



STRATEGIC PLAN

FOR EDUCATING *Baton Rouge*

2021-2025

APPROVED JULY 22, 2021

INSPIRING HUMANITY

EAST BATON ROUGE PARISH SCHOOL SYSTEM

Throughout the past several months the East Baton Rouge Parish School System conducted a detailed transition report, collected feedback from the community, and met with students, families, teachers, community members and district partners to guide the development of a new strategic plan. Now more than ever, it is imperative that we create a strong framework to carry EBR Schools into the future. As the district continues to collect feedback from all stakeholders and execute this important work, the strategic plan will be updated annually. Strategy teams will continue to adapt work plans to meet the needs of our community. It is our sincere hope that through the guidance of this plan we will build a stronger culture of collaboration - where all ideas, thoughts, and feelings make an impact on implementation. We thank you for your partnership and for joining us on this journey to inspiring humanity, beginning with every student, in every community, in every class, every day.



A MESSAGE FROM THE

Superintendent

EBRPSS families and staff,

It is an incredible honor to have the opportunity to serve the students and families of the East Baton Rouge Parish School System. Arm-in-arm with the community, we will create life-changing outcomes for students through the implementation of this strategic plan. Our team is committed to delivering visionary changes and improvements to this city.

This plan is designed to transform the district into one that is focused on students first; develops and supports our dedicated educators; improves district operations and efficiencies; and is responsive to the needs of our community through exemplary customer service. Throughout its implementation, I will engage in listening and learning exercises to gauge the plans' effectiveness and make necessary adjustments. In order to meet these objectives and set purposeful planning into motion, we studied the past and current state of the organization to fully understand its vast potential for success. Many incredible leaders, school board members, administrators and educators achieved greatness and made invaluable contributions - oftentimes in the face of unimaginable challenges. It is critically important that we continue to honor the rich history of our educational ecosystem and leverage it for even greater success. I believe in Baton Rouge, I believe in our teachers, and most of all, I believe in our students. I am excited to get to work building a brighter future in Baton Rouge for every student.

Sincerely,
Sito J. Narcisse, Ed.D.



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WE ARE EBR

our mission

INSPIRING HUMANITY THROUGH TRANSFORMATIONAL LEARNING IN THE CLASSROOM AND IN THE COMMUNITY.

our vision

THE EAST BATON ROUGE PARISH SCHOOL SYSTEM WILL BE THE CORNERSTONE OF THE COMMUNITY AS A PREMIER EDUCATIONAL INSTITUTION BY INSPIRING, CULTIVATING AND PRODUCING A MODERN WORKFORCE PREPARED TO CREATE A ROBUST AND THRIVING ECONOMY.

The second-largest school system in Louisiana, the East Baton Rouge Parish School System (EBRPSS) serves more than 40,000 students in pre-kindergarten through 12th grade and takes great pride in ‘Building the Future of Baton Rouge.’ The school system, comprised of more than 80 schools, is paving the way for students to succeed by providing technology-rich instruction; an array of diverse academic programs; and a large variety of extracurricular activities to meet every child’s unique interests. EBRPSS students continue to show growth and progress toward closing the achievement gap across all subject areas in the pursuit of excellence. The district is constantly creating new programs and opportunities to ensure that students are prepared for life from cradle to career. As the fourth largest employer in the region, the district employs approximately 6,000 employees, over half of whom are certified, classroom teachers.

RECENT EBR SCHOOLS *spotlights:*

- 11 U.S. Blue Ribbon Schools
- 2021 Louisiana Teacher of the Year
- 2021 National Magnet School of the Year
- Award-Winning Fine Arts Programs and Teachers
- Championship Athletic Programs
- Extensive Community Partnership Network
- Decades of Taxpayer Support
- The Foundation for EBR Schools
- Diverse programming including Gifted, Talented and Magnet options
- 34 years of Financial Reporting Excellence (GFOA & ASBO)

STAKEHOLDERS

As we work to establish strong district priorities for the strategic plan, we are seeking input from the community to help us create measurable and impactful commitments and key performance indicators to ensure all stakeholders' voices are reflected in the document. To engage the community in the development of this plan, we are meeting with our student, teacher, and principal advisory councils; distributing a community survey; and planning in-person town hall meetings.

