

Bayou Woods Elementary
Pre K – Third Grade
Kathryn Y. McDowell
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1.COMPREHENSIVE NEEDS ASSESSMENT

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
Kindergarten DIBELS Scores (ELA) increased 2% in in Spring 2014 and 16% in Spring 2015.	1	DIBELS Data 2013-2015
Overall Satisfaction of Parents 92.8%	2	Title 1 Parent Involvement Survey Spring 2015
Third Grade White Subgroup in ELA increased from 56.7% to 71.9%	3	iLEAP and PARCC Data from 2013 to 2014
Third Grade White Subgroup in Math increased from 70% to 84.4%	4	iLEAP PARCC Data from 2013 to 2014
Kindergarten to First Grade Phoneme Segmentation was above Benchmark Goal (Spring 2015 to Fall 2015)	5	iLEAP DIBELS Data 2014-2015
Third Grade Math has been the highest index score for the years 2013 (77.2), 2014 (95.8), and 2015 (75.7).	6	iLEAP and PARCC Data 2012-2015
Students with Disabilities Subgroup have increased their ELA % Proficient scores from 19% in 2013 to 30% in 2015.	7	iLEAP and PARCC Data 2012-2015

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
Between the years 2013-2015, the number of students scoring Benchmark is less in the spring than in the fall. (2013: Decrease of 11) (2014: Decrease of 8) (2015: Decrease of 2)	1	DIBELS Data 2012-2015
PARCC 2014-2015 CRT Index scores declined in ELA and Math. (ELA declined by 5.3 & Math declined by 20.1)	2	iLEAP and PARCC Data 2013-2015
The CRT Math Index score has declined. In 2014, the score was 95.8 and in 2015, the score was 75.7.	3	iLEAP and PARCC Data 2013-2015
Even though we offer Family Activities during the day, at night, and on Saturdays, 42.7% state they are unable to attend due to work.	4	Title I Parent Involvement Survey Spring 2015
Discipline Suspensions increased from 2013 (2.0%) to 2014 (2.3%) and have continued to increase thus far in 2015.	5	JPAMS Discipline Report 2013-2015

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Student Achievement Growth is not sustained from one year to the next. Patterns of data indicate the cyclical rise and fall of standardized test scores of ELA and Math from 2011-2015. 2011 (ELA – 67.4: & Math – 75.4:) 2012 (ELA – 67 & Math – 71) 2013 (ELA: 59.6 & Math: 68.5) 2014 (ELA: 66.7 & Math: 80.6) 2015 (ELA: 64.4 & Math 66.3)	6	iLEAP and PARCC Data 2010-2015
Social Studies % proficient continues to be a weakness (2013: 57%) (2014: 70.1%) (2015: 66.7%)	7	iLEAP and PARCC Data 2012-2015
Students with Disabilities Subgroup consistently remain the lowest subgroup since 2013 in ELA and Math (ELA: 22.7 & Math: 45.5). 2014 scores (ELA: 19 & Math: 52.4). 2015 scores (ELA: 30 & Math: 35)	8	iLEAP and PARCC Data 2012-2015
Science % proficient decreased between 2014 (87.2) and 2015 (68%).	9	iLEAP and PARCC Data 2013-2015
The year 2014-2015 was the first year we have had a Hispanic subgroup on standardized testing.	10	PARCC Data 2015

GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May 2016, third Grade ELA CRT to increase from 72.1 to 79.3
2 By May 2016, third Grade Math CRT to increase from 75.7 to 83.3
3 By May 2016, third Grade Science CRT to increase from 68 to 74.8
4 By May 2016, third Grade Social Studies CRT to increase from 66.7 to 73.4
5 By May 2016, continue to increase the number of benchmark students in Kindergarten and First Grade between the Fall and Spring Benchmark Assessment periods. The goal is to have 70% of the Kindergarten and 75% of the First Grade students score Benchmark on the Spring DIBELS Benchmark Assessment.
6 By May 2016, increase the number of events in which translation is provided in multiple forms. (Parental involvement activities, translators at school conferences, translation of school and classroom newsletters) for our ESL population to increase the parental-student academic support by 60%.
7 By May 2016, increase the number of DIBELS Benchmark students between the Fall and Spring Assessment periods in Second Grade. Goal is for 65% of second grade students to score Benchmark on the Spring 2016 DIBELS Benchmark assessment.
8 By May 2016, decrease the amount of Behavior Form A's by 20%.
9 By May 2016, 100% of the teachers will complete PGP's based on common assessments.
10 By May 2016, PreK to third grade classroom teachers will attend 90% of the professional learning community meetings.

