

**2021-2024**  
**SCHOOL ADVANCEMENT PLAN**

# **Bayou Woods Elementary**



*This school-wide 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 data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Based on the 2020-21 end of the year, DIBELS 8 benchmark assessment, 62% of K-3 students were on level by scoring at benchmark or above benchmark in May 2021 which indicates a strength.	Based on the 2020-21 beginning of the year, DIBELS 8 Benchmark assessment, 44% of third grade students were Below Benchmark and Well Below Benchmark. 2021 end of the year data indicated third grade DIBELS 8 Benchmark assessment that 34% were Below Benchmark/Well Below Benchmark, indicating only a 10% difference in growth. This indicates a weakness in the third grade DIBELS End of the year scores.
Based on 2020-2021 LEAP 2025 third grade, the highest assessment index is Math (82.3: 8 Advanced, 28 Mastery). This was also the content area with the most growth (2.4 from 2019-2021)	Based on 2020-2021 LEAP 2025 third grade, the lowest assessment index is Social Studies (34.0: 23 Approaching Basic, 20 Unsatisfactory)
Based on 2020-2021 LEAP 2025 third grade ELA, the substrand of writing performance (61%) had the highest percentage of strong (advanced/mastery) scores.	Based on 2020-2021 LEAP 2025, third grade ELA substrand data, written knowledge and use of language conventions (42%) had the highest percentage of weak (approaching basic or unsatisfactory) scores.
Based on 2020-2021 LEAP 2025 third grade Math, the substrand with the highest percentage of strong (advanced/mastery) is Fractions as Numbers and Equivalence (58%) which is a strength.	Based on 2020-2021 LEAP 2025 third grade Math, the substrand with the highest percentage of weak (approaching basic/unsatisfactory) is Solve Problems with Any Operations (39%) which is a weakness.
Based on 2020-2021 LEAP 2025 third grade Social Studies, the substrand with the highest percentage of strong (advanced/mastery) is Geography (28%) which is a strength in this content area.	Based on 2020-2021 LEAP 2025 third grade Social Studies, the substrand with the highest percentage of weak (approaching basic/unsatisfactory) is Economics (68%) which is a weakness.
Based on 2020-2021 LEAP 2025 third grade Science, the substrand with the highest percentage of strong (advanced/mastery) is Evaluate (23%) which is a strength in this content area.	Based on 2020-2021 LEAP 2025 third grade Science, the substrand with the highest percentage of weak (approaching basic/unsatisfactory) is Reason Scientifically (64%) which is a weakness.
Based on 2020-21 LEAP 2025 third grade results, Hispanic Math is a strength (Whole School - 82.3 Assessment Index , Hispanic Math - 87.0 Assessment Index).	Based on 2020-21 ELPT results, 3 out of 29 students exited (proficient), 6 moved up a level and 12 students took the ELPT as a baseline. Based on the 17 students previously assessed, 53% demonstrated progress; however, 47% either remained at their progressing level or dropped.
Based on 2020-2021 CLASS Data from Pre K, K and First, Emotional/Support Domain has the highest average (Pre K - 6.85, K/First 6.7).	Based on 2020-2021 LEAP 2025 third grade subgroup results, Economically Disadvantaged ELA is trending lower (71.1) than the whole school in ELA (74.9)

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	which is a three year trend. (2019- 86.1, 2018 - 77.1), which is a 15 point drop in the past 3 years demonstrating a weakness.
Based on 2020-21 LEAP 2025 third grade subgroup results, special education 3rd grade math students Assessment Index increased from 42.2 (2019) to 65.7 (2021).	Based on 2020-2021 LEAP 2025 third grade subgroup results, special education (ELA - 68.6; Math - 65.7) is trending lower than the whole school in ELA (74.9) and Math (82.3), which is a three year trend in Assessment Indices (ELA - 2019 - 68.9, 2018 - 76.0; Math 2019- 79.9; 2018- 75.0).

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Based on 2020-21 LEAP 2025 discipline results, referrals dropped from 105 to 61 for the year. 5% of students were referred.

Based on 2020-2021 LEAP 2025 third grade subgroup results, special education (ELA - 68.6; Math - 65.7) is trending lower than the whole school in ELA (74.9) and Math (82.3), which is a three year trend in Assessment Indices (ELA - 2019 - 68.9, 2018 - 76.0; Math 2019- 79.9; 2018- 75.0).

