



# CPSB STRATEGIC ACTION PLAN

Karl Bruchhaus, Superintendent

2018-19

Objective	STRATEGY (How the objective will be accomplished)	MEASURE (Tangible evidence providing the objective has been accomplished)	STATUS OF IMPLEMENTATION			Funding Source	PERSON(s) ACCOUNTABLE
			Start Date: 08/08/17	Semester 1 End Date: Jan.5, 2018	Semester 2 End Date: May 24, 2018		
High Academic Achievement 1.1 To increase % of students scoring proficient in ELA, K-12.	<ul style="list-style-type: none"><li>➤ The district will support school leadership teams as they analyze data to develop a greater understanding of student needs while they build and select appropriate assessments and Student Learning Targets (SLTs) aligned to LEAP 2025.</li><li>➤ The district will support school leadership teams as they analyze data to determine appropriate RTI techniques/systems for targeted students.</li><li>➤ CPSB curriculum departments and schools will provide professional development for teachers and administrators in best practices at each level.</li><li>➤ Teachers will use District Common Assessments (DCAs) in K-2 and the LEAP 360 tools in 3-5 to measure and progress-monitor the growth of <b>Elementary</b> students.</li><li>➤ CPSB PLC Leaders from each school will participate in professional development on the ELA state standards and will re-deliver professional development to teachers at the <b>Elementary</b> school level.</li><li>➤ District instructional support leaders at the <b>Elementary</b> level will utilize exemplar teachers, school administrators, curriculum coordinators, teacher leaders and</li></ul>	<ul style="list-style-type: none"><li>➤ State Assessment Results</li><li>➤ School BSC goals and SLTs</li><li>➤ RtI rosters/schedules</li><li>➤ LEAP 360/SOS Diagnostic Results</li><li>➤ Oral Proficiency Test Results</li><li>➤ DCA Results</li><li>➤ School and District PD agendas, registration, and/or sign in documentation</li><li>➤ PGP Plans</li><li>➤ PLC Logs</li><li>➤ Session Evaluation/ Surveys</li><li>➤ District PD Calendar</li></ul>	<b>Elementary Schools</b> <ul style="list-style-type: none"><li>➤ Each Consultant in the Elementary Department continually assists school leadership teams as data becomes available. Grade level teams meet regularly to analyze progress monitoring data and adjust instruction based on the findings</li><li>➤ Supported Principals and Assistant Principals throughout the year with interrupting ELA LEAP 360 data.</li><li>➤ “Digging in Deeper” session held by Consultants to take a closer look at Diagnostic data</li><li>➤ Consultants held office hours on February 6, 2019 to support school leadership and answer questions in regard to Interim 1 data</li><li>➤ Content Module training with many schools to support proper understanding and use of the Supports Flow Chart.</li><li>➤ BOY Collaboration Event was held on August 6-10, 2018</li><li>➤ ELA Content Module Training throughout the year with approximately 250 teachers, provided by Teaching Lab and ELA Content Leaders.</li><li>➤ In grades 3-5, results from the LEAP 360 Diagnostic assessments were analyzed to prioritize the focus on the assessed texts. In K-2, results from the DCA Pretests were analyzed.</li><li>➤ Teachers have worked with students to set goals for the EOY DCA and LEAP.</li><li>➤ Teachers will analyze the data, looking for growth in student scores, mastery of standards, and areas in need of targeted instruction or intervention.</li><li>➤ Each month, PLC Leaders receive up-to-date training to determine a plan for delivery of the content or how they may use the information to support teachers at their campuses.</li><li>➤ The workshops were held on September 21, October 26, December 7, January 25, February 15, April 12, and May 17.</li><li>➤ Sign in sheets from the Meetings are kept on file in the Elementary Department.</li><li>➤ Monthly Principals’ PLC meetings August 2-3, 2018;</li></ul>			<ul style="list-style-type: none"><li>➤ Schools and/or Title I</li><li>➤ Title II and General Funds</li></ul>	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Jill Portie, Admin Director of Elementary Schools  George Reado, Director of Elementary Curriculum  Owen Clanton, Admin Director of Middle Schools  Robert Pete, Admin Director of High Schools  Tammy Hebert, Director of High School Curriculum

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	<p>instructional coaches in the process of development, training, and redelivery in Professional Learning Communities (PLCs) at home schools.</p> <ul style="list-style-type: none"> <li>➤ <b>Kindergarten</b> teachers will receive IMPACT technology training</li> <li>➤ Teachers will use LEAP 360 and ELA Guidebook unit assessments developed and aligned with the state exams, to measure and progress-monitor the growth of students at the <b>Middle</b> level.</li> <li>➤ District instructional support leaders will utilize exemplar teachers, school administrators, curriculum coordinators, teacher leaders and instructional coaches in the process of development, training, and re-delivery in collaborative teams at home-based schools.</li> <li>➤ District leaders will monitor and support the PLC focus of schools to ensure alignment to the district goals.</li> <li>➤ All <b>high school level</b> ELA teachers will receive professional development on the Louisiana Guidebooks 2.0.</li> <li>➤ In the <b>World Languages</b> classroom, DCAs will be aligned to the Curriculum Map in order to measure and progress-monitor the growth of students in <b>middle schools</b>.</li> <li>➤ Oral component added to <b>World Languages</b> curriculum maps with PD in Kagan Structures to promote student oral proficiency and a communicative classroom</li> </ul>		<p>September 12-13, 2018; October 10-11, 2018; November 13&amp;15, 2018; December 12-13, 2018; January 16-17, 2019; February 13-14, 2019; March 20-21, 2019; April 10-11, 2019; May 15-16, 2019.</p> <ul style="list-style-type: none"> <li>➤ Impact Training dates were July 16-17, July 30-31, Sept. 24-25,27, Oct. 1, 29-30</li> </ul> <p style="text-align: center;"><u>Middle Schools</u></p> <ul style="list-style-type: none"> <li>➤ ELA Curriculum Leaders will be selected to take part in the LDOE Content Leader Training. Content Leaders will gain a deep understanding of Tier 1 Guidebook curriculum and redeliver to district and school level collaborative teams.</li> <li>➤ Common Assessment building was modeled at the district and school level collaborative team meetings</li> <li>➤ Professional Development on LEAP 360 provided for principals, curriculum leaders, and ELA teachers</li> <li>➤ Content Leader Training Dates: July 23-27, 2018; Sept. 18-19, 2018; Oct. 29-30, 2018; Dec. 12, 2018</li> <li>➤ August 2018 presentation to Principals and Curriculum Leads</li> <li>➤ August 6-7 ELA In-service training for ELA teachers</li> <li>➤ District PLC Dates: Sept. 6, 2018; Oct. 4, 2018; Nov. 26, 2018; Feb. 28, 2019; agenda topics included data analysis, creation of common assessments, implementation of targeted strategies, and student work analysis</li> <li>➤ Sped &amp; ELA Professional Development occurred on May 28-29, 2019</li> <li>➤ Guidebook Pacing Schedule established: Unit 1 Sept. 4 – Oct. 31; Unit 2 Nov. 1 – Jan. 18; Unit 3 Jan. 22 – March 29; April 1 – May 23</li> <li>➤ Guidebook Lessons by Grade Level:  <b>6<sup>th</sup> Grade:</b> (1) Steve Jobs, (2) Hatchet, (3) Out of the Dust, and (4) The Witch of Blackbird Pond  <b>7<sup>th</sup> Grade:</b> (1) Christmas Carol, (2) Written in Bone, (3) The Giver, (4) Behind the Scenes  <b>8<sup>th</sup> Grade:</b> (1) Tell-Tale Heart, (2) Sugar, (3) Flowers for Algernon, and (4) Call of the Wild</li> </ul> <p style="text-align: center;"><u>High Schools</u></p> <ul style="list-style-type: none"> <li>➤ School visits are conducted with a focus on specific data areas like Growth to Mastery, Subgroups, Credentials, Graduation Rate/Index, DRC data, transcript data, attendance, FASFA, Exit Codes and LEAP 2025/ACT/Work Keys.</li> </ul>			<ul style="list-style-type: none"> <li>➤ Title II (ELA)</li> <li>➤ Title II</li> </ul>	

