proficient or above on the spring 2021 LEAP assessment.	
2.3	LEAP data will show an increase in the math sub-claim of major content from 72% (117 students) proficient to 78% (117 students) or above on the spring 2021 LEAP assessment.	

School Improvement Plan

Activity	Responsible Person	Start Date	Completion Date	Estimated Cost	Funding Source
School leadership and instructional staff will receive virtual/face-to-face professional development prior to the beginning of the school year in using Google Classroom and research/evidence-based strategies and best practices to improve student academic performance. Instructional staff will attend virtual/face-to-face professional development trainings offered from inside/outside sources as made available throughout the year to strengthen understanding of schools' focuses, best practices, behavioral/academic goals, and research/evidence-based strategies. Substitutes will be provided for virtual/face-to-face trainings held during the school day. Teachers who are not certified will be offered the opportunity to attend courses to received needed credentials. Administrators/instructional staff/paraprofessionals attending PD activities will redeliver content/strategies at school and/or district sites. (C,L,D,N)	Principal	September 2020	June 2021		
Teachers and paraprofessionals will receive support through virtual/face-to-face modeled lessons, professional development, and data analysis to implement research/evidence-based interventions with identified at-risk students. (C, D, N)	Principal, Content Coach, Elementary Supervisor, Instr. Staff Facilitator	September 2020	June 2021		
Instructional staff in weekly virtual/face-to-face grade-level meetings will analyze data to evaluate implementation of research/evidence-based strategies and best practices including Eureka Math, Reciprocal Teaching, Reading and Writing across the Curriculum, and instructional and technological methods shared from virtual/face-to-face Eureka mathematics and Science inservices, trainings, conferences, Model Schools Conference, Teacher Leader, and other workshops. (C, N)	Principal, Content Coach	September 2020	June 2021		
Using Zearn Math assessments, interventions will be implemented daily in grades 3-5. (C, N)	Principal, teachers, Interventionist	September 2020	June 2021		
Instructional staff will meet monthly in virtual/face-to-face cross-curricular/grade-level/content team meetings to align instruction with Louisiana State Standards, select research/evidence-based strategies, including the integration of technology, for inclusion in lesson plans, and plan, coach, and encourage team members in implementing selected strategies. (C, N)	Principal, Content Coach	September 2020	June 2021		
Students will participate in weekly sessions in the computer lab or on Chromebooks to practice math skills using EAGLE, Zearn and other research-based online/software programs. (C, N)	Principal, Computer Lab Teacher	September 2020	June 2021		

School Improvement Plan

Instructional staff will collaborate weekly sharing information with parents about student progress, strengths, and weaknesses, coordinate dissemination of progress reports every four weeks as well as plan virtual/face-to-face Parent Conferences, an Honors and Awards Assembly, Grandparents Day, and an annual Open House/Parental Involvement Workshop. (FCI, C, D, N)	Principal	September 2020	June 2021		
Teachers will create and distribute weekly newsletters to inform parents and community about school events, student achievements, and ways to assist students with home learning. Updates will be posted on school and parent center websites. (FCI, C, D, N)	Principal	September 2020	June 2021		
At virtual Parent Meet-and-Greet, Title I Parent Night, Parenting Partners, and Parent Testing and Accountability Night, parents and community stakeholders will learn hands-on games and activities to assist students with improved math skills and strengthened home-school connection (FCI, C, N).	Principal	September 2020	January 2021		
Stakeholders (teachers, counselors, parents, leadership, students, paraprofessionals, staff members, and community representatives) will receive quarterly virtual/face-to-face professional development about the school's behavioral/academic goals as well as school policies, expectations, and testing information. Planning committee will utilize results from annual stakeholder survey to design activities, refine communications, and encourage increased attendance. (FCI, C, D, N).	Principal and Selected Teachers	September 2020	June 2021		
Instructional staff will implement effective classroom management activities as developed and reviewed in monthly meetings. (C, D, N)	Principal, PBIS Committee, Behavior Specialist	September 2020	May 2020		
Supplemental assistance will be available for students, especially those students specifically identified for interventions. (C, N)	Principal	September 2020	June 2021		
Enriching experiences and activities will be scheduled for students in which they will demonstrate and develop a love and appreciation of math that will result in increased achievement and mastery of reading skills. Field Trips and enrichment activities will be aligned to Louisiana State Standards. (C,L)	Principal, teachers	September 2020	June 2021		
Students will track academic performance using Academic Address Tracking Cards in each subject. Students will use self-assessment cards to self-assess learning during instruction.	Teachers, students	September 2020	June 2021		
Summative Evaluation: School leadership team with instructional staff will analyze data by comparing LEAP test scores as well as benchmark assessments to determine increase in student math and science performance from Spring 2020 to Spring 2021.					
Implementation Issues	Date Presented	Resolution(s)		Date Resolved	

