

**2020-2021
SCHOOL IMPROVEMENT PLAN**

Bayou Woods Elementary



This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Based on third grade Fall 2020 LEAP 360 Diagnostic and Fall 2020 Math District Readiness in first and second grade, Number Sense is a strength third (61%), and second (64%) proficient.	Based on Fall 2020 ReadyGen Baseline (K-2), Writing is a weakness (1 st grade – 24% proficient, 2 nd grade – 14% proficient).
Based on third grade Fall 2020 LEAP 360 Diagnostic, Operation and Algebraic Thinking (OA.C.4) math modeling is a strength (73% proficient).	Based on 2020 Beginning of the Year first grade DIBELS 8th Benchmark Data, ELA Nonsense Word Fluency is a weakness (80% intensive).
Based on Fall 2020 ReadyGen Baseline Data, Listening Comprehension is a strength in 1 st grade (63%) proficient.	Based on 2020 Beginning of the Year kindergarten and first grade DIBELS 8 Benchmark Data, Phonemic Awareness (Segmentation) is a weakness, Kindergarten (68% intensive) and First Grade (52% intensive).
Based on 2020 3 rd grade LEAP 360 Diagnostic, Knowledge of Language, with a 1.3 of 3 average, is a strength.	Based on 2020 Kindergarten DRDP data, Math Cognitive Domain is the weakness, with an average of 1.45 points out of 4 points.
Based on 2020 Beginning of the year DIBELS 8th Benchmark assessment, third grade reading is a strength (56% Benchmark or above).	Based on 3 rd grade Fall LEAP 360 Diagnostic, Written Expression, development of ideas with evidence, is a weakness since the average score was .4 out of a possible 3 points.
Based on 2020 Fall Pre K TS Gold ELA data, literacy is the strongest strand with 39% of students are meeting expectations. The areas of strength included uses and appreciates books and other texts and using emergent reading skills.	Based on constructed response answers on 3 rd grade, Fall 2020 LEAP 360 Diagnostic, multi-step problem solving is a weakness with 7% proficient and 4% proficient on each of the two responses.) (Standard OA D8).
Based on 2020 Kindergarten DRDP data, Physical Development Domain is the weakness with an average score of 1.88 out of 4 average points.	Based on 2020 Fall Pre K TS Gold Math data, math is a weakness, 76% of students were Below Expectations. The area of greatest weakness is patterning.
Based on Fall 2020 CLASS observations in Pre K and Kindergarten, Emotional Support and Classroom Organization is a strength, High (6 out of possible 7).	Based on Fall 2020 CLASS observations in Pre K and Kindergarten, Concept Development is a weakness, Mid (4-5 of a possible) range.
DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8 th (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), 2020 ELPT	

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GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2019 to Spring 2021, third grade students in the subgroup “Students with Disabilities” will increase their Math and ELA assessment indexes on LEAP 2025 by 5 points as follows:
Math: 46.7 to 51.7
ELA: 68.9 to 73.9

2. From Fall 2020 to Spring 2021, students in grades K-3 will increase their reading achievement by increasing the percentage of students achieving benchmark or above on the DIBELS Next assessment as follows:
K: 43% to 70%
1st: 45% to 62%
2nd: 73% to 75%
3rd: 68% to 73%

3. From Spring 2019 to Spring 2021, third grade students will increase their math assessment index by 5 points on LEAP 2025 as follows: 80.4 (2021) - 85.4 (2021).

4. From Spring 2020 to Spring 2021, third grade students will increase their math assessment index by 5 points on LEAP 2025 as follows: 80.4 (2021) - 85.4 (2021).

5. From Spring of 2019 to Spring 2021, third grade students will increase in the ELA reading subcategory of vocabulary on LEAP 2025 by 5% points from 51% to 56%. (2021)

6. From Spring 2019 to Spring 2021, third grade students will increase in Social Studies on LEAP 2025 by 5 index points from 53.2 index points to 58.2 (Spring 2021) with implementation of a unit to unit pacing guide for grades K-3.