Our district's performance impacts multiple stakeholders. Our commitment is to continuously strive to understand the unique objectives, challenges, and needs of each of our stakeholder groups and to measure our impact on their ability to accomplish their objectives. When we become accountable in this way, we can then thoroughly evaluate our performance, make positive changes, and become of greater value to our community. This plan will continue to adapt over time as the district works to meet and exceed set goals. Arm in arm, we are committed to involving stakeholders in the execution and success of this plan to help build a brighter future for the students of Baton Rouge.

Developing an outward mindset

SEE OTHERS • ADJUST EFFORTS • MEASURE IMPACT



THE *four* CORNERSTONES

In alignment with the school board's guiding principles, we have identified four cornerstones to cement our dedication and commitment to the children of this community. In this plan, you will find a set of strategic initiatives and commitments that will be used to guide the staff in pursuit of our desired outcomes.



STUDENT ACHIEVEMENT

WE WILL ENSURE EVERY CHILD MAXIMIZES THEIR EDUCATION AND PERSONAL POTENTIAL BY SUPPORTING FAMILIES AND STUDENTS FROM CRADLE TO CAREER.



EXEMPLARY CUSTOMER SERVICE

WE WILL PROVIDE ALL STAKEHOLDERS WITH CARING, RESPONSIVE, AND INCLUSIVE EXPERIENCES WITH THE DISTRICT.



OPERATIONAL EXCELLENCE

WE WILL BE RESPONSIBLE STEWARDS OF COMMUNITY RESOURCES FOR THE ACHIEVEMENT OF DISTRICT PRIORITIES.



EMPLOYEE DEVELOPMENT

WE WILL DEVELOP AND PROVIDE OPPORTUNITIES FOR ALL EMPLOYEES IN WAYS THAT HELP THEM GROW AND FEEL VALUED.

STUDENT ACHIEVEMENT

INITIATIVES

- Standardizing performance measures and indicators for all EBRPSS schools and approved charters.
- Developing and implementing a standardized reading curriculum and comprehensive reading supports at all schools.

COMMITMENTS IN ACTION

- Increase the number of Pre-K seats across the parish to ensure equitable access.
- Increase the number of students reading at or above grade level at the beginning of kindergarten.
- Increase the average performance of students participating in LEAP 2025 Math and ELA.
- Increase the number of TOPS eligible students graduating on time with an associate's degree and/or a statewide industry-based credential.
- Increase the social and emotional learning practices and scores across all five core competency areas.
- Reduce truancy and suspension rates by providing a more welcoming and engaging environment.

digging deeper

THE FIVE YEAR MATRIX

Commitment #1: We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career as indicated:

OBJECTIVE	Multi-Year Average 2016-20 (baseline)	2021 (projected)	2022 (projected)	2023 (projected)	2024 (projected)	2025 (projected)
1.1 Increase the number of available and enrolled Pre-K seats by three to five percentage points annually.	1,900	1,957	2,015	2,075	2,137	2,201
1.2 Increase the number of 2nd grade students reading at or above grade level by three to five percentage points annually.	51%	54%	57%	60%	63%	66%
1.3 Students in grade bands Pre-K and 3-8 will demonstrate three to five percentage point annual growth on ELA benchmark assessments.	Pre-K: NA 3: 33% 4: 33% 5: 33% 6: 27% 7: 26% 8: 32%	Pre-K: NA 3: 36% 4: 36% 5: 36% 6: 30% 7: 29% 8: 35%	Pre-K: NA 3: 39% 4: 39% 5: 39% 6: 33% 7: 32% 8: 38%	Pre-K: NA 3: 42% 4: 42% 5: 42% 6: 36% 7: 35% 8: 41%	Pre-K: NA 3: 45% 4: 45% 5: 45% 6: 39% 7: 38% 8: 44%	Pre-K: NA 3: 48% 4: 48% 5: 48% 6: 42% 7: 41% 8: 47%
1.4 Students in grade bands Pre-K and 3-8 will demonstrate three to five percentage point annual growth on Math benchmark assessments.	Pre-K: NA 3: 38% 4: 37% 5: 32% 6: 24% 7: 29% 8: 34%	Pre-K: NA 3: 41% 4: 40% 5: 35% 6: 27% 7: 32% 8: 37%	Pre-K: NA 3: 44% 4: 43% 5: 38% 6: 30% 7: 35% 8: 40%	Pre-K: NA 3: 47% 4: 46% 5: 41% 6: 33% 7: 38% 8: 43%	Pre-K: NA 3: 50% 4: 49% 5: 44% 6: 36% 7: 41% 8: 46%	Pre-K: NA 3: 53% 4: 52% 5: 47% 6: 39% 7: 44% 8: 49%
1.5 Increase the number of high schools reporting an average ACT score of 17 or higher by 3 percentage points annually.	29%	32%	35%	38%	41%	44%
1.6 There is a three to five percentage point reduction in the number of students in both in and out of school suspensions annually.	25%	22%	19%	16%	13%	10%
1.7 There is an annual three to five percentage point increase in the promotion rate of first-time ninth grade students.	90%	93%	96%	99%	>99%	>99%
1.8 There is an annual three to five percentage point decrease in the drop-out rate of high school students.	7%	4%	1%	<1%	<1%	<1%
1.9 Increase the number of students in grades 9-12 earning Dual Enrollment course credits by three to five percent annually.	2,787	2,870	2,956	3,044	3,135	3,229
1.10 Increase the number of students earning an Industry Based Credential (IBC) by three to five percentage points annually.	263	270	278	286	294	302

Symbol or Text	Definition
*	Symbol indicates unreported data or baseline data to be established in year one of reporting on strategic indicators.
Baseline	Data reporting starting point utilized as a comparative data set for future year data reporting.
Multi-Year Average	The sum of the data values for each indicator divided by two, three, or four years of reported data.
Projected	Represents the anticipated data point for a defined indicator that will be measured on an annual basis.

As a result of the conditions of the COVID-19 Pandemic, district and state data reporting was limited or unavailable during school years 2019-2020 and 2020-2021. Additionally, there are a few metrics that have been identified as key performance indicators for which baseline data does not currently exist. Thus, in our efforts to establish baseline data as an appropriate indication of the district's starting point for the identified metrics, an average of multiple year (2016-2020) data sets were determined and documented on the five-year matrix. Please note, that the multiple year averages may include two, three, or four year means in dependent on the availability of data within the four-year range of data reporting.

EXEMPLARY CUSTOMER SERVICE

INITIATIVES

- Making every point of contact a welcoming experience.
- Increasing family engagement to support classroom success.
- Developing and implementing a student recruitment plan.

COMMITMENTS IN ACTION

- Improve participation and responses to customer service satisfaction surveys.
- Increase the amount of designated family engagement specialists or active PTO/PTA groups at every school site.
- Streamline district services and operations to improve district interactions and experiences.
- Modernize district software and resources to provide consistent, effective and multilingual communications.
- Provide guidance, resources and support to schools to assist with recruitment and retention efforts.
- Ensure every school has a clear, up-to-date and easy to navigate web presence.
- Create a district-wide app.
- Increase clear and consistent internal and external communications through all district channels.

digging deeper

THE FIVE YEAR MATRIX

Commitment #2: We will provide all stakeholders with caring, responsive, and inclusive experiences with the district as indicated by:

OBJECTIVE	Multi-Year Average 2016-20 (baseline)	2021 (projected)	2022 (projected)	2023 (projected)	2024 (projected)	2025 (projected)
2.1 There is an annual three to five percentage point increase in the number of EBRPSS stakeholder participants (students, employees, families, community partners, etc...) providing favorably responses to District initiated surveys.	*	*	*	*	*	*
2.2 There is an annual three to five percentage point increase in the stakeholder participation in District initiated surveys.	89%	92%	95%	98%	>98%	>98%
2.3 100% of all EBR Schools will establish an active family engagement structure by SY 2022-2023.	*	*	*	*	*	*
2.4 Each year there will be a three to five percentage points increase in total student enrollment.	40,980	42,209	43,475	44,779	46,122	47,505
2.5 By the end of SY 2024-2025 all communications sent to families from the District or School Offices will be available in the dominant languages (English, Spanish, Arabic, Vietnamese, Portuguese, and Mandarin) spoken by EBRPSS families.	*	*	*	*	*	*

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OPERATIONAL EXCELLENCE

INITIATIVES

- Creating a streamlined and efficient transportation system.
- Providing students and employees with safe, secure and welcoming schools and facilities.
- Developing a master plan to optimize facilities.

COMMITMENTS IN ACTION

- Identify bus routing efficiencies and improve services.
- Improve response times for facility maintenance requests.
- Enhance district facilities and security services to improve school climate and culture surveys.
- Reduce the number of critical response incidents reported year over year.

digging deeper

THE FIVE YEAR MATRIX

Commitment #3: We will be responsible stewards of community resources for the achievement of district priorities as indicated by:

OBJECTIVE	Multi-Year Average 2016-20 (baseline)	2021 (projected)	2022 (projected)	2023 (projected)	2024 (projected)	2025 (projected)
3.1 There is a three to five percent annual decrease in the number of daily transfer buses.	148	143	138	133	129	125
3.2 There is a three to five percent annual increase in the number of buses with a transport time of 35 minutes or less.	253	260	267	275	283	291
3.3 Increased response time of all facilities request to a 24-hour response time will increase by three to five percent annual.	84%	87%	90%	93%	96%	99%
3.4 There is a three to five percent annual reduction in the number of high-risk incidents* reported to the district.	6%	3%	<3%	<3%	<3%	<3%
3.5 There is a three to five percent annually reduction in the number of students who miss 10 or more school days each year.	30%	27%	24%	21%	18%	15%

Symbol or Text	Definition
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EMPLOYEE DEVELOPMENT

INITIATIVES

- Developing current and future leaders at every level.
- Recruiting and retaining highly qualified employees.

COMMITMENTS IN ACTION

- Improve employee attendance and retention rates.
- Increase the number of professional development opportunities.
- Develop structures and processes to consistently recognize and celebrate high-performing team members.
- Develop a leadership academy for all levels of employees.
- Enhance the teacher mentorship program to encourage more hands-on and peer-led professional development.

digging deeper

THE FIVE YEAR MATRIX

Commitment #4: We will develop and provide opportunities for all employees in ways that help them grow and feel valued as indicated by:

OBJECTIVE	Multi-Year Average 2016-20 (baseline)	2021 (projected)	2022 (projected)	2023 (projected)	2024 (projected)	2025 (projected)
4.1 There is an annual three to five percentage increase in the retention of high performing EBRPSS employees.	*	*	*	*	*	*
4.2 Decrease the number of EBRPSS employees that miss 10 or more days of work by three to five percentage points annually.	2,866	2,780	2,696	2,615	2,536	2,459
4.3 Increase the number of Professional Development opportunities provided to all EBRPSS employees by three to five percentage points annually.	*	*	*	*	*	*
4.4 Increase the number of EBRPSS employees that state the district provides a positive and productive work culture by three to five percentage points annually.	*	*	*	*	*	*
4.5 There is an annual increase of three to five percentage points of newly hired teachers maintaining employment with the district within the first three years of their tenure.	62%	65%	68%	71%	74%	77%

Symbol or Text	Definition
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IMPLEMENTATION

A strategic plan's success is dependent upon strong implementation, reporting and execution. In order to turn these goals into reality, we must put in place the right structures, mechanisms, and cadences to consistently measure, improve and report actual performance as the plan progresses.

