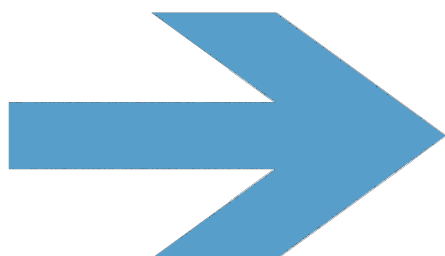
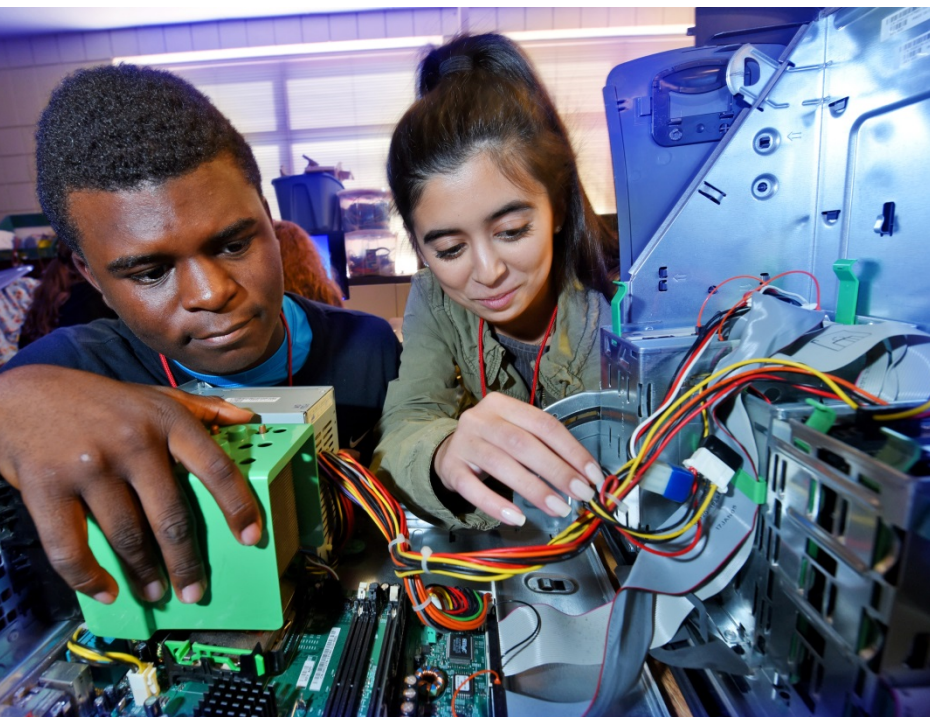


A Strategic Design for 2021

*EVERY CHILD, EVERY DAY FOR A
SUCCESSFUL TOMORROW*







EVERY CHILD, EVERY DAY

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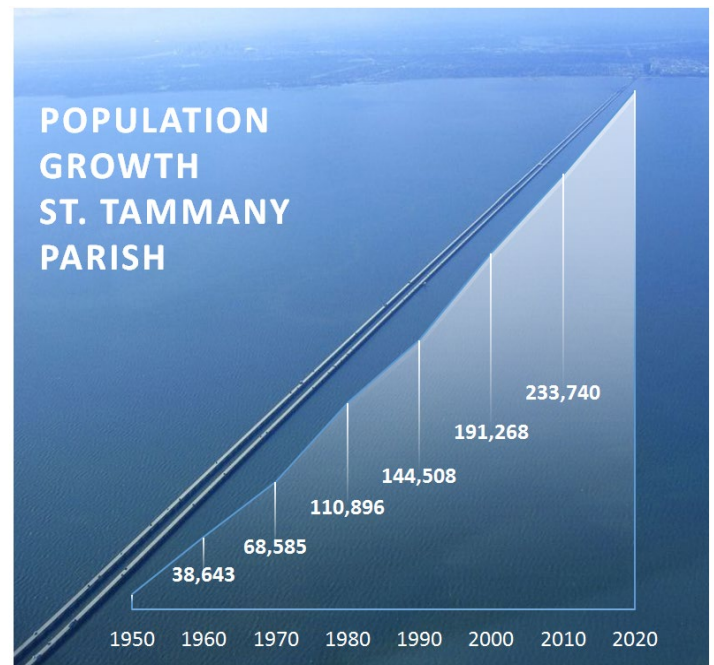
PROGRESS MONITORING 31

OUR STORY

Our Mission: To provide a high-quality education for all students, resulting in life-long learners who can contribute positively to the society in which they live.

The St. Tammany Parish Public School System educates over **37,500** students in 55 schools across St. Tammany Parish that provide a caring environment for learning, a challenging and relevant curriculum, innovative instruction and solid student achievement.

The first recorded School Superintendent was Joseph B. Lancaster in 1900. More than a century later, the School System continues with its constant commitment to education for the St. Tammany community.



Source: U.S. Census Bureau

High performance and educating the whole child has made the School System a leader in the State of Louisiana by all major standards of educational excellence. The School System maintains an **"B"** District Performance Score and is the highest ranked large district in the state. St. Tammany Parish Public School System students consistently score above national and state averages on the ACT. All of the schools in the System are accredited by **Cognia**, and eight schools are National Blue Ribbon Schools of Excellence according to the U.S. Department of Education.

The district works closely with the community to engage every child, every day for a successful tomorrow to fulfill the district's mission to provide a high-quality education for all students, resulting in life-long learners who can contribute positively to the society in which they live.



STRATEGIC DESIGN



The St. Tammany Parish Public School System engages in strategic design to build capacity and provide guidance for leadership and policy decisions. Strategic design fosters development of initiatives and strategies to achieve our shared beliefs and mission.

In determining future direction, sources of information must include historical influences, expected traditions, community perspectives, current trends, and future forecasts.

Assessing the district's capacity through the lens of all stakeholders confirms a common understanding of shared beliefs and a compelling vision for St. Tammany Parish Public Schools.

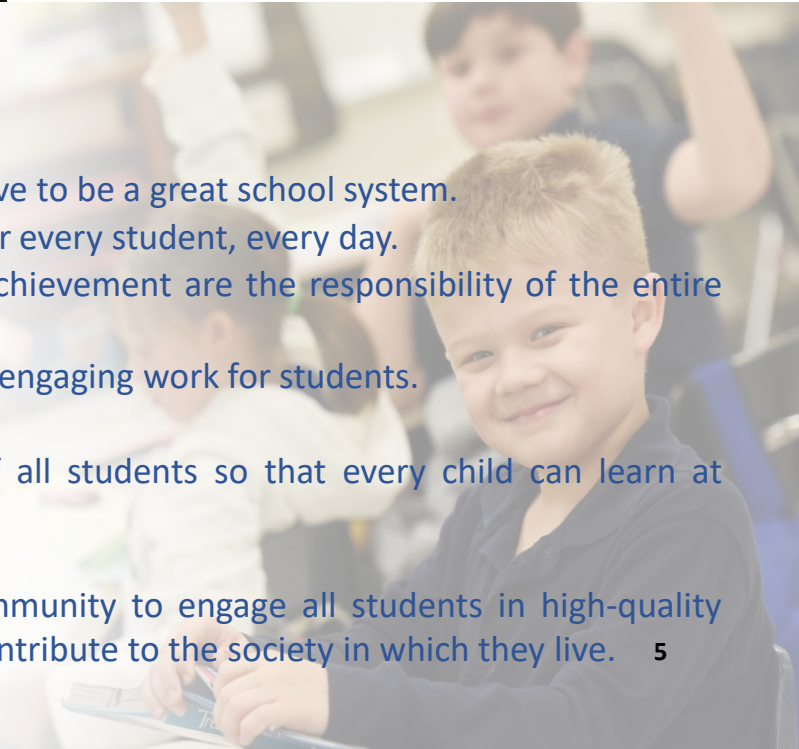
The intended result is continuous improvement in producing the level and quality of student learning that is required for college and career readiness. Constant commitment to improvement and high performance has made the System a leader in the State of Louisiana, by all major standards of educational excellence.

