

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Bayou Woods Elementary**



**St. Tammany Parish Public Schools**

*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.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Kindergarten has the highest percentage of benchmark for the past 3 years (Spring 2015-2017)	First Grade is a weakness because they have had the highest percentage of Intensive and the lowest percentage of Benchmark over the last 3 years (Spring 2015 - 2017).
The highest CRT Assessment index scores for the past few years were 2015 - 2016 (95.3)	The lowest CRT Assessment index scores for the past few years were 2012 - 2013 (67.9)
Areas showing improvement over recent years is 3rd grade ELA. The ELA index has increased by 30.0 points since 12-13.	Areas showing declines over recent years is 3rd grade Social Studies Index. Social Studies has been the weakest area since 2012-13. Social Studies has declined by 15.2 points from 13-14 to 16-17.
The subclaim that was a strength in math was Major Content (86% proficient) and ELA Knowledge and Use of Language Conventions (81% proficient).	Trends showed a weakness in Math Modeling and Application (32% non-proficient) and ELA Written Expression (39% non-proficient).  Also Social Studies overall was the lowest index score.
Math is a potential subject area strength as evidenced by the highest index scores for the past five years. Math subclaim strength is Major Content @ 86% proficient. Potential area strength in ELA subclaims is Knowledge and Use of Language Conventions @ 81% proficient.	Social Studies was the lowest index score for the past five years indicating a subject area weakness. ELA subclaim weakness is Written Expression @ 61% proficient and Math subclaim weakness is Modeling and Application @ 69% proficient.
White Subgroup in ELA has been the highest since 2014-2015	3rd grade ELA - Students with Disabilities is the lowest performing subgroup since 12-13.  3rd grade Math - Students with Disabilities is the lowest performing subgroup since 12-13.  In Math several subgroups declined from 15-16 to 16-17, with Whole School

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	declining by 5.9%, Blacks declining by 5.7%, Whites declining by 8.9%,
In ELA there has been no declining subgroup since 2013-14.	Economically Disadvantaged declining by 6.5%, and Students with Disabilities declining by 23.3%. Although 3rd grade Math Students with Disabilities declined in 2016-17, there was a previous growth trend since 2013-14.
3rd ELA SWD has shown a declining trend which indicates that the achievement gap is closing. Gr 3 Math Hispanics has shown a declining trend which indicates the achievement gap is closing. Gr 3 Whole School Math Achievement Gap has closed since 2014-15.	3rd Grade Math Students with Disabilities has shown an increasing trend which indicates a potential problem exists.  The Whole School ELA achievement gap indicates that the other subgroups are not growing at the same rate as the white subgroup.
3rd Grade Math White is a potential schoolwide subgroup subject area strength.	3rd Grade ELA Students with Disabilities is a potential subgroup subject area weakness.

**DATA SOURCES:** School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

**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***

1. By May 2018, the number of first grade students scoring benchmark will increase, 5 %, from 61% (fall 2017) to 66% (Spring 2018).
2. By May 2018, the number proficient in third grade written expression subclaim will increase from 58% Mastery and Advanced (Spring LEAP 2017) to 62% Mastery and Advanced (Spring LEAP 2018).
3. By May 2018, the number proficient in the third grade Math students with disabilities subgroup will increase from 50% proficient (Spring 2017 LEAP) to 55% proficient (Spring 2018 LEAP).
4. By May 2018, the number of proficient in third grade Math Modeling and Application subclaim will increase from 51% Mastery and Advanced (Spring 2017 LEAP) to 56% Mastery and Advanced (Spring 2018 LEAP).

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5. By May 2018, the CRT Index in third grade Social Studies will increase from 54.9 (Spring 2017 LEAP) to 60 (Spring 2018 LEAP).

