



TANGIPAHOA PARISH
SCHOOL SYSTEM
EST. 1896

STRATEGIC PLAN

JULY 2021

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TANGIPAHOA PARISH SCHOOL SYSTEM

Strategic Plan Overview - 2021-2025

Priorities

1. Implement Tier I curriculum and assessments as intended with an emphasis on content and instructional expertise in teachers and school leaders.
2. Build a positive school culture that supports student well-being.
3. Strengthen communication and relationships between the central office, schools, and families.
4. Recruit and retain a diverse team of highly effective teachers and leaders.
5. Strengthen effective and sustainable staffing, operations, and budgets that align resources to strategy and program effectiveness.
6. Create a comprehensive turnaround model for schools in need of intensive support.

Priority #1: Implement Tier I curriculum and assessments as intended with an emphasis on content and instructional expertise in teachers and school leaders.

Initiatives for Priority #1:

- 1.1 Refine evaluation and feedback structures, in partnership with the National Institute for Excellence in Teaching (NIET) to ensure consistency and alignment to instructional efficacy and fidelity to Tier I curricula with timely and actionable feedback to teachers.
- 1.2 Reconfigure district staff support into network teams that provide tiered and individualized support in grade bands across the district, and include representatives from key departments, such as student services, technology, special education, and federal programs.
- 1.3 Design specific guidance in each ELA and Math unit to include district-wide assessment cycles to consistently progress monitor/plan interventions with common formative assessments aligned to the content.
- 1.4 Adopt a Tier I Social Studies Curriculum and implement it with comprehensive training and support. (Discuss at CAI.)
- 1.5 Develop a plan to digitize and streamline all Curriculum, Instruction, and Assessment resources, communication, and professional development (when appropriate).

Priority #2 Build a positive school culture that supports student wellbeing.

Initiatives for Priority #2

- 2.1 Reevaluate the use of SEL curriculum that we use (Character First and SEL Assessment tools (Panorama) in order to ensure full alignment to our equity vision of providing a culturally inclusive, anti-biased, and anti-racist approach to learning and assist schools with providing a dedicated SEL time in their schedules.
- 2.2 Develop a plan to provide student and staff education regarding depression awareness and suicide prevention by implementing evidenced-based curriculums such as Safe Schools for Students, Signs of Suicide (SOS), Training Trusted Adults and/or Plan, Prepare, Prevent: The SOS Online Gatekeeper.

2.3 Provide tiered academic and behavior support through a revised Student Assistance Team (SAT) process to maximize instructional time in the classroom.

2.4 Evaluate current supports for student well-being in order to expand a wide range of student services (i.e., define and expand counseling and social work services, lowering the counselor-to-student ratio, expanding and improving mental health libraries, access to school-based nursing services, and launching access to Telemed services).

Priority #3 Strengthen communication and relationships between the Central Office, schools, and families.

Initiatives for Priority #3

3.1 Partner with a marketing/communication vendor to develop a proposal for a mass communication and marketing plan to effectively communicate opportunities for students and families throughout the year.

Priority #4 Recruit and retain a diverse team of highly effective teachers and leaders.

Initiatives for Priority #4

4.1 Expand and/or significantly strengthen teacher recruitment efforts to bring diversity to the district (e.g., hiring a specialized recruiter to bring diversity, partnerships with Historically Black Colleges and Universities (HBCU) and technical college campuses, significantly ramping up presence on social media and at virtual and in-person job fairs).

4.2 Develop and implement solutions to improve teacher retention, compensation, benefits, and other incentives.

4.3 Develop and implement a plan to train all employees in diversity and equity in alignment with the Equity Plan.

4.4 Digitize all Human Resources practices (employment application, insurance forms, onboarding, etc.)

Priority #5 Strengthen effective and sustainable staffing, operations, and budgets that align resources to strategy and program effectiveness.

Initiatives for Priority #5

5.1 Create/adopt protocols to review allocation of resources in tandem with student outcome data to measure program/initiative impact and ensure equity.

Priority #6 Recurring analysis of school enrollment, student and school performance, and discipline data to guide supports and interventions from the system.

Initiatives for Priority #6

6.1 Create a redesign/turnaround model for schools in need of support.

Mission Target Performance Measures

Mission Measures	Baseline	Targets	Rationale
1. Percent of students graduating with college and/or career credentials	37.1%	72%	TPPS is striving to be above the 70th percentile in all measurements. This target is at the 93rd percentile. 43% of districts are improving at this rate or better.
2. Percent of students graduating on time	75.1%	93%	TPPS is striving to be above the 70th percentile in all measurements. This target is at the 72nd percentile. This will require a 2.6 percentage point gain per year.
3. Percent of 3rd graders achieving mastery on LEAP 2025	42.2%	60%	TPPS is striving to be above the 70th percentile in all measurements. This target is at the 78th percentile. This will require a 2.5 percentage point gain per year.
4. Percent of 8th graders achieving mastery on LEAP 2025	36.7%	56%	TPPS is striving to be above the 70th percentile in all measurements. This target is at the 75th percentile. This will require a 2.8 percentage point gain each year.
5. Percent of students reporting high levels of school belonging and engagement	Baseline collected by November 15	[tbd after baseline data collection]	TPPS will gather survey data around school belonging and engagement and set a target using that baseline and compare it with national norms to set a target.
6. Mastery achievement gap between white students and students of color	-21% pts.	-16% pts.	TPPS is striving to be above the 70th percentile in all measurements. This target is at the 76th percentile. This will require a .71 percentage point gain each year.
7. Percent of African-American students enrolled in AP, IB, DE, and Honors courses as compared to their white peers	CLASS Submission will be collected in late fall as baseline	[tbd after baseline data collection]	TPPS will average enrollment rates for the 2021-22 school year with the previous four years of historical data to determine a timely and relevant baseline. They will utilize baseline data to set a rigorous goal for increasing enrollment of African-American students in advanced courses.