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
  - *Pre-K through 8<sup>th</sup> grade schools must have one ELA goal, one Math goal, and one additional academic goal*
  - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

**Goal #1** From Spring 2021 to Spring 2024, K-2 students will increase reading achievement by increasing the percentage of students *At or Above Benchmark* on DIBELS 8th by 2% points each year as follows:

**DIBELS 8th**

From Spring 2021 to Spring 2024, K-2 students will increase reading achievement by increasing the percentage of students *At or Above Benchmark* on DIBELS 8th by 2% points each year as follows:

<b>Grade</b>	<b>2021 EOY %</b>	<b>2022 EOY % Goal</b>	<b>2023 EOY % Goal</b>	<b>2024 EOY% Goal</b>
<b>K</b>	55%	57%	59%	61%
<b>1<sup>st</sup></b>	67%	69%	71%	73%
<b>2<sup>nd</sup></b>	59%	61%	63%	65%

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<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"><li>● Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)</li><li>● Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3)</li><li>● 4 Certified Tutors, 20 hours per week, for K-2 students to provide individual/small group instruction (both push in and pull out) under the guidance of the classroom teacher using tiered interventions based on 2021 fall assessments.</li></ul>	<p><b>Resources needed:</b></p> <p><b>Ready Gen K-2</b> <b>IRLA Foundational Skills Toolkit</b> <b>IRLA manual and IRLA data targets</b> <b>Amplify Instruction</b> <b>Amplify Reading</b> <b>Project Read</b> <b>4 Title I Tutors (20 hours per week)</b> <b>Interactive Boards including installation</b> <b>Replacement lamp bulbs</b> <b>Chromebooks</b> <b>Desktop/Laptops</b> <b>Printers</b> <b>iPad</b> <b>Headphones</b> <b>Projectors</b> <b>Science and Social Studies text and resources</b> <b>Posterboard</b> <b>Chart Tablets</b> <b>Dry Erase Boards</b> <b>Dry Erase Markers</b> <b>Sticky Notes</b> <b>Index Cards</b> <b>Pocket Charts</b> <b>Folders</b> <b>Ink</b> <b>COMPASS and CLASS</b> <b>State Rubric and documents</b></p>	<p><b><u>Team Reflection:</u></b></p>
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<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Meet and Greet to share grade level standards and resources</li> <li>● Literacy Event to demonstrate online resources including below:</li> <li>● Activity: Show parents and students how to navigate Amplify Reading</li> <li>● Activity: Read books using ARC Bookshelf and engage in extension activities</li> <li>● Activity: Phonological awareness and phonics stations</li> <li>● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home.</li> <li>● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Reading Log</li> <li>● Fall Literacy Day Event to teach parents how to “Dig Deeper into the Text”</li> <li>● Family Technology Toolkit and Videos</li> <li>● Computers</li> <li>● School Website</li> <li>● Colored Paper</li> <li>● Cardstock</li> <li>● Yellow Take Home Folders</li> <li>● Parenting Brochures</li> <li>● Take Home Readers</li> <li>● ARC Bookshelf</li> <li>● Home Connect newsletter</li> <li>● Chromebooks</li> <li>● IRLA Leveled Reading Libraries</li> <li>● Library Books</li> <li>● ARC Library</li> <li>● JPAMS Communication</li> <li>● Postage</li> </ul>	<p><b>Number of Participants:</b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● how to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth</li> </ul>	<p><b>Resources needed:</b></p> <p>DIBELS mClass iPad Curriculum Specialist</p>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>● how to analyze IRLA data to maximize rate of reading growth</li> <li>● Planning phonological awareness and phonics differentiated activities</li> <li>● Deepen teachers’ understanding of word knowledge by teaching phonics rules through the <i>STPSS Word Study Guide</i></li> <li>● Project Read Refresher and Initial</li> </ul>	<p><b>ELA Instructional Coach Interventionist TRT</b></p> <p><b>CLASS PD Pre K-2</b></p>	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Planning phonological awareness and phonics differentiated activities</li> <li>● Project Read and Project Read Refresher</li> <li>● Deepen teachers’ understanding of word knowledge by teaching phonics rules through the <i>STPSS Word Study Guide</i></li> </ul>		