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**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.*
- *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 MEASURE
<p><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• Parents/Families will be involved in designing the SIP Plan and School Compact through several parent evaluation tools. These include NNPS, Parent/Family Engagement Committee Meetings, the Title I spring survey. The PTA board meets once a month which provides feedback to administration. The Title I planning committee includes both parents/families and community members. The committee meets at least 3 times per year. Parents are invited to attend the meeting where the draft of the SIP is presented to the faculty prior to submission to the supervisor.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4, 5</p>	<p><b>Budgets used to support this activity:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p>	<p><b>Items Needed:</b> Survey Agendas</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>
				<p><b>Effectiveness Results:</b></p>

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		<input type="checkbox"/> Other		
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>SIP Committee Members which include parents review feedback from Title I Evaluation</li> <li>PFE Committee Members attend scheduled meetings and review of Ticket Out the Door feedback is used to plan future PFE events.</li> <li>School PFE Events including: Meet and Greet, Open House, Falling into Literacy Night, Cooking Up a Math Storm, Gatorrific Science, Gallery on the Louisiana Bayou, Gator on Up and Eagle Fly Up provide opportunity for parents to learn about curriculum and instruction. Attendees respond to surveys about what they learned, how they will use the information and what recommendations they have for future PFE events or strategies to increase school involvement.</li> <li>PTA Membership and provide input into school culture. All parents, families and community members are invited to attend and/or participate and to vote on budgets, provide feedback on programs and recommendations for future school activities.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> 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 checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>*Title I School Compact            *School Website – Parents are able to enter recommendations</p> <p>*Refreshments - GFF            *Ink and Paper for parent communication            *Graphic Arts for Parent Communication            * Weekly Teacher/Parent Communicator with Parents- includes surveys and questionnaires sent home. Signature/Event Page            *Ink/Toner            *Printers            *Paper for Ticket out the door, QR Code for Ticket Out the Door – feedback is used to plan for future events            *Envelopes – send and return information            *Ink            *Pencils/Pens,</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey</p>
				<p><b>Effectiveness Results:</b></p>

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			*Website License *Graphic Arts forms for suggestion box	
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>Title I School Compact</li> <li>Parent/Teacher Conferences (at least once per semester)</li> <li>Parent/family support information publications such as “How to get your child ready for Kindergarten”, “How to help your child with fine motor skills”, “How to support your child’s reading.”</li> <li>Title I Evaluation Report (written and presented at Open House)</li> <li>Meet and Greet Grade Level Standards Brochure to inform parents of curriculum</li> <li>School District and School Handbook</li> <li>JPAMS Robo Calls – Reminders regarding upcoming school events and important information.</li> <li>Open House – Curriculum, assessments, class and school procedures, district policy, and PTA</li> <li>NNPS - Subscription that assists in planning activities for parents</li> <li>Weekly Teacher/Parent Communicator and signature page with dates to remember (Wednesdays) – Folder which includes parent communication from school and classroom.</li> <li>Gator Talk Newsletter – school events,</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>JPAMS Cardstock Postcards Postage for parent communication progress reports, and student records *Postcards NNPS Contract Colored paper School website Printers Computers Graphic Arts Copies Legal paper SAT Agendas Report Cards from IT Title I Compacts Parent/family Support Information Publications Parent Conference Log</p> <p>Books SAT and IEP Documents Parent/family Support Information Publications *DVD’s *Video Camera *Digital Cameras</p>	<p><b>Effectiveness Measure:</b> Parent Spring Survey</p>
				<p><b>Effectiveness Results:</b></p>

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<p>reminders, and important dates, ways to support home learning.</p> <ul style="list-style-type: none"> <li>• Title I tab School Website – Title I Plan, programs, video, activities, and SIP, link to provide feedback.</li> <li>• Classroom Newsletters - Important dates, unit objectives, activities, reminders.</li> <li>• PTA General Membership Meetings are used to inform parents of activities for students being supported by teachers and parents through use of PTA funds. At least one grade level faculty member and administration are present, along with PTA officers, to lead the presentation and discussion and to answer any questions.</li> <li>• School Brochure – located in main office, includes school vision, PBIS, academic and extracurricular, PTA, and general school information.</li> <li>• Interim Reports, Progress Reports, Student Progress Center, Quarterly Report Cards so parents can monitor student grades/progress.</li> <li>• Parent Conferences, SAT and IEP conferences throughout the year provide the opportunity for parents/families to have input into the curriculum.</li> <li>• Parenting Center – offers resources to families, includes a library to help with parenting concerns, information on standards, instructional materials, computers, and other material needed to support parents. The parenting center is also a resource for EL families. Meetings with an interpreter are held and translated materials are available.</li> </ul>			<ul style="list-style-type: none"> <li>*Music/CD/itunes</li> <li>*CD/DVD players</li> <li>*Microphones</li> <li>*Projectors</li> <li>*Laptops</li> <li>*Desktop Computers</li> <li>* Index Cards</li> <li>*Sentence Strips</li> <li>*Sticky Notes</li> <li>*Colored Paper</li> <li>* Materials and Supplies for Family event stations</li> </ul>	
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>• 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,</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I</p>	<p><b>Items Needed:</b> Grade Level Standards Brochure Standardized Testing Information</p>	<p><b>Effectiveness Measure:</b> Spring Parent Survey</p>



