



St. James

PARISH SCHOOLS

2023-2028 Strategic Plan



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St. James

PARISH SCHOOLS

Vision and Mission



Vision

St. James Parish School System inspires and empowers students to meet high educational standards and lead responsible, ethical lives to become lifelong learners in an ever-changing world.

Mission

The mission of St. James Parish School System is to provide an equitable, high-quality education for a diverse student population through academic and technical learning and co-curricular and extracurricular activities in a safe and respectful environment to ensure well-being and success.

2023-2027

St. James

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St. James Parish Schools

Strategic Planning

Strategic Planning Committee



Chris M. Kimball
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Ashley Montz
Chief Financial Officer

Anne Detillier
Chief Academic Officer

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Director of Special Education

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St. James Parish Schools

School System Priorities



Priority #1

Ensure every student is on track to a professional career, college degree, or service.

Priority #2

Remove barriers and create inclusive learning experiences for all students.

Priority #3

Provide the highest quality teaching and learning environment.

Priority #4

Recruit, hire, and retain a highly effective educator workforce.

Priority #5

Cultivate and develop high-impact partnerships.

St. James Parish

School System at a Glance



**258 Sq. Miles
in St. James Parish**



279 Total Teachers



**St. James Parish was
established in
1807**



3391 Total Students



**563 Total
Employees**

Academics

Priority #1

Ensure every student is on track to a professional career, college degree, or service.

Goal 1 : Increase the percent of PreK students meeting or exceeding the state's Teaching Strategies Gold Objectives for Development and Learning in the areas of Language, Literacy and Math.

PK - TS Gold Data (a 2% yearly increase)

	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
Language	86%	89%	91%	93%	95%	97%	99%
Literacy	93%	93%	95%	97%	99%	100%	100%
Math	92%	91%	93%	95%	97%	99%	100%

Action Steps:

- Implement high quality curriculum using state/district aligned programs (Frog Street).
- Monitor the implementation of high quality, Tier I curriculum through formal and informal observations, feedback and Professional Learning Communities (PLCs).
- Align Student Learning Targets (SLT) to TS Gold in the areas of Language, Literacy and Math.

Goal 2: Students in grades K-3 will score on/above benchmark goals based on state literacy screening measures for each grade:

- **Kindergarten – First Sound Fluency (FSF)**
- **First Grade – Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**
- **Second Grade – Oral Reading Fluency (ORF)**
- **Third Grade – MAZE**

K-3 Literacy Screening Data (RTI goals of 80% Tier I)

% Students at Each Grade Level Scoring On/Above Benchmark Goals						
	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
Kindergarten +3.2	64%	67.2%	70.4%	73.6%	76.8%	80%
1st Grade +5.2	54%	59.2%	64.4%	69.6%	74.8%	80%
2nd Grade +5	55%	60%	65%	70%	75%	80%
3rd Grade +6.8	46%	52.8%	59.6%	66.4%	73.2%	80%

Action Steps:

- Implement high quality, Tier I curriculum using state/district aligned programs and district scope and sequence documents.
- Utilize common content area assessments to measure curriculum alignment and provide data to drive instruction.
- Monitor the implementation of high quality, Tier I curriculum walk through observations, formal observations, feedback and PLCs.
- Provide and monitor a Multi-tiered System of Support (MTSS) – using data to support students in all tiers.

Goal 3: Students in grades 3-8 will be proficient (Mastery or Above) on LEAP 2025 in all core subject areas tested (including students with disabilities).

LEAP 2025 Proficiency Goals						
	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027
ELA	71.7 C	72.8 C	83.0 B	88.7 B	94.3 B	100 A
Math	59.0 D	62.3 C	69.4 C	74.6 C	79.8 C	85 C
Science	54.4 D	52.3 D	66.6 C	72.8 C	78.9 C	85 B
Social Studies	48.3 F	48.1 F	63 D	70.3 C	77.7 C	85 B

Action Steps:

- Implement high quality, Tier I curriculum using district provided aligned programs and scope and sequence documents.
- Utilize common content area assessments to measure curriculum alignment and provide data to drive instruction.
- Monitor the Implementation of high quality, Tier I curriculum through formal and informal observations, feedback and PLCs.
- Provide and monitor a multi-tiered system of support (MTSS) – using data to support students in all tiers.