Shared Beliefs

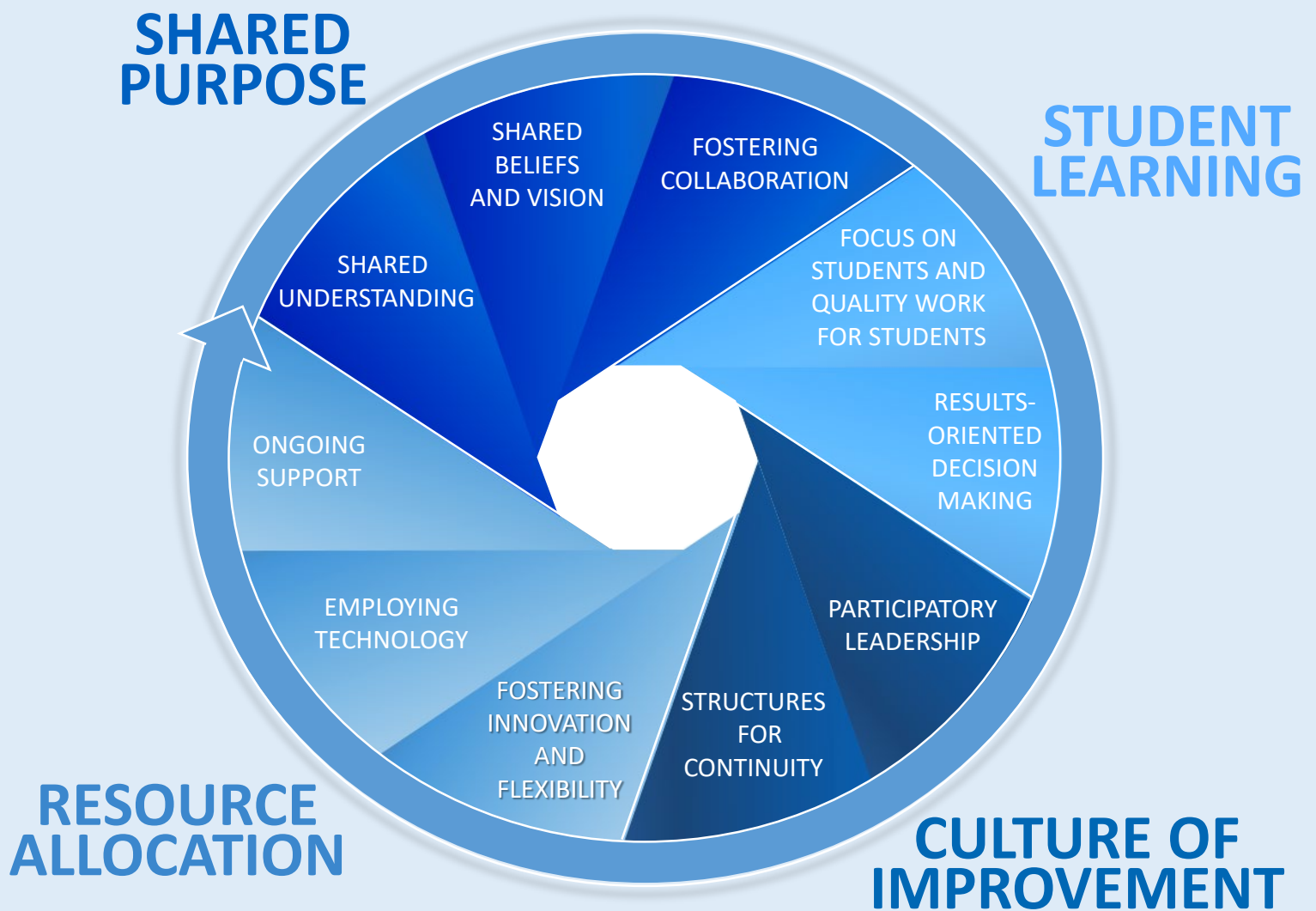
We believe that:

- We are a good school system, and we must strive to be a great school system.
- Our core business is to create engaging work for every student, every day.
- High-quality schools and exemplary student achievement are the responsibility of the entire community.
- Teachers are leaders and designers who create engaging work for students.
- Student engagement is the key to learning.
- Effective instruction must meet the needs of all students so that every child can learn at expected high levels.

Therefore, we make a commitment with our community to engage all students in high-quality education resulting in life-long learners who can contribute to the society in which they live. 5



BUILDING CAPACITY



DIRECTION

PURPOSE

ASSESSMENT

LEADERSHIP

INFRASTRUCTURE

RESOURCES

The Building Capacity framework contains ten capacity standards aligned to the four strategic design focus areas: Shared Purpose, Student Learning, Culture of Improvement and Resource Allocation. Aligning all work with capacity standards ensures the district, schools, and classrooms work together to meet the needs of students.

STRATEGIC GOAL 1

Expand strategies for effective communication between stakeholders for transparency and cohesive support of the school system, supporting a shared purpose that each child has the opportunity to succeed in school and the community.



SHARED PURPOSE

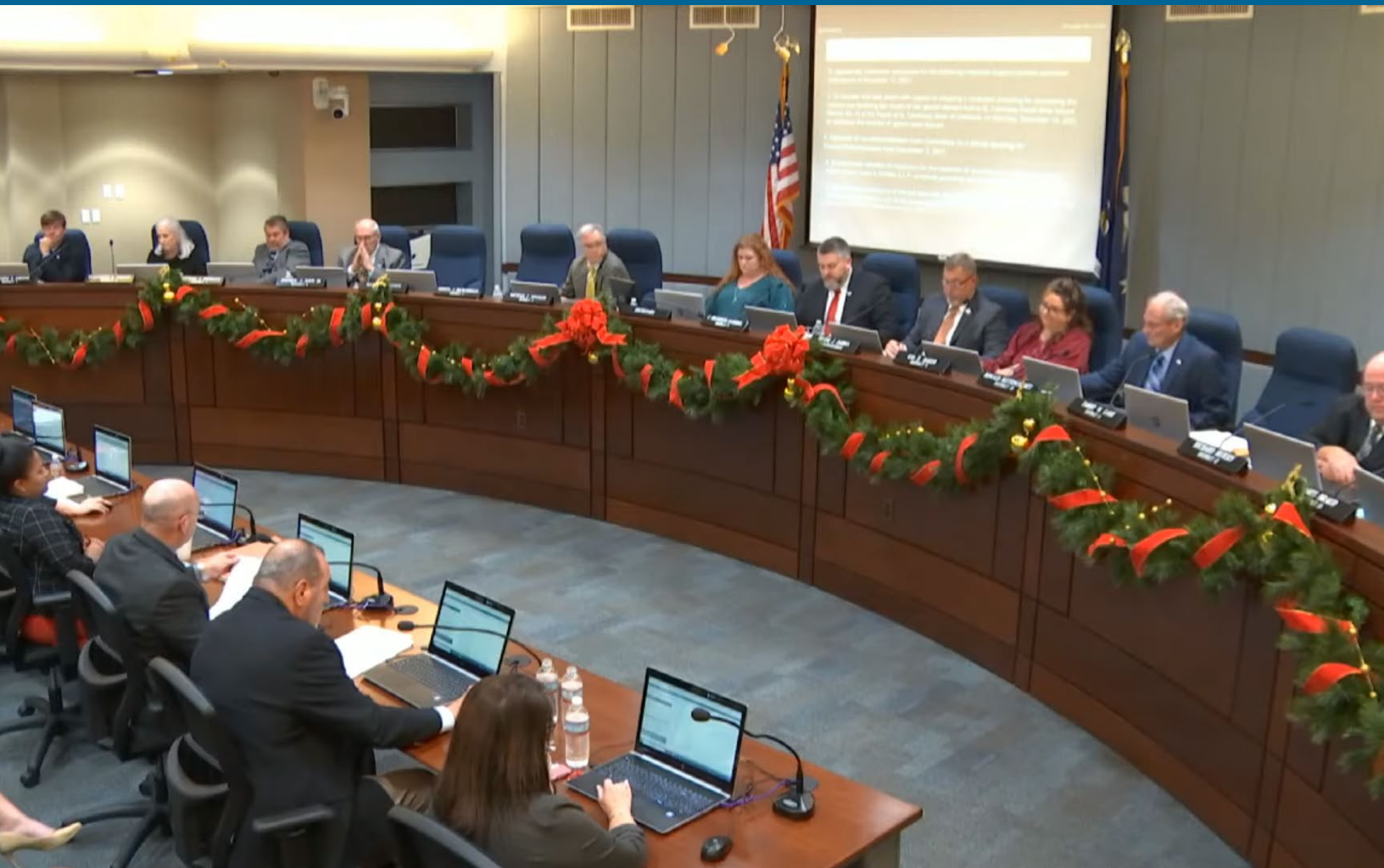
DEVELOPING SHARED BELIEFS AND VISION

The school district and its community develop within the local context a compelling vision of what schools can be and how schools should be related to the community—a vision capable of earning wide support in the school district and in the community and consistent with a set of well-articulated beliefs regarding the nature of schools and the schooling enterprise.



FOSTERING COLLABORATION

The school district encourages and supports the creation of relationships within the school district, between schools and parents, and among those agencies and groups that provide service to children and youth, in order to ensure that each child has the support needed to succeed in school and the community.



DEVELOPING A SHARED UNDERSTANDING OF THE NEED FOR CHANGE

The members of the board, the superintendent, central office staff, principals, teacher leaders, leaders of parent organizations, and key community leaders (e.g., civic leaders, business leaders) have a common understanding of the nature of the problems and opportunities that confront the school district and base their discussions of these issues on a common body of fact and information.

STRATEGIC GOAL 1

SHARED PURPOSE

Strategic Goal 1 – Shared Purpose

Expand strategies for effective communication between stakeholders for transparency and cohesive support of the school system, supporting a shared purpose that each child has the opportunity to succeed in school and in the community.

Key Components

- Developing shared beliefs and vision
- Fostering collaboration
- Developing a shared understanding of the need for continuous improvement

Numbers

1
2
3

Measurable Objective

1.0 – All schools will submit and implement school advancement plans that are reflective of the individual needs of their schools.