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X			X	X		X								

**Monitoring and Evaluating**

<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● DIBELS 8 benchmark assessments (BOY, MOY, EOY)</li> <li>● DIBELS 8 Progress Monitoring (<i>Below Benchmark</i> every 4 weeks, <i>Well Below Benchmark</i> every 2 weeks)</li> <li>● DIBELS 8 benchmark assessments (BOY, MOY, EOY)</li> <li>● DIBELS 8 Progress Monitoring (<i>Below Benchmark</i> every 4 weeks, <i>Well Below Benchmark</i> every 2 weeks)</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● One administrator will visit every K-2 classroom during their foundational skills time at least once a month to conduct a snapshot.</li> <li>● Once a year the School Improvement Committee (or Instructional Leadership Team) will visit every K-2 classroom at least once a month to conduct a snapshot during foundational skills instruction.</li> </ul>
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**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

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**Goal #2 Category Writing; Subcategory: Expression**

From Spring 2021 to Spring 2022, the percentage of students in each grade achieving Mastery or Above on the LEAP 2025 in the category of Written Expression for each cohort of students will increase by 2 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 <sup>rd</sup>	33%	35%	37%	39%

**Instructional Focus:**

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based Writing
- Types of Writing
- Analyzing Student Writing

**Resources needed:**

- Guidebooks
- Student Work from Unit Assessments
- Printers
- The Writing Revolution book and website
- STPPS Writing Revolution Google Classroom
- GB Grammar Guide (grade level writing samples)
- GB Writing Guide
- GB Language Tasks/Mentor Sentences

**Team Reflection:**



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<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Information on specific Writing Revolution strategies to use at home</li> <li>● Letter writing activity with family members</li> <li>● Literary Night- provide writing information or activity</li> </ul>	<p><b>Resources needed:</b></p> <p>Fall Family Night Winter Family Literacy and Math Event Postage</p>	<p><b>Number of Participants:</b></p> <p><b>Summary of Parent Feedback/Exit Tickets/Survey:</b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Session 1: The Culminating Writing Task and the Guidebooks Writing Process</li> <li>● Session 2: Argument Writing in the Louisiana Student Standards</li> <li>● Session 3: Informative/Explanatory Writing: Examine the Progression Across Grade Levels</li> <li>● Session 4: Narrative Writing and the Mentor Text Protocol</li> <li>● Session 5: Annotating Student Writing for Evidence of the Standards</li> <li>● Session 6: Collecting Student Writing Samples</li> <li>● Session 1: Analyze Student Writing Samples</li> <li>● Session 2: Discuss Evidence of Student Learning and Diagnose Student Needs</li> <li>● Session 3: Support Craft (Answer Frames and Mentor Sentences)</li> <li>● Session 4: Supporting Structure (Shared Writing and Model Writing)</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson Planning for Writing within Guidebooks</li> <li>● The Writing Revolution Overview</li> </ul>	<p><b>Resources needed:</b></p> <p>The Writing Revolution book and website</p> <p>STPPS Writing Revolution Google Classroom</p> <p>GB Grammar Guide (grade level writing samples)</p> <p>GB Writing Guide</p> <p>GB Language Tasks/Mentor Sentences</p> <p>Guidebooks</p> <p>Interactive Boards</p> <p>Printers</p> <p>Dry Erase Boards</p> <p>Dry Erase Markers</p> <p>Highlighters</p>	<p><b>Feedback from Teachers:</b></p>

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<ul style="list-style-type: none"> <li>● The Writing Revolution Focus on Specific Strategies</li> <li>● Four Strategies for Effective Learning (focus on writing)</li> </ul>	Laptops  Chromebooks   CLASS PD Pre K-2	
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● PLCs will focus on</li> <li>● planning for writing instruction (within GB lessons/unit)</li> <li>● using common assessments to evaluate writing and TWR strategies</li> <li>● analyzing student writing using the writing rubric</li> <li>● tracking student writing</li> <li>● Instructional Coach- Model writing lessons</li> </ul>		

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X		X		X		X								

<b>Monitoring and Evaluating</b>	
<b>Assessments:</b> <ul style="list-style-type: none"> <li>● EOY: LEAP 2025</li> <li>● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments)</li> <li>● GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)</li> <li>● GB 2020 - Section Diagnostics and Culminating task</li> </ul>	<b>Observations:</b> <ul style="list-style-type: none"> <li>● One administrator will visit every 3<sup>rd</sup> grade classroom at least once a month to conduct a snapshot using the writing snapshot rubric</li> <li>● Once a year the School Improvement Committee will visit every 3<sup>rd</sup> grade classroom to conduct a snapshot using the writing snapshot rubric</li> </ul>