EACH MONTH

STRATEGY TEAM MEETINGS
STRATEGY TEAM LEADS REPORT UPDATES TO THE SUPERINTENDENT
SUMMARIZED PROGRESS REPORT PRESENTED TO THE SCHOOL BOARD

EACH YEAR

SHARE THE ANNUAL REPORT WITH THE PUBLIC FOR FEEDBACK
REFRESH STRATEGIC PLAN FOR THE SUBSEQUENT YEAR
UPDATE LONG-TERM STRATEGIC GOALS

REPORTING AND EXECUTION

The dedicated strategy teams will meet monthly to review progress and make course corrections where needed on the district initiative work plans. Strategy team leads will give progress reports to the superintendent monthly regarding the updates outlined in their work plan. When there is a variance in actual performance as compared to the strategic plan, the team lead will develop a plan of correction. The plan of correction will include an explanation for the variance, who will be impacted by the variance, what corrective actions will be taken to close the gap, and any adjustments to projected outcomes. The superintendent will update the board monthly on the district's strategic work plans. The district scorecard is tied to the district's commitments outlined in this strategic plan. The scorecard will be updated quarterly and made available to stakeholders for review.

To ensure continuous improvement, this strategic plan will continue to adapt and evolve. The superintendent and executive cabinet will regularly seek feedback from stakeholders. This feedback will be used to update the strategic plan annually.

BOARD MEMBERS

DISTRICT 1
DISTRICT 2
DISTRICT 3
DISTRICT 4
DISTRICT 5
DISTRICT 6
DISTRICT 7
DISTRICT 8
DISTRICT 9

MARK BELLUE
DADRIUS LANUS
TRAMELLE HOWARD
DAWN CHANET COLLINS
EVELYN WARE-JACKSON
JILL DYASON
MICHAEL GAUDET
CONNIE BERNARD
DAVID TATMAN

SUPERINTENDENT

SITO NARCISSE, ED.D.

STRATEGY TEAMS & LEADS

SCHOOL LEADERSHIP DEVELOPMENT
EMPLOYEE RECRUITMENT AND RETENTION
PERFORMANCE INDICATORS
LITERACY
TRANSPORTATION EFFICIENCIES
SCHOOL SAFETY
FACILITIES PLAN
CUSTOMER SERVICE
STUDENT RECRUITMENT AND RETENTION
FAMILY ENGAGEMENT
BOARD GOVERNANCE
STRATEGIC PLAN IMPLEMENTATION TEAM

SHARON WILLIAMS ED.D
DAPHNE DONALDSON
ANDREA O'KONSKI
BARBARA LASHLEY ED.D
FRANK CHESTER
BEN NECAISE
JOHN MCCANN
ADAM SMITH
LETRECE GRIFFIN
ALEX STUBBS
DAWN COLLINS
CARON SMITH
MICHAEL MERCHANT
AMY JONES
DR. JANICE BARCLAY



*"Every student, in every community,
in every classroom, every day!"*

KEYS TO SUCCESS

POSITIVE AND FOCUSED MINDSET

MEASURABLE GOALS

CONSISTENT COMMUNICATION

PERSISTENT ACCOUNTABILITY

COLLABORATIVE & SOLUTIONS ORIENTED

COMPASSIONATE LEADERSHIP & TEAM BUILDING

Conclusion

District leadership will lead the implementation of the aforementioned initiatives and commitments, and partner with staff to ensure all four cornerstones are prioritized equally. All aspects of the organization must feel involved and have clearly defined roles to energize the change and momentum we wish to see. All progress will be documented and chronicled throughout the implementation of this plan. We are fully committed to serving the children and families of this community. The challenges presented by the pandemic require solutions beyond traditional models. Together, we will inspire humanity through transformational learning in the classroom and beyond.