Measurable Objective

2.0 – The district will monitor usage of the Student Progress Center views, Facebook likes, Twitter followers, Instagram, and App downloads.

Measurable Objective

3.0 – The district will collect, monitor, and analyze out of school suspensions data.

Baseline 15/16	Target 16/17	Target 17/18	Target 18/19	Target 19/20	Target 20/21	Target 21/22
100%	100%	100%	100%	100%	100%	100%
55 schools	Actual 16/17	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	
	100%	100%	100%	100%	100%	

	App	Facebook	Instagram	Student Progress Center	Twitter
15/16	12,634 downloads	14,658 likes	191 followers	2,157,857 views	3,669 followers
16/17	17,242 downloads	19,300 likes	474 followers	2,203,728 views	4,660 followers
17/18	21,604 downloads	23,828 likes	1,450 followers	2,245,082 views	6,280 followers
18/19	25,479 downloads	28,737 likes	4,127 followers	2,561,810 views	7,067 followers
19/20	28,631 downloads	33,506 followers	6,966 followers	1,506,056 views	7,599 followers
20/21	31,732 downloads	38,765 followers	9,054 followers	2,575,950 views	7,648 followers
21/22					

Baseline 15-16	STPPS 16-17	STPPS 17-18	STPPS 18-19	STPPS 19-20	STPPS 20-21	STPPS 21-22
7.1%	6.8%	6.5%	6.5%	5.6%	4.4%	
State 15-16	State 16-17	State 17-18	State 18-19	State 19-20	State 20-21	State 21-22
8.5%	8.3%	8.1%	7.8%	6.2%	3.8%	

IMPLEMENTATION OF GOAL 1

Strategic Goal 1 – Shared Purpose

Key Component 1 – Developing shared beliefs and vision

The school district and its community develop within the local context a compelling vision of what schools can be and how schools should be relatable to the community—a vision capable of earning wide support in the school district and in the community and consistent with a set of well-articulated beliefs regarding the nature of schools and the schooling enterprise.

Action Steps:		Implementation						Persons Responsible
		16/17	17/18	18/19	19/20	20/21	21/22	
1.0.1	Review mission, vision, and statements of beliefs by responding to public input		X	X	X	X		Communications Director
1.0.2	Maintain the on-line free/reduced application process for all grades	X	X	X	X	X		Food Service Supervisor & Principals
1.0.3	Continue to utilize lower fat, reduced sugar, reduced sodium and higher fiber products and increase produce consumption	X	X	X	X	X		Food Service Supervisor; Cafeteria Managers; Principals
1.0.4	Increase revenue by offering additional food items for sale to students while maintaining the nutritional integrity of the Child Nutrition Programs	X	X	X	X	X		Food Service Supervisor & Cafeteria Managers
1.0.5	Create/implement a plan for decreasing the frequency of bus accidents and student behavior incidents		X	X	X	X		Transportation Supervisor
1.0.6	Review transportation schedules and student time on the school bus	X	X	X	X	X		Transportation Supervisor
1.0.7	Continue to evaluate an annual demographic overview to optimize student enrollment, staffing, and facility planning	X	X	X	X	X		Assistant Superintendent of Administration; Lead Construction Supervisor
1.0.8	Maintain the appearance and condition of existing facilities, including, but not limited, to grounds, exterior walls, classrooms, athletic fields, etc.	X	X	X	X	X		Assistant Superintendent of Administration; Maintenance & Custodial Directors; Principals
1.0.9	Analyze the components of school performance scores identifying strengths and weaknesses while setting school advancement goals	X	X	X	X	X		Federal Funds Assistant Director & Principals

IMPLEMENTATION OF GOAL 1

Key Component 2 – Fostering collaboration

The school district encourages and supports the creation of relationships within the school district, between schools and parents, and among those agencies and groups that provide service to children and youth, in order to ensure that each child has the support needed to succeed in school and in the community.

Action Steps:	Implementation						Persons Responsible
	16/17	17/18	18/19	19/20	20/21	21/22	
2.0.1 Ensure that parents are provided information necessary to access the Student Progress Center	X	X	X	X	X	X	IT Director & Principals
2.0.2 Develop a standardized district correspondence format with the district website and school websites					X	X	IT & Communication Directors; Principals
2.0.3 Each school will appoint a webmaster to keep current their website.	X	X	X	X	X	X	IT Coordinator & Principals
2.0.4 Implement a Student Advisory Council that will meet periodically with the Superintendent		X	X	X	X	X	Superintendent & High School Principals
2.0.5 Maintain active roles in area civic organizations	X	X	X	X	X	X	Central Office Staff & Principals
2.0.6 Encourage parental support, district pride and community spirit through a variety of school fund raisers	X	X		X	X	X	All Stakeholders
2.0.7 Communications Department and STPPS TV highlight the successes of the school system	X	X	X	X	X	X	Communications Director & Broadcasting Director
2.0.8 Provide a variety of volunteering opportunities in all schools and at the district level	X	X	X	X	X	X	Principals & Central Office Staff
2.0.9 Implement and maintain a stakeholder board advising and assisting with the provision of free and appropriate education for individuals with exceptionalities				X	X	X	Superintendent and/or Designee
2.0.10 Implement and maintain a stakeholder board advising and assisting with diversity, inclusion, and equity					X	X	Superintendent & Communications Director



A STRATEGIC DESIGN FOR 2021

Strategic Goal 1 – Shared Purpose

Key Component 3 – Developing a shared understanding for the need for continuous improvement

The members of the board, the superintendent, central office staff, principals, teacher leaders, leaders of parent organizations, and key community leaders (e.g., civic leaders, business leaders) have a common understanding of the nature of the problems and opportunities that confront the school district and base their discussions of these issues on a common body of fact and information.

Action Steps:		Implementation						Persons Responsible
		16/17	17/18	18/19	19/20	20/21	21/22	
3.0.1	Participate in scheduled law enforcement agency meetings with school representatives	X	X	X	X	X	X	Security Coordinator & Principals
3.0.2	Meet the required number of safe and drug free education hours at each site through programs presented in grades K - 8	X	X	X	X	X	X	Federal Funds Assistant Director & Principals
3.0.3	Maintain school resource officers at all schools	X	X	X	X	X	X	Security Coordinator & Administration Supervisor
3.0.4	Continuously update crisis management plans for all schools in Rapid Responder	X	X	X	X	X	X	Security Coordinator; Principals
3.0.5	Maintain/upgrade security camera systems at all schools to monitor activities on campuses	X	X	X	X	X	X	IT Director
3.0.6	Support the implementation of the Positive Behavior Intervention Support (PBIS) programs in all schools	X	X	X	X	X	X	Administration Supervisor & Principals
3.0.7	Raise student awareness and access to counseling, career planning, and other programs	X	X	X	X	X	X	Students with Exceptionalities Director & Principals
3.0.8	Provide alternative programs for disruptive students who have been removed	X	X	X	X	X	X	Administration Supervisor; Principals
3.0.9	Continue with the PreK enrollment to access high quality education and anvil parents	X	X	X	X	X	X	Early Childhood Department & Supervisor
3.0.10	Hosts family involvement activities focused on increasing student achievement each year	X	X	X	X	X	X	Federal Funds Assistant Director & Principals
3.0.11	Partner with business/industry and post-secondary institutions to enhance the quality and availability of Career and Technical Education courses for students	X	X	X	X	X	X	Secondary Director, Secondary Supervisors & Career Technical Coordinator; School to Work Coordinators
3.0.12	Provide staff development opportunities for teachers, paraprofessionals, and administrators in the use of social and emotional strategies meeting the needs of all students	X	X	X	X	X	X	Admin & C&I Supervisors; Principals

STRATEGIC GOAL 2

Implement a comprehensive academic program which assesses readiness and advancement in grades Pre-K through 12, providing the opportunity for student learning to culminate in college and career readiness.



STUDENT LEARNING

DEVELOPING A FOCUS ON STUDENTS AND ON THE QUALITY OF WORK PROVIDED TO STUDENTS

Throughout the school district there is a clear focus on students and on the quality of the work provided to students—work that students find interesting, challenging, and satisfying and that results in their learning what is expected by schools, parents, and the community.

DEVELOPING STRUCTURES FOR RESULTS-ORIENTED DECISION MAKING

The school district develops a results-oriented management system and a quality-focused decision-making process that are consistent with the beliefs that guide the system and that ensure that the measures of quality conform with the requirements of those who provide support to students and the schools.