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

**Goal #3**  
 From Spring 2021 to Spring 2024, the percentage of students in 3rd grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Expressing Mathematical Reasoning (Type II tasks) will increase by 3 percentage points each year as follows:

\* Goal unavailable for 2021-2022 year for K-2.  
 \* 2022 K-2 Math District End-of-Year Assessment results will indicate and reflect areas of need within the reporting category of Expressing Mathematical Reasoning for grades K-2 through submission of scoring companion.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
K				
1st				
2nd				
3rd	42%	45%	48%	51%

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>We will “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</li> </ul>	<p><b>Team Reflection:</b></p>
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<p>mathematical statements, Facilitating Productive Mathematical Discussions/Discourse)</p>	<ul style="list-style-type: none"> <li>•District Resources within Guaranteed Curriculum/Google Classrooms</li> <li>•Louisiana Believes State Planning Documents Manipulatives Cardstock Ink Printer Laptops Chromebooks</li> </ul>	
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>· Curriculum Based Parental Support Letters to support at-home learning</li> <li>· Math Learning Night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication.</li> <li>· LDOE Parent Support Information</li> <li>· STEM Family Night</li> <li>· Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing expressing mathematical reasoning (constructed response items)</li> </ul>	<p><b>Resources needed:</b></p> <p>Eureka Support Letters Paper Eureka Equip STEM Family Event</p>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p>	<p><b>Resources needed:</b></p>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>· Mathematical Practices- focused primarily on MP.1 (Make sense of problems and persevere in solving them), MP.3 (Construct viable arguments and critique the reasoning of others), &amp; MP.6 (Attend to precision)</li> <li>· Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse</li> <li>· Examining Mistakes/Misconceptions for Effective Feedback</li> </ul> <p>Precision in Mathematical Language</p>	<ul style="list-style-type: none"> <li>· <b>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</b></li> <li>· <b>District Resources within Guaranteed Curriculum/Google Classrooms</b></li> <li><b>Louisiana Believes State Planning Documents</b></li> </ul>	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>· Math Content Leaders model lessons</li> <li>· PLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module.</li> <li>· Curriculum Specialist provides specific PD based on goal identified/follow up support</li> <li>· Curriculum Specialist support to Content Leaders &amp; Math Instructional Coach Support</li> </ul>	<p><b>Equatio (3<sup>rd</sup> grade and up)</b></p> <p><b>Title I Math Instructional Coach</b></p> <p><b>Professional Learning Community Meetings</b></p> <p><b>Teacher Stipends (After school PD)</b></p> <p><b>Cardstock</b></p> <p><b>Computer</b></p> <p><b>Printer/Ink</b></p> <p><b>CLASS PD - Pre K-2nd</b></p>	

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<p>Instructional Coach- Model lessons and coaching to support productive math discussions and strategies for delivering effective feedback and analysis of student work</p>	
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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x		x	x		x								

**Monitoring and Evaluating**

<p><b>Assessments:</b></p>	<p><b>Observations:</b> One administrator will visit every K-3<sup>rd</sup> grade math classroom at least once a month to conduct a snapshot using the “math Look fors checklist”.</p>
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- EOY: 3<sup>rd</sup> grade LEAP 2025, K-2 Math District Assessments
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks
- Assessment Items specifically focused on Expressing Mathematical Reasoning  
(K-2 Benchmark assessment items)
- Ticket Out the Door data analysis

Observational Assessment Items within Equip to support justifications and explanations.

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

### 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

#### DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

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**Goal #1 (Discipline):**

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 0.2 % points each year as follows:

<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
%	%	%	%
5 %	4.8	4.6	4.4

**Tier 1 (School wide):**

**Tier 1 (School-wide):** Mindful Mondays, weekly social skills lessons, positive behavior reinforcement, classroom circles, brain breaks, least invasive behavior corrections, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling

Triad of Instruction:

Second Steps (PK-K)

Classroom Management Plan

Weekly Social Emotional Learning on Google Classroom

PBIS

Development of classroom culture

Supportive counseling not occurring on a regular basis

- Classroom Guidance Lessons

**Resources needed:**

Second Step Materials

Parenting Brochures

PBIS Committee

PBIS Materials and Data  
(Posters of Expectations in and out of classrooms)

School Discipline Plan

MHP, Guidance Counselor

Mentor Teachers/Staff

Chromebooks

Check in/Check out  
Materials (folders,  
tracking sheets)