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*

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- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the months that this will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • SIP is posted on website to obtain feedback from parents (October) • Parent committee which includes family members from each grade level meets to review SIP and provide feedback to administration (November) • Two parent representatives and a community member are members of the SIP committee (meetings are at least 3 x per year) <p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluation results are disseminated at Open House (Aug) • Spring Parent Family Engagement Surveys are used for evaluation (April/May) • Exit tickets from Parent Family Engagement activities are used for evaluation (ongoing) • Feedback is used for SIP and budget revision (September) 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> School website Parent Committee Survey Meeting Agendas 	<p>Effectiveness Measure: Title I Parent Survey (Questions 1-5)</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Feedback on the SIP Plan on the website and at Family Engagement meetings • Parent Conferences, SAT and IEP conferences throughout the year provide the opportunity for parents/families to have input into the curriculum • Feedback from Title I Spring Survey • Parenting Committee makes decisions on areas of instructional enhancements that are supported with funding. • Parents provide input in PBIS schoolwide events and supports during monthly meetings and through teacher/parent classroom notes, phone calls, and conferences. • Parents provide instructional enhancements including materials and supplies based on teacher and classroom needs. • Parents make recommendations for additional resources and supports that would be helpful for their student when visiting the parenting center or when talking with teachers/administrators. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: School Website</p>	<p>Effectiveness Measure: Title I Parent Survey (Questions 6-8) School Website Responses Family Event Surveys</p> <hr/> <p>Effectiveness Results:</p>
<p><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. Describe these meetings and the information that families should expect to obtain at these meetings.</i></p>				
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Yellow Communication Folder with calendar of events/activities, student work, teacher newsletters, 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II 	<p>Items Needed: JPAMS Yellow Communication Folders Cardstock Postcards Postage for parent</p>	<p>Effectiveness Measure: Title I Parent Survey (Questions 9-10) (Questions 13-15) Exit Ticket Surveys Website Comments</p>

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<p>school handouts and newsletters and virtual communication.</p> <ul style="list-style-type: none"> • Gator Talk Weekly School Newsletter – school events, reminders, important dates, ways to support home learning • Teacher newsletters including important dates, unit objectives, activities and reminders • Handouts or Virtual Communication at Family Engagement Events (including Meet and Greet, Open House, Literacy Events which include state standards and instructional strategies, vocabulary and multi-step problems demonstrating application and reasoning, sample assessment items • Family Resource Center Handouts or virtual communication including How To Informational Publications • Family Informational Meetings (ex. Establishing routines and procedures at home/school or virtual meetings) • Title I Evaluation Report – Handed out or virtually presented at Open House • School District and School Handbook • Robo Calls to remind families of special events • School website including Title I tab • SAT Meetings to conference with parents and provide support for academic and behavioral needs • District Website • Car Ramp Bulletin Board (including Student-Made Posters) • Title I School Compact • Parent Teacher Conferences (at least one per semester virtually or in-person) 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>communication progress reports</p> <p>Colored paper for newsletters or virtual handouts</p> <p>School website</p> <p>Printers</p> <p>Computers</p> <p>Graphic Arts Copies</p> <p>Legal paper</p> <p>SAT Agendas</p> <p>Report Cards from IT</p> <p>Title I Compacts</p> <p>Parent/family Support Information Publications including Bilingual Resources</p> <p>Parent Conference Log</p> <p>Books/Brochures</p> <p>Interactive Boards</p> <p>SAT and IEP Documents</p> <p>DVD's</p> <p>Laptops</p> <p>Desktop Computers</p> <p>Index Cards</p> <p>Chart Paper</p> <p>Poster Maker</p> <p>Poster Board</p> <p>Markers</p>	<p>Effectiveness Results:</p>
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<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed: Translation services for: Permission Slip Forms Testing Information Home Language Survey Registration Documents Interpreter for registration, SAT, IEP's and Family Events Family Engagement Activities</p>	<p>Effectiveness Measure: Parent Survey (Questions 11-12)</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <p><u>Family Resource Center</u></p> <ul style="list-style-type: none"> Offer resources to families, including a library to help with parenting concerns, information on standards, instructional materials, computers for family use, and 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II</p>	<p>Items Needed: Parenting Brochures Parenting Online Brochures Bilingual Resources Folder Game Materials Storage Boxes</p>	<p>Effectiveness Measure: Family Participation Log Family Resources Sign Out Sheet Spring Survey Exit Tickets</p>