STRATEGIC GOAL 2

STUDENT LEARNING

Strategic Goal 2 - Student Learning	Key Components	Numbers
Implement a comprehensive academic program which assesses readiness and advancement in grades Pre-K through 12, providing the opportunity for student learning to culminate in college and career readiness.	<ul style="list-style-type: none"> Developing a focus on students and on the quality of work provided to students 	4
	<ul style="list-style-type: none"> Developing structures for results-oriented decision making 	5

Measurable Objective																													
4.0 & 5.0 – The percent of students in grades K-2 performing at or above core level in reading will increase by 5 percent based on the reading assessment, Dynamics Indicators of Early Literacy Skills (DIBELS 8 th Edition) by 2021.	<table><tr><th>Baseline 15/16</th><th>Target 16/17</th><th>Target 17/18</th><th>Target 18/19</th><th>Target 19/20</th><th>Target 20/21</th><th>Target 21/22</th></tr><tr><td>68%</td><td>67%</td><td>68%</td><td>69%</td><td>70%</td><td>71%</td><td>71%</td></tr><tr><td></td><td>Actual 16/17</td><td>Actual 17/18</td><td>Actual 18/19</td><td>Actual 19/20</td><td>Actual 20/21</td><td>Actual 21/22</td></tr><tr><td></td><td>66%</td><td>68%</td><td>68%</td><td>Scores not available</td><td>70.5%</td><td></td></tr></table>	Baseline 15/16	Target 16/17	Target 17/18	Target 18/19	Target 19/20	Target 20/21	Target 21/22	68%	67%	68%	69%	70%	71%	71%		Actual 16/17	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Actual 21/22		66%	68%	68%	Scores not available	70.5%	
Baseline 15/16	Target 16/17	Target 17/18	Target 18/19	Target 19/20	Target 20/21	Target 21/22																							
68%	67%	68%	69%	70%	71%	71%																							
	Actual 16/17	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Actual 21/22																							
	66%	68%	68%	Scores not available	70.5%																								
Measurable Objective																													
4.0 & 5.0 – The percent of students in grades 3-8 performing at proficient (Mastery and Advanced) in English language arts and mathematics will increase by 2.5 percent by 2021.	<table><tr><th>Baseline 15/16</th><th>Target 16/17</th><th>Target 17/18</th><th>Target 18/19</th><th>Target 19/20</th><th>Target 20/21</th><th>Target 21/22</th></tr><tr><td>ELA – 54% Math -46%</td><td>ELA – 54.5% Math- 46.5%</td><td>ELA – 55% Math- 47%</td><td>ELA – 55.5% Math- 47.5%</td><td>ELA – 56% Math- 48%</td><td>E LA – 56.5% Math- 48.5%</td><td>E LA – 56.5% Math- 48.5%</td></tr><tr><td></td><td>Actual 16/17</td><td>Actual 17/18</td><td>Actual 18/19</td><td>Actual 19/20</td><td>Actual 20/21</td><td>Actual 21/22</td></tr><tr><td></td><td>ELA – 54% Math – 42%</td><td>ELA – 55% Math – 42%</td><td>ELA – 57% Math- 45%</td><td>Scores not available</td><td>ELA – 56% Math – 40%</td><td></td></tr></table>	Baseline 15/16	Target 16/17	Target 17/18	Target 18/19	Target 19/20	Target 20/21	Target 21/22	ELA – 54% Math -46%	ELA – 54.5% Math- 46.5%	ELA – 55% Math- 47%	ELA – 55.5% Math- 47.5%	ELA – 56% Math- 48%	E LA – 56.5% Math- 48.5%	E LA – 56.5% Math- 48.5%		Actual 16/17	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Actual 21/22		ELA – 54% Math – 42%	ELA – 55% Math – 42%	ELA – 57% Math- 45%	Scores not available	ELA – 56% Math – 40%	
Baseline 15/16	Target 16/17	Target 17/18	Target 18/19	Target 19/20	Target 20/21	Target 21/22																							
ELA – 54% Math -46%	ELA – 54.5% Math- 46.5%	ELA – 55% Math- 47%	ELA – 55.5% Math- 47.5%	ELA – 56% Math- 48%	E LA – 56.5% Math- 48.5%	E LA – 56.5% Math- 48.5%																							
	Actual 16/17	Actual 17/18	Actual 18/19	Actual 19/20	Actual 20/21	Actual 21/22																							
	ELA – 54% Math – 42%	ELA – 55% Math – 42%	ELA – 57% Math- 45%	Scores not available	ELA – 56% Math – 40%																								
Measurable Objective																													
4.0 & 5.0 – The high school graduation rate will increase by 5 percent by 2021.	<table><tr><th>Baseline 2015</th><th>Target 2016</th><th>Target 2017</th><th>Target 2018</th><th>Target 2019</th><th>Target 2020</th><th>Target 2021</th></tr><tr><td>82.9%</td><td>83.9%</td><td>84.9%</td><td>85.9%</td><td>86.9%</td><td>87.9%</td><td>87.9%</td></tr><tr><td></td><td>Actual 2016</td><td>Actual 2017</td><td>Actual 2018</td><td>Actual 2019</td><td>Actual 2020</td><td>Actual 2021</td></tr><tr><td></td><td>82.8%</td><td>82.8%</td><td>83.5%</td><td>81.2%</td><td>82.5%</td><td></td></tr></table>	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021	82.9%	83.9%	84.9%	85.9%	86.9%	87.9%	87.9%		Actual 2016	Actual 2017	Actual 2018	Actual 2019	Actual 2020	Actual 2021		82.8%	82.8%	83.5%	81.2%	82.5%	
Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020	Target 2021																							
82.9%	83.9%	84.9%	85.9%	86.9%	87.9%	87.9%																							
	Actual 2016	Actual 2017	Actual 2018	Actual 2019	Actual 2020	Actual 2021																							
	82.8%	82.8%	83.5%	81.2%	82.5%																								

Strategic Goal 2 – Student Learning

Key Component 4 - Developing a focus on students and on the quality of work provided to students

Throughout the school district there is a clear focus on students and on the quality of the work provided to students - work that students find interesting, challenging, and satisfying and that results in their learning of what is expected by schools, parents, and the community.

Action Steps:		Implementation						Persons Responsible
		16/17	17/18	18/19	19/20	20/21	21/22	
4.0.1	Maintain and/or expand the Community Network of service providers for infants-to-five years old	x	x	x	x	x	x	Elementary & Early Childhood Dept.
4.0.2	Implement Louisiana's Birth to Five Early Learning and Development Standards, Teaching Strategies GOLD, & Classroom Assessment Scoring System (CLASS)	x	x					Elementary Director & Supervisors; Pre-K Dept.; Principals
4.0.3	Utilize the Language and Math sections of the Desired Results for Developmental Profile (DRDP) to measure student readiness for K	x	x	x	x	x	x	Principals
4.0.4	Identify strategies for preparing more students to enroll in Advanced Placement (AP) courses and/or Dual Enrollment courses	x	x	x	x	x	x	Secondary Director; Secondary Supervisors; Principals
4.0.5	Monitor at-risk students by determining appropriate Response to Intervention(Rtl) strategies being Implemented	x	x	x	x	x	x	Principals
4.0.6	Identify/develop opportunities for students to be dually enrolled with post-secondary institutions and/or pursue the requirements of TOPS Tech diploma	x	x	x	x	x	x	Secondary Director; Secondary Supervisors; Principals
4.0.7	Administer LEAP 2025, state-required ACT, Advanced Placement tests (AP) and other assessments according to the state schedule using appropriate accommodations per IAPs and IEPs	x	x	x	x	x	x	Principals
4.0.8	Annually review and make decisions on the necessity of textbook adoptions and/or curriculum	x	x	x	x	x	x	Assistant Superintendent of C&I; Directors; Supervisors

IMPLEMENTATION OF GOAL 2

Action Steps:	Implementation						Persons Responsible
	16/17	17/18	18/19	19/20	20/21	21/22	
4.0.9 Annually review and revise the Guaranteed Curriculum in response to student achievement results, assessment data and staff recommendations	x	x	x	x	x	x	Assistant Superintendent of C&I; Directors, Supervisors; Curriculum Specialists; Principals
4.0.10 Expand internships, Career pathways in order to increase dual enrollment credit, industry-based certifications, and career options at every high school	x	x	x	x	x	x	Secondary Director; Secondary Supervisors; Principals
4.0.11 Educate the educational community on programs, including the Pupil Progression Plan, Content Standards, Career Pathways, internships, Dual enrollments, AP/senior projects and industry-based credentials	x	x	x	x	x	x	Assistant Superintendent of C&I; Directors; Supervisors; Career Technical Coordinator; Principals
4.0.12 Offer in-school/after-school tutoring at selected sites during the school year	x	x	x	x	x	x	Principals
4.0.13 Provide remediation programs for grades 4, 8, and high school LEAP 2025 tested courses	x	x	x	x	x	x	C&I Supervisor; Principals
4.0.14 SBLC teams analyze data to determine appropriate Response to Intervention (RTI) for targeted students	x	x	x	x	x	x	RtI Coordinator & SBLC Chairpersons
4.0.15 Support achievement in literacy across content areas through the Striving Readers Comprehensive Literacy Grant	x	x					C&I Supervisor & Principals
4.0.16 Design and implement Individual Academic Improvement Plans beginning in grade 5 for students meeting the criteria		x	x	x	x	x	C&I Supervisors & Principals
4.0.17 Design and implement a graduation support plan for all students prior to entering high school	x	x	x	x	x	x	Principals & SBLC Chairpersons
4.0.18 Explore relevant high school credit options that can be offered at the junior high	x	x	x	x	x	x	Directors; Secondary Supervisors; Principals

A STRATEGIC DESIGN FOR 2021

Strategic Goal 2 – Student Learning

Key Component 5 - Developing structures for results-oriented decision making

The school district develops a results-oriented management system and a quality-focused decision-making process that are consistent with the beliefs that guide the system and ensure the measures of quality conform with the requirements of those who provide support to students and the schools.

