

Strategic Plan

Cameron Parish School District



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LDOE Planning Guide

Focus Area	Phase 1: Reflect & Prioritize			Phase 2: Plan & Align Resource	Phase 3: Communication
	Strengths	Areas for Growth	2017-2018 Budget Priorities	Strategies, Initiatives, Actions	Communicate Your Plan
Early Childhood	1) Pre-K Pilot Program 2) CLASS observation program 3) Scored proficient on Practice Profile, 3-Star Assessment, Quality Curriculum 100%, Families "very satisfied"	1) Teacher Support component of the LDOE Performance Profile.	1) LA4 2) Early Childhood Community Network	1) Ensure that effective instructional strategies are being implemented in Pre-K classrooms.	Who? Pre-K teachers What? Updates, Progress made When? ongoing How? Video conferences, emails, phone calls, meetings
High-Quality Classroom Instruction: Curriculum, Assessment, & Professional Development	1.) Grades 3-12 ELA	1) Grades 6-8 math 2) High School EOC in Algebra I, Geometry, U. S. History, & Biology 3) Curriculum, Instruction, & assessment alignment 4) Data driven instruction	1) Professional Development opportunities & mentoring program for areas of weakness	1) Ensure high quality curriculum and instructional strategies are being utilized in all classrooms. 2) Ensure that data derived from district-wide assessments are used effectively to drive classroom instruction.	Who? 6-8 math & EOC teachers, All teachers & stakeholders What? Updates, Progress made When? Ongoing How? Emails, video conference, phone conference, meetings
Leadership Development & Talent Management: Believe & Prepare, principal support, Teacher Leaders	1) Teacher Leader Program	1) Student teaching opportunities		1) Develop partnership with McNeese State University's Teacher Preparation Program.	Who? District contact What? Updates, Progress made When? Ongoing How? Email, phone calls, meetings
High School Pathways	1) Strong agriculture, business and family and consumer programs. 2) Dual enrollment welding class.	1) Add medical and STEM curricula.	1) Professional development opportunities for all CTE teachers to earn additional credentials.	1) Ensure that teachers are qualified to teach Medical and STEM curricular options. 2) Ensure that schools have appropriate resources and materials to implement these programs.	Who? District contact What? Updates, Progress made When? Ongoing How? Email, phone calls, meetings
District-Wide Procedures & Protocols	1) Many gaps in district-wide procedures/protocols have been identified and updated.	1) Gaps still exist in district-wide procedures/protocols. 2) Some existing procedures/protocols are written unclearly or vaguely 3) Procedures/Protocols are not consistently enforced or followed.		1) Ensure that the day to day functions are performed smoothly and efficiently between the central office, schools, and all stakeholders through streamlining procedures and through effective communication.	Who? District personnel What? Updates, progress made When? Ongoing How? CPSB website, Google Drive, emails, meetings

GOALS

I. Early Childhood

Goal 1: To improve instructional quality in the pre-kindergarten classroom.

Measurable Objective 1:

Pre-Kindergarten teachers will score a “very” or “mostly” satisfaction level in the Teacher Support area of the Performance Profile released by the Louisiana Department of Education.

Strategy 1:

Ensure high quality instructional strategies are being utilized in pre-kindergarten classrooms.

- Participate in the CLASS Special Learners Pilot offered by the Louisiana Department of Education for all qualifying Pre-Kindergarten classrooms
- Maintain monthly video-conference meetings to discuss areas of improvement with instructional (I.E. Instructional Support Dimensions within CLASS rubric).
- Provide teachers with adequate and relevant professional development trainings to enhance and reinforce instructional strategies utilized in the classroom.

Research Cited:

www.louisianabelieves.com : Louisiana School System Planning Guide- Early Childhood focus area

www.teachstone.org : Site contains instructional strategy videos and other resources

Activities:

Provide District Support	<ul style="list-style-type: none">• Facilitate monthly video conference meetings• Facilitate professional development opportunities• Provide a “coach” support system for all teachers participating in the CLASS Special Learners Pilot
Activity Type:	Academic Support Program
Begin Date:	March 2017
End Date:	May 2018

Resource Assigned:	
Source of Funding:	Early Childhood Funds, Title II, and/or CLASS Special Learners Pilot Budget
Staff Responsible:	Lindsey Fontenot

II. High Quality Classroom Instruction

Goal 2: To improve proficiency in middle school math district-wide based on state assessments

Measurable Objective 1:

Students' overall performance in grades 6-8 math will meet or exceed the state's averages on the 2018-2019 LEAP exam.