Student Incentives

**Team Reflection:**



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<p><b>Tier 2 (Targeted Prevention):</b> Calming corners, calming boxes, sensory rooms, check in check out, lunch buddies, breakfast or lunch small groups, parent conferences</p> <p><u>Triad of Instruction:</u></p> <p>Targeted social skills instruction</p> <p>Student specific reinforcement system</p> <p>Peer Based Supports</p> <p>Behavior Contracts</p> <p>Mental Health Counseling Services Individual and Group</p> <p>Classroom Groups</p> <p>Small group counseling groups</p> <p>Check in/Check out</p>	<p>Printer/Ink</p> <p>Paper</p> <p>Computer</p> <p>TAT, SBLC FORMS</p> <p>Intervention Data</p>	
<p><b>Tier 3 (Intensive Individual):</b></p> <p>Tier 3 (Intensive Individual): referrals to wrap around community supports, home school plans to improve relationships and create proactive plans</p> <p>Triad of Instruction:</p> <p>FBA &amp; BIP</p> <p>Safety Plan</p> <p>Daily, explicit social skill instruction</p>		

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<p>Crisis Intervention Plans</p> <p>Mental Health Counseling Services Individual and Group</p> <p>Crisis Intervention Services</p> <p>CSoC (Coordinated System of Care wrap-around referral)</p> <p>FINS (Families in need of services referral)</p>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Family Resource Room Materials to check out and take</li> <li>● Happy Calls/ Happy Cards</li> <li>● Good Gator</li> </ul>	<p><b>Resources needed:</b></p> <p>Family Resources Center (Rm. 110)</p> <p>Happy cards/calls</p> <p>Postage</p> <p>Good Gator Pins</p>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Faculty Meeting PBIS PD</li> <li>● FBA, BIP, NCI Trainings</li> </ul>	<p><b>Resources needed:</b></p> <p>PBIS Expectations and Data</p>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <p>Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan</p> <p>Every nine weeks survey the school climate and provide follow up and support to the areas most in need.</p> <p>Classroom Observations-Proactive Classroom Management plans</p> <p>Coaching</p> <p>Weekly team staffing</p>	<p>FBA's, BIP's, IEP's</p> <p>Observation data</p> <p>Computer/Chromebook</p>	

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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x	x	x	x										

**Data used to Monitor and Evaluate Goal:**

Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.

School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

**STUDENTS WITH EXCEPTIONALITIES**

- Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

**Goal #2 (SWE):**  
 From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 2 points each year as follows:

2020-2021 SPS	2021-2022 Goal	2022-2023 Goal	2023-2024 Goal

\*Data will be entered upon LDOE release of SPS for SWE student group.

**Describe policies and practices to identify disabilities early and accurately:**

- Classroom Observation and Interventions, Unit Assessments, Parent Input, TAT, SBLC, FBA, BIP, Dyslexia Screening, Gifted Screening, SLP Screening, Pupil Appraisal Evaluation

**Team Reflection:**

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<p><b>Describe structures to increase collaboration amongst general and special education teachers:</b></p> <ul style="list-style-type: none"> <li>Professional Learning Communities include SWE teachers, Inclusion/co-teaching, quarterly progress reports shared with regular ed teachers, Sharing of Amplify results in ELA</li> </ul>	<p><b><u>Team Reflection:</u></b></p>	
<p><b>Supports and Strategies in Tier 1 (Core Instruction):</b></p> <ul style="list-style-type: none"> <li><b>Tier 1 (School-wide)IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math (2-3)</b></li> </ul>	<p><b>Resources needed:</b></p> <p>Title I Tutor Amplify Interventions Index Cards Popsicle Sticks Clothespins Markers Colored paper Cardstock</p>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li><b>Tier 2 (Targeted Prevention)Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Eureka Equip, Zearn (Small Group), Reflex Math</b></li> <li>Certified Tutor, 20 hours per week, for 2-3 grade students to provide individual/small group instruction (both push in and pull out) under the guidance of the classroom teacher using tiered interventions based on 2021 fall assessments.</li> </ul>	<p>Dry Erase Markers Dry Erase Boards Storage Bags/Containers Interactive Board Computer Printer Scanner Pocket Chart Chart Paper Dry Erase Boards</p>	
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li><b>Tier 3 (Intensive Individual)Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC) Eureka Equip, Zearn (Small Group), Reflex Math</b></li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Literacy/Math Night</li> <li>Family Informational Event</li> <li>Literacy/Math Parent Brochures</li> <li>Family Resource Room Materials to check out and take</li> </ul>	<p><b>Resources needed:</b></p> <p>Family Resource Center - Room 110 Parenting Brochures Title I PFE Literacy Event Website JPAMS Computer</p>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>