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	<ul style="list-style-type: none"> <li>➤ The World Languages Dept. and schools will provide professional development for teachers in best practices for foreign language classrooms and new textbooks.</li> <li>➤ The World Languages Master teacher will work with middle school immersion language teachers to align practices To ELA standards in order to increase rigor in preparation for LEAP assessments.</li> <li>➤ Students who participate in World Languages will receive an informational letter outlining proficiency criteria to earn high school credit, which is to be signed by students and parents.</li> <li>➤ Eighth grade students who participate in World Languages courses will receive a letter at the end of the year stating whether high school credit was earned or denied.</li> <li>➤ ESL coaches will attend PLCs or meet with content teachers to instruct on how to use the EL Connectors in planning grade-level instruction and assessment based on students' English proficiency levels and how to effectively accommodate and modify assignments and assessments.</li> <li>➤ The district will bring in EL Experts to provide training for site school content teachers</li> </ul>		<ul style="list-style-type: none"> <li>➤ Principals' meetings introduce and follow-up all school visit data topics.</li> <li>➤ The entire High School C &amp; I team conducts content-specific trainings during the year at school sites through PLCs, at meetings during the year, and after school.</li> <li>➤ Principals' meetings each month will have a specific content focus for principals to experience the shifts in the curriculum and learn what to look for in an observation to know if teachers are making the needed curriculum shifts.</li> <li>➤ Support for PLCs is provided through principals' meetings topics. Data is always the catalyst for PLC topics.</li> <li>➤ The new ELA consultant is a State-trained content leader. Plans are in the work to train one ELA teacher from each school to redeliver the Guidebook modules. The August in-service will be exclusively focus on Guidebooks.</li> </ul> <p style="text-align: center;"><b><u>World Languages</u></b></p> <ul style="list-style-type: none"> <li>➤ All Curriculum Maps and DCAs were revised. Monitoring of teacher use of curriculum maps, lesson planning, and feedback is ongoing throughout the year, and observed in fall and spring as well as tested on DCA post-test</li> <li>➤ Oral practice is ongoing throughout the year and is assessed in May 2019. Oral Component was added but many teachers did not utilize Kagan structures. More PD and transitional assistance will be needed for all teachers to move from grammar approach to CI (comprehensible input).</li> <li>➤ Observational tools are aligned to best practices in the second language classroom.</li> <li>➤ TPRS training was provided in August 2018 as an additional CI strategy. Participants will deliver at local Saturday UN-conference EL folders with pertinent information is created and provided to mainstream teachers.</li> <li>➤ El teaches and coaches will push-in to monitor and assist as well as attend PLCs to provide ongoing collaboration and correspondence.</li> <li>➤ Guidebook type units were created and used to increase the rigor in the French and Spanish language arts classroom.</li> </ul> <ul style="list-style-type: none"> <li>➤ The Informational Letter was sent to all 8<sup>th</sup> grade students</li> </ul>			<ul style="list-style-type: none"> <li>➤ Title IV was used for PD, and teacher stipends</li> <li>➤ GF- purchased novels for GB units</li> <li>➤ Federal Funds, Title III</li> </ul>	

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			and signed by a parent in the Fall. ➤ Teachers sent home credit earned or denied letter at the end of the year. ➤ Initial meetings were conducted in August and continued throughout the school year as needed. ➤ District EI Expert Training was provided but more is needed.			➤ Title III	
High Academic Achievement 1.2 <b>To increase % of students scoring proficient in math, K-12.</b>	➤ The district will support school leadership teams as they analyze data to develop a greater understanding of student needs as they create and select appropriate assessments aligned to LEAP 2025. ➤ School leadership teams will analyze data to determine appropriate RtI for targeted students. ➤ Teachers will use District Common Assessments (DCAs) in K-2 and the LEAP 360 tools in 3-5 to measure and progress-monitor the growth of <b>Elementary</b> students. ➤ CPSB PLC Leaders will participate in professional development aligned to the math state standards and will re-deliver professional development to teachers at the school level. ➤ District instructional support leaders will utilize exemplar teachers, school administrators, curriculum coordinators, teacher leaders and instructional coaches in	➤ State Assessment Results ➤ School BSC goals and SLTs ➤ RtI rosters/schedules ➤ DCA Results ➤ School and District PLC and PD agendas, registration, and/or sign in documentation ➤ District Professional Development Plan ➤ Teacher Leader Logs	<u><b>Elementary Schools</b></u> ➤ Monthly Principals' PLC meetings August 2-3, 2018; September 12-13, 2018; October 10-11, 2018; November 13&15, 2018; December 12-13, 2018; January 16-17, 2019; February 13-14, 2019; March 20-21, 2019; April 10-11, 2019; May 15-16, 2019. ➤ PLC Leaders' workshops were held on September 21, October 26, December 7, January 25, February 15, April 12, and May 17. ➤ BOY Collaboration Event was held on August 6-10, 2018 ➤ Monthly Principals' PLC meetings August 2-3, 2018; September 12-13, 2018; October 10-11, 2018; November 13&15, 2018; December 12-13, 2018; January 16-17, 2019; February 13-14, 2019; March 20-21, 2019; April 10-11, 2019; May 15-16, 2019. ➤ The Elementary Consultants support school leaders as needed on a case by case basis all throughout the year. "Digging in Deeper" session, October 25, 2018, given by Consultants to take a closer look at Diagnostic data ➤ Consultants held office hours on February 6, 2019 to support school leadership and answer questions in regard to Interim 1 data ➤ School RTI/Leadership teams meet monthly to determine appropriate actions for students in need of support in mathematics. ➤ Teachers met in PLCs to analyze data from the DCA pretest and mid test to measure and progress-monitor growth in grades K-2.				Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue Chief Academic Officer  Jill Portie, Admin Director of Elementary Schools  George Reado, Director of Elementary Curriculum  Owen Clanton, Admin Director of Middle Schools  Robert Pete, Admin Director of High Schools  Tammy Hebert,