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<p>and other parent orientation meetings.</p>		<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"/> Other	<p>PPT - computers, Promethean Bd, projector) "Welcome" book Welcome poem School Handbook Sign in Sheet and Agenda Student Work Grade Level Standards in all content areas Textbooks, Novels, Website Resources for home reference and student practice (including school and district)</p>	<p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <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	<p><b>Items Needed:</b></p> <p>Translation services for school handbook, discipline policy and notes, permission forms, testing information, home language survey and registration Interpreter for Registration, SAT, IEP's, and Family Events</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP 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> <ul style="list-style-type: none"> <li>The Parent Center will house translated materials to assist parents. Parent Conferences with EL families and Informational sessions will be held in the parent center at least twice per year.</li> </ul>		<input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other		
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*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.*

<p><b>Parent Family Engagement Activity 1: Fall Family Literacy Night</b></p> <ul style="list-style-type: none"> <li>Learn about different Literature genres with examples</li> <li>How to read with a child using leveled readers</li> <li>How to build vocabulary using a concept web</li> </ul>	<p><b>Goal(s):</b> 1,2,5</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I	<p><b>Items Needed:</b> Colored Paper Materials for literacy station such as index cards, manila folders, construction paper, pencils, glue, crayons, markers, art materials, food materials,</p>	<p><b>Effectiveness Measure:</b> Ticket at the Door to assess knowledge of literacy strategies (80% of families surveyed had a rating of 3 or better) Spring Parent Survey</p>
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<ul style="list-style-type: none"> <li>• Sequencing a story</li> <li>• Understanding character traits</li> </ul>		<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"/> Other	books, iPADS, Invitation, Sign in Sheets, Agenda, Ticket to Read	<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 2: Cooking Up a Math Storm</b></p> <ul style="list-style-type: none"> <li>• Math strategies including data collection, graphing, computation</li> <li>• Real Life Writing Connections</li> <li>• Use of the part/part/whole model</li> </ul>	<p><b>Goal(s):</b> 3,4</p>	<p><b>Budgets</b> used to support this activity:</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	<p><b>Items Needed:</b> Bowls, Ziplock Bags, Measuring Cups, Colored Paper Materials for literacy station such as index cards, manila folders, construction paper, pencils, glue, crayons, markers, art materials, food materials, books, iPADS, Invitation, Sign in Sheets, Agenda, Ticket Out the Door</p>	<p><b>Effectiveness Measure:</b> Spring Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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		<input type="checkbox"/> Bond Money <input type="checkbox"/> Other		
<p><b>Parent Family Engagement Activity 3: Gallery on the Louisiana Bayou</b></p> <ul style="list-style-type: none"> <li>• Learn about and share art creations based on standards.</li> <li>• Learn about LA artists, art models and cultural representations based on standards</li> <li>• Write about Louisiana using writing strategies based on standards</li> </ul>	<p><b>Goal(s):</b> 3,5</p>	<p><b>Budgets</b> 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 checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Art Samples Student          Artwork Student          Writing Modeling Clay          Colored Paper          Materials for literacy station such as index cards, manila folders, construction paper, pencils, glue, crayons, markers, art materials, food materials, books, iPADS, Invitation, Sign in Sheets, Agenda, Ticket Out the Door</p>	<p><b>Effectiveness Measure:</b></p> <p>Ticket at the Door to assess knowledge of literacy strategies (80% of families surveyed had a rating of 3 or better)          Spring Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></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.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
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<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• St. Tammany Parish Schools Guaranteed Curriculum</li> <li>• 3 Guidebooks 2.0 Units – third grade</li> <li>• RAPS – Restate, Answer, (in a complete sentence) Prove It and Sum It Up – A writing strategy to address a prompt implemented across the content areas.</li> <li>• Accountable Talk (PreK-3)– students state agreement/disagreement and why to extend discussion and understanding</li> <li>• Class Size Reduction Teacher – First Grade – to reduce the teacher/pupil ratio</li> <li>• Math Models (K-3) – math strategy used in word problems to help student visualize a problem to make it more concrete</li> <li>• Math manipulatives – to provide hands on learning</li> <li>• Every Day Counts (Pre K-3) – a program based on the calendar that extends to real life situations to teach grade level math standards</li> <li>• 3 Helping Hands Tutors – 5 days per week/20 hours per week in 15 K-3 classrooms during BURST to provide clarification and assistance to students in order to increase understanding and engagement in ELA and Math.</li> <li>• Interactive Read Alouds (K, 1) to enhance vocabulary instruction and comprehension based on standards.</li> <li>• Writing Stations (2/3 grade) to provide opportunities for written publication and individual instruction/editing.</li> <li>• Brainpop – across the content area to introduce and enrich instruction</li> <li>• My Reading Coach –K-3 reading program that assess student reading level and assigns reading passages to increase fluency and comprehension. The program monitors student progress and adjusts passages and</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets used to support this activity:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input checked="" type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Guaranteed Curriculum Desktop Computers Printers Ink Highlighters Post It Notes Sheet Protectors Every Day Counts Kits Math Resource Manuals Brainpop Ticket to Read Interactive Read Alouds Dry Erase Markers Laminating Film Laptops for stations Reading A-Z Extra Math Ticket to Read CSR</p> <p>Funding</p> <p>Two Certified Tutors Three Helping Hands tutors</p>	<p><b>Effectiveness Measure:</b></p> <p>Administrative Snapshots Learning Walks DAZE (3<sup>rd</sup> Grade DIBELS score) DIBELS Effectiveness Chart ELA 2018 LEAP results and trend data Social Studies 2018 LEAP results and trend data Math 2018 LEAP results and trend data Subclaim data Subgroup data</p>
				<p><b>Effectiveness Results:</b></p>