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<ul style="list-style-type: none"> <li>● Beep and Meet</li> </ul>	<p>LDOE Assessment information</p>	
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leader</li> <li>● Math Content Leader</li> <li>● 4 Strategies of Effective Learning</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson planning/unit planning for Guidebooks</li> <li>● The Writing Revolution Overview and focus on specific strategies</li> <li>● Project Read – Phonics</li> <li>● Ready Gen</li> <li>● Zearn</li> <li>● Eureka Math, In Sync, Affirm, Equip</li> <li>● Reflex Math</li> <li>● Dibels</li> <li>● IRLA</li> <li>● Unique Learning/News 2 You</li> <li>● Discovery Education</li> <li>● Accountable talk/mathematical discussions</li> </ul>	<p><b>Resources needed:</b></p> <p>Professional Learning Communities Title I meetings</p>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>● SER, FBA, BIP trainings</li> <li>● Monthly SWE consultants meetings</li> </ul> <p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● <b>Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)</b></li> <li>● <b>ELA and Math Content Leader Module Support and Training</b></li> <li>● <b>Model lessons - Instructional Strategies, pedagogy and scaffolding</b></li> <li>● <b>Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.</b></li> <li>● <b>Analyzing assessments, feedback and next steps</b></li> <li>● <b>Walk Through and Look fors</b></li> <li>● <b>One administrator will visit every SWE classrooms at least once a month to conduct a snapshot using the content area rubric (subject area look fors)</b></li> <li>● <b>Once a year the School Improvement Committee will visit every classroom to conduct a snapshot using the content area rubric (subject area look fors)</b></li> </ul>		
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**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x		x	x										

**Data used to Evaluate Goal:**

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking

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- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- Dibels
- LEAP Connect/ Unique Learning assessments
- 1 minute Fluency assessments
- District Readiness Benchmark/End of Year (K-2)

GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit), GB 2020 – section diagnostics

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

**ENGLISH LEARNERS**

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: 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, meetings; etc.*

**Goal #3 (English Learners):**

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

**Supports and Strategies in Tier 1 (Core Instruction):**

- The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.
- **Grades K - 6:** full English language immersion with push-in support

**Supports and Strategies in Tier 2 (Targeted Prevention):**

- Programs include:

**Resources needed:**

- Title I Interventionist
- EL Tutor
- Computers
- Printer
- Dry Erase Boards
- Dry Erase Markers
- Laminated games
- Magnetic Letters
- Index cards
- Math manipulatives

**Team Reflection:**

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<ul style="list-style-type: none"> <li>● Fast ForWord/Reading Assistant</li> <li>● IRLA (supplement to core classroom instruction)</li> <li>● Certified Tutor, 20 hours per week, for K-3 EL students to provide individual/small group instruction (both push in and pull out) under the guidance of the classroom teacher using tiered interventions based on 2021 fall assessments.</li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● <b>If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</b></li> <li>● <b>Programs include:</b></li> <li>● <b>Project Read</b></li> <li>● <b>IRLA (supplement to core classroom instruction)</b></li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Intentional efforts to welcome EL families into the schools, i.e.:</li> <li>● EL ZOOM Mid Year Open House</li> <li>● EL Parent Resources in Family Resource Center (Room 110)</li> <li>● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing)</li> <li>● Additional resources to supplement learning at home</li> </ul>	<p><b>Resources needed:</b></p> <p>Website JPAMS Computer Family Resource Room Materials LDOE Assessment information (translated) Translated documents Translated Parent Brochures EL Outreach documents for families, i.e., Provide school information in</p>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>



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	parents' native language, Robocalls, and Summer Learning Brochure													
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Identification of ELs and language proficiency levels Differentiating instruction</li> <li>● Modifying curriculum to be more accessible to EL students</li> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations for English language learners (environmental, language and cultural)</li> <li>● EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q &amp; A during PLCs</li> </ul>	<b>Resources needed:</b> EL Team EL Tutor	<b>Feedback from Teachers:</b>												
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)</li> <li>● Whole classroom observations</li> <li>● Small group observations (based on previous ELPT achievement scores)</li> <li>● EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q &amp; A during PLCs</li> <li>● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom</li> </ul>														
<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other