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<p>other materials needed to support parent/family engagement</p> <ul style="list-style-type: none"> • Serve as a resource for EL families • Bilingual reading materials to model reading strategies • Folder games to demonstrate instructional strategies (Make and take and/or check-out) • Presentations and social events to promote parent/family engagement • Mental Health Provider and Counselor services will be provided from families during and after school hours • Orientation Events • IEP's and IAP's, Parent Conferences are conducted in the Parenting Resource room so that parents have easy access to materials and resources. • Parenting Center Brochure is available to communicate resources to stakeholders. 		<input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Folders Cardstock Teacher Stipends</p>	<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <p><u>Meet and Greet (August)</u></p> <ul style="list-style-type: none"> • Session held prior to school opening from 3:30 – 5:30 PM to allow family members to meet their child's teacher in-person or virtually for the teacher to share school information to help make the start of the school year successful. • School and classroom expectations • Information on grade level scope and sequence and standards 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Postcards Postage Cardstock</p>	<p>Effectiveness Measure: Survey indicating understanding of grade level needs and standards Attendance Rate</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <p><u>Technology Virtual PFE Conference Meetings (March)</u></p> <ul style="list-style-type: none"> Sessions are held after school and during the day via Zoom, “office hours” where parents can Zoom to ask about resources and procedures to access the curriculum and learning activities for at home learning). In addition, steps to access information and list of resources will be posted on the school website Learn about technology resources to support student learning and how to use them to extend practice and home learning (Zearn, Moby Max, Moodle, Google Meets, Google Classroom, Moodle) 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Anchor Charts Markers Handouts Virtual Presentations Projector and Computers Recording Sheets</p>	<p>Effectiveness Measure:</p> <p>Ticket Out the Door to assess know of technology resources Attendance Rate</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <p><u>Family Night (October)</u></p> <ul style="list-style-type: none"> Virtual Session held after school from 5:30-6:30 with resources posted on the school website. Learn about different literature genres with examples How to read with a child using leveled readers How to build vocabulary using a concept web Sequencing a story Understanding character traits Demonstration of technology available for home use 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Teacher Stipends, Literacy station materials such as colored paper, index cards, manila folders, construction paper, pencils, glue, crayons, markers, art materials, food materials, books, iPADS, invitations, sign-in-sheets, agenda</p>	<p>Effectiveness Measure:</p> <p>Title I Parent Survey Ticket Out the Door to assess knowledge of literacy strategies Attendance Rate</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 5: <u>Cooking Up a Math Storm (January)</u></p> <ul style="list-style-type: none"> • Session presented via a virtual presentation (on school website). • Math strategies including data collection, graphing, computation • Hands on activities via virtual presentation to demonstrate higher order thinking skills, application and evaluation as they relate to math literacy • Real life writing connections • Use of the part/part/whole model • Copies of recipes to do at home that include skills such as measuring, computation, and sequencing are printed and sent with all students and posted on the website. • Ticket Out the Door includes prize for returning which activity the family did and which they liked the best. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed: Bowls, ziplock bags, measuring cups, station materials such as index cards, colored paper, manila folders, construction paper, pencils glue, crayons, markers, art materials, food materials, books, ipads, invitations, sign-in-sheets, agenda</p>	<p>Effectiveness Measure: Ticket Out the Door to assess knowledge of literacy and math strategies Attendance Rate</p>
<p>Parent Family Engagement Activity 6: <u>Science Investigations (April)</u></p> <ul style="list-style-type: none"> • Session held during the school day and presented via virtual presentation. Students lead demonstrations and share research based science activities and experiments based on standards • Parents take home science activities and experiments that can be done with their child at home. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed: Science Materials for experiments and demonstrations based on grade level standards New Science Textbook Resources</p>	<p>Effectiveness Measure: Ticket out the Door to demonstrate knowledge of literacy and science standards taught during activities Attendance Rate</p>
<p>Effectiveness Results:</p>				