Action Steps:		Implementation						Persons Responsible
		16/17	17/18	18/19	19/20	20/21	21/22	
5.0.1	Analyze data from benchmark assessments to create Student Learning Targets (SLTs) and monitor progress	x	x	x	x	x	x	C&I Supervisor; Curriculum Specialists; Principals
5.0.2	Analyze data from LEAP 2025, ACT, AP, and other assessments; identify next steps in response to scores; and communicate changes to stakeholders	x	x	x	x	x	x	Directors, Supervisors; Curriculum Specialists; Principals
5.0.3	Provide professional development (PD) pertaining to district curricula resources for instructional strategies and successful implementation of all programs	x	x	x	x	x	x	Supervisors; Curriculum Specialists; Principals; PD Coordinators
5.0.4	Redeliver professional development to teachers in Professional Learning Communities (PLCs) by exemplar teachers, school administrators, curriculum specialists, Instructional Coaches, and Intervention Specialists	x	x	x	x	x	x	C&I Supervisors; Curriculum Specialists; Principals; PD Coordinators



STRATEGIC GOAL 3

Monitor and communicate stakeholder progress toward district goals, fostering a culture of improvement that produces desired results for students.

CULTURE OF IMPROVEMENT

DEVELOPING STRUCTURES FOR PARTICIPATORY LEADERSHIP

The school district develops patterns of leadership and a structure of relationships such that teachers are leaders, principals are leaders of leaders, and all school district-level activity is focused on providing direction and support for schools.





DEVELOPING STRUCTURES FOR CONTINUITY

The school district provides for stability in leadership, structure, and culture over time, including support for innovative efforts that produce desired results.



STRATEGIC GOAL 3

CULTURE OF IMPROVEMENT

Strategic Goal 3 - Culture of Improvement	Key Components						Numbers
Monitor and communicate stakeholder progress toward district goals, fostering a culture of improvement that produces desired results for students.	<ul style="list-style-type: none">Developing structures for participatory leadershipDeveloping structures for continuity						6
							7
Measurable Objective							
6.0 - The District will maintain the standard of hiring certified applicants.	Baseline 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20	Target 20-21	Target 21-22
	100%	100%	100%	100%	100%	100%	100%
		Actual 16-17	Actual 17-18	Actual 18-19	Actual 19-20	Actual 20-21	Actual 21-22
		100%	100%	100%	100%	100%	
Measurable Objective							
7.0 - The District will monitor the retention/attrition rate of certified personnel.	Baseline 15-16	STPPS 16-17	STPPS 17-18	STPPS 18-19	STPPS 19-20	STPPS 20-21	STPPS 21-22
	91%	92%	90%	93%	93.4%	92%	

Strategic Goal 3 – Culture of Improvement

Key Component 6 - Developing structures for participatory leadership

The school district develops patterns of leadership and a structure of relationships such that teachers are leaders, principals are leaders of leaders, and all school district-level activity is focused on providing direction and support for schools.

Action Steps:		Implementation						Persons Responsible
		16/17	17/18	18/19	19/20	20/21	21/22	
6.0.1	Continue to monitor participation in recruitment fairs for certified personnel	x	x	x	x	x	x	Associate Superintendent; HR Supervisor; C&I Supervisors
6.0.2	Continue to recruit at local universities as well as black colleges and universities	x	x	x	x	x	x	HR Supervisor & Principals
6.0.3	Continue to offer internships and cooperative education classes at the high school level to promote the field of education	x	x	x	x	x	x	Assistant Superintendent of Instruction; HR Supervisor; C&I Supervisors; Principals
6.0.4	Analyze teacher turnover rates and new hire satisfaction	x	x	x	x	x	x	Associate Superintendent; HR Supervisor
6.0.5	Utilize the district website to promote employment opportunities	x	x	x	x	x	x	HR Supervisor; HR Coordinator
6.0.6	Continue with the New Teacher Induction Program	x	x	x	x	x	x	Associate Superintendent; Directors; Supervisors; Curriculum Specialists; PD Coordinators
6.0.7	Continue to implement for teachers the district's BOOST project to enhance their skills and knowledge of the district	x	x	x	x	x	x	C&I Supervisor; PD Coordinators; Principals
6.0.8	Participation in the new teacher cohort in Moodle.	x	x	x	x	x	x	C&I Supervisor; HR Coordinator
6.0.9	Provide opportunities for teachers and staff to collaborate through vertical, grade level and cluster meetings focusing on strategies centered on student achievement (PGPs)	x	x	x	x	x	x	Directors; Supervisors; Principals
6.0.10	Expand on the training on the utilization of Professional Learning Communities (PLCs) as the framework for site-based staff development	x	x	x	x	x	x	Directors; C&I Supervisors; Principals

IMPLEMENTATION OF GOAL 3

6.0.11	Provide collaborative time for adjustments in instruction based on review of student work	x	x	x	x	x	x	Principals
6.0.12	Provide teachers and staff with information to address learning styles to meet the diverse needs of all students	x	x	x	x	x	x	Principals
6.0.13	Provide ongoing staff development to target subgroup learning needs (subgroup priority may change due to scores)	x	x	x	x	x	x	C&I Supervisors; Principals
6.0.14	Continue to provide professional development on classroom management for targeted teachers, substitute teachers, and paraprofessionals	x	x	x	x	x	x	C&I Supervisor; Principals



A STRATEGIC DESIGN FOR 2021

Strategic Goal 3 – Culture of Improvement

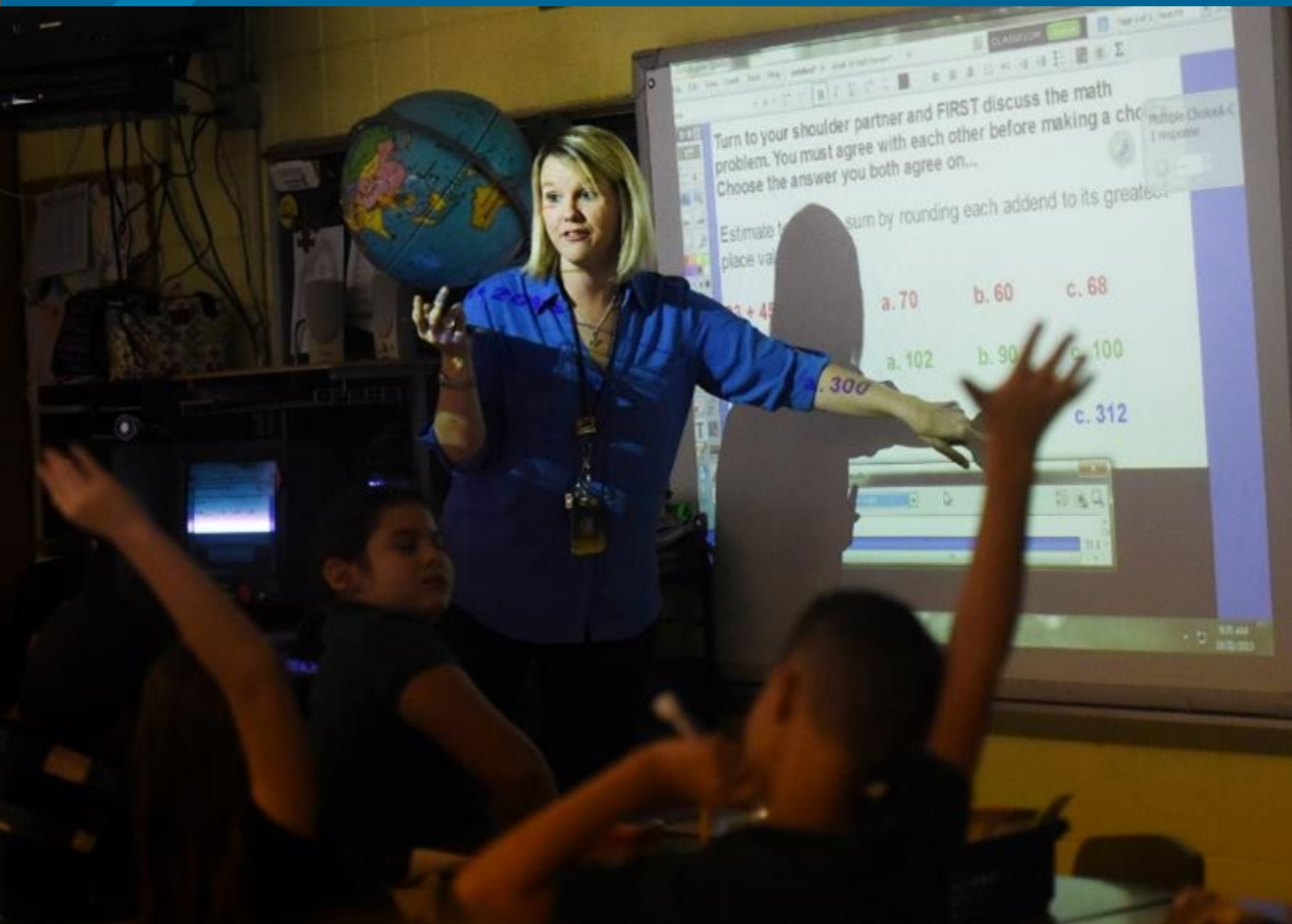
Key Component 7 – Developing structures for continuity

The school district provides for stability in leadership, structure, and culture over time, including support for innovative efforts that produce desired results.