Budget Needs

Initiative	Cost	Rationale	Funding Source
2.2 Develop a plan to provide student and staff education regarding depression awareness and suicide prevention by implementing evidenced-based curriculums such as Safe Schools for Students, Signs of Suicide (SOS), Training Trusted Adults and/or Plan, Prepare, Prevent: The SOS Online Gatekeeper.	\$ 11,940.00	Stipends for Signs of Suicide Training to train all staff members at two schools as trusted adults. Training is 2.5 hours and could be completed on a PD day or after school for the two school teams. Hiring substitutes for an entire campus is impossible.	ESSER Title 4
2.2 Develop a plan to provide student and staff education regarding depression awareness and suicide prevention by implementing evidenced-based curriculums such as Safe Schools for Students, Signs of Suicide (SOS), Training Trusted Adults and/or Plan, Prepare, Prevent: The SOS Online Gatekeeper.	\$ 5,520.00	Subs for Safe Schools for Students Training so all PE teachers in Grades 6-12 can attend training, \$240 per school at 23 schools	ESSER Title 4
2.1 Reevaluate the use of SEL curriculum that we use (Character First) and SEL Assessment tools (Panorama) in order to ensure full alignment to our equity vision of providing a culturally inclusive, anti-biased, and anti-racist approach to learning and assist schools with providing a dedicated SEL time in their schedules.	\$ 20,000.00	Purchase of SEL Curriculum K-12 (Character First), expanding the pilot from the existing cohort to the whole district	ESSER Title 4
2.2 Develop a plan to provide student and staff education regarding depression awareness and suicide prevention by implementing evidenced-based curriculums such as Safe Schools for Students, Signs of Suicide (SOS), Training Trusted Adults and/or Plan, Prepare, Prevent: The SOS Online Gatekeeper.	\$ 1,000.00	Signs of Suicide Training \$500 per school, at 2 schools	ESSER Title 4
6.1 Create a redesign/turnaround model for schools in need of support.	\$ 30,000.00	Turnaround Vendor- Initial Review and Ongoing Support in Plan Implementation (NIET)	ESSER Title 2
2.2 Develop a plan to provide student and staff education regarding depression awareness and suicide prevention by implementing evidenced-based curriculums such as Safe Schools for Students, Signs of Suicide (SOS), Training Trusted Adults and/or Plan, Prepare, Prevent: The SOS Online Gatekeeper.	\$ 15,000.00	Online student training materials that tracks each students' participation of the module for every student in Grades 6-12	ESSER Title 2
4.2 Develop and implement solutions to improve teacher retention, compensation, benefits, and other incentives.	\$ 35,000.00	Recruitment at HBCUs, signing stipends for high-need content areas	Title 1 ESSER Redesign

<p>4.1 Expand and/or significantly strengthen teacher recruitment efforts to bring diversity to the district (e.g., hiring a specialized recruiter to bring diversity, partnerships with Historically Black Colleges and Universities (HBCUs) and technical college campuses, significantly ramping up presence on social media and at virtual and in-person job fairs).</p>	<p>\$ 5,000.00</p>	<p>Paraphernalia with the new parish logo to promote pride and improve morale.</p>	<p>General Fund</p>
<p>3.1 Partner with a marketing/communication vendor to develop a proposal for a mass communication and marketing plan to effectively communicate opportunities for students and families throughout the year.</p>	<p>\$ 250,000.00</p>	<p>Develop communication plans, run social media and communication campaigns based on current Strategic Plan initiatives, develop strategies to engage with stakeholders, yearly contract with a full-service marketing firm</p>	<p>Requesting additional state funds through Strategic Planning Pilot.</p>
<p>Reconfiguration of district staff support into network teams that provide tiered and individualized support in grade bands across the district, and include representatives from key departments, such as student services, technology, special education, and federal programs.</p>	<p>\$ 10,000.00</p>	<p>Stipends for development meetings of assessment cycles, teachers and curriculum facilitators will be working after hours or before and after school (summer also). This would give us 400 hours of work at \$25 an hour.</p>	<p>Title 1</p>
<p>Stipends for development meetings of assessment cycles, teachers and curriculum facilitators will be working after hours or before and after school (summer also) This would give us 400 hours of work at \$25 an hour.</p>	<p>\$ 200,000.00</p>	<p>Discipline Revolution Project partner for Equity Plan and training</p>	<p>Title 4</p>
<p>Reconfiguration of district staff support into network teams that provide tiered and individualized support in grade bands across the district, and include representatives from key departments, such as student services, technology, special education, and federal programs.</p>	<p>\$ 1,200.00</p>	<p>Stipends for learning community kick-off for all members of the Learning Community, These are 9 month employees that we will pay to come to a 4 hour meeting (12 participants)</p>	<p>Education Excellence Fund</p>