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	<p>the process of development, training, and re-delivery in collaborative teams at home-based schools.</p> <ul style="list-style-type: none"> <li>➤ All math teachers will receive professional development pertaining to their specific content and instructional strategies.</li> <li>➤ CPSB will provide <b>second grade</b> math teachers with IMPACT training to boost student interactive technology use for differentiated instruction.</li> <li>➤ District leaders will support the PLC focus at schools to ensure the agenda topics are aligned to the district focus areas.</li> <li>➤ Teachers will use LEAP 360 that is aligned with the state assessments, to measure and progress-monitor the growth of students in <b>Middle schools</b> (Diagnostic, Interim 1, and Interim 2).</li> <li>➤ CPSB Teacher Leader Cadre members will participate in professional development on effective instructional strategies presented by Dr. Paul Riccomini. The strategies are aligned to the state standards and designed to improve student ability to reason, model and apply mathematical content. The curriculum leaders/lead teachers will re-deliver professional development to teachers at the <b>Middle school level PLCs</b>.</li> <li>➤ The district will provide professional development for teachers and administrators in best practices at the <b>high school</b> level.</li> </ul>		<ul style="list-style-type: none"> <li>➤ In grades 3-5, teachers analyzed data from the LEAP 360 Diagnostics, Interim 1 and Interim 2 assessments. Many teachers developed a plan of action based on their findings. Ex. List students that will need additional support prior to engaging in grade level content according to standards domains.</li> <li>➤ Each month, PLC Leaders receive up-to-date training to determine a plan for delivery of the content or how they may use the information to support teachers at their campuses.</li> <li>➤ PLC Leaders' workshops were held on September 21, October 26, December 7, January 25, February 15, April 12, and May 17.</li> <li>➤ Sign in sheets from the meetings are kept on file in the Elementary Department.</li> <li>➤ Each school has a plan for job-embedded professional development, with many opportunities for peer interaction and collaboration.</li> <li>➤ PLC Leaders' workshops were held on September 21, October 26, December 7, January 25, February 15, April 12, and May 17.</li> <li>➤ BOY Collaboration Event was held on August 6-10, 2018</li> <li>➤ Sign-in sheets are kept on file in the Elementary Department</li> <li>➤ BOY Collaboration Event was held on August 6-10, 2018</li> <li>➤ Math sessions were offered at the BOY Collaboration Event that provided instructional and content support for math.</li> <li>➤ Great Minds Math Coaching</li> <li>➤ Each consultant in the Elementary Department continually assists math teachers during school visits and Grade level team meetings and PLC meetings.</li> <li>➤ Impact Training dates were July 16-17, July 30-31, Sept. 24-25, 27, Oct. 1, 29-30</li> </ul> <p style="text-align: center;"><b><u>Middle Schools</u></b></p> <ul style="list-style-type: none"> <li>➤ Agile Mind Coaching 2018-2019 for 4 Agile Mind School</li> <li>➤ Eureka training June 2019 for SJ Welsh</li> <li>➤ Agile Mind Training June 2019</li> <li>➤ October 2019 and December 2019 Math District PLC</li> <li>➤ 2 schools used the diagnostic in September 2018</li> <li>➤ All middle schools used interim 1 in November-December</li> </ul>			<ul style="list-style-type: none"> <li>➤ IMPACT funding is handled through the Tec Dept.</li> <li>➤ Title II Funds and General Funds</li> </ul>	Director of High School Curriculum

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	➤		2018. ➤ All but 3 schools used interim 2 in March 2019 ➤ Completed training at Back to School in-service August 2018  <b>High Schools</b> ➤ School visits are conducted with a focus on specific data areas like Growth to Mastery, Subgroups, Credentials, Graduation Rate/Index, DRC data, transcript data, attendance, FASFA, Exit Codes and LEAP 2025/ACT/Work Keys. ➤ Principals' meetings introduce and follow-up all school visit data topics. ➤ The entire High School C & I team conducts content-specific trainings during the year at school sites through PLCs, at meetings during the year, and after school. ➤ Principals' meetings each month will have a specific content focus for principals to experience the shifts in the curriculum and learn what to look for in an observation to know if teachers are making the needed curriculum shifts. ➤ Tier 1 materials have been purchased for all LEAP 2025 math classes. Teachers and school leaders have received professional development on how to implement the materials. Principals have received multiple days of training on what the materials are, how they should be used, and what to look for to know if the materials are being used. A video has also been made for principals and teachers to review at any time to understand how to implement the Tier 1 materials. ➤ Support for PLCs is provided through principals' meetings topics. Data is always the catalyst for PLC topics.				
High Academic Achievement 1.3 To increase the percentage of students scoring proficient on EOCs in High School.	➤ School leadership teams will analyze grade recovery, credit recovery, and seat time to determine individual student needs. ➤ PLCs will focus on course failure data as well as high stakes data, including EOC, LEAP 2025, and ACT. ➤ The high school department will provide professional development for EOC and LEAP	➤ Data Warehouse and Webpams Data ➤ High School Course Failure Report ➤ Teacher Leader workshop agendas and sign-ins ➤ Principals' PLC agendas ➤ Documentation of snapshots to	<b>High Schools Only</b> ➤ Schools have been trained to pull their course failure data to determine students to target. ➤ This data is also provided to principals every month. ➤ At midterm, a student-by-student report is generated listing all students eligible for credit recovery. ➤ Data provided at principals' meetings and school visits is used in school's PLCs as a means for teachers to understand the data in all aspects of the high school SPS. ➤ Every month one content area is the spotlight of the principals' meeting.				Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Robert Pete, Admin Director of High Schools

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	<p>2025 test design and strategies to all EOC/LEAP 2025 teachers and curriculum contacts. Teachers will be provided with current assessment guides and training on how to incorporate this information.</p> <ul style="list-style-type: none"> <li>➤ Consultants will conduct snapshots to assess the degree of implementation of district key focus areas.</li> <li>➤ The high school department will conduct the BSC visits at each school.</li> </ul>	<p>observe implementation of course failure strategies and post-conferences with principals</p> <ul style="list-style-type: none"> <li>➤ BSC review calendar and reports</li> <li>➤ At-risk student reports</li> <li>➤ At-risk 9T and 8th graders eligible to retest</li> <li>➤ Results of the EOC school challenge</li> </ul>	<ul style="list-style-type: none"> <li>➤ Each content spotlight teaches principals about the shifts in the curriculum, observation tips, grade book design and tips, assessment mirroring, resources to use, and what should no longer be taking place in each class. Principals experience the shifts in curriculum as consultants teach units.</li> <li>➤ Consultants continuously conduct snapshots during the school year and cite information about each teacher's level of "shifting" with new curriculum and assessment types.</li> <li>➤ Two BSCs are conducted each school year. The BSC rubric mirrors the state's Leadership Rubric. Each component in the rubric is adjusted to match every part of the high school SPS and district focuses: LEAP 2025, ACT, Work Keys, Course Failure, Graduation Rate/Index, School Culture, Shifts in Curriculum and Assessments, and PLCs.</li> </ul>				Tammy Hebert, Director of High School Curriculum
High Academic Achievement 1.4 <b>To increase the % of students scoring a minimum of 18 on the ACT in the March and the number of students scoring silver on Work Keys</b>	<ul style="list-style-type: none"> <li>➤ School personnel will track students' ACT and Work Keys data to determine which student to target for intervention and testing.</li> <li>➤ Principal's SLTs will be written the final seniors' ACT/Work Keys index for their school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ At-risk Senior Reports</li> <li>➤ March 2018 ACT Results</li> <li>➤ ACT Mastery Online Data for ACT and Work Keys</li> </ul>	<p><b>High Schools Only</b></p> <ul style="list-style-type: none"> <li>➤ ACT and Work Keys data is tracked for every student at each school. As students test, new data is recorded. This data tracking serves as a means to determine which students need to be placed in RTI for a specific ACT or Work Keys test section and to determine which students should be re-tested at each testing window.</li> <li>➤ Schools track progress of this index for every student using the states SPS calculator and their individually developed Excel spreadsheets. The primary need is to know which students need to be targeted for RTI and retesting and to maintain accurate records since testing happens frequently.</li> </ul>				<p>Karl Bruchhaus, Superintendent of Schools</p> <p>Shannon Lafargue, Chief Academic Officer</p> <p>Robert Pete, Admin Director of High Schools</p> <p>Tammy Hebert, Director of High School Curriculum</p>