Action Steps:	Implementation						Persons Responsible
	16/17	17/18	18/19	19/20	20/21	21/22	
7.0.1 Continue LEAD Academy (Prospective Administrators) to identify and support potential leaders	X	X	X	X	X	X	Associate Superintendent; Assistant Superintendent of C&I; Supervisors; Principals
7.0.2 Continue with administration conference, monthly principal and assistant principal meetings with district-level staff	X	X	X	X	X	X	Assistant Superintendent of Instruction; C&I Supervisors; Communications
7.0.3 Continue Project Leadership on a two year cycle for newly appointed leaders providing professional development on effective feedback for improving instruction	X	X	X	X	X	X	Associate Superintendent; Administration Supervisor; C&I Supervisors
7.0.4 Continue with district-level support personnel recognition programs	X	X	X	X	X	X	Assistant Superintendent of Administration; Directors; HR Supervisor; Principals
7.0.5 Provide professional development for staff, teachers, and administrators based on an analysis of student data as well as stakeholder feedback	X	X	X	X	X	X	Assistant Superintendent of Instruction; C&I Supervisors; Principals; PD Coordinators
7.0.6 Continue with placements of Parish-Wide Assistant Principals in order to gain hands-on experiences from different administrators in the areas of instructional leadership, school operations and other effective leadership practices.	X	X	X	X	X	X	Superintendent; Associate Superintendent; Assistant Superintendents; Principals
7.0.7 Provide a district-based teacher certification program that requires intensive training to aspiring new teachers.					X	X	Associate Superintendent; Assistant Superintendents; Directors; HR Supervisor

STRATEGIC GOAL 4

Examine best practices for effective use of resources, promoting flexible and innovative resource allocation to drive student achievement.



RESOURCE ALLOCATION

FOSTERING INNOVATION AND FLEXIBILITY

The district develops a policy environment and management system that fosters flexibility and rapid response; that encourage innovative use of time, technology, and space; that encourage novel and improved staffing patterns; and that create forms of curriculum organization that are responsive to the needs of students.

EMPLOYING TECHNOLOGY

The school district and community display a common understanding of the transformational nature of changes in information-processing technologies, and the district provides all students and adults who work in the schools the tools required for quality work.



PROVIDING ONGOING SUPPORT

The school district provides systems of training and development, incentives, and social and political support for those who are committed to the district's beliefs and vision and widens support for the pursuit of the beliefs and vision among all members of the community.

STRATEGIC GOAL 4

RESOURCE ALLOCATION

Strategic Goal 4 - Resource Allocation		Key Components					Numbers	
Examine best practices for effective use of resources, promoting flexible and innovative resource allocation.		<ul style="list-style-type: none">Fostering innovation and flexibilityEmploying TechnologyProviding ongoing support					8	
							9	
							10	
Measurable Objective								
8.0 – The District will maintain Standard & Poor’s (S&P) bond rating of AA.		Baseline 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20	Target 20-21	Target 21-22
		AA	AA	AA	AA	AA	AA	AA
			Actual 16-17	Actual 17-18	Actual 18-19	Actual 19-20	Actual 20-21	Actual 21-22
		AA	AA	AA	AA	AA		
Measurable Objective								
9.0 – The district will expand its online textbook offerings.		Baseline 15-16	Actual 16-17	Actual 17-18	Actual 18-19	Actual 19-20	Actual 20-21	Actual 21-22
		Math K-12	Math K-12 Science 3-12 Social Studies 3-12	French Spanish Family & Consumer Science	Guidebooks Grades 3-11	No new adoptions	Health	
Measurable Objective								
9.0 – The district will provide appropriate professional development related to the components of the Learning Management Collaboration.		Baseline 15-16	Actual 16-17	Actual 17-18	Actual 18-19	Actual 19-20	Actual 20-21	Actual 21-22
		254 Teachers Trained	216 Teachers Trained	428 Teachers Trained	102 Teachers Trained	392 Teachers Trained	All PK-12 teachers Trained	
Measurable Objective								
10.0 – The progress of the action steps contained in this plan will be reported annually.		Date of Review	Date of Review	Date of Review	Date of Review	Date of Review		
		June 2017	June 2018	June 2019	June 2020			

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Strategic Goal 4 – Resource Allocation

Key Component 8 – Fostering innovation and flexibility

The district develops a policy environment and management system that foster flexibility and rapid response; that encourage innovative use of time, technology, and space; that encourage novel and improved staffing patterns; and that create forms of curriculum organization that are responsive to the needs of students.

Action Steps:	Implementation						Persons Responsible
	16/17	17/18	18/19	19/20	20/21	21/22	
8.0.1 Continue bond referendum planning on the dollar amount for bond referendum and bond election date if necessary (Projects are assigned based on need and proposed to voters with a Capital Improvement Plan.)	X	X	X	X	X	X	Associate Superintendent & Assistant Superintendent of Administration
8.0.2 Forecast future financial needs and incorporate those needs into the budgeting process	X	X	X	X	X	X	Associate Superintendent & Assistant Superintendent of Administration
8.0.3 Use fiscal planning to maximize use of local resources	X	X	X	X	X	X	Superintendent & Director of Business Affairs
8.0.4 Develop systems to monitor staff teaching assignments consistent with funding restrictions while supporting tiered interventions	X	X	X	X	X	X	Director of Business Affairs
8.0.5 Perform internal audits of school revenues	X	X	X	X	X	X	Director of Business Affairs, School Accountant, & Internal Auditor
8.0.6 Prepare informative budget documents and information to promote transparency with internal and external stakeholders in the community	X	X	X	X	X	X	Director of Business Affairs
8.0.7 Provide input to budget process to deploy resources effectively regarding instructional support needs to support high expectations for all students	X	X	X	X	X	X	Director of Business Affairs

Strategic Goal 4 – Resource Allocation

Key Component 9 – Employing technology

The school district and community display a common understanding of the transformational nature of changes in information-processing technologies, and the district provides all students and adults who work in the schools the tools required for quality work.

Action Steps:	Implementation						Persons Responsible
	16/17	17/18	18/19	19/20	20/21	21/22	
9.0.1 Work toward every student moving beyond their own login and password to email and storage space for classwork and homework	X	X	X	X	X	X	District Technology Staff; Principals
9.0.2 Continue Moodle use in junior high and high schools and expand access for more teachers and students	X	X	X	X	X	X	District Technology Staff; Principals
9.0.3 Continue to evaluate the use of STPSB Virtual High School Programs and On-Line Student Learning and make needed changes	X	X	X	X	X	x	District Technology Staff; Virtual Programs Coordinators; Principals
9.0.4 Continue molding lower grade online programs to meet the needs of online learners in this age group	X	X	x	X	x	x	District Technology Staff; Virtual Programs Coordinators
9.0.5 Continue support for online Library/Textbook Inventory	X	X	X	X	X	X	District Technology Staff
9.0.6 Continue support for online Learning Management Collaboration	X	X	X	X	X	X	District Technology Staff
9.0.7 Provide high-quality technical support to manage and maintain computers and networks	X	X	X	X	X	X	District Technology Staff
9.0.8 Systematically update equipment	X	X	X	X	X	X	District Technology Staff & Principals
9.0.9 Maintain and upgrade internal connections to facilitate data transport to all schools and administrative offices	X	X	X	X	X	X	District Technology Staff
9.0.10 Continue to expand Professional Development opportunities in technology integration for students, teachers, paraprofessionals, and administrators	X	X	X	X	X	X	C&I Supervisors & Principals
9.0.11 Continue to budget line items for technology bandwidth and infrastructure	X	X	X	X	X	X	IT Director

A STRATEGIC DESIGN FOR 2021

Strategic Goal 4 – Resource Allocation

Key Component 10 – Provide ongoing support

The school district provides systems of training and development, incentives, and social and political support for those who are committed to the district's beliefs and vision and widens support for the pursuit of the beliefs and vision among all members of the community.