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Pre K Para to assist in one Pre-K classroom • OWL (Pre-K Curriculum that encompasses all content areas) • Eureka Math- K-3 Math Curriculum • ZEARN Math (K-3 Supplemental Math Program for student practice and at-home learning) • St. Tammany Parish Guaranteed Curriculum through Moodle (used for all subject areas to access scope & sequence and resources) • Ready Gen (K-2 ELA) • IRLA Foundational Skills Toolkit (K-2 ELA Core Instruction to address early foundational reading skills) • Leveled Readers leveled according to IRLA reading levels for classroom libraries • Guidebooks (Grade 3 ELA Curriculum) 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> IRLA Toolkits IRLA Leveled Libraries ZEARN Subscription Eureka Workbooks Ready Gen Text and Resources OWL text and resources Guidebook Materials Laptops Headphones Projectors Printers Chromebooks Interactive Boards Science Textbook Resources Social Studies Resources 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Administrative Snapshots Learning Walks MAZE (2nd and 3rd Grade DIBELS score) DIBELS Effectiveness Chart ELA 2020 CRT Assessment results and trend data Social Studies and Science 2020 CRT Assessment results and trend data Math 2020 CRT Assessment results and trend data Subclaim data Subgroup data

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<ul style="list-style-type: none"> • Pearson Interactive Science (K-3 text and resources) • Google Classroom and Google Meets • The Writing Revolution • Learning center materials and manipulatives 			<p>State Website documents Scanners The Writing Revolution Teacher Guide Posterboard Microscopes Light Table Light Table Manipulatives</p>	<p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS – to assess foundational reading skills • DRDP - Kindergarten • TS Gold – Pre Kindergarten • LEAP 360 – 3rd grade to assess prior knowledge • LEAP 2025 – 3rd grade data to determine school wide needs. • Readiness and midterm Assessments – PreK – 3rd grade to assess readiness and mastery skills in ELA and Math • Unit Tests in ELA and Math to monitor progress based on standards • ReadyGen- K-2- ELA readiness assessment; ReadyGen selection test; Performance based assessment; end of module tests • Standard Based Assessments in ELA and Math to monitor progress based on the standards • Exit tickets- 1st -3rd- math skill informal assessment • Cooperative Learning Strategies- informal assessment used cross curricular • Writing Rubrics- K-3 • Self-assessment writing checklists- K-3 • Common Assessments across the grade level to assure that standards are being taught and assessed consistently • Common Grading Procedures across the grade level • Use of COMPASS and CLASS state rubrics by administrators and supervisors to evaluate effective instruction 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>DIBELS Assessment DRDP Assessment TS Gold Readiness Assessment and Mastery Assessments LEAP 360 Diagnostic and Interim Assessments CRT Assessment Practice Tests Ready Gen and LEAP Writing Rubrics Guaranteed Curriculum Assessments Ready Gen and Guidebook Assessments Math Unit Assessments PLC Meetings Computers (Desktop and Laptop) iPads iPods Chromebooks Headphones Ink Printers Promethean/Interactive Board Replacement lamp bulbs</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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			Document Cameras COMPASS and CLASS State Rubric and documents	
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Certified Tutor, 20 hours per week, for 2nd and 3rd grade sped students. Individual/Small group instruction (both push in and pull out) under the guidance of Resource Teacher based on 2020 data including LEAP 360 Diagnostic, Readiness Assessments, DIBELS Fall Benchmark. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> Project Read Materials Sivaroli Reading Inventory Math CBA's Ready Gen Scaffolding Strategies Kagan Resources Behavior/Academic Checklists Second Steps Curriculum (Grades 1-3) Computers (Desktop and Laptop) iPads iPods Ink Printers	<p>Effectiveness Measure:</p> SPED student data from the following assessments: DRDP Results - Kindergarten TS Gold – Pre K DIBELS Progress Monitoring and Benchmark Results for grades K-3 Readiness Assessment and Mastery Assessment (Grades K-2) LEAP 360 Diagnostic and Interim Assessment (Grade 3) MHP Baseline and End of Year Data