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High Academic Achievement 1.5 To increase student attendance rates, K-12	<ul style="list-style-type: none"><li>➤ The office of Child Welfare and Attendance collaborates and coordinates services with other agencies in Calcasieu Parish to deliver services to those students and families with truancy issues. (TASC, FINS, OJJ, OJJS, DCFS, TITLE X, CPSO, LCPD, Harbour House, Boys Village, and the Methodist Children’s Home)</li><li>➤ TASC – Truancy Assessment Service Center</li><li>➤ FINS – Families In Need of Services</li><li>➤ OJJS – Office of Juvenile Justice Services</li><li>➤ OJJ – Office of Juvenile Justice</li><li>➤ DCFS – Dept. of Children and Family Services</li><li>➤ CPSO– Calcasieu Parish Sheriff’s Office</li><li>➤ LCPD – Lake Charles Police Department</li><li>➤ The Office of Child Welfare and Attendance conducts investigations and provides information/education to schools and parents regarding the Truancy Act, Compulsory Attendance Laws, and other governing policy.</li><li>➤ The district will guide schools in strategies for reducing the number of students absent from school. Monthly principals’ meetings will address attendance and allow principals to share ideas that work and gain help for issues they are having.</li><li>➤ The district and schools will work to decrease the amount of seat time needed by communicating with students that are at-risk of needing seat</li></ul>	<ul style="list-style-type: none"><li>➤ Documentation of Collaborative Agreements</li><li>➤ Logs of meetings/referrals</li><li>➤ Investigation Reports</li><li>➤ Home Visits</li><li>➤ School &amp; District Attendance Reports</li><li>➤ % of students missing 10 or more days</li><li>➤ School &amp; District Attendance Reports</li><li>➤ % of students missing 10 or more days</li><li>➤ Seat time committee procedures and policies</li><li>➤ School and district reminders to students and parents</li></ul>	End of Year Attendance Summary Report (Aug 6, 2018 - May 22, 2019) Each number represents a student with 10+ absences:			➤ General Fund	Karl Bruchhaus, Superintendent of Schools							
			<table><tr><th>Grade Levels</th><th>Skip Codes: D P N 18 48</th><th>Absences Including Dr. Excuses</th></tr><tr><td>Elementary Schools</td><td>2382</td><td>4029</td></tr><tr><td>Middle Schools</td><td>1982</td><td>2713</td></tr><tr><td>High Schools</td><td>2872</td><td>3708</td></tr></table> <b>Child Welfare Attendance Office: (July 1 2018– May 32 2019)</b> <ul style="list-style-type: none"><li>➤ Appeals for Absences/Loss of Credit – 4</li><li>➤ Correspondence to Dept. of Children and Family Services – 175</li><li>➤ Custody Issues - 79</li><li>➤ Dropout Conferences Conducted – 47</li><li>➤ EDOP (Expulsion Diversion Opportunity Program) - 79</li><li>➤ Expulsion Hearings Conducted – 618</li><li>➤ Expulsion Hearing Appeals Conducted - 91</li><li>➤ FINS Referrals – 44</li><li>➤ Home Study Conferences – 77</li><li>➤ Home Visits Conducted – 562</li><li>➤ Investigations &amp; Attendance Letters Sent – 1,521</li><li>➤ OJS Updates/Info Requested – 523</li><li>➤ Out of Zones Processed 18/19- 1,963</li><li>➤ Permits Written – 3,971</li><li>➤ Phone Calls Returned – 2,378</li><li>➤ Records /Information Requested (other agencies) - 171</li><li>➤ Records for Law Enforcement – 146</li><li>➤ School Visits Conducted – 415</li><li>➤ Subpoena (by court/attorney) – 68</li><li>➤ TASC Referrals Processed – 171</li><li>➤ Third Suspension Letter Sent – 1,344</li><li>➤ Weekly, CWA clerks send cumulative attendance reports to the Directors which are sent to the schools in order for Principals to send letters home, make phone calls, conduct parent meetings, and/or make TASC referrals for truant students.</li><li>➤ Attendance data due to ISS and/or OSS is reviewed monthly at the Principals’ meetings at each level.</li></ul>					Grade Levels	Skip Codes: D P N 18 48	Absences Including Dr. Excuses	Elementary Schools	2382	4029	Middle Schools
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	time for course. ➤ Seat time is provided to meet credit-awarding attendance requirements.		<b>High School Specific Action</b> ➤ At the <b>HS level</b> , Principals pull data for students at risk for attendance failure. ➤ Reminders (signs) are sent to all schools for posting to publicize to the student population the end dates to obtain necessary seat time. ➤ Seniors at risk are targeted in January so that seat time can be implemented before the May due date to ensure graduation. ➤ Seat time for the prior school year is offered for all students through the summer				
High Academic Achievement 1.6 <b>Increase the # of students in grades K-12 who are Proficient using RTI strategies/techniques</b>	➤ The district will support school leadership teams with analyzing data to develop a greater understanding of student needs as they create Student Learning Targets (SLT) and appropriate assessment tools. ➤ The district will provide PLC guidance on how to review student data to identify at-risk students for ACT, EOC, Work Keys, Attendance, and grade level or course failure. Data will be provided from the district monthly. ➤ District personnel will monitor the RtI Student Behavior Logs being used at the school level quarterly. ➤ The district will monitor students identified for <b>Behavioral</b> Interventions to determine who made improvements in self-discipline. Logs of students showing significant	➤ RTI Progress Monitoring Data ➤ Lists of at-risk students submitted in monthly reports ➤ Lists of at-risk seniors for Work Keys ➤ Lists of Algebra I targeted group and RTI Plan ➤ Course Failure Data ➤ Attendance Data (HS) ➤ Maintained in RTI Office for each school ➤ RTI Academic Student Folders	➤ Admin. Coordinator of RTI met with elementary, middle, and high school principals and assistant principals at the beginning of the year to explain changes made to CPSB RTI Plan, requested schools to conduct monthly RTI student data reviews, and explained documentation at each level that should be maintained. ➤ RTI Attendance Calendars have been created for elementary schools. Middle and high schools maintain attendance through an RTI period indicated in their school schedules. This documents students who are attending RTI classes. This is part of the data used to determine lack of student progress and efficacy of an intervention. ➤ Admin. Coordinator of RTI met with RTI academic and behavior elementary and middle school contacts at the beginning of the school year to discuss analyzing data for initial placement, change of placement, and ongoing progress monitoring. ➤ All schools—elementary, middle and high—have submitted an RTI Academic School Plan. ➤ Elementary, middle, and high schools maintain an RTI Behavior folder for each student receiving RTI support in Tiers 2 and 3. The cover sheet documents placement and intervention information. Parent notification for initial and change of placements are documented through parent letters or in JCampus. Documents pertaining to this information are maintained in the behavior folder. ➤ RTI Admin. Coordinator conducts K-12 RTI documentation visits/audits regarding RTI documentation for RTI academic and <b>behavior</b> folders, cover sheets and student progress.			➤ RTI Budget	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Arlene Hobaugh, Administrative Coordinator of RTI, K-12  Jeanice Biondini, Coordinator of Positive Behavior Support  Jill Portie, Admin Director of Elementary Schools  George Reado, Director of Elementary Curriculum

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	<p>improvement and those exiting the RTI process will be used for documentation.</p> <p>➤ Schools will be provided with course failure date at each principals' meeting, and teachers will be trained to generate their own course failure data</p>		<p>Monthly data reviews of all Tier 2 and all Tier 3 students is highly recommended. Documentation of RTI data meetings is documented and review of data meeting documentation is a part of RTI visits/audits.</p> <p>➤ School personnel inputs in JCampus initial placement in RTI behavior and any change of placement for each student receiving RTI behavior support.</p> <p>➤ Personnel in all high schools were requested to review student data at least once a month to determine students who need RTI academic assistance—most do this on a weekly basis. To assist K-12 teachers in doing so, the RTI Department prepared and disseminated to all schools an 11" x 17" sheet with all of the ELA Louisiana Student Standards on one sheet and another for math Louisiana Student Standards. The purpose of these ELA and math sheets is to highlight standards for which K-12 students in RTI Tier 2 and Tier 3 groups need extra support and for high school teachers to use in providing assistance to students who are at-risk for ACT, EOC, Work Keys and grade level or course failure. The above decisions should be based on progress monitoring data and teacher input. Additionally, these sheets were given to all high schools.</p> <p>➤ High schools can use an RTI Academic Intervention Documentation sheet for each student who is receiving RTI assistance for documentation or maintain an electronic documentation of this information. This documentation includes dates and subject(s) for which RTI support was provided.</p> <p>➤ In middle and high schools, RTI class attendance is recorded in JCampus and/or through the intervention program(s) utilized.</p> <p>➤ Research: Center on Response to Intervention American Institute for Research (AIR) <a href="https://www.rti4success.org">https://www.rti4success.org</a> and RTI Action Network <a href="http://www.rtinetwork.org">http://www.rtinetwork.org</a></p> <p style="text-align: center;"><b>High Schools</b></p> <p>➤ The August in-service focuses on all data from the prior year. Time is given to leadership teams to analyze data and write action plans for the new year.</p> <p>➤ Schools have been trained on how to create Excel files to track all parts of the SPS for every student on campus.</p>				<p>Owen Clanton, Admin Director of Middle Schools</p> <p>Robert Pete, Admin Director of High Schools</p> <p>Tammy Hebert, Director of High School Curriculum</p>