Goal 4: Students in grades 9-11 will be proficient (Mastery or Above) on LEAP 2025 in all LEAP 2025 subject areas (English I, English II, Algebra I, Geometry, US History, and Biology)

	Spring2022	Spring2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027
English I+6.86	65.7 C	75.8 B	79.4 C	86.3 B	93.1 B	100 A
English II+5.24	73.8 C	68.0 C	84.3 B	89.5 B	94.7 B	100 A
Algebra I+7.36	63.2 C	76.1 B	77.9 C	85.3 B	92.7 B	100 A
Geometry+4.22	78.9 B	84.6 B	87.3 B	91.6 B	95.8 B	100 A
Biology+9.92	35.4 F	57.5 D	55.2 F	65.2 D	75.1 C	85 B
US History+7.62	46.9 F	48.8 F	62.1 D	69.7		

Action Steps:

- Implement high quality curriculum using district provided aligned programs, scope and sequence documents and common assessments.
- Monitor the Implementation of high quality curriculum through formal and informal observations, feedback and PLCs.
- Provide intense intervention in targeted courses to ensure timely graduation (Algebra I, English).

Goal 5: High School students will be provided with advanced opportunities beyond the high school diploma.

Data - Senior Cohort data

	2022	2023	2024	2025	2026	2027
ACT / WorkKeys Index	64	67.4	70.6	73.8	77	80

Action Steps:

- Continue to identify and provide students with CLEP and Dual Enrollment (DE) opportunities.
- For university pathway students, increase the ACT average composite score to 21 or higher.
- Increase the WorkKeys average to silver and above.
- Increase the number of basic and advanced opportunities and IBC credentials for students.

Priority #2

Remove barriers and create inclusive environments

Goals 1-5 Students with disabilities in inclusive environments

Goal 1:: Statewide assessment performance of students with disabilities will increase

Goal 2: Graduation rate (cohort rate) of students with disabilities will increase

Goal 3: Cohort credential attainment rate of students with disabilities will increase

Goal 4: Identification of Black or African American students as having a Specific Learning Disability compared to other students in the district will decrease

Goal 5: Discipline removals of Black or African American students with disabilities will decrease

Students with Disabilities							
	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring2027
State-wide Assessments (2 year delay)	16%	19.1%	22.2%	25.3%	28.4%	31.5%	34.6%
Graduation Cohort (2 year delay)	66.7%	71.8%	76.9%	82%	87.1%	92.2%	97.3%
Cohort Credential (2 year delay)	11.1%	14.1%	17.1%	20.1%	23.1%	26.1%	29.9%
Over Identification of Black Males(delay 1 year)		2.73 ratio	2.58	2.43	2.28	2.13	2.0 ratio
Discipline(delay 1 year)		6.96 ratio	5.97	4.98	3.99	3.0	2.0 ratio

Action Steps:

Special Education Action Steps (Relates to All Goals 1-5):

- Provide systematic reform (through professional learning, leadership support, teacher communities of practices and coaching) Partnership with Sped strategies.
- Provide professional development on differentiation and monitoring for leadership and monitor whether or not administrators are using the walk-through guide to ensure differentiation of the core curriculum is occurring .
- Provide professional learning and develop an April Dunn guidance document that would include a tracking system to track students entering 9th grade all the way through 12th grade.
- Provide student engagement/behavior support services and professional development; utilize a positive behavioral support system and an integrated social, emotional and literacy-based solution for students in Pre-k through 12th.

Goal 6: Create and nurture equitable access to high-quality, inclusive learning environments for learners of all ages.

Action Steps:

- Leverage resources and professional learning to help all staff better understand how to engage parents and families as partners in supporting student learning on and off campus and how digital resources support that learning.
- Ensure that students and parents receive explicit guidance on how to use school-provided digital devices appropriately.
- Schedule technology-focused learning events at convenient times where families (parents, grandparents, and others who support children) can learn how to access school-provided digital devices and resources to support student learning and how to promote digital literacy and digital citizenship at home.
- Maintain the help desk to support families as they support learning outside the classroom.

Goal 7: Provide high quality teaching and learning environments by ensuring continued availability of effective digital technology for every student and teacher, educational leader and classroom.

Action Steps

- Maintain inventory and device-tracking systems that ensure all devices can be tracked and inventoried with all necessary data.
- Ensure every student and teacher has a high - quality, well-equipped device available that is appropriate for his or her specific needs that is accessible both at home and at school.
- Ensure each classroom is furnished and equipped to meet the specific needs of the learners who will occupy the learning environment. - Refresh Plan for Student and Teacher Devices
- Secure adequate local budget allocations that ensure systems can maintain at least one internet-connected device per student, teacher and staff member with appropriate spares and replacements and accessories.
- Ensure all technology purchases should include adequate budget allocations for professional development to yield a high return on investment of those purchases.
- Assistive Technologies (AT) are available to support all learners who need them to access grade-level content and master expected learning outcomes, especially but not limited to learners with mandated accommodations.