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			Promethean/Interactive Board Replacement lamp bulbs Projectors	Effectiveness Results:
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Certified Tutor, 20 hours per week, for 3rd grade EL students. Individual/Small group instruction (both push in and pull out) under the guidance of Resource Teacher based on 2019 data including LEAP 360 Diagnostic, Readiness Assessments, DIBELS Fall Benchmark. Students in grades K-3 are provided services by the EL para. Students in grade K -2 are taught 30 minutes per day within the regular ed classroom setting (inclusion). Students in 3rd grade are served within the regular ed setting for 45 minutes per day. Strategies such as instruction on Dolch words, Project Read, phonetic awareness, fluency, retell for comprehension are used to target needs. EL para support within the classroom to provide more small group and/or individual group instruction Extended time, repeated directions during instruction and assessments 	Goal(s): 2,3,4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed: State Standards LA Connectors ESL Para Fast ForWord License ELPT Assessment Computers (Desktop and Laptop) iPads iPods Ink Printers Promethean/Interactive Board Projectors	<p>Effectiveness Measure: English Language Proficiency Test Spring 2021 Results DIBELS Effectiveness Chart Subgroup EL CRT Assessment Scores for the 2020-21 School Year</p> <hr/> <p>Effectiveness Results:</p>

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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • EL students- participation is based on the home language survey and the English Language Proficiency Screener. Emerging Level and Progressing Level are provided support services to continue developing proficiency in English. Proficient Level students do not require language support. • BWE Response to Intervention for academics Map will guide the TAT/SAT/IEP decision making process for determining students who need additional interventions (Tier 2 and Tier 3) • BWE Response to Intervention for Behavior Map will guide the TAT/SAT/IEP decision making process for determining students who need additional interventions (Tier 2 and Tier 3) Interventions become more intense based on the increase level of need. • DIBELS (K-3) Benchmark and progress monitoring to assess foundational reading skills. Intensive and Strategic students will receive classroom interventions. Interventions become more intense based on the increase level of need. • Classroom Weekly and Unit Assessments (ELA and Math) Students whose grades fall under the minimum expectations based on the Response to Intervention Map will receive interventions. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • Readiness Assessments (Pre-K – 2) and LEAP 360 diagnostic and Interim data (3rd grade) will be used to determine need for interventions. • The interventionist analyzes and compiles the DIBELS data and progress monitoring data to create the small groups used for BURST and IRLA interventions. 				
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Burst- scripted lessons targeting students’ area of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, and reading fluency. Interventions done by K-2 grade classroom teachers, interventionist, resource teachers, and 2 certified tutors for 30 minutes a day/5 days a week. • IRLA – Reading Foundational Skills Toolkit targeting student’s areas of need for 3rd grade students not scoring Benchmark according to DIBELS done by all third grade teachers, resource teachers and tutors 5 days a week for 30 minutes each day. • Project Read- Reading Intervention used for students that are showing signs of dyslexia • <u>3 certified tutors</u>- 5 days per week/20 hours per week to assist with small group interventions in ELA using BURST and IRLA in small groups. • Math – small group instruction and review 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>BURST Subscription</p> <p>IRLA Toolkits</p> <p>Certified Tutors</p> <p>BURST Interventionist</p> <p>I Pads</p> <p>Printers</p> <p>Leveled Readers</p> <p>Great Mind and ZEARN Videos</p> <p>Ready Gen Read Alouds</p>	<p>Effectiveness Measure: DIBELS Assessment</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p>	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II 	<p>Items Needed:</p> <p>Pupil Appraisal Representative</p> <p>BURST Interventionist</p>	<p>Effectiveness Measure: Reflection</p>