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			➤ Principals' meetings and school visits focus on specific data pieces and verification rosters as they are released from the state department				
Safe Productive Environment 2.1 <b>2.1 To increase positive behavior through monitoring school-wide results in PBIS, Elem - High</b>	<ul style="list-style-type: none"> <li>➤ CPSB will provide PBIS booster training for all schools which will include secondary and tertiary trainings.</li> <li>➤ CPSB will provide classroom management training sessions for all schools.</li> <li>➤ District personnel will collect, analyze, and report monthly OSS data across the District and for each site.</li> <li>➤ District personnel will monitor the RtI Student Behavior Logs being used at the school level quarterly.</li> <li>➤ District personnel will monitor the annual submission of PBIS Action Plans and Master Discipline Plans for each school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monthly report showing the overall decrease in the number of office referrals</li> <li>➤ Degree of Implementation as seen by the Benchmarks of Quality Evaluations</li> <li>➤ PBIS logs, etc. submitted to Directors</li> </ul>	<ul style="list-style-type: none"> <li>➤ ISI Training for new ISS Staff, Aug 28 or Aug 29, 2019</li> <li>➤ PBIS Data-Based Decision-Making, Aug. 30, 2018 Training on using discipline data/J-Campus to make school-wide decisions</li> <li>➤ Amiee Dean's Elementary Classroom Management, Sept. 10, 2019</li> <li>➤ Amiee Dean's Middle &amp; High Classroom Management, Sept. 11</li> <li>➤ PBIS Universal Booster Training Sept. 18, 2018</li> <li>➤ PBIS MTSS Training Tier 2 and 3 -Oct. 22, 2018</li> <li>➤ Review PBIS Plans &amp; Master Model Discipline Plans with staff members – Oct. 26, 2018</li> <li>➤ Youth Mental Health Training – Oct. 29, 2018</li> <li>➤ FBA/VIP Training Nov. 8, 2018</li> <li>➤ PBIS MTSS Training Tier 2 – Dec. 5, 2018</li> <li>➤ PBIS Assessment Assistance – May 17, 2019</li> <li>➤ Classroom Management Trainings took place on the following dates: Sept. 10, 2018; Jan 18, 2019; Feb. 26, 2019; and April 6, 2019</li> <li>➤ Jan 2018 – March 2019 School safety searches with CPSO K-9 units were completed with high schools (minimum 2 visits) and middle schools (minimum 1 visit). Elementary schools and alternative sites were visited upon request.</li> <li>➤ Training and implementation of the I AM program occurred in over 90% of elementary schools</li> <li>➤ Oct. 2018 "Don't Be a Monster Anti-bullying" assemblies in every middle school</li> <li>➤ Overall, the RTI-Behavior Logs were submitted at each level at the following rates. Elem – 83%, Middle – 67% and High 42%</li> <li>➤ PBIS Annual Action Plan, Calendar, and Master Discipline Plans were submitted by all schools.</li> <li>➤ PBIS SWTFI Assessment tool was completed for Tier 1 and Tier 2 for all CPSB schools. The data was reported to the Superintendent, CAO, all schools as well as PBIS Region 5.</li> <li>➤ Annual Teacher Leader Summit – to gain knowledge and learn new skills via high-quality resources and professional development that can be adopted and implemented at the school and district level</li> </ul>			<ul style="list-style-type: none"> <li>➤ PBIS Region V Grant</li> <li>➤ Title IV</li> <li>➤ PBIS Region V</li> </ul>	<p>Karl Bruchhaus, Superintendent of Schools</p> <p>Shannon Lafargue, Chief Academic Officer</p> <p>Jeanice Biondini, Coordinator of Positive Behavior Support</p> <p>Jill Portie, Admin Director of Elementary Schools</p> <p>Owen Clanton, Admin Director of Middle Schools</p> <p>Robert Pete, Admin Director of High Schools</p>

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			➤ 6 <sup>th</sup> Annual K-12 Education Law Conference at UL of Lafayette – to focus on the most current and significant issues impacting the K-12 Education Law community, and to address and discuss new creative ideas to manage these problems				
Safe Productive Environment 2.2 <b>To increase student attendance and class instruction as evidenced by the demonstration of appropriate behaviors at all grade levels</b>	<ul style="list-style-type: none"> <li>➤ CPSB will monitor and provide a monthly report of all absences due to ISS/OSS and review this information with curriculum directors and principals.</li> <li>➤ CPSB will monitor the use of appropriate interventions at the school level</li> <li>➤ Child Welfare and Attendance will ensure the implementation of Code of Conduct by school administrators prior to expulsion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monthly report showing the overall decrease in the number of days students are absent from class due to ISS/OSS</li> <li>➤ Alternate forms of behavior intervention as seen in Webpams</li> <li>➤ Expulsion Hearing Documentation (level 3 and 4 behaviors)</li> </ul>	<ul style="list-style-type: none"> <li>➤ CPSB monitored and reported at monthly meetings for principals and assistant principals the number of missed days of instruction due to disciplinary removals for both ISS and OSS. This data was provided Sept. 2018 through May 2019.</li> <li>➤ The tracking of at-risk students and tiered intervention is submitted each 9 weeks by CPSB schools on the RTI-B student logs. Additional data regarding a student receiving interventions for behavior can be found in the individual RTI-B maroon folder for each student.</li> </ul>				Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Keith LeLeux, Director of Child Welfare and Attendance  Jeanice Biondini, Coordinator of Positive Behavior Support  Jill Portie, Admin Director of Elementary Schools  Owen Clanton, Admin Director of Middle Schools  Robert Pete, Admin Director of High Schools

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Safe Productive Environment 2.3 <b>To ensure technology users will abide by the mandates and are aware of the consequences of utilizing network resources and electronic communications with students</b>	<ul style="list-style-type: none"> <li>➤ AUP &amp; Electronic Communications Policy will be signed by all technology users</li> <li>➤ Electronic Telecommunication Devices Policy is implemented in all CPSB schools.</li> <li>➤ The CPSB Web Publishing Policy is implemented in all CPSB schools and departments.</li> <li>➤ ACT 837 is being fully communicated and implemented in all schools and departments across the district</li> <li>➤ Specialized training for administrators and first year teachers will be provided for Simple K12, SAMR, and the new District Snapshot Form.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Signed AUP document and electronic communications policy</li> <li>➤ Principal Assurance Report from each school</li> <li>➤ ACT 837 release forms approved by parent/guardians</li> </ul>	<ul style="list-style-type: none"> <li>➤ The tracking of at-risk students and tiered intervention is submitted each 9 weeks by CPSB schools on the RTI-B student logs. Additional data regarding a student receiving interventions for behavior can be found in the individual RTI-B maroon folder for each student.</li> </ul>			➤ General Fund	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Kim Leblanc, Chief Technology Officer  Jill Portie, Admin Director of Elementary Schools  Owen Clanton, Admin Director of Middle Schools  Robert Pete, Admin Director of High Schools
Safe Productive Environment 2.4 <b>To maintain a safe, orderly, civil, and positive learning environment so that students and employees do feel safe while at school or school-related activities</b>	<ul style="list-style-type: none"> <li>➤ All employees will receive education as required by CPSB policy and documented by their signatures on the following policies: Bullying and Hazing; Sexual Harassment; Employee of Code of Conduct; Child Abuse Reporting Policy, Employee Alcohol, Drug, and Substance Abuse.</li> <li>➤ All students will receive education on bullying and hazing, sexual harassment, and Student Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Certificates of Completion</li> <li>➤ Employee Signature on Documentation of Specific Employee Policy Review, denoting policy education received</li> </ul>	<ul style="list-style-type: none"> <li>➤ Elementary, Middle &amp; High schools have followed district policy regarding compliance in student training and documentation of such mandated policy which includes bullying, hazing, sexual harassment, and Student Code of Conduct.</li> <li>➤ Elementary, Middle &amp; High schools have followed district policy regarding compliance in employee training and documentation of such mandated policy which includes Employee Code of Conduct, Child Abuse Reporting Policy, and Employee Alcohol, Drug &amp; Substance Abuse policies.</li> <li>➤ August In-services for Administrators (August 2-3, 2018) outlined all requirements for each of these mandatory policies. School agendas, sign-in sheets, and actual signed policies are kept on file at each school in the administrator's filing system. Information regarding these policies is also available in the school handbook as well as the CPSB Code of</li> </ul>			N/A	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Jill Portie, Admin Director of Elementary Schools  Owen Clanton, Admin Director of Middle