School Improvement Plan

FCI-Indicates Family Community Involvement Activities
D-Indicates Discipline Support Activities

C-Indicates Curriculum Activities
L-Indicates Literacy Activities

N-Indicates Numeracy Activities

NORTH WEBSTER UPPER ELEMENTARY SCHOOL

2020-2021 PARENT AND FAMILY ENGAGEMENT

The faculty and staff at North Webster Upper Elementary promote and encourage Parent and Family Engagement to assist in meeting students' needs in all phases of the educational process. Ongoing virtual/face-to-face opportunities for such involvement will arise throughout the school year for interested parties to participate and/or be informed. The Parent Involvement Plan will be reviewed annually and revised as necessary. The following virtual/face-to-face activities will be implemented to increase parental involvement in the school setting:

- Include parents as full partners in their children's education and include, as appropriate, in decision-making and on advisory committees to assist in the education of their children.
- Promote clear two-way communication between the school and the family about school programs and children's progress through school calendars, school handbooks, Parent Communication Center, parent-school compacts, and parent report cards.
- Provide parents a student/parent handbook which is designed and published annually to provide information concerning school policies and procedures, academic guidelines, and current school calendar.
- Progress reports will be sent home to inform parents about the academic performance of students.
- Send a daily or weekly communications folder home with students in grades 3-5 so that parents can keep current on their children's work
- Class Dojo will be used to keep parents informed daily of class/school activities and student performance.
- Inform parents about academic achievement standards, the school curriculum and instructional practices; school programs, extracurricular activities, attendance, student's academic performance; and requirements for student placement and high school graduation.

- School will provide each parent an individual student report about the performance of their child on the state assessment by sending home test results as soon as they are made available.
- To involve families and community members as volunteers and audiences at the school or in other locations to support students and school programs such as class projects, Back-To-School registration, Virtual Title I Parent Night
- Virtual Parent Testing and Accountability Night, Thanksgiving meal (Grandparents Day), Christmas program, Pageant, Fall Carnival, Book Fair, Quiz Bowl, Awards Day, 5th Grade Graduation, Science Fair, May Fun Day and class parties based on Covid-19 guidance.
- Inform parents about programs and school-wide activities by using an outdoor sign, JCampus calls, grade-level newsletter, school's Facebook page, school's parish web page, and local newspapers.
- Record parent attendance at virtual school events with the goal of increasing parental involvement.
- Provide assistance to parents and guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home through the following: Virtual Parent Meet and Greet, Virtual Title I Parent Night, virtual Parent Testing and Accountability Night.
- One District One Book parent and family engagement.
- Parent-Teacher conference virtual or in-person based on Covid-19 guidance.

NORTH WEBSTER UPPER ELEMENTARY SCHOOL

2020-2021 Professional Development Plan

North Webster Upper Elementary recognizes the importance of professional development in the education process and therefore has implemented the following virtual/face-to-face activities to improve or enhance professional development in the school setting:

- Weekly subject level meetings
- Monthly faculty meetings
- Monthly School Team meetings

Administration will attend various virtual/face-to-face conferences to obtain information pertaining to new and current laws/educational practices which may impact the educating of students and the everyday running of a school.

Teachers will participate in parish wide virtual/face-to-face in-services to learn about instructional strategies and engaging learning activities in the classroom and virtually to enhance instruction and motivate students. Virtual/face-to-face training may include but are not limited to:

- EAGLE
- Eureka Math
- Louisiana State Standards
- Learnzillion
- Zearn
- COMPASS Training
- PHD Science/Social Studies training