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<ul style="list-style-type: none"> • Tier Academic Map is used to guide decision making process for students who are continuing to experience difficulty (Tier 2, Tier 3). TRT reviews student data from CBA's and other formative assessments to help provide guidance and support for teacher and students. • Tier Behavior Map is used to guide decision making process for students who are continuing to experience difficulty (Tier 2, Tier 3). Counselor reviews student data from behavior reports, observations, interviews and data collection to help provide guidance and support for teacher and students. • Teacher Assistance Team meets twice per month to provide support. TRT, Teacher and Counselor compose the team. • Student Assistance Team meets weekly. Team consists of teacher, parent, TRT, administration, speech, pupil appraisal, speech and any other related service personnel to review student progress based on curriculum assessments and intervention data. The team monitors student progress and makes recommendations for additional classroom instructional support or possible evaluation in order to increase student achievement. Based on evaluations, 504 services or IDEA services are provided based on IPP/IEP. • Assistive Technology School Based Team meets monthly to review needs of referred special education students who may benefit from the use of assistive technology to support their learning. • Assessments used to determine if a student is continuing to have difficulty include: <ul style="list-style-type: none"> ○ LEAP Practice Test (3rd grade) in ELA, Math, Social Studies ○ LEAP Writing Rubric (3rd grade) to assess writing performance ○ Ready Gen Writing Rubric (K-2) to assess writing performance 		<input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Speech Therapist Technology Resource Teacher Counselor Classroom teacher Administration File Folders Data Box Assistive Technology Teacher Parent/Family Member Special Ed Resource Teacher MHP LEAP 360 Diagnostic LEAP and Ready Gen Writing Rubric DIBELS Data Virtual correspondence via Zoom	<p>Effectiveness Results:</p>
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Bayou Woods Elementary 2020-2021

<ul style="list-style-type: none"> ○ K-3 Benchmark data and progress monitoring results to provide recommendations to teachers to help students with specific skills ○ Functional Behavior Assessment ○ TS Gold Tracking Documents ● Intervention groups are re-rostered as needed to support effective group placement ● Special Ed school based teachers meet monthly to monitor student progress and to review interventions for effectiveness. 				
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Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> ● Review data analysis/progress monitoring to adjust teacher/para schedules based on individual student needs. ● Full Time Personnel including: <ul style="list-style-type: none"> ○ Special Education MAE teacher ○ Special Education RNC Teacher ○ Special Education PEI Self Contained, Blended and RNC Teachers ○ SPED Resource Room Teachers for ELA/Math (Grades 1-3) ● SPED Curriculum Specialist ● SPED Para support ● Pre K Program – LA 4/Title I - 2 teachers and 2 paraprofessionals ● Assistive Technology and Occupational Therapist based on student evaluation. ● Two full time Speech Therapists (who service students in grades PreK-3) who provide individual, small group as well as therapy within the regular classroom setting. ● Kids-In-Transition – Counselor, Teacher, KIT contact 	<p>Goal(s): 1</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Personnel, including SPED, Title I, and LA 4 McKenny-Vito Residency Form</p>	<p>Effectiveness Measure: IEP Goals Readiness, Interim and Mastery Assessments TS Gold Data LEAP 360 Diagnostic Assessment KIT documentation</p> <hr/> <p>Effectiveness Results:</p>
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Bayou Woods Elementary 2020-2021