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			Conduct. <ul style="list-style-type: none"> <li>➤ Title IX Compliance Form with agenda &amp; sign-in due to the Office of Behavior and Discipline on Sept. 28, 2018</li> <li>➤ Title IX District Contact information is posted in at least 2 locations (Federal Regulation) by August 31, 2018.</li> <li>➤ Mandate: All employees with emails must complete bullying awareness module on Blackboard by December 7, 2018. Employees without emails must watch video by Nov. 30, 2018 and receive certificate for training</li> <li>➤ All schools are required to review the CPSB bullying prohibition with all students and staff and that all have received a written copy of the information.</li> </ul>				Schools  Robert Pete, Admin Director of High Schools
<b>Safe Productive Environment 2.5</b> <b>To preserve the public trust, personal and institutional integrity, all CPSB employees will be informed of the expectations and legalities of professional and ethical behavior.</b>	<ul style="list-style-type: none"> <li>➤ All employees will participate in the state mandated Ethics Training and receive a certificate of compliance issued by the State website by December 31, 2017.</li> <li>➤ Access to the portal for completing the Ethics Course is made available by CPSB throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principals and Department Heads are asked to collect the Certificate of Completion</li> </ul>	<ul style="list-style-type: none"> <li>➤ July 27, 2018, Ethics training information and portal link was emailed to all CPSB employees. The reminder specified that janitors, cafeteria workers, and bus drivers are included in the mandate. It was also specified that principals are to keep the certificates on file by calendar year. Sections A(3) and E(2) of RS 42:1170 was quoted in the emailed reminder.</li> <li>➤ August 2, 2018 – A reminder was communicated at the Principals' Mtg.</li> <li>➤ August 7, 2018 – The Ethics Training Requirement notice was included in Dr. Lafargue's weekly Reminder List (SWAY) to all employees</li> </ul>			N/A	Karl Bruchhaus, Superintendent of Schools  Wayne Foster, Internal Auditing



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Stakeholder Satisfaction 3.1 To improve communication methods with stakeholders	<ul style="list-style-type: none"><li>➤ All stakeholders will be given the opportunity to participate in stakeholder satisfaction surveys.</li><li>➤ All parents will be given the opportunity to register to monitor their students' grades on the Student Progress Center via Webpams.</li><li>➤ School Messenger, Blackboard, CPSB Facebook, school marquees, and school websites are other means of stakeholder communications.</li><li>➤ The District will maintain a website, including quick links, CPSB policy, department and email links, calendars, and other pertinent information for stakeholders.</li><li>➤ The District will maintain a Facebook page.</li><li>➤ The District will update information to be accessed by stakeholders through an app.</li><li>➤ The District will utilize School Messenger for important automated messages to stakeholders and will provide access to all schools for messaging school stakeholders.</li><li>➤ The District will authorize Remind 101 for appropriate email to text information for students and parents.</li><li>➤ The District Technology Training Center will provide courses for teachers to utilize Blackboard for student and parent communication.</li><li>➤ Every school will maintain a website with similar information; the CPSB will provide a stipend for each school webmaster.</li></ul>	<ul style="list-style-type: none"><li>➤ Satisfaction Survey Results</li><li>➤ Student Progress Center Statistics</li><li>➤ School Websites, linked to the CPSB Homepage</li><li>➤ Website Hits</li></ul>	<ul style="list-style-type: none"><li>➤ Schools keep all documentation of communication methods on file at the individual campuses as well as report the number of each communication method given in their BSC throughout the year.</li><li>➤ Office of Public Information</li><li>➤ District website maintained regularly (www.cpsb.org) with nearly three million views in the last fiscal year</li><li>➤ “Headlines &amp; Features” section updated with pertinent news and information</li><li>➤ State Charter School Application updated December 17, 2018</li><li>➤ Act 837 compliance pages managed and updated with new contracts and addendums</li><li>➤ The district is active on Facebook, Twitter and Instagram.</li><li>➤ CPSB Facebook page saw 9.8% growth</li><li>➤ CPSB Twitter page saw 12% growth</li><li>➤ CPSB Instagram page saw 60% growth</li><li>➤ A new tab, “Connect with CPSB,” was added to the district website to feature schools, departments, and sites in the district who are also active on social media.</li><li>➤ Social media content calendars are maintained to ensure fresh and relevant content is present across all sites.</li><li>➤ Plans are in the works to utilize the district social media sites and other communication outlets to help with the recruitment and retainment of district employees. This endeavor will be done in partnership with the Personnel Department.</li><li>➤ School Messenger is still being utilized as the main line of communication with parents and guardians in the district. All schools have access to School Messenger through the internet, phone app, or direct call phone number.</li><li>➤ Broadcast messaging is utilized district wide by the Public Information Office for crisis event notification such as school closures and campus lockdowns.</li><li>➤ Broadcast messaging is utilized by all CPSB campuses to relay information such as deadlines, fundraisers and event information pertaining to their locations.</li><li>➤ Remind 101 still being used on a district-wide scale in conjunction with School Messenger. Remind 101 is utilized more on a class by class basis for teachers to have one-way communication with families.</li><li>➤ CPSB meets weekly standards of media coverage. The Public</li></ul>			N/A	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Holly Holland, Public Information Officer  Jill Portie, Admin Director of Elementary Schools  Owen Clanton, Admin Director of Middle Schools  Robert Pete, Admin Director of High Schools  Lisa Mullet, Web/Data Coordinator

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			Information Office continuously engages media outlets through the output of media advisories, press releases, and photographs. ➤ Media interaction spreadsheets are maintained in the Public Information Office, as well as documentation of media coverage.				
Stakeholder Satisfaction 3.2 <b>To host family involvement activities focused on increasing student achievement.</b>	➤ Each school will host at least two family involvement activities focused on increasing student achievement per year. ➤ Each school develops/refines with families and students annually, both a Family Engagement Policy and a Student Learning Compact ➤ Administrative directors may require documentation from the schools, i.e. calendars, agendas, sign in sheets.	➤ Calendar of Documentation ➤ Agendas ➤ Sign-in Sheets ➤ FE Policy ➤ Student Learning Compacts	➤ Schools keep all documentation of family involvement events on file at the individual campuses as well as report them in their school BSC. (See individual school Balanced Scorecards for exact dates) <b>Title I</b> schools are uploading documentation onto our Federal Programs Black board page for digital documentation. ➤ Family events at the high school level are centered on the ACT, FASFA, IGP, graduation, and other related activities that impact student achievement. ➤ In each school, an Action Team for Partnerships- a committee of educators, families, and other partners- can work together and with colleagues to plan, implement, evaluate, and continually improve the outreach and quality of partnership programs. Each school develops a One Year Action plan linked to their Balance Scorecard/School Wide Plan. <b>(Research: Dr. Joyce Epstein of Johns Hopkins University; School, Family, and Community Partnerships Handbook for Action. All Title 1 schools are members of the National Network of Partnership Schools. The Six Types of Involvement are Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.</b>			➤ School funds and/or Title I Funds  ➤ Title I FE Funds	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Loree Smith, Title One, Family Involvement  Jill Portie, Admin Director of Elementary Schools  George Reado, Director of Elementary Curriculum  Owen Clanton, Admin Director