Action Steps:	Implementation						Persons Responsible
	16/17	17/18	18/19	19/20	20/21	21/22	
10.0.1 Review observation data to develop individualized plans to support all teachers and administrators	X	X	X	X	X	X	Directors; Supervisors; Principals
10.0.2 Use multiple formative assessment techniques to identify student gaps and provide feedback to further student learning	X	X	X	X	X	X	Principals; Teachers
10.0.3 Annually review the Pupil Progression Plan	X	X	X	X	X	X	C&I Supervisors; PPP Committee; Principals; Teachers
10.0.4 Update annually the district's Quality Assurance Reviews (QARs) process for schools	X	X	X	X	X	X	Directors; C&I Supervisors; Principals; Assistant Principals
10.0.5 Train teacher leaders to deliver high-quality instruction and intervention through collaboration	X	X	X	X	X	X	C&I Supervisors; Curriculum Specialists; Principals



Progress Monitoring of the Plan

A Strategic Design for 2021 provides a foundation for the District's work to be aligned with the Strategic Goals through the development of Action Plans. The implementation plans provided for the supporting goals will measure progress toward meeting the goals.



Goal 1: Shared Purpose

Expand strategies for effective communication between stakeholders for transparency and cohesive support of the school system, supporting a shared purpose that each child has the opportunity to succeed in school and in the community.

Accomplishments	Degree of Accomplishment
<p style="text-align: center;"><u>2016-2017</u></p> <p>1.0 Objective</p> <p>2.0 Objective - There were 556,000 Facebook video views, 2.36 million tweet views, doubled IG followers in one year, and app downloads increased by 40%.</p> <p>3.0 Objective - Out of school suspension rate remains lower than state average.</p> <p style="text-align: center;"><u>2017 – 2018</u></p> <p>1.0 Objective</p> <p>2.0 Objective - 1.1 million Facebook views, 35% increase in Twitter followers with 3.3 million tweet impressions, 300% increase IG followers, and app downloads increased by 25%.</p> <p>3.0 Objective - Out of school suspension rate remains lower than state average.</p> <p>Action Steps 1.0.2-1.0.4 - 7298 on-line applications were filed. Recipes will continue to be modified and new food items will be purchased to meet nutrition criteria. Revenue is increasing from the sale of extra items.</p> <p>Action Step 3.0.7 – Full time Mental Health Providers (MHPs) are at schools to start the 2018-2019 school year.</p> <p>Action Step 3.0.8 – An additional alternative program, RISE, has been added to assist with wrap-around services for students.</p>	100%
	100%
	100%
	100%
	100%
	100%

STRATEGIC GOAL 1

Progress Monitoring

Goal 1: Shared Purpose

Expand strategies for effective communication between stakeholders for transparency and cohesive support of the school system, supporting a shared purpose that each child has the opportunity to succeed in school and in the community.

Accomplishments	Degree of Accomplishment
<p><u>2018 – 2019</u></p> <p>1.0 Objective 2.0 Objective 3.0 Objective – Out of school suspension rate remains lower than state average by 1.3%.</p>	<p>100% 100%</p>
<p><u>2019 - 2020</u></p> <p>1.0 Objective 2.0 Objective – The numbers reflect August – February due to school closures as a result of COVID. 3.0 Objective – Out of school suspension rate remains lower than state average by 0.6%.</p>	<p>100% 100%</p>
<p><u>2020 – 2021</u></p> <p>1.0 Objective 2.0 Objective 3.0 Objective – Out of school suspension rate is higher than state average by .6%.</p>	<p>100% 0%</p>
<p><u>2021 – 2022</u></p> <p>1.0 Objective 2.0 Objective 3.0 Objective</p>	
Areas that Need Attention	Expectations
<p>2018-2019 Monitor schools with higher than state average for out of school suspensions. Two of the four schools have successfully lowered their higher than the state average for out of school suspensions. Restorative practices are in place at these four schools.</p> <p>2020-2021 Monitor schools closely for out of school suspensions.</p>	<p>Lower average with more PBIS Ensure restorative practices are in place</p> <p>School Advancement Leads will progress monitor School Advancement Plans with support from school's Supervisor.</p>

Goal 1: Shared Purpose

Expand strategies for effective communication between stakeholders for transparency and cohesive support of the school system, supporting a shared purpose that each child has the opportunity to succeed in school and in the community.

Revisions to the Strategic Plan**2018-2019**

Action Step 2.0.6 – Schools will continue to support community spirit through fund raisers of their choice. No district fund raisers will be conducted while weighing the factors of the district’s safety and security measures coupled with discussions on mandatory uniforms.

Action Step 3.0.3 – Change reflects school resource officers at all schools

2019-2020

Action Step 1.0.7 – Change reflects wording to include student enrollment and staffing

Action Step 2.0.7 – Change to include the Communications Department

Action Step 2.0.9 – New action step included as a result of Act 696

Action Step 2.0.10 – New action step included

Action Step 3.0.12 – Change to include all social and emotional strategies to meet needs of all students. Persons responsible was also revised.

2020-2021

Objective 1.0 – Change reflects school improvement plans to school advancement plans. Plans will be established for three-year plan instead of a one-year plan to include mid-year and end-of-year progress monitoring. This goes into effect the following school year.

1.0.9, 3.0.2, 3.0.10 – Change reflects Title 1 to Federal Programs

3.0.7 – Change reflect special education to students with exceptionalities

2021-2022

Goal 2: Student Learning

Implement a comprehensive academic program which assesses readiness and advancement in grades Pre-K through 12, providing the opportunity for student learning to culminate college and career readiness.

Accomplishments	Degree of Accomplishment
<u>2016-2017</u>	
4.0 & 5.0 Objectives	
DIBELS Next – Scores decreased 2% from the baseline and 1 % from STPPS target score.	0%
LEAP ELA & Math – ELA scores demonstrated no growth and Math decreased 4% from the baseline	0%
Graduation Rate – Decreased .1 from baseline	0%
<u>2017-2018</u>	
4.0 & 5.0 Objectives	
DIBELS Next – Score increased 2% from previous year and reached the STPPS target score.	100%
LEAP ELA & Math- ELA increased 1% meeting the targeted score. Math decreased 4% from the baseline score.	50%
Graduation Rate – Remained the same from previous year	0%
<u>2018-2019</u>	
4.0 & 5.0 Objectives	
DIBELS Next – Score remained the same from previous year. We did not reach the targeted score.	0%
LEAP ELA & Math – ELA increased 3% from the baseline and exceeding the targeted score. Math is still below the targeted score but increased 3% from the previous year's scores.	50%
Graduation Rate – Increased .7 percentage points from previous year but did not reach STPPS target score.	0%
<u>2019-2020</u>	
4.0 & 5.0 Objectives	
DIBELS Next – No test administration took place due to school closure as result of COVID.	
LEAP ELA & Math – No standardized test administration took place due to school closures as a result of COVID	
Graduation Rate – Decreased 2.3 percentage points from previous year and did not reach STPPS target score.	0%
<u>2020 - 2021</u>	
4.0 & 5.0 Objectives	
DIBELS 8 th Edition – Score increased 4.5% from baseline and only fell .5 percentage points below STPPS targeted score.	0%
LEAP ELA & Math – Simulated scores only – ELA decreased 1 percentage points from 2018-19. Math decreased 5 percentage points from 2018-2019.	0%
Graduation Rate – Increased 1.3% points from previous year but did not reach STPPS target score.	0%
<u>2021 - 2022</u>	
4.0 & 5.0 Objectives	
DIBELS 8 th Edition	
LEAP ELA & Math	
Graduation Rate	

Goal 2: Student Learning

Implement a comprehensive academic program which assesses readiness and advancement in grades Pre-K through 12, providing the opportunity for student learning to culminate college and career readiness.

Areas that Need Attention	Expectations
<p><u>2017-2018</u> DIBELS scoring in First grade showed a decline of only 1%. LEAP scores reflect paper based testing in grades 3-4 and computer based testing in grades 5-8. Special attention must be provided for Students with Disabilities and English Learners subgroups.</p> <p><u>2018-2019</u> Individual academic improvements plan were created for students in 5th grade that did not obtain basic proficiency in at least two core subjects. Plans will continue in the subject areas until basic or above is achieved.</p> <p><u>2019-2020</u> ACT preparation will be a priority. A Tier 1 Math Curriculum Review will be conducted. BESE waived all of its policies with regard to administration of LEAP due to school closures as a result of COVID. No standardized test administration took place in the Spring due to COVID.</p> <p><u>2020-2021</u> BESE waived all of its policies related to the production of school performance scores. 2020-2021 was a year unlike any other, and results cannot be accurately compared. Assessment results may not accurately reflect student learning due to higher than usual rates of non-participation and the disruptions caused by COVID. Simulated School Performance scores do not use actual data that was verified by schools. These scores are used for informational and planning purposes. DIBELS 8th – Second grade scores remained stable at 70% for three years and decreased 2% this school year. Instructional Coaches were used as virtual school teachers for the entire school year to assist with the high volume of students due to COVID. Summer learning will be extended to a full day and offered to all at-risk students.</p> <p><u>2021-2022</u> Instructional Coaches will be assigned to all elementary schools as well as Urgent Intervention junior high schools. Behavior Coaches will also be assigned to each school. Eureka and Ready Math Guided Observations for Leaders will be scheduled. The focus will be on the implementation of the curriculum. A school nurse will be in place at every school by January 2022.</p>	<p>Teacher focus groups will be formed. Eureka in grades K-5 Ready Math in grades 6-8 Springboard in high school grades</p> <p>CLASS observations will be piloted in grades K-2.</p> <p>Administrators, Curriculum Specialists, Supervisors, and coaches will participate in Science of Reading training. Participation in training will roll out to K-3 grade teachers.</p> <p>District ACT Committee formed to support high schools in preparation of the ACT.</p>

Goal 2: Student Learning

Implement a comprehensive academic program which assesses readiness and advancement in grades Pre-K through 12, providing the opportunity for student learning to culminate college and career readiness.