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<p>activities based on student responses.</p> <ul style="list-style-type: none"> <li>• Ticket to Read (K-3)– reading station based on individual student performance to increase reading achievement</li> <li>• Reading A-Z (K/1)– to support guided reading to provide access to more authentic text</li> <li>• Explicit Phonics Instruction (K-2) to provide a foundation for reading</li> <li>• Explicit Vocabulary Instruction ( in context across the content areas) to teach vocabulary in context to support comprehension (K-3)</li> <li>• Additional Math resources (K-3) which include modeling and application</li> <li>• Use of informational texts across the content areas to increase reading achievement in science and social studies (Pre K – 3)</li> <li>• Extra Math to support math fluency</li> <li>• Time for Kids in first grade to provide non-fiction reading extension opportunities across the content areas.</li> </ul>			<p>Time for Kids Magazine Subscription</p>	
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS – to assess foundational reading skills</li> <li>• DRDP - Kindergarten</li> <li>• TS Gold – Pre Kindergarten</li> <li>• LEAP 360 – 3rd grade to assess prior knowledge</li> <li>• LEAP 2025 – 3<sup>rd</sup> grade</li> <li>• Student Learning Targets – PreK – 3<sup>rd</sup> grade to assess readiness and mastery skills in ELA and Math</li> <li>• Unit Post Tests in ELA and Math to monitor progress based on standards</li> <li>• Standard Based Assessments in ELA and Math to monitor progress based on the standards</li> <li>• Common Assessments across the grade level to assure that standards are being taught and assessed consistently</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> </ul>	<p><b>Items Needed:</b></p> <p>DIBELS Assessment DRDP Assessment TS Gold Assessment SLT Readiness and Mastery Assessments Guaranteed Curriculum Assessments Guidebook Assessments Grade Level Meetings PLC Meetings</p>	<p><b>Effectiveness Measure:</b></p> <p>DIBELS Effectiveness Chart DRDP Fall to Spring 2017-18 Assessment TS Gold BOY compared to EOY SLT data (readiness fall 2017 compared to mastery 2018) in ELA and Math</p> <hr/> <p><b>Effectiveness Results:</b></p>