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							of Middle Schools  Robert Pete, Admin Director of High Schools  Tammy Hebert, Director of High School Curriculum
Operational Efficiency 4.1 <b>To increase the number of days teachers are leading instruction in their classrooms.</b>	<ul style="list-style-type: none"> <li>➤ The Superintendent will monitor teacher absenteeism via the AESOP Information System.</li> <li>➤ At the end of each semester, schools will be provided a report indicating the number of absences other than professional development, school-related absences, or sabbaticals for the purpose of teacher awareness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Generated AESOP Reports</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Total absences</b> - 26,403 days (Beginning Aug 6, 2018 – May 22, 2019):</li> <li>➤ Elementary – 13,862.5 days</li> <li>➤ Middle – 5,153.5 days</li> <li>➤ High – 7,387 days</li> <li>➤ There was a 13% reduction in teacher absences this year!</li> <li>➤ Teachers have the opportunity to receive \$200 for each semester of perfect attendance</li> <li>➤ The Perfect Attendance Incentive Pay is paid out twice annually as opposed to once at the end of the school year with a potential increase to \$400.00 annually.</li> </ul>			➤ General Fund	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Wayne Richard, Payroll Supervisor
Operational Efficiency 4.2 <b>To increase the number of personnel participating in health events sponsored by Risk Management.</b>	<ul style="list-style-type: none"> <li>➤ Risk Management will promote a Preventive Care Incentive Program in partnership with CHRISPUS St. Pat's who will host health related informational seminars to be held at 5:30 pm at the School Board Office Boardroom.</li> <li>➤ November 19- Venous Vein Disease</li> <li>➤ January 21-Eat This Not That</li> <li>➤ February 18-Signs and Symptoms of a Stroke</li> <li>➤ March 17-Oral Cancer</li> <li>➤ April 21-Foot Disease</li> <li>➤ Risk management will host a the annual CPSB Health and Wellness Fair on October 24<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>➤ Reports and documentation made available by the Risk Manager</li> <li>➤ Sign in Forms</li> <li>➤</li> </ul>	<p style="text-align: center;"><u>Risk Management</u></p> <ul style="list-style-type: none"> <li>➤ CPSB Health and Wellness Fair – Saturday, November 4, 2017, FREE to all full-time employees (with or without CPSB insurance) and any retiree on CPSB group health insurance plan</li> <li>➤ <u>5 Possible Preventive Care Incentive Points:</u> <ul style="list-style-type: none"> <li>-3 Points for the Preventive Care Incentive if bloodwork was completed</li> <li>-1 Point for the Wellness Fair Scavenger Hunt</li> <li>-1 Point for taking the Flu Shot</li> </ul> </li> <li>➤ A HEALTHY BREAKFAST was awarded to the location with the highest percentage of participation</li> <li>➤ A SALTY SITUATION: SOLUTIONS FOR A LOW-SODIUM LIFESTYLE, CHRISTUS St. Patrick Hospital Seminar was held on Thursday, Nov 16, 2018 at 5:30 pm.</li> <li>➤ The YOU AND A HEALTHY HEART, CHRISTUS St. Patrick</li> </ul>			➤ General Fund ➤ Community Partners	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Skylar Giardina, Risk Manager

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	<p>7:00 to 12:00 at the Lake Charles Civic Center. Flu shots will be administered at the Wellness Fair.</p> <ul style="list-style-type: none"> <li>➤ CPSB will host the Classroom to a 5K in February 2016.</li> <li>➤ Risk management will promote a Fitness Incentive Program for employees in partnership with local participating fitness centers</li> <li>➤ The CPSB Employee Wellness Program has a new Facebook page.</li> </ul>		<p>Hospital Seminar was held on Thursday, Feb 22, 2018 at 5:30 pm.</p> <ul style="list-style-type: none"> <li>➤ The ORTHO ASSESSMENT: LET'S CHECK YOU OUT, CHRISTUS St. Patrick Hospital Seminar was held on Thursday, Jan 18, 2018 at 5:30 pm.</li> <li>➤ CPSB's "From the Classroom to a 5K" was held on February 24, 2018 at the Lake Charles Civic Center. 5K and Fun Run are FREE and open to all full time CPSB employees and their immediate family members. 2 points for Preventive Care was awarded to participants. CPSB employees received a FREE t-shirt if they pre-registered and COMPLETE the race. <ul style="list-style-type: none"> <li>-The number of participants this year was <b>747 employees, and 389 family members.</b></li> <li>-Participation in this event counts towards: (1)PR-5 on the CPSB Teacher &amp; Leader Personnel Evaluation's professional expectations criteria, (2)Preventive Care Points (2points), (3)Meets school-level BSC objective</li> <li>-Hosted Student T-Shirt design contest for the race day event- A 1<sup>st</sup> – 3<sup>rd</sup> place award was given to winning students from Frasch, and TS Cooley Elementary schools</li> <li>-Awards Provided: (1)Top Overall Male and Female- A \$50 Gift Certificate to Southern Bicycle Company, (2)Top School/Location-largest number of participants, (3)All children completing the 5K/Fun Run participants received a medal</li> <li>Sponsors who participated in the event include the following: <ul style="list-style-type: none"> <li>FUSE Entertainment-DJ Services</li> <li>Cascio Sports Medicine-\$1,000</li> <li>CHRISTUS St. Patrick Hospital - \$300</li> <li>Plauche, Smith and Nieset - \$500</li> <li>Southern Bicycle Company -\$300</li> <li>Athlete's Corner</li> <li>Insurance Resource Group – Healthy Breakfast for winning location</li> <li>Lake Charles Memorial Hospital Sports Medicine – trainers</li> <li>LAR- Use of clock and finish line</li> <li>CPSB board members, and employees served as volunteers for the event</li> </ul> </li> </ul> </li> <li>➤ The LEARN ABOUT CANCER FIGHTING FOODS, CHRISTUS St. Patrick Hospital Seminar was held on Thursday, March 15, 2018 at 5:30 pm.</li> </ul>				