Strategy 1:

Ensure high quality curriculum and instructional strategies are being utilized in math classrooms.

- Provide teachers with on-going support for successful implementation of the Louisiana Student Standards in math.
- Provide teachers with relevant professional development opportunities that highlight best practices in math and high quality math instruction.
- Provide mentoring and coaching opportunities for teachers struggling with implementation of the math curriculum and instructional strategies.
- Ensure that math curriculum is aligned between grade levels.
- Ensure that math curriculum, instruction, and assessments are aligned.

Research Cited:

www.louisianabelieves.com

<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/k-8-math-standards-by-domain.pdf?sfvrsn=12>

<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/k-12-math-crosswalk-documents.pdf?sfvrsn=8>

<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/louisiana-student-standards-for-k-12-math.pdf?sfvrsn=50>

<http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library/6-8-grade-math-teachers>

<http://www.louisianabelieves.com/resources/classroom-support/district-support-toolbox>

Activities:

Provide District Support	<ul style="list-style-type: none"> • Identify and target strengths and weaknesses in classroom instruction quality. • Facilitate PLCs through district personnel and teacher leaders that will help teachers to become more knowledgeable and to gain a better understanding of the rigor of Louisiana Math Standards, of what they mean, and of what the instruction should look like to successfully meet the standards. • Facilitate PLCs that are focused on curriculum, instruction, and assessment alignment. • Mentor/coach teachers where necessary. • Provide on-going support to teachers who struggle with teaching Eureka Math. • Help teachers to locate supplemental materials that meet the rigor of the standards. • Help teachers to define where gaps in learning have occurred and to develop ways to bridge those gaps, such as through helping schools with the development of a math intervention program. • Participate in on-going informal classroom observations.
<u>Activity Type:</u>	Academic Support Program
<u>Begin Date:</u>	March 2017
<u>End Date:</u>	May 2019
<u>Resource Assigned:</u>	
<u>Source of Funding:</u>	Title II
<u>Staff Responsible:</u>	Lindsey Fontenot

Goal 3: To improve proficiency in high school End of Course assessments district-wide

Measurable Objective 1:

Students’ overall performance in Algebra I will meet or exceed the state’s average on the 2018-2019 End of Course Exam.

Measurable Objective 2:

Students’ overall performance in Geometry will meet or exceed the state’s average on the 2018-2019 End of Course Exam.

Measurable Objective 3:

Students’ overall performance in U. S. History will meet or exceed the state’s average on the 2018-2019 End of Course Exam.

Measurable Objective 4:

Students' overall performance in Biology will meet or exceed the state's average on the 2018-2019 End of Course Exam.

Strategy 1:

Ensure that high quality curricula and instructional strategies are being utilized in the high school classroom.

- Identify and target strengths and weaknesses in classroom instruction quality.
- Provide teachers with on-going support for successful implementation of the Louisiana Student Standards in Algebra I, Geometry, U. S. History, and Biology.
- Provide teachers with relevant professional development opportunities that highlight best practices and high quality instruction.
- Provide mentoring and coaching opportunities for teachers struggling with implementation of the curriculum and instructional strategies.
- Ensure that math, science and social studies curricula are aligned between grade levels.
- Ensure that the curricula, instruction, and assessment are aligned in these areas.
- Assist schools with the development of a plan to motivate high school students who will take the End of Course exams to perform well.

Research Cited:

www.louisianabelieves.com

<http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-math-teachers>

<http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-science-teachers>

<http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-social-studies-teachers>

<http://www.louisianabelieves.com/docs/default-source/assessment-guidance/2017-social-studies-assessment-overview.pdf?sfvrsn=10>

<http://www.louisianabelieves.com/resources/classroom-support/district-support-toolbox>

Activities:

<p>Provide District Support</p>	<ul style="list-style-type: none"> • Identify and target strengths and weaknesses in classroom instruction quality. • Facilitate PLCs through district personnel and teacher leaders that will help teachers to become more knowledgeable and to gain a better understanding of the rigor of Louisiana Student Standards, of what they mean, and of what the instruction should look like to successfully meet the standards. • Facilitate PLCs that are focused on curriculum, instruction, and assessment alignment. • Analyze classroom assessments and assignments currently in place for alignment to End of Course tests. • Mentor/coach teachers where necessary. • Provide on-going support to teachers who struggle with teaching Algebra I, Geometry, U. S. History, and Biology. • Help teachers to locate supplemental materials that meet the rigor of the standards. • Help teachers to define where gaps in learning have occurred and to develop ways to bridge those gaps. • Provide opportunities for teachers to attend content specific conferences to gain additional knowledge in content areas and of high quality teaching methods. • Provide professional development to reflect the newly revised End of Course requirements. • Meet with school administrators to brainstorm ways to motivate students who will take End of Course tests. • Participate in on-going informal classroom observations.
<p><u>Activity Type:</u></p>	<p>Academic Support Program</p>
<p><u>Begin Date:</u></p>	<p>March 2017</p>
<p><u>End Date:</u></p>	<p>May 2019</p>
<p><u>Resource Assigned:</u></p>	<p></p>
<p><u>Source of Funding:</u></p>	<p>Title II</p>
<p><u>Staff Responsible:</u></p>	<p>Stephanie Rogers</p>

Goal 4: To improve the overall quality of classroom instruction district-wide

Measurable Objective 1:

Teachers will meet or exceed a level of “proficient” in classroom instruction during the 2017-2018 school year and beyond as measured by the success rates of SLT achievement, statewide assessment scores, and COMPASS evaluations.

Strategy 1:

Ensure high quality curriculum and instructional strategies are being utilized in all classrooms.

- Identify and target strengths and weaknesses in classroom instruction quality.
- Provide teachers with on-going support for successful implementation of the Louisiana Student Standards.
- Provide teachers with relevant professional development opportunities that highlight best practices and high quality instruction.
- Provide mentoring and coaching opportunities for teachers struggling with implementation of the curriculum and instructional strategies.
- Ensure that curricula, instruction, and assessment are aligned where needed.

Strategy 2:

Ensure that data derived from district-wide assessments is used effectively to drive classroom instruction.

- Engage schools in analyzing data from various district-wide assessments that are given throughout the year.
- Provide support for schools and teachers to understand and use data to make informed educational decisions for targeted classroom instruction.

Research Cited:

www.louisianabelieves.com

<http://www.louisianabelieves.com/academics>

<http://www.louisianabelieves.com/academics/principal-support>

<http://www.louisianabelieves.com/academics/compass>

<http://www.louisianabelieves.com/early-childhood/class-observations>

<http://www.louisianabelieves.com/resources/library/louisiana-teacher-leaders>

<http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library>

<http://www.louisianabelieves.com/resources/library/academic-standards>

<http://www.louisianabelieves.com/resources/classroom-support>

<http://www.louisianabelieves.com/resources/classroom-support/district-support-toolbox>

Activities:

<p>Provide District Support</p>	<ul style="list-style-type: none"> • Enhance and utilize the Teacher Leader program • Facilitate PLCs that will help teachers to become more knowledgeable and to gain a better understanding of the rigor of Louisiana Student Standards, of what they mean, and of what the instruction should look like to successfully meet the standards. • Provide on-going support to teachers who struggle with content or subject matter and/or best practice instructional strategies. • Help teachers to locate supplemental materials that meet the rigor of the standards. • Help teachers to define where gaps in learning have occurred and to develop ways to bridge those gaps. • Participate in on-going informal classroom observations.
<p>Ensure the effective use of assessments district-wide</p>	<ul style="list-style-type: none"> • Evaluate the necessity and effectiveness of district-wide assessments that are currently in place. • Make adjustments to district-wide assessments where necessary. (EX. DCAs) • Reduce/streamline district-wide assessments. • Consolidate ELA grade in K-8 • Facilitate opportunities for schools to analyze assessment data and use the data to inform instruction in the classrooms. • Provide opportunities for teachers to collaborate on curriculum, instruction, and assessment alignment.
<p><u>Activity Type:</u></p>	<p>Academic Support Program</p>
<p><u>Begin Date:</u></p>	<p>March 2017</p>
<p><u>End Date:</u></p>	<p>May 2018</p>
<p><u>Resource Assigned:</u></p>	
<p><u>Source of Funding:</u></p>	<p>Title II</p>
<p><u>Staff Responsible:</u></p>	<p>Stephanie Rogers, Lindsey Fontenot, Kristi LeDoux</p>

III. Leadership Development & Talent Management: Believe & Prepare, Principal Support, Teacher Leaders

Goal 5: To attract student teachers

Measurable Objective 1:

The district will work with the local Teacher Preparation Provider (McNeese State University) to attract student teachers to the district.