Student Services

Priority #2 Remove barriers and create inclusive environments.

Goal 1: Build a healthy school culture of meaningful relationships amongst students, teachers, administrators and parents.

Data: SchoolStatus - % Teacher/Parent Communication (____% yearly increase)

Fall 23 (baseline)	Spring 24	Fall 24	Spring 25	Fall 25	Spring 26	Fall 26	Spring 27	Fall 27	Spring 28
Baseline	+____								

Data: UpBeat - Positive Staff Responses (____ % yearly increase)

Fall 23 (baseline)	Spring 24	Fall 24	Spring 25	Fall 25	Spring 26	Fall 26	Spring 2027	Fall 2027	Spring 28
Baseline	+____								

Action Steps:

- Implement SchoolStatus to increase communication between teachers and parents. (Y1-Y5 2023-2028)
- Survey teachers in Fall and Spring using the UpBeat Survey. (Y1-Y5 2023-2028)
- Administer a student culture survey to 4-12 graders in order to make data-driven culture decisions. (Y2 2024-2025)
- Train administrators, teachers, students and parents on bullying, including: the definition, how to report, how to investigate, obligations of parental notification and the disciplinary actions if bullying has occurred. (Y1-Y5 2023-2028)
- Develop school student, teacher and parent advisory groups who meet once a month to discuss school culture. (Y2 2024-2025)
- Implement Character Programs at schools to create high trust school cultures. (Y3 2025-2026)

Goal 2: Decrease the truancy percentage by understanding barriers and critically examining how to better support students and families to attend school.

Data: Students missing 5 or more days of school (taken from JCampus) (-3% each year)

21-22 (baseline)	22-23 (baseline)	23-24 (Year 1)	24-25 (Year 2)	25-26 (Year 3)	26-27 (Year 4)	27-28 (Year 5)
31.4% truant	27.5% truant					
988/3137	858/3109	-26 students 841				
	-3.9%	-3%	-3%	-3%	-3%	-3%

Action Steps

- Meet with truant students and the juvenile judge in early August to set attendance expectations. (Y1 2023-2024)
- Develop a district truancy panel that consists of the FINS coordinator, mental health providers, parenting coordinator, district truancy officer and Child Welfare and Attendance. (Y1 2023-2024)
- Develop school attendance committees to review attendance and implement school interventions. (Y1-Y5 2023-2028)
- Conduct weekly district truancy meetings with parents, truant students, and district truancy panel to provide the support and resources to families BEFORE they are referred to FINS. (Y1-Y5 2023-2028)
- Refer habitually truant students to the FINS Coordinator and the Juvenile Justice System. (Y1-Y5 2023-2028)
- Host parental skills workshops providing interventions to assist parents with truancy. (Y2 2024-2025)
- Assess principals on the needs and challenges related to school attendance. (Y2 2024-2025)

Goal 3: Decrease discipline data to establish a purposeful safe learning environment where care, courtesy, fairness, the acceptance of diversity and respect for the rights of others are valued.

Data: Discipline Data from JCampus (-10%/yr)

	(21-22)	22-23	23-24 (Year 1)	24-25 (Year 2)	25-26 (Year 3)	26-27 (Year 4)	27-28 (Year 5)
Total # of Disparities &Outliers (-15%/yr)	(280)	189	161	137	95	81	69
Total # of Referrals (-10%/yr)	(2209)	3450	3105	2794	2515	2263	2037

Data: PBIS Tiered Fidelity Inventory Scale Score

70% is considered benchmark for implementation with fidelity for Tier I, Tier II, and Tier III

Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028

Action Steps

- Review the revised Student Code of Conduct with administrators, teachers, parents, and students. (Y1 2023-2024)
- Identify disparities and outliers, number of referrals and number of ISS/OSS. (Y1 2023-2024)
- Provide restorative justice training for school administrators and teachers. (Y1 2023-2024)
- Develop a District Behavior Rti Plan using the multi-tiered support system (MTSS). (Y2 2024-2025)
- Implement a District Behavior Rti Plan using the multi-tiered support system (MTSS). (Y3 2025-2026)
- Prepare, train and plan implementation of the Tiered Fidelity Inventory (TFI) to measure schools application of school-wide positive behavioral interventions and supports (PBIS). (Y2 2024-2025)
- Administer the Tiered Fidelity Inventory to schools (Y3 2025-2026).
- Develop action steps based on data from the TFI. (Y3 2025-2026)

Priority 3

Provide the highest quality teaching and learning environment.