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x	x	x	x	x	x										
<p><b>Data used to Evaluate Goal:</b></p> <ul style="list-style-type: none"> <li>● ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana</li> <li>● ELPT - administered every February             <ul style="list-style-type: none"> <li>● LEAP/ LEAP Connect</li> </ul> </li> </ul>															
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p>															
<p><b>End of the Year Results:</b></p>															

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

### **Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:**

- Weekly Yellow Folders
- Weekly Gator Talk
- School / Parish Website
- Google Classroom
- Teacher Webpages
- JPAMS
- Robocalls
- STPPS App

### **Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**

- Parent participation in SAP committee
- Parent Exit Tickets
- Website Feedback Tab
- Title 1 Spring Survey
- Cognia Parent Survey

### **Resources Needed to Support Parent and Family Engagement:**

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- Yellow Folders
- Colored copy paper
- Computer Access
- Internet Access

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X		X	X		X								

**Team Reflection:**

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

**Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:**

- TAT and SBLC
- Response to Intervention

**Describe how the school ensures that interventions do not replace core instruction:**

- Intervention Time Block: 30 Minutes Daily

**Interventions/programs available for students in need (include grade levels and skills addressed):**

- IRLA
- Project Read
- Amplify Instruction

**Describe the process for ensuring progress monitoring is carried out and results are monitored:**

- DIBELS progress monitoring every 10 days for Intensive and Strategic students

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x		x	x		x								

**Resources Needed to Support Interventions:**

Ipads, chromebooks, IRLA toolkits, Amplify Website, Paper, Folders

**Middle of the Year Monitoring Results:**

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

**Support and extended learning opportunities within the school day (field trips, art, music, etc.)**

- Art (1 Day x Week)
- Music (1 Day x Week)
- Library(1 Day x Week)
- PE (2 Day x Week)

**Resources needed:**

Visual Arts Teacher  
 Music Teacher  
 Librarian  
 Library Aide  
 PE Teacher  
 Parents/Guardians  
 Teachers  
 Curriculum in the Content Areas

**Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):**

- After school tutoring in ELA and Math (November - March)
  - 1<sup>st</sup> Grade ELA (November-March) – Amplify and IRLA
  - 3<sup>rd</sup> Grade Math (January- March)- Equip and LEAP 360 resources

**Resources needed:**

Teacher stipends  
 Bus Drivers  
 Tiered Interventions

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x														

**List programs that need to be evaluated and what data will be used to monitor and evaluate:**

- Tutoring - DIBELS 8, Equip

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## 7. COUNSELING SERVICES

*A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.*

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<p><b>Services Provided by Mental Health Provider(s):</b></p> <ul style="list-style-type: none"> <li>● Behavior Intervention Plan</li> <li>● Supportive Counseling</li> <li>● Targeted Social Skills Instruction</li> <li>● Specific Reinforcement System</li> <li>● Behavior Contracts</li> <li>● Check In's- Check Out's</li> </ul>	<p><b>Resources needed:</b>  <b>Second Steps</b>  <b>Community Referral Resources for Families</b>  <b>FBA/BIP</b>  <b>Safety plans</b>  <b>TOV forms</b>  <b>Incentive Charts/Boards</b>  <b>Visual Schedules</b>  <b>Mentors for student support</b>  <b>Counselor/ MHP</b>  <b>Internet</b>  <b>Computer</b>  <b>Check in/Check out Folders and Charts</b>  <b>Printer</b>  <b>Paper</b>  <b>Ink</b>  <b>Velcro</b>  <b>Sensory Materials (stress balls, fidgets )</b>  <b>Social stories and books</b>  <b>Feelings chart</b></p>
<p><b>Services Provided by Counselor(s):</b></p> <ul style="list-style-type: none"> <li>● Classroom guidance lessons</li> <li>● Supportive Counseling</li> <li>● Behavior Contracts</li> <li>● Check In's- Check Out's</li> <li>● Targeted Social Skills Instruction</li> </ul>	<p><b>Resources needed:</b>  <b>Counselor</b>  <b>Second Steps</b>  <b>Safer Smarter Kids</b>  <b>TOV Forms</b>  <b>Safety Plans</b>  <b>Internet</b>  <b>Computer</b>  <b>Paper</b>  <b>Ink</b>  <b>Printer</b>  <b>Second Steps</b>  <b>Safer Smarter Kids</b>  <b>Sensory Materials (stress balls, fidgets )</b></p>

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											Social stories and books Feelings chart				
<b>Budgets</b> used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
x	x														
<b>Team Reflection:</b>															

## 8. TRANSITION ACTIVITIES

*Describe school-wide transition activities including those for Students with Exceptionalities, such as:*

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

**Transition Activities for Students:**

- Pre K, K, 1, and 2nd Grade participate in “Gator on Up” to experience expectations for the next grade level in May of each year. Family members are encouraged to participate and informational brochures and hand outs are sent home which include summer activities.
- Eagle Fly Up Activities are planned with Carolyn Park Middle School for third grade students in May of each year. Administration is invited to meet 3rd grade students at BWE, then students travel to CPM to visit classrooms and to hear information about school programs and expectations at CPM.