Strategy 1:

Develop a partnership with McNeese State University's Teacher Preparation Program.

Research Cited:

<https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-transition-guide-february-2017.pdf?sfvrsn=8>

<http://www.louisianabelieves.com/teaching/believe-and-prepare>

<http://www.louisianabelieves.com/docs/default-source/teaching/2015-believe-prepare-toolkit.pdf?sfvrsn=6>

<http://www.louisianabelieves.com/resources/library/teaching>

Activities:

Correspond with the local TPP (MSU) regularly through Believe and Prepare.	<ul style="list-style-type: none">• Attend Believe and Prepare meetings.• Attend Teacher Preparation Partnership meetings.• Develop a Memorandum of Understanding (MOU) agreement to be signed between the district and MSU.
Activity Type:	Operational Support Program

Begin Date:	March 2017
End Date:	May 2018
Resource Assigned:	
Source of Funding	Believe & Prepare Residency Expansion Grant (MSU)
Staff Responsible:	Kristi LeDoux

IV. High School Pathways

Goal 6: To strengthen and expand career and college pathway options for students

Measurable Objective 1:

The district will increase the number of pathways offered to high school students by adding Medical and STEM curricular options in each high school.

Strategy 1:

Ensure that teachers are qualified to teach these pathway options.

Strategy 2:

Ensure that schools have access to appropriate resources and materials to implement these programs.

Research Cited

<http://www.louisianabelieves.com>

<https://www.louisianabelieves.com/courses/all-things-jump-start>

Activities:

Provide District Support	<ul style="list-style-type: none"> • Secure funding through braiding CDF, Perkins, SCA, and general funds. • Identify teachers who are not currently certified to teach these pathway options.
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	<ul style="list-style-type: none"> • Provide opportunities for teachers who are not certified to attend the Super Summer Institute or other professional development opportunities to earn credentials. • Identify and purchase appropriate resources and materials.
Activity Type:	Academic Support Program
Begin Date:	March 2017
End Date:	May 2018
Resource Assigned:	
Source of Funding:	
Staff Responsible:	Stephanie Rogers

V. District-wide Procedures and Protocols

Goal 7: To improve the efficiency of procedural operations and protocols district-wide

Measurable Objective 1:

The district will operate more efficiently in its procedural functions and protocols during the 2017-2018 school year and beyond as measured by stakeholder input and satisfaction.

Strategy 1:

Ensure that the day to day functions are performed smoothly and efficiently between the central office, schools, and all stakeholders through streamlining procedures and through effective communication.

Research Cited:

<http://www.simplified.com/simpldocs/7step.pdf>

<http://www.wikihow.com/Write-a-Standard-Operating-Procedure>

<https://www.policymedical.com/how-to-write-effective-policies-and-procedures-manuals/>

Activities:

Identify and evaluate current procedures and protocols for clarity, accuracy, and gaps.	<ul style="list-style-type: none"> • Update procedures/protocols that are currently in place where necessary. • Develop procedures/protocols where none exist.
Enforce consistency with district-wide policies and procedures.	<ul style="list-style-type: none"> • Create one document to include all procedures and protocols that will be followed by employees. • Place the manual in Google Drive and give access to all employees; Update access to employees as changes in employment occur • Upload the document on the CPSB website. • Facilitate an in-service on accessing the document • Evaluate and update the manual as needed
Communicate more efficiently between the central office and all stakeholders.	<ul style="list-style-type: none"> • Utilize the new CPSP website • Utilize a shared calendar through Google Calendar
<u>Activity Type:</u>	Operational Support Program
<u>Begin Date:</u>	March 2017
<u>End Date:</u>	May 2018
<u>Resource Assigned:</u>	
<u>Source of Funding:</u>	
<u>Staff Responsible:</u>	Charles Adkins, Stephanie Rogers, Lindsey Fontenot, Kristi LeDoux, Courtnie King, Eva January, Tracy Lannin, Brady Wainwright, Anna Murphy, Michelle Trahan, Susan Dupont, Cynthia Carpenter, Stevie Barnett, Amanda Morales