Revisions to the Strategic Plan

2015-2016

Baseline and target scores for LEAP were changed due to Louisiana Department of Education (LDOE) changing proficient to Mastery and above instead of Basic and above.

2017-2018

Action Step 4.0.15 - Funding ended for the Striving Readers Literacy Grant

2018-2019

Action Step 4.0.16 - This action step was renumbered to Action Step 4.0.17. A new action step was created for compliance with new law.

2019-2020

Action Step 4.0.3 - Developing Skills Checklist (DSC) changed to Desired Results for Developmental Profile (DRDP)

Action Step 4.0.5 - Seniors changed to students. Persons responsible changed to Principals.

Action Step 4.0.6 - Offer Industry Based Certification changed to pursue the requirements of a TOPS Tech diploma. Persons responsible changed to Principals.

Action Step 4.0.7 - End-of-Course exams in high school changed to LEAP 2025

Action Step 4.0.8 - Added and/or curriculum. Persons responsible added C&I Supervisors.

Action Step 4.0.13 - Summer was deleted and End-of-Course changed to high school LEAP 2025 tested courses.

Action Step 4.0.17 - Wording was changed to reflect the wording in the revised law. Persons responsible added Jr. & HS Principals.

Action Step 5.0.1 - Monitor was changed to analyze.

Action Step 5.0.2 - EOC assessments were deleted.

Action Steps 5.0.3 & 5.0.4 - Persons responsible added PD Coordinators.

2020-2021

Objective 4.0 & 5.0 – DIBELS Next was changed to newer edition DIBELS 8th. Proficient was defined as Mastery and Advanced.

Action Step 4.0.2 – Train Instructional Coaches as well as Principals to conduct CLASS observations.

2021-2022

STRATEGIC GOAL 3

Progress Monitoring

Goal 3: Culture of Improvement Monitor and communicate stakeholder progress toward district goals, fostering a culture of improvement that produces desired results for students.	
Accomplishments	Degree of Accomplishment
<p style="text-align: center;"><u>2016 – 2017</u></p> <p>6.0 Objective 7.0 Objective</p> <p>Action Step 7.0.1 – 50 participants attended 6 sessions. 7 participants were promoted to leadership and administrative positions. Action Step 7.0.3 – 29 Assistant Principals and 8 Principals attended 7 sessions. 6 Assistant Principals were promoted to Principal for the 2017-2018 school year.</p>	<p>100% 100%</p>
<p style="text-align: center;"><u>2017-2018</u></p> <p>6.0 Objective 7.0 Objective</p> <p>Action Step 7.0.1 - 28 participants attended 6 sessions. 3 of the participants were selected for administrative positions for the 2018-2019 school year. Action Step 7.0.3 – 15 Assistant Principals and 6 Principals attended 7 sessions.</p>	<p>100% 100%</p>
<p style="text-align: center;"><u>2018-2019</u></p> <p>6.0 Objective 7.0 Objective</p> <p>Action Step 7.0.1 – 45 participants attended 6 sessions. Action Step 7.0.3 – 22 Assistant Principals and 6 Principals attended 7 sessions. 1 Assistant Principal was promoted to Principal.</p>	<p>100%</p>
<p style="text-align: center;"><u>2019 - 2020</u></p> <p>6.0 Objective 7.0 Objective</p> <p>Action Step 7.0.1 43 participants attended at least 6 out of 7 sessions. Action Step 7.0.3 – 15 Assistant Principals and 9 Principals attended 7 sessions. 4 Assistant Principals promoted to Principal.</p>	<p>100%</p>
<p style="text-align: center;"><u>2020-2021</u></p> <p>6.0 Objective 7.0 Objective</p> <p>Action Step 7.0.1 – 40 participants attended at least 6 out of 7 sessions. Action Step 7.0.3 – 12 Assistant Principals and 8 Principals attended 7 sessions. Action Step 7.0.6 – This is a new action step but not a new practice for the district. Action Step 7.0.7 – This is a new action step in which a district-based teacher certification program will be offered to aspiring new teachers.</p>	<p>100%</p>
<p style="text-align: center;"><u>2021-2022</u></p> <p>6.0 Objective 7.0 Objective</p>	

STRATEGIC GOAL 3

Progress Monitoring

Goal 3: Culture of Improvement

Monitor and communicate stakeholder progress toward district goals, fostering a culture of improvement that produces desired results for students.

Areas that Need Attention

2019 - Monitor the number of out of field teachers especially in high schools
Special education and math certification are considered to be the areas of greatest need. Science, social studies, and elementary certification fall right below the two previous mentioned areas.
Recruitment and retention are priority areas as a result of COVID.

Expectations

Consider a program to assist in certifying teachers in critical shortage areas

Revisions to the Strategic Plan

2016-2017

Measurable Objective 7.0 - Amend the language due to data made available by the Louisiana Department of Education (LDOE). A new baseline score was established.

2017-2018

Measurable Objective 7.0 - Add and increase skill-level of classified personnel through professional development was deleted due to the change in the report received from the state department. The objective will read as to retain certified personnel at a rate higher than the state.

2018-2019

Measurable Objective 7.0 – The objective will read as to monitor the retention/attrition rate of certified personnel.

2019-2020

Action Step 6.0.1 - Increase was changed to continue

Action Step 6.0.7 - The word new was deleted because program was expanded to all teachers.

Action Step 6.0.8 - BB was changed to Moodle.

Action Step 6.0.11 - Wording was changed to better reflect the Professional Learning Communities model being followed.

Action Step 7.0.2 - Administrators conference was added.

Action Step 7.0.5 - Wording was changed and persons responsible added PD Coordinators.

2020-2021

Action Step 7.0.6 – New action step created but not a new practice in STPPS.

2021-2022

Action Step 7.0.7 – New action step created to support certifying teachers in critical shortage areas.

STRATEGIC GOAL 4

Progress Monitoring

Goal 4: Resource Allocation

Examine best practices for effective use of resources, promoting flexible and innovative resource allocation.

Accomplishments	Degree of Accomplishment
<u>2016 – 2017</u>	
8.0 Objective	100%
9.0 Objective	100%
<u>2017-2018</u>	
8.0 Objective	100%
9.0 Objective	100%
<u>2018 – 2019</u>	
8.0 Objective	100%
9.0 Objective	100%
14 schools throughout the district piloting 1000 Chromebooks for future 1:1 implementation. 102 teachers participated in this pilot.	
<u>2019 – 2020</u>	
8.0 Objective	100%
9.0 Objective	100%
All fourth and fifth grade teachers (392) and students have been trained in the use of a Chromebook. One junior high school is piloting being 1:1. Sixth grade teachers started in-person training in March and completed training virtually due to school closures as a result of COVID. Seventh and eighth grade teachers trained virtually in May. PK-3 and high school teachers were offered the opportunity to train virtually in June and July. Moodle is now the Learning Management System being utilized by the district.	
<u>2020– 2021</u>	
8.0 Objective	100%
9.0 Objective	100%
High school teachers were able to complete Chromebook training during the ten days of professional development opportunity before the opening of school.	
<u>2021– 2022</u>	
8.0 Objective	
9.0 Objective	

Goal 4: Resource Allocation

Examine best practices for effective use of resources, promoting flexible and innovative resource allocation.

Areas that Need Attention	Expectations
New teachers will need training during new teacher orientation. Chromebook training will be conducted through an online course with performance tasks being completed throughout the training.	August 2018 August 2020

Revisions to the Strategic Plan

2017–2018

All teachers trained at the start of the school year on usage of *School Wires* for their websites. These teachers reached a basic level of training. More advanced workshops were offered during *Summer Institute* increasing the level of effectiveness for teachers.

2016-2017

Action Step 9.0.4 - This action step is under consideration for a redesign.

2017-2018

Action Step 9.0.3 - Removed on-line student learning.

2018-2019

Action Step 9.0.10 - Removed the word courses to be more inclusive.

Action Step 9.0.1 – Training is now focused on integrating Chromebooks into instruction. Going 1:1 with students to Chromebooks.

2019-2020

Objective 9.0 will be considered for revision due to the shift from Moodle courses in the Learning Management system for junior high and high school teachers only to Google Classroom for all PK-12 teachers.

2020-2021

Objective 9.0 will remain in place with emphasis on virtual choice board to meet teachers where they are in comfort level with Chromebooks.

2021-2022



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Stephen J. "Jack" Loup, III, District 4
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