<ul style="list-style-type: none"> • P.E, Art, Music, Library, (weekly) Classroom Guidance (bi-weekly) • Gifted Enrichment (twice a week) • Small group instruction • SPED inclusion 				
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • After School Tutoring in ELA and Math – Second and Third Grade students including special education students and students on the cusp to move from basic to mastery/advance. Certified classroom teachers provide instruction for 1 ½ hours twice per week from February-April in Math and ELA. Students are identified based on assessments including Dibels and curriculum based assessments. Resources from the state website (Louisiana Believes) and standards based resources are used to provide instruction including the released practice test items. • After school math tutoring for Third Grade students to create project based STEM activities and to enhance hands on applications: The certified classroom teachers will provide instruction for one hour once a week from November through January. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Stipends for After-School Tutoring</p>	<p>Effectiveness Measure: Tutoring - 2nd grade ELA and Math Readiness/Mastery 3rd Grade LEAP 360 diagnostic/Interim/CRT Assessment 3rd Grade Math Club</p> <hr/> <p>Effectiveness Results:</p>

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

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<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school’s students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school’s administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Full Time MHP</p> <p>TAT/SAT referral</p> <p>Parent/Teacher/Administrator Referral</p>	<p>Effectiveness Measure: Beginning of Year/End of Year Academic and Discipline Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Use of Restorative Practices included in Practice for Success (2nd, 3rd grade) Adult Mentor to provide “Check in Check Out” to support behavior and academic goals After School Counseling Support of Parent/Student in lieu of Suspension Counselor Support for Excessive Tardy Attendance Students and families Bystander Revolution program to teach students about bullying Adult and Peer Mentors Review of Gator 5 – Get Control, Act Responsibly, Try Your Best, Offer Kindness, Respect Everyone Small group counseling for at Risk students (African American) males Virtues of the week: Video clips of each virtue to show students examples of that virtue to be a part of morning meeting conversation 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Full Time Counselor</p> <p>Full Time MHP</p> <p>CHAMPS Model Resources</p> <p>Motivational Posters</p> <p>Restorative Practices Resources</p> <p>Check In Check Out Charts</p> <p>Adult Mentors</p> <p>Second Steps Kit</p> <p>Adult Mentors</p> <p>Happy Cards/Calls</p> <p>Postage</p>	<p>Effectiveness Measure: Number of JPAMS behavior referrals</p> <p>Percentage of Suspension/Expulsions</p> <p>Happy Card/Happy Call Log</p> <p>Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Counselor visits each Pre K-3 classroom once every other week for 30 minutes to promote positive social behaviors and safety awareness. 			Shout Out Pads from Graphic Arts Catch of the Day Die Cut Machine Parent Support Publications Family Resource Center Good Gator Monthly Roster Good Gator Pins School Business Awards Achievement Certificates PBIS Funds	
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior: Tiered PBIS Map and Flow Chart to support consistent procedures</p> <ul style="list-style-type: none"> Teach Behavior as a content area schoolwide (Pre K-3) Recognition of Excellence in Attendance – Mid Year and End of year. Implementation of GATOR 5 – Get Control, Act Responsible, Try Your Best, Offer Kindness, Respect Everyone Implementation of the PBIS Intervention Plan and Rubric Use of Restorative Practices included in Practice for Success (2nd, 3rd grade) Happy Calls (Within 10 days of a parent conference) Check in Check Out to provide positive behavior support 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS 	<p>Items Needed:</p> Counselor MHP School Resource Officer Administration Second Steps Kits CHAMPS Model School Behavior Plan Happy News Postcards	<p>Effectiveness Measure: JPAMS Reports Percentage of Suspension/Expulsions Behavior Reports Spring Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • After School Counseling Support of Parent/Student in lieu of Suspension • Counselor Support for Excessive Tardy Attendance Students and families • Implementation of CHAMPS model: School wide, quarterly goals celebration • BWE Response to Intervention PBIS map will guide decision making for students needing additional support (Tier 2, Tier 3) • Happy News Postcards from teachers and administration (at least 8 quarterly per teacher/administrator) • End of the Year Student Recognition Day • Second Steps Curriculum taught in Pre K and Kindergarten classes 		<input type="checkbox"/> Other	Happy Call/Postcard Logs Check In Check Out Charts Quarterly celebration funding from PBIS Counselor MHP School Resource Officer Behavior RtI Map Attendance Data and Rewards End of the Year Awards Good Gator Recognition (WBWE) Good Gator Pins and certificates (McDonald's)	