Goal 1 : Build teacher and school leader capacity to effectively implement high quality curricula through rigorous systems of support.

Action Steps:

- Provide teacher support in high quality, rigorous curriculum and instruction using instructional coaches (ICs) and building level personnel.
- Build teacher capacity to monitor student learning and drive instruction through data interpretation and analysis including common subject area assessment data.
- Implement NIET best practices within the district's instructional system of support.
 - Year 1 – District Leadership
 - Year 2 – Leadership Teams and Professional Learning Communities
 - Year 3 – NIET Rubric evaluation
- Continue to research and stay updated with high state standards and high quality curriculum across core content areas.
- Provide Early Childhood support with CLASS and Frog Street through the instructional coach and coordinator for PK.

Goal 2: Prepare teachers to effectively integrate technology into high-quality teaching and learning environments.

Action Steps

- Provide focused and continuous professional development (google applications, APL, online Tier I Core systems, online assessment tools).
- Implement microcredentials for teachers to signify technology readiness - Apple Teacher, CAD, Adobe.
- Provide guidance on software, including learning management systems and student information systems, to provide high-quality learning environments for all students, teachers and educational leaders.

- Provide strategies and resources to support professional development and meaningful technology integration in classrooms and make available high-quality materials to facilitate professional development for teachers and educational leaders
- Make available more digital curriculum choices by driving curriculum vendors to provide more digital options.
- Develop a continuous learning plan that includes technology integration

Business Services

Priority #3- Provide the highest quality teaching and learning environment.

Goal 3 : Commit to improving the building, atmosphere, and environment to meet the physical and safety needs of students and staff.

Action Steps:

Year 1 - 2023-2024

- Implement HVAC Service Provider (Contracted Services)
- Complete Cypress Grove Montessori renovation/addition and art building waterproofing
- Complete Lutcher High School Drainage Project, Phase 1 (softball field/C3)
- Work on parking lot restriping for Gramercy Elementary, Vacherie Elementary, Alternative Center and St. Louis Academy
- Implement LED Lighting Plan at Paulina Elementary - complete 1 school per year

Year 2- 2024-2025

- Complete HVAC pipe insulation - VES
- Replace chiller at Alternative Center
- Begin planning/designing of tennis courts at St. James High School
- Complete Lutcher High School gym renovation and waterproofing
- Work on parking lot restriping for Paulina Elementary
- LED Lighting Plan at Sixth Ward Elementary- complete 1 school per year
- Replacement of roof at Alternative Center

Year 3 - 2025-2026

- Complete remaining Lutcher High School Drainage Project
- Work on window replacement at St. Louis Academy and Cypress Grove Montessori
- Begin planning/design of St. James High School Media Broadcasting Center
- Purchase new lift for maintenance department
- Work on parking lot restriping for Sixth Ward Elementary and Cypress Grove Montessori
- LED Lighting Plan at Gramercy Elementary - complete 1 school per year

Year 4 - 2026-2027

- Install Aquatic Center equipment covering
- Work on window replacement at Vacherie Elementary
- Implement Roof Maintenance Plan districtwide
- Work on surge protection districtwide
- Work on parking lot restriping for Lutcher High School and C3
- LED Lighting Plan at Career and College Center- complete 1 school per year

Year 5 - 2027-2028

- Work on HVAC system replacement for Cypress Grove Montessori
- Work on parking lot restriping for St. James High School
- LED Lighting Plan at Alternative Center- complete 1 school per year

Human Resources

Priority #4- Recruit, hire, and retain a highly effective educator workforce.

Goal 1: Develop and implement a recruitment and retention personnel policy.

Action Steps:

Recruitment

Year 1 – 2023 - 2024

Advertise jobs to all local colleges within a 100-mile radius

Email Panhellenic Councils in BR and NOLA

Email District employees

Comprehensive marketing campaign

Participate in job fairs

- Local and out of state
- Include at least 2 HBCU job fairs

Year 2 – 2024-2025

Evaluate Salary Schedules

Retention

Year 1 – 2023 - 2024

Provide new teacher (0-2 years of experience) support via Mentor Teachers

Participate in the LDOE New Teacher Program (0-2-years of experience)

Set a new teacher priority in Instructional Coach planning and support systems

Evaluate Health Insurance Vesting Schedule

Employee yearly survey

Goal 2: Develop and implement a computer-based recruitment and hiring process.