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

Response to Intervention

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- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 99%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><u>PLC</u>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, substitutes, presenters, schedules etc.) All PreK-3 grade teachers including special ed personnel, will participate in bi-monthly PLC meetings. The meetings will be guided by the Principal, Assistant Principal, TRT, and Literacy Interventionist, and Literacy BURST Interventionist. Substitutes will be paid for by Title I. Teachers will meet as a grade level for 1.5 hours each session. At least one session will provide time for articulation between grade levels. As part of PLC and Faculty PD (summer data retreat), teachers will design and implement common grade level assessments and learn strategies for hands on math learning activities and literacy station activities that connect skills to the text based on the assessment data.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: *Literacy Instructional Coach Salary *Literacy BURST Interventionist Salary *Substitute Salary & Benefits *Chart Paper *Folders *Markers *Printing Supplies *Copy Toner *Printing from BB and Louisiana Believes</p>
<p>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities Jill Green and April Johnson are Instructional Coaches providing teachers with instructional support through student centered coaching to improve student learning. They guide and support teachers to become strong instructional leaders as</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity: Salary and Benefits for this teacher. Instructional Coach Salaries and Benefits (2)</p>

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well as self-directed learners.		
Professional Development Outside of PLC <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •CCC and PGP Completion to review and evaluate assessments and their alignment to the state standards •After-school, before school, and district sponsored professional development •Curriculum Specialist classroom model lessons in K-2 •BURST Training •STPSB Math Curriculum Training •STPSB ELA Curriculum Training •DIBELS Next Training •Faculty Summer Data Retreat •Summer Grade Level Planning 	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Item(s) to be purchased to support this activity: <ul style="list-style-type: none"> *Teachers stipends and benefits *Conference registration *Curriculum Specialist Salary and benefits *Literacy Teacher and Interventionist Salary and Benefits *Grade Level Chair Salary and Benefits *Faculty and Staff Refreshments- GFF *Hands on Learning Math Grade Level Professional Books

5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

At Transfer Fair and at Job Fair the committee including highly qualified teachers, assistant principal and principal, actively seek the highest qualified teacher available who will best address the needs of our student population. Our assistant principal has been on the committee to travel to interview highly qualified minority applicants. Applicants are provided a follow up interview at the school site. Selection is ranked order based on high quality of applicants.

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.		
♦ Describe how parents will be involved in the design, <ul style="list-style-type: none"> ○Parents are involved in designing the SIP Plan through several parent evaluation tools. These include NNPS, Parental Involvement 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 and community members. This 	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Item(s) to be purchased to support this activity: <ul style="list-style-type: none"> *Teacher Web *Weekly Envelopes *Refreshments *Postage for parent communication, progress reports, and student records *Postcards *Ink and Paper for

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<p>committee meets at least 3 times per year.</p> <p><i>oimplementation</i></p> <p><i>o</i>Parents are encouraged to attend family events (Meet & Greet, Open House, Fall Family Fun night, Winter Family Literacy Day, Mardi Gras Family Night, Gallery on the Bayou, Testing & Technology Forum, and Gator On Up and Eagle Fly Up. Parents are encouraged to become PTA Members and Volunteers within and outside the school day. PTA aids with obtaining classroom volunteers, office volunteers, for general school needs. WBWE announcements encourage students to attend parental involvement events. Speaker/Author present to parents/students at meetings, Monthly Family Involvement Activities for Pre K, Special Person’s Breakfast, Veteran’s Day Lunch, Pancake Breakfast, Spring Fling are additional activities. Students perform and participate at these family and community events. JPAMS robo calls are used to remind and encourage parental/community involvement and attendance. The complete Title I plan is available for viewing in the front office.</p> <p><i>oevaluation of the ENTIRE TITLE I schoolwide program.</i></p> <p>Parents are given the opportunity to evaluate school events at the end of the event as well as on the school website. They are also given Parent Surveys in the Spring of the school year. There is a suggestion box in the front office.</p>		<p>parent communication</p> <ul style="list-style-type: none"> *Graphic Arts for Parent Communication *Progress Reports *Weekly Gator Talk newsletter *Weekly white envelope *Parental Support Information (published) *Ink/Toner *Printers *DVD’s *Video Camera *Digital Cameras *Music/CD/iTunes *CD/DVD players *Microphones *Projectors *Laptops *Desktop Computers *Index Cards *Sentence Strips *Sticky Notes *Colored Paper *Materials and Supplies for Family event stations
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		<ul style="list-style-type: none"> *Paper for Ticket out the door *Ink *Pencils/Pens, Markers, Crayons *Website License *Graphic Arts forms for suggestion box
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> ○ Parent Involvement Policy/compact: March 13, 2015 ○ PI Plan – 03/13/2015, 8/24/2015, 9/10/2015, 10/05/2015, 11/30/2015 ○ School Improvement Plan – 9/14/15, 11/16/2015 11/30/15 ○ Open House – 9/02/15 –presentation of evaluation 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <u> x </u> Title I <u> x </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> *Printing Supplies *DVD *DVD Player *Sound Equipment for whole school parent/community meetings
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <p>PTA General Membership Meetings overview by principal, video and handout</p> <p>Title I Tab on school website with a e-mail contact</p> <p>Address need for increase parental awareness of how Title I and GFF support high quality education by making Awareness pamphlet, Vision Statement Posters, PBIS philosophy and expectations. Flyers, agendas, posters, robo calls and the student handbook are all used.</p> <p>Translated materials for ESL (Hispanic population is a subgroup)</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> *laminating paper *Labels *Poster board *white and colored paper *teacher and student computers *white weekly envelopes printed by graphic arts *forms printed by GA *TeacherWEB *Refreshments *iPads *printing supplies *Internet
<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <ul style="list-style-type: none"> ○ Communication of student progress is provided on assessments such as curriculum based assessments, DIBELS, 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II 	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> *Printing Supplies – GFF Ink *School and District website