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		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• BWE Response to Intervention for academics Map will guide the decision making process for determining students who need additional interventions (Tier 2 and Tier 3)</li> <li>• DIBELS (K-3) to assess foundational reading skills</li> <li>• Classroom Weekly and Unit Assessments (ELA and Math)</li> <li>• Student Learning Targets – Mid Year Assessments (K through 3<sup>rd</sup>) to monitor progress in ELA and Math</li> <li>• LEAP Practice Test (3<sup>rd</sup> grade) in ELA, Math, Social Studies</li> <li>• LEAP Writing Rubric (3<sup>rd</sup> grade) to assess writing performance</li> <li>• SLT Writing Rubric (K-2) to assess writing performance</li> <li>• Interventionist reviews K-3 Benchmark data and progress monitoring results to provide recommendations to teachers to help students with specific skills. She also re-rosters BURST intervention groups as needed to support effective group placement</li> <li>• TRT reviews student data from SLT’s and other formative assessments to help provide</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <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"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>DIBELS Effectiveness Chart          SLT readiness and mid year and end of the year mastery assessment          LEAP ELA data spring 2018</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• BURST (K-3)Early Literacy Skills/Reading Intervention – Five Days per week, 30 minutes per day provided by Certified Title I Tutors, BURST Interventionist, Classroom teachers and spedKymbwe001Kymbwe0117 resource teachers</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I	<p><b>Items Needed:</b></p> <p>BURST Kits          iPads and Tablets          Desktop and Laptop          Computers          ESL Tutor</p>	<p><b>Effectiveness Measure:</b></p> <p>DIBELS Effectiveness Chart          Fast Forward student progress data          SLTs          Xtra Math Student Progress</p>



**Bayou Woods Elementary**

<ul style="list-style-type: none"> <li>• Fast ForWord Computerized ELA program to increase phonetic skills (English Learners and identified speech students) Five Days per week, 30 minutes per day provided by ESL tutor and speech therapist.</li> <li>• Project Read- Multisensory approach for reading instruction for students with disabilities and other below level students who have not had success using Tier 1 reading strategies. Instruction is 5 days per week for 30 minutes per day and is provided by resource teacher or classroom teacher, for 2<sup>nd</sup>/3<sup>rd</sup> grade students, grade students, 3-5 students</li> <li>• My Reading Coach – Voyager Computer program to assist students with vocabulary and comprehension skills – five days per week, 30 minutes per week, provided by certified Title I tutor or resource teacher</li> <li>• Assistive Technology – Used by student in the classroom to support acquisition and production if part of IEP (SPED) or IPP (504).</li> <li>• 2 Certified Tutors – 5 days per week/20 hours per week to assist with small group interventions in ELA and Math – BURST, My Reading Coach, Writing Expression small groups and to allow time for the classroom teacher to work individually with sped/at risk students.</li> </ul>		<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"/> Other	Speech Therapist Project Read Professional Development My Reading Coach Software Program Fast Forward Licenses BURSTS Licenses Assistive Technology  such as 2 certified tutors	Data – 3 <sup>rd</sup> grade My Reading Coach Progress Data 2017-18 3 <sup>rd</sup> Grade LEAP Data  <hr/> <b>Effectiveness Results:</b>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Tier Academic Map is used to guide decision making process for students who are continuing to experience</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I	<p><b>Items Needed:</b></p> Pupil Appraisal Representative Speech Therapist Technology Resource Counselor	<p><b>Effectiveness Measure:</b></p> TAT/SAT Log and Outcome Measures AT Log and Outcome Measures

**Bayou Woods Elementary**

<p>difficulty (Tier 2, Tier 3)</p> <ul style="list-style-type: none"> <li>• Teacher Assistance Team meets twice per month to provide support. TRT, Teacher and Counselor compose the team.</li> <li>• 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.</li> <li>• 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.</li> </ul>		<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"/> Other	<p>Teacher Administration File Folders Teacher Data Boxes Assistive Technology Teacher Parent Special Ed Resource Teacher</p>	<p><b>Effectiveness Results:</b></p>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>• 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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> <li>• Fast ForWord Instruction for 3<sup>rd</sup> grade LEP students – 5 days a week for 30 minutes per day, for students in grades 1-3, 5-7 students</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <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	<p><b>Items Needed:</b> LEP Tutor Fast ForWord License</p>	<p><b>Effectiveness Measure:</b> DIBELS Effectiveness Chart English Language Proficiency Test</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Bayou Woods Elementary**