*Consider including specific activities for the SWE student group and their families.*

**Resources needed:**

Parent Brochures  
Substitutes  
Family Engagement Committee  
SWE Frequently Asked Questions posted on Google and in teacher newsletters about transitions  
Planning for LRE/inclusion of students and coordination with regular ed teachers to support inclusion

**Parent and Family Engagement Activity:**

- Family members are encouraged to participate in Gator on Up and Eagle Fly Up Activities at BWE and CPM. Informational brochures and hand outs are sent home which include summer activities.

**Resources needed:**

Parent Brochures  
Grade Level Handouts and Summer Activity Packet

**Participation Results:**

**Feedback from Parents/Families:**



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<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x		x	x		x								

## 9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

**Describe the structure/make-up of your PLC groups:**

- Grade level by content: ELA and Math

**Resources needed:**

Chromebooks  
 Ipads  
 Binders  
 Paper  
 Pens  
 Highlighters  
 Sticky Notes

**Describe the format of your PLC groups (When? How often? How long?):**

- Once a month for Math and once a month for ELA
- 90 minutes each session

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X		X	X										

**Middle of the Year Reflection/Areas for Improvement:**

**End of the Year Feedback from Teachers:**

**Areas for Improvement:**

## 10. OTHER PROFESSIONAL DEVELOPMENT

*High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction*

**Other Professional Development:**

- Social Studies Curriculum
- School Instructional Leadership Team Structure and implementation
- Cognia Review
- Support the Needs of High Poverty Students

**Describe how the Instructional Coach will support your school (if applicable):**

- Participate in PLC. Coordinate with Shared Leadership Team and grade level teachers needs for PLC
- Provide coaching to teachers
- Model Lessons to support schoolwide goals

**Resources needed:**

**Cognia Documents**  
**SILT Weekly Team meetings based on data from learning walks**  
**Faculty Meetings**

**Coordination of Instructional Coach with Shared Leadership Team including principal and assistant principal.**

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X		X	X										

**Middle of the Year Reflection/Areas of Improvement:**

**End of the Year Feedback from Teachers:**

**Possible PD needs for next school year:**

## 11. SCHOOL ADVANCEMENT PLANNING

**Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):**

- Parents will meet quarterly either in person or virtually to review the plan prior to approval, mid year and end of the year.

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

- Evaluation results are reported to the school’s stakeholders during faculty meetings, professional development, family engagement events, open house (beginning of the year and mid year), school website.

**Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:**

- The school-wide committee meets at least quarterly to evaluate and to plan implementation (July/August/October), to present plan to the faculty, to monitor and revise plan (November/January) and to monitor/evaluate results (April/May).

### 2021-2024 Committee Members

**School-wide Planning Committee**

Responsible for developing, monitoring, revising, and evaluating

**Members Include:**

- Administrator: Kathryn McDowell
- Teacher: Karly Barduca
- Teacher: April McCoy
- Teacher: Gwendell Garrett
- TRT: Felicia Bridges
- Instructional Coach: Liz Laborde
- Instructional Coach: Shawnika Lewis

**Parent/Family Engagement Committee**

Responsible for the implementation of the PFE activities

**Members Include:**

- Administrator: Kathryn McDowell
- TRT: Felicia Bridges
- Teacher: Melissa Taylor
- Teacher: Jeanne Sieverd
- Teacher: Kara Liberti
- Teacher: Lindsay Savoy
- Teacher: Carra Melton

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- **Parent/Family: Ellen Gonzales**
- **Parent/Family: Liz Douglass**
- **Community Member: Stacy Crochet**

- **Teacher: Crystal Stahulak**
- **Teacher: Maria Rupert**
- **Parent/Family: Norma Walsh**
- **Parent/Family: Mandi Lockwood**

## DISTRICT ASSURANCES

- I certify that this school-wide 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 school-wide 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.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date