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<p>Progress Reports, Student Progress Center, stsp.org website, parent conferences, TAT/SAT, IEP & IAP meetings, Graded papers in student weekly envelope, and school website</p> <p>o Documents prepared by the state inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>o Training activities including Fall Family Night, Winter Literacy Day, Mardi Gras Family Night, PreK Beginning of the year Learning Plan, Mid-Year Learning Plan/Assessment Forum (Grades K-3), Gallery Walk, Gator on Up, EAGLE Fly Up, Meet and Greet, Pre K Orientation</p>	<p><input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>*School Phone *Printers *Labels *pencils/pens *Paper *envelopes *postage *teacher computers *administration computers</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process. The STPSB ESL Coordinator assists with ESL Student Assistance Team meetings for translation and accommodations. Other parents are available for translating at family events.</p>	<p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>*Printing supplies-GFF *Postage *Translation Services *ESL Coordinator salary and benefits *School, Parish and State website *Website Software</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:</p> <p>*Computers *iPads</p>

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<p>provided to parents at school open house events, parent meetings, student handbook, teacher newsletters and websites, Mid-Year Learning Plan/Assessment Forum, and other parent orientations.</p> <p>◆ Dates: 9-02-2014, 12/11/15, 02/24/2016</p>	<p style="text-align: center;"> <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>*printers, paper, printer parts, ink/toner *TeacherWeb *Internet *Refreshments *projectors/Mounts *Promethean parts *Visual presenter (such as Elmo’s)</p>
<p>◆ Describe how parents will be encouraged to participate in decision making opportunities about their child’s education.</p> <p>◆ Parents will be encouraged to participate in decision making opportunities about their child’s education through:</p> <ul style="list-style-type: none"> ▪ SAT meetings ▪ IEP and IAP meetings ▪ Parent Conferences/Learning Plans ▪ Parent Committee Work ▪ Comments about plans posted on school website 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>*Paper (white and colored) *teacher computers *White weekly envelopes *printing supplies *Postage *Forms printed by GA *Teacher Web *printers and printer parts *Computer *Website software for school site *adobe acrobat for form creation</p>
<p>◆ Describe specific training activities (<u>at least all 6 from Title I Application PI Plan</u>)</p> <p>*Meet & Greet First through Third Grades – Students and parents meet their new teacher and learn about the academic and school environment through the use of Literacy Strategies</p> <p>*Fall Family Fun Night – Teaching and involving parents in Literacy strategies across all subjects utilizing Vocabulary Cards, Story Chains, and Brainstorming as well as experiencing the use of Mathematical Practices.</p> <p>*Winter Family Literacy Day – Using a theme, parents are invited into classrooms to learn through participation in class activities. Parents will have the opportunity to learn more about how Literacy Strategies (specifically Professor Know it All,</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>*parent refreshments *card stock *Paper for announcements *Ink/toner *printers and parts *Clothespins/magnets for announcements *computer *Station activity materials for each event * Posterboard *Chart Paper *Frog Games and</p>