		<input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		
<b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b> <ul style="list-style-type: none"> <li>• ESL Tutor</li> <li>• Special Education MAE teacher</li> <li>• Special Education RNC Teacher</li> <li>• Special Education PEI Self Contained, Blended and RNC Teachers</li> <li>• BURST Interventionist</li> <li>• Literacy Coach</li> <li>• SPED Resource Room Teachers for ELA/Math</li> <li>• Two full time Speech Therapists who provide individual, small group as well as therapy within the regular classroom setting.</li> </ul>	<b>Goal(s):</b> 1,2,3,4,5	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> IEP Meeting Schedule BURST Schedule PLC Agendas and Schedule Speech Therapists Schedule	<b>Effectiveness Measure:</b> LEAP Data  <b>Effectiveness Results:</b>
<b>Extended Learning Opportunities (within and beyond the school day and the school year):</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>Goal(s):</b> 2,3,4	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> </ul>	<b>Items Needed:</b> 6 certified teachers LEAP Resources from State Website Laptop computers Novels	<b>Effectiveness Measure:</b> Mid Year Mastery SLT and End of the Year Mastery SLT in ELA and Math 3 <sup>rd</sup> Grade LEAP results

**Bayou Woods Elementary**

<p>instruction for 1 ½ hours twice per week from January – May. Students are identified based on assessments including BURST and curriculum based assessments. Resources from the state website (Louisiana Believes) and standards based resources are used to provide instruction.</p>		<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"/> Other	<p>Read Works Passages</p>	<p><b>Effectiveness Results:</b></p>
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***Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:***

<p><b>Mental Health Provider Services:</b></p> <p>Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> will work with students <b>20</b> hours per week. 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>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <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	<p><b>Items Needed:</b></p> <p>TAT/SAT referrals  MHP – 20 hours per week – 3 days per week</p>	<p><b>Effectiveness Measure:</b></p> <p>Outcome measures for MHP chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Bayou Woods Elementary**

		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<b>Strategies Used to Prevent and Address Problem Behavior:</b>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
<ul style="list-style-type: none"> <li>• Teach Behavior as a content area schoolwide (Pre K-3)</li> <li>• Tiered PBIS Map and Flow Chart to support consistent procedures</li> <li>• Implementation of GATOR 5 – Get Control, Act Responsible, Try Your Best, Offer Kindness, Respect Everyone</li> <li>• Implementation of the PBIS Intervention Plan and Rubric</li> <li>• Use of Restorative Practices included in Practice for Success (2<sup>nd</sup>, 3<sup>rd</sup> grade)</li> <li>• Implementation of CHAMPS model schoolwide</li> <li>• Schoolwide quarterly goals celebration</li> <li>• BWE Response to Intervention PBIS map will guide decision making for students needing additional support (Tier 2, Tier 3)</li> <li>• Happy Calls from teachers and administration (at least 5 quarterly per teacher/administrator)</li> <li>• Check in Check Out to provide positive behavior support</li> <li>• After School Counseling Support of Parent/Student in lieu of Suspension</li> <li>• Counselor Support for Excessive Tardy Attendance Students and families</li> </ul>	<p>1,2,3,4,5</p>	<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 checked="" type="checkbox"/> Other	<p>CHAMPS Model resources          Restorative Practices resources and professional development          Check In Check Out Chart          Happy Calls logs          Second Steps Kits          Shout Out Pads          Catch of the Day Notes          Parent Support Publications          Good Gator Monthly Roster          School Business Awards          PBIS Funds</p>	<p>Reports in JPAMS          Percent of Suspensions/Expulsions          Spring Parent Survey of PBIS Programs</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Bayou Woods Elementary**

<ul style="list-style-type: none"> <li>Recognition of Excellence in Attendance – Mid Year and End of year.</li> </ul>				
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**Strategies for Assisting Students in the Transition from One School to the Next:**

<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Meet and Greet prior to school opening to meet the teacher and to see an overview of grade level standards and expectations</li> <li>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.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Parent Support Publications Introduction and Welcome card with Grade Level Standards TRT Guided Tours Classroom teacher guided tours and classroom models</p>	<p><b>Effectiveness Measure:</b></p> <p>PFE Committee report Self Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**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:**