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Pre K and Kindergarten Orientation for students and parents to meet the teacher, tour the school and learn school procedures. In addition, administration, TRT and counselor provide a Welcome Meeting for parents and family members on the first day of Pre K and Kindergarten classes. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA</p>	<p>Items Needed: Parent Support Publications Introduction and Welcome Card with Grade Level standards (Meet and Greet) Guided Tours (TRT)</p>	<p>Effectiveness Measure: Title I Parent Survey (Questions 16-17) Ticket Out the Door Responses Teacher Contact Log Sign in Sheets</p>
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<ul style="list-style-type: none"> • Meet and Greet prior to school opening to meet the teacher and to see an overview of grade level standards and expectations • Pre K, Kindergarten, First, Second, Grade Gator on Up Day when students visit the next grade level classroom. Parents are invited to attend and materials for summer instructional activities/ideas are provided to families. • Third grade Eagle Move Up- third grade students and parents visit CPM campus <ul style="list-style-type: none"> • New student registration initiation packet and tour 		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	Classroom teacher transition program and activities using grade level model	Effectiveness Results:
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Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • 2 PLCs a month (ELA/Math) <ul style="list-style-type: none"> 1.5 hours each, Kindergarten- 3rd Grade K-2 ReadyGen, IRLA for small group instruction; 3rd Grade- Guidebooks, IRLA as an intervention Math - Kindergarten – 3rd Grade – Eureka K-3 data analysis, focus on math modeling and application. • Pre-K PLCs take place one time a month for a half day • ELA Interventionist- K-3 interventions in ELA; analyzing data; ELA Coach - PLC • Math Coach - PLC • Technology Resource Teacher-supports data analysis in PLC meetings, as needed. • SPED and Pre-K PLC – at least 2 times each semester 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Substitutes</p>	<p>Effectiveness Measure: Reflection</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • ZEARN Professional Development embedded during school day (PLC’s) and after school • Technology – Moodle, Google Meets, Google Classroom • JPAMS (Lesson planning, website, grading) • Social Emotion Support needs of our students – • Ready Gen (K-2) • Guidebooks (Grade 3) • IRLA (Possible IRLA Learning Lab) • DIBELS 8 • CLASS – Pre K and Kindergarten 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: ZEARN PD Subscription Computers IRLA Consultant Substitutes for PD Moodle for district PD Stipends for afterschool professional development workshops</p>	<p>Effectiveness Measure: Reflection Ticket Out the Door</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- A District Representative serves as a speaker on college campuses for different education courses.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, Title III, or DSS funding.

English Learners (EL):

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

-

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

-

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

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2019-2020 Committee Members

<u>School Improvement Planning Committee</u>	<u>Parent/Family Engagement Committee</u>
Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP	Responsible for the Implementation of the PFE Activities in the SIP
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: • AP: • Teacher: • Teacher: • Parent/Family: • Parent/Family: • Parent/Family: 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: • Student: • Teacher: • Teacher: • Parent/Family: • Parent/Family: • Parent/Family:

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date