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<p>Directed Reading-Thinking Activity, Graphic Organizing, and GISTing) are used to support fluency of learning.</p> <p>*Mardi Gras Math and Science Family Night – Parents will continue to experience Literacy Strategies (SQPL, Word Grid, and Questioning the Author), using math and science resources and will experience Kagan Strategies and how they are used within the classroom setting to gain knowledge within whole and small group activities.</p> <p>*Gallery on the Bayou – Parents and students will learn and experience art across the curriculum (Math, Reading, Writing, Science, and Social Studies) using Opinion/Anticipation Guide and Graphic Organizing Literacy Strategies that they can use with their child at home.</p> <p>*Gator On Up – PreK and 3rd grade parents will receive information regarding the expectations, standards, and daily routines of kindergarten/4th grade. PreK students and parents will participate in learning activities in the K classroom. 3rd grade students will tour Carolyn Park Middle School and participate in a learning activity.</p>		Replacement Kits
<p>◆TEACHERWEB, weekly envelopes, parent conference forms, TAT/SAT/IEP/IAP forms (includes meeting forms as well as progress monitoring forms), robo calls, happy parent phone calls, School wide weekly newsletter, teacher weekly newsletter, interim reports, email, report cards, Notes Home</p>	<p>10. BUDGETS 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"/> SRCL</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"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>*TEACHERWEB</p> <p>*Weekly white envelopes printed by Graphic Arts</p> <p>*printer</p> <p>*paper</p> <p>*ink/toner</p> <p>*phone lines</p> <p>*computer</p> <p>*JPAMS</p> <p>*School website</p> <p>*Forms for GA printing for parent/teacher communication</p>

7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list *at least one* for incoming and one for outgoing students.

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<p>Incoming Students</p> <p>*Meet and Greet – Students bring school supplies, meet their teacher, visit classrooms and receive beginning of the year forms/information/handbooks about the district/school/grade/teacher</p> <p>*Parent Orientation – Administration and staff provide parent district and school information and a tour when new students register.</p> <p>*Counselor orientation with new students – Counselors meet with new students in small groups to help make sure that the transition to a new school is going smoothly and to respond to any concerns.</p> <p>* Head Start Visit – Parents and students of Head Start students have the opportunity to view kindergarten student work and receive kindergarten information. They are invited to visit a kindergarten classroom with their Pre K child.</p> <p>*School Tours – Parents and students of prospective new students have a scheduled tour of the school with the TRT in the spring or late summer prior to the beginning of the new school year.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I</p> <p><u> X </u> GFF</p> <p><u> </u> SRCL</p> <p><u> </u> Title II</p> <p><u> X </u> LA4</p> <p><u> </u> IDEA</p> <p><u> </u> Title III</p> <p><u> </u> Bond Money</p> <p><u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>*parent refreshments</p> <p>*card stock</p> <p>*Paper for announcements</p> <p>*Ink/toner</p> <p>*printers and parts</p> <p>*Clothespins/magnets for announcements</p> <p>*computer</p> <p>*Station activity materials for each event</p> <p>*TeacherWeb</p> <p>*School Website</p> <p>*Head Start student refreshments</p> <p>*Postage</p>
<p>*Gator on Up – Pre K parents/students and new kindergarten registrants have the opportunity to view kindergarten student work and receive kindergarten information. They are invited to visit a kindergarten classroom with their Pre K child.</p> <p>*Gator Snap Shot into the Future – Grades K-2 will visit the next year’s grade level in May of the current year</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I</p> <p><u> X </u> GFF</p> <p><u> </u> SRCL</p> <p><u> </u> Title II</p> <p><u> x </u> LA4</p> <p><u> x </u> IDEA</p> <p><u> </u> Title III</p> <p><u> </u> Bond Money</p> <p><u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>*parent refreshments</p> <p>*card stock</p> <p>*Paper for announcements</p> <p>*Ink/toner</p> <p>*printers and parts</p> <p>*Clothespins/magnets for announcements</p> <p>*computer</p> <p>*Station activity materials for each event</p> <p>*TeacherWeb</p> <p>*School Website</p> <p>*Postage</p>
<p>Outgoing students</p> <p>* An administrator gives a presentation for students and parents at BWE in the spring of the year prior to their visit to the campus.</p> <p>* Orientation field trip (EAGLE Fly Up) for</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I</p> <p><u> X </u> GFF</p> <p><u> </u> SRCL</p>	<p>Item(s) to be purchased to support this activity:</p> <p>*parent refreshments</p> <p>*card stock</p> <p>*Paper for</p>