**Bayou Woods Elementary**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Math – Expressing Mathematical Reasoning and Modeling and Application – once per month for 1 ½ hour each per grade level. The TRT facilitates the meeting along with a teacher leader</li> <li>• ELA - Written Expression/Vocabulary/Informational Text and DIBELS Progress monitoring – 2 times per month for 1 ½ hours per grade level. Title I Instructional Coach facilitates along with teacher leader.</li> <li>• Pre K PLC across the content areas with Early Intervention Interventionist and teacher leader</li> <li>• Analyze student work and plan rigorous instruction aligned with student needs and the LA state standards</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>PLC Calendar PLC Agenda PLC Sign in Sheets</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP Scores and trend data in Math and ELA</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Collaboration between Bayou Woods Elementary and Carolyn Park Middle School 3<sup>rd</sup> and 4<sup>th</sup> grade teachers on Social Studies integration in ELA curriculum.</li> <li>• Science – focusing on the new science standards and integration into ELA</li> <li>• Understanding students from poverty – implementing the Ruby Payne’s 10 Steps to understanding poverty</li> <li>• Math – curriculum specialist works with individual teachers to support implementation of the standards</li> <li>• ELA – Instructional coach and BURST interventionist work with individual teacher to</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p>	<p><b>Items Needed:</b></p> <p>Professional Development Agendas and Sign In Sheets</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP scores in Math, ELA, Social Studies Trend data in Social Studies JPAMS Discipline Data</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Bayou Woods Elementary**

<p>support implementation of standards and BURST intervention program</p> <ul style="list-style-type: none"> <li>• Guidebook 2.0 Implementation in 3<sup>rd</sup> grade (Because of Winn Dixie)</li> <li>• Formative tasks in ELA and Math for kindergarten students</li> <li>• Formative tasks in ELA and Math; Guidebook strategies</li> </ul>		<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"/> Other		
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• 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.</li> <li>• Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>• Placement of Student Teachers from local universities</li> <li>• 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.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <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"/> Other	<p><b>Items Needed:</b></p> <p>Transfer Fair/Job Fair          Interview Committees          Technology Resource Teacher and Administrator          Facilitation of College/University          Student Observers of Mentor Teachers</p>	<p><b>Effectiveness Measure:</b></p> <p>100% certified teachers</p> <hr/> <p><b>Effectiveness Results:</b></p>



**Bayou Woods Elementary**

College of Education department committees at local universities.				
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**Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:**

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Bayou Woods Elementary**

<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:**

<p><b>McKinney Vento:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Food Services:</b></p> <ul style="list-style-type: none"> <li>All students whose income qualifies them for free/reduced meals participate in the federal food service program.</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</li> </ul> <p><b>English as a Second Language (ESL):</b></p> <ul style="list-style-type: none"> <li>Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF,</li> </ul>
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## Bayou Woods Elementary

Title I, Title III, and Title III Immigrant Funds.

### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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.*

**Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- The SIP committee meets in the spring to review the year’s budget and school programs to evaluate the effectiveness of the SIP. From this information, a draft plan is written. This plan is presented to teachers and staff along with parents and stakeholders after a further review/revision SIP committee meeting in late July/early August once the latest assessment results have been released. After assessment results are released, current programs are reviewed to determine the % of effectiveness and if changes should be made or programs should be added.

**Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:**

- Once beginning of the year assessments are completed and analyzed, budget along with school programs is reviewed again in order to make necessary adjustments so that school programs and interventions meet the needs of the current school population. BURST groups, computer program data and other intervention programs are adjusted throughout the year based on student progress (DIBELS data, formative assessments, benchmark testing). Snapshot observations and Formal Observations of classroom instruction help provide data on implementation. Professional Learning Committees discuss data and instructional observations to adjust instructional lessons by classroom/grade level depending on student progress.

**Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:**

- Data is analyzed throughout the year during Professional Learning Committee meetings to evaluate instructional practices and to review grade level strengths/weaknesses in order to recognize skills that need to specifically be targeted using research based strategies. Subclaims in content areas are analyzed. Those that need strengthening become our focus areas in our SIP plan and are reviewed regularly during grade level meetings, faculty meetings and other professional development activities.

**Describe how results of this assessment are reported to the school’s stakeholders:**

- Results of assessments are reported to stakeholders through the School Report Card published on Louisiana Believes State Website. In addition, results are shared at Open House, PTA General Membership meetings and at Title I Family Events. Results are available in the front office in the SIP plan binder for the public to view.

**Bayou Woods Elementary**

## 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
  - An 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