Action Steps:

Year 1 – 2023-2024

Identify relevant software packages

Schedule meeting with software representatives for evaluation purposes

Selection of software package

Prepare implementation schedule and procedures

Goal 3: Review and Enhance Talent Ed system

Action Steps:

Year 2 – 2024-2025

- Review and update all job descriptions

Goal 4: Develop and implement Human Resources Department Operations and Procedures for the following areas:

Action Steps:

Year 2 – 2024-2025

- Benefits Management
- Certifications

Year 3 – 2025-2026

- Employee Evaluations
- Orientations
- Yearly training(s)
- Employee Handbook

Risk Management/Safety

Goal 5: Develop and implement Risk Management Operations and Procedures for the following areas:

Action Steps:

Year 1 – 2023 – 2024

- Accident/Incident Reporting

Goal 6: District Policy manual review/update

Action Steps:

Year 1 – 2023 – 2024

- Select Policy Platform
- Continuous update of policies as required by law.

Goal 7: Review and revise all District Safety Plans

Action Steps:

In Progress

- Current district plans were reviewed and revision is in progress
- Prepare timeline and working committee to review revised plan(s)
- Implementation of District Safety Plans (trainings)

Goal 8: Review and improve security of all district properties

Action Steps:

Year 1- 2023 – 2024

- Use of raptor system at all sites

Year 2 – 2024 – 2025

- Identify security camera coverage gaps and develop plan to remediate

Technology (Infrastructure)

Goal 9: Ensure safety of the District's technology infrastructure

Action Steps:

In Progress

- Cyber Insurance
- Necessary system updates and continuous review of security best practices
- Continuous employee training and education on security best practices
- Prepare system and hardware review schedule

Goal 10: Device maintenance and inventory/fixed assets

Action Steps:

Year 2 – 2024 - 2025

- Develop comprehensive replacement plan/funding source for all technology infrastructure - copiers, phones, door readers, core infrastructure (wi-fi, firewall, switches, routers, access points, data cabinets, repeaters (for cell service)

Priority #5: Cultivate and develop high impact partnerships

Goal 1: Use the College and Career Center (C3) opportunities to build a pipeline for future workforce needs and post-secondary success.

Actions:

- Increase and improve the quality of internships and/or apprenticeships.
- Develop and cultivate post secondary partnerships to meet the needs of our students and workforce.

Goal 2: Use the Early Childhood Providers network to ensure every child is ready for school.

Actions:

- Host quarterly provider meetings for collaboration among childcare centers, HeadStart programs, preschool programs, licensed family providers and other partners.
- Plan and Implement transition opportunities between early childhood partners and the school to ensure positive outcomes for families in the earliest stages of school.

Goal 3: Cultivate high-impact systems, structures and partnerships to provide access and foster continuous learning including facilitating broadband internet access in every classroom and home.

Actions:

- Professional Development - Cybersecurity (KnowBe4), student privacy (PII) and internet safety - Digital Citizenship lessons - provide high quality internet safety training resources for systems to use with teachers and families.
- WiFi coverage in every classroom and learning environment
- Provide opportunities for Home WiFi Access options for students as needed (Kajeet)

Goal 4: Improve communication and positive interactions with community partners and stakeholders

Actions:

- Create a district newsletter twice per year highlighting community partners as well as information and system updates important to the public
- Use a variety of multimedia methods to communicate and reach more of the community (facebook, website, twitter, flyers, paper, calls, in-person)
- Keep website up to date and user friendly.
 - Dedicate personnel to public communication on the website (Kasha Williams)
 - Make departments responsible for keeping information current and relevant
- Hold two public forums per year (one of the East Bank and one of the West Bank) to ensure continuous exchange of information, input and ideas from stakeholders.
- Host tech nights at the schools.
 - Advertise and promote the Help Line available to parents.

Goal 5: Develop high impact local community partners

Actions:

- Host a school and community expo.
- Continue with student, parent and community committees.
- Host business, industry and community luncheons/meetings.

Goal 6: Partner with LASARD - Louisiana Autism Spectrum And Related Disabilities - Project an affiliate of LSU Human Development Center

Actions:

- Provide coaching to individual teachers to address classroom and student issues (e.g., strategies to address behaviors associated with Autism and other related disabilities - use of visual schedules, environment adjustments, choice-making, priming, paraeducator training, etc.)
- Provide coaching to Teacher Teams on collaboration, inclusion, and co-teaching
- Build Capacity of School or District Team Members to provide mentoring for Coaches
- Provide professional development to teachers and paraprofessionals on characteristics of Autism Spectrum Disorder and basic support strategies