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<p>outgoing students to Carolyn Park Middle is coordinated by 3rd and 4th grade teachers. Students visit campus/classroom to learn about school programs, school expectations and school curriculum. *Bayou Woods Elementary students attend performances/activities by Carolyn Park Middle School choir/science groups, etc.</p>	<p><input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>announcements *Ink/toner *printers and parts *Clothespins/magnets for announcements *computer *Station activity materials for each event *TeacherWeb *School Website *Postage</p>
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<p>8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed and how they use it to design formative and summative assessments. •Teachers attend an annual data retreat to evaluate the school SIP/DATA and statewide test results in order to evaluate instructional strategies. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to progress monitor these students to ensure interventions/lessons are addressing student needs • Teachers analyze data from BURST, FCRR, EAGLE, DSC, My Reading Coach, TS Gold, DIBELS, State Practice Test data to adjust and plan for meaningful instruction and interventions. •Teachers submit students to TAT/SAT who are receiving interventions and continue to need intensive assistance and support 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>*DIBELS Substitutes *Printing of practice tests, pre/post test, unit test (graphic arts) *progress monitoring materials *computers *iPads *Index Cards *Pocket Charts *Poster Board *Chart paper * Board paper *DIBELS System *TS Gold Assessment *MClass/BURST online and kit *State Website *Student computers/updates *Data from state/district * Tech Support Salary and Benefits *BURST *MClass/Amplify *TAT/SAT</p>

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<p>based on intervention and assessment data.</p> <ul style="list-style-type: none"> •The teacher analyzes and provides data for each student to support pupil progression decisions. •BURST is an intervention program for DIBELS at risk students in which data is monitored weekly to form flexible groups based on skills in order to differentiate based on student needs. 	
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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school’s MHP plan) MHP: Due to the transient and often unstable environments that many of <u>Bayou Woods Elementary</u> students experience, a Mental Health Provider will work with students for <u>20</u> hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration <u>Kathy McDowell</u> will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, <u>Kathy McDowell</u> will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student’s situation. Review of</p>	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> *MHP Salary and Benefits *MHP Log *Second Steps Curriculum *Child Sexual Abuse Videos *Play Therapy items *Classroom Guidance *Counseling Books and Videos *TV *VCR/DVD Player *Computer *Promethean Board and parts *Projector and parts *Visual Presenter *Printing Supplies *Ink/Toner *School Counselor *TAT/SAT *JPAMS *Discipline Data including reflections, parent conferences, notes home, minor infraction reports

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<p>performance on classroom assessments, benchmark assessments and standardized tests will also occur.</p>		
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> In order to support PBIS, Bayou Woods follows the schoolwide CHAMPS model and Fish Philosophy along with our Gator Five. We provide monthly classroom and individual student incentives to challenge students to meet expectations and follow rules. *As a part of our community/school annual pancake breakfast, the students, families, and community members are encouraged to make cards and letters to send to Veterans and Service personnel overseas. *Each year, our school does a holiday food drive and takes the collected food to a local food pantry in our school’s district *Each year, we collect items for care packages to send to soldiers serving terms of duty. *Our students create Christmas Cards to send to STPSB schools, key personnel, and community members each year.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: *Posters for CHAMPS *Morning Meeting Strategy books *Chart Paper *student incentives (stickers, shout out pads, Catch of the day certificates, treat bags, treasure box items as positive reinforcement) *postage *Paper for flyers and Gator Talk *Broadcast equipment for WBWE *markers/Crayons/pencils *Envelopes *Boxes *Stickers *Printing supplies *Green Pens *Ink Pads</p>
<p><u>Instructional Program Enhancements</u> <i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i> Preschool – One Title I teacher/para and two LA 4 Teacher/paras are used to provide 20-2 ratio for instruction to at risk pre K students based on economic need and/or academic need. Hope Caime is used to provide</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: *TS Gold *Promethean Boards and parts *Center instructional materials *Books *Salary and Benefits for Lori Joiner and 1 Para (Title I) *Salary and Benefits for Jennifer Olivier, Melissa Collier, Melanie Thigpen, Monica Young-Bates (LA 4) *Salary and Benefits for instructional interventionist *Salary and Benefits for Early Childhood MHP</p>

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<p>professional development for teachers and to provide BURST lessons to students in order to support at risk and/or struggling learners in ELA. This also includes intervention for our students with disabilities.</p>		
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></p> <p><i>1-How students are identified</i> Second and Third Grade Before/After School students who are tutored are identified through DIBELS, ELDA, Curriculum Based Assessments, Parental input/request, readiness, mid -year and end of the year district assessments</p> <p><i>2-How students are progress monitored</i> mid- year, End of the Year District assessments, DIBELS progress monitoring, EAGLE, Statewide Practice Test, CBA - Math</