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			<p>➤ The ABDOMEN ATTACK: SIGNS AND SYMPTOMS, CHRISTUS St. Patrick Hospital Seminar was held on Thursday, Jan 18, 2018 at 5:30 pm.</p> <p>The rate of participation for each event is kept on record and shared across the district.</p>				
<b>Operational Efficiency 4.3</b> <b>To increase the student: computer ratio.</b>	<ul style="list-style-type: none"> <li>➤ The Technology Department will implement the District Technology Plan for sustaining and increasing the student to computer ratio.</li> <li>➤ The Technology Department will provide IMPACT training to all middle and high school mathematics teachers and all 5<sup>th</sup> grade teachers. Each participant who completes the training receives a new computer and a printer.</li> <li>➤ The Technology Department will continue to promote the CPSB AIR Project.</li> <li>➤ The Technology Department will provide selected schools training and hardware to participate in the Spring Tech Showcase.</li> <li>➤ The Technology Department will allow teachers to trade in Continuing Learning Units (CLUs) for technology equipment through the department's Tech Points Store.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annual ERATE report</li> <li>➤ CPSB Technology Dept. Documentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Erate report is on file with the Technology Department associated with invoices and fixed assets.</li> <li>➤ All CPSB Technology Department documentation of training is on file in the technology Department as well as in the Technology Training Center class database. This database provides employees with a list of courses taken as well as CLUs awarded.</li> <li>➤ The Technology showcase was scheduled on Feb. 19, 2019 at the following schools: Sulphur High, Sulphur 9th Grade, Maplewood Middle, Maplewood Elementary, Moss Bluff Elementary The showcase had 96 participants</li> <li>➤ Teachers are participating in technology classes, earning points and receiving equipment. The Technology Training Center database houses this information.</li> </ul>			<ul style="list-style-type: none"> <li>➤ General Funds</li> <li>➤ CPSB Technology Department</li> </ul>	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer  Kim Leblanc, Chief Technology Officer
<b>Operational Efficiency 4.4</b> <b>To improve teacher and leader effectiveness.</b>	<ul style="list-style-type: none"> <li>➤ C &amp; I will provide professional development on effective feedback for improving instruction, using the Calcasieu Teacher and Leader Evaluation rubric.</li> <li>➤ C&amp;I will provide comprehensive SLT direction and support for all subjects and grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ CIS Walkthrough, Observation, Evaluation Reports</li> <li>➤ Teacher Retention</li> <li>➤ Teacher Effectiveness</li> <li>➤ New Teacher Induction</li> </ul>	<ul style="list-style-type: none"> <li>○ Calibration Walks were held at district schools where small groups of evaluators would visit actual classrooms and calibrate inter rater reliability</li> <li>○ Evaluators were provided with beginning of the year and end of the year protocols through the use of Zoom Webinars</li> <li>○ Each department within the CPSB system developed and launched the SLT protocols and assistance using Blackboard and system-wide in-services</li> </ul>			<ul style="list-style-type: none"> <li>➤ Title II-Contracted speaker, Shirley Hall</li> <li>➤ GF- Zoom account for Webinars</li> <li>➤ GF - Blackboard</li> <li>➤ GF paid for</li> </ul>	Karl Bruchhaus, Superintendent of Schools  Shannon Lafargue, Chief Academic Officer

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	<ul style="list-style-type: none"><li>➤ CPSB has invited every new teacher to participate in the New Teacher Induction Program which provides mentoring and professional development through the New Teacher Academy.</li><li>➤ Most new teachers are assigned a “buddy” teacher for help and support decided upon by school administrators.</li><li>➤ CPSB has launched M³Make Mentoring Matter, a new teacher mentoring program in which every first year teacher will be assigned a mentor for individualized support and collaboration opportunities. Mentors will participate in professional development offered by the district.</li><li>➤ The <b>PROGRESS</b> Project provides professional development to the 20 PROGRESS schools based on their individual needs as determined by CIS and needs assessments.</li><li>➤ The <b>PROGRESS</b> Project provides support to new teachers within the 20 PROGRESS schools by offering after-school professional development opportunities.</li></ul>	<ul style="list-style-type: none"><li>Professional Development Sessions</li><li>➤ Framework for Mentoring Program Documents</li><li>➤ Mentor Logs and other collaboration Documentation</li><li>➤ PD agendas and sign-in sheets</li><li>➤ Growth in Teacher Leadership</li></ul>	<ul style="list-style-type: none"><li>➤ All new teachers were invited to 5 days of professional development<ul style="list-style-type: none"><li>○ Rotating Sessions (management, JCampus, Technology, etc.)</li><li>○ Annette Breaux</li><li>○ Evaluation<ul style="list-style-type: none"><li>▪ Shirley Hall (Compass)</li><li>▪ Jill Crain (TAP)</li><li>▪ Michelle Joubert (Class)</li></ul></li><li>○ Chelonnda Seroyer &amp; William Martinez</li><li>○ Alex Kajitani (also included the End of the Year Celebration)</li></ul></li><li>➤ All new teachers are assigned a M3 Mentor.</li><li>➤ Shirley Hall presented Mentor training in the summer &amp; follow up during the school year with webinars.</li><li>➤ All mentors were provided with Mentor resources</li><li>➤ Shirley Hall presented Mentor training in the summer &amp; follow up during the school year with webinars.</li><li>All mentors were provided with Mentor resources</li></ul>	<ul style="list-style-type: none"><li>substitutes</li><li>➤ Title II- all contract speakers</li><li>➤ GF-Books:</li><li>➤ First Days of School</li><li>➤ The Classroom Management Book</li><li>➤ Owning It</li><li>➤ 101 Answers for New Teachers</li></ul> <ul style="list-style-type: none"><li>➤ Title II – Contract Speaker – Shirley Hall</li><li>➤ GF -(21<sup>st</sup> Century Mentoring Handbook for all mentors</li><li>➤ Title II – Stipends for mentors to attend Summer Camp and to mentor new teachers</li></ul>	Terry Collins, Coordinator of Teacher and Leader Support		
Operational Efficiency 4.5:  To increase the % of teachers earning teacher certification	<ul style="list-style-type: none"><li>➤ Springboard Certificate Program</li><li>➤ Teacher Recruitment College Job Fairs</li><li>➤ Participate in local Career Fairs</li><li>➤ Facilitate the process for Teacher Certification</li><li>➤ Annual Advertising Efforts</li><li>➤ Critical Shortage Hires</li><li>➤ MSU Career Fairs</li><li>➤ CPSB Annual Job Fair</li></ul>	<ul style="list-style-type: none"><li>➤ % of Springboard participants who continue, or complete the plan</li><li>➤ College and Local Fairs-Agendas/ Program</li><li>➤ Sign-in Forms for Certifying Teacher collaborative</li></ul>	<ul style="list-style-type: none"><li>➤ The Springboard Certification plan is available to TaTs, PLs, long-term subs (with one yr. service and Principal recommendation)</li><li>➤ Personnel directors participate in the following college fairs: MSU, ULL, LSU, Southeastern, and Lamar; typically the college fairs are hosted twice a year</li><li>➤ The local Career Fairs attended include: Calcasieu Business &amp; Career Solutions Center (Quarterly), Sasol Job Readiness Fair, The Veteran’s Job Fair, and MSU Career Fair</li><li>➤ Meetings are held with certifying teachers at minimum twice</li></ul>	General Funds	Karl Bruchhaus, Superintendent of Schools  Shannon LaFargue, Chief Operating Officer  Melinda Hardy,		



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		sessions ➤	a year: School Visits in the Fall and Spring Daily emails Scheduled individualized sessions ➤ Annual advertising efforts include: CPSB Job Fair, American Press, CPSB website- Job Opportunities, LDOE website ➤ All Core subjects are deemed critical shortage due to the limited number of certified teachers hired. ➤ Personnel supervisors participate twice yearly in the MSU Fall and Spring job fairs ➤ Annual District-wide CPSB Job Fair was postponed this year.				Supervisor High Schools  Lawrence Hunter, Supervisor Middle Schools  Pamela Arseneault, Supervisor Elem. Schools

**Additional information regarding research notations:**

Elementary Department

- Dr. John Hattie <http://visible-learning.org/>  
Professor John Hattie is a researcher in education. His research interests include performance indicators, models of measurement and evaluation of teaching and learning. John Hattie became known to a wider public with his two books Visible Learning and Visible Learning for teachers. Visible Learning is a synthesis of more than 800 meta-studies covering more than 80 million students. According to John Hattie Visible Learning is the result of 15 years of research about what works best for learning in schools. TES once called him “possibly the world’s most influential education academic”.
- Building content knowledge with quality text sets. [https://www.unbounded.org/enhance\\_instruction](https://www.unbounded.org/enhance_instruction)
- U. S. Department of Education <https://www.ed.gov/teachers-leaders>
- Research has shown that the most important school-based factor impacting a child's academic success is the quality of the classroom teacher, followed closely by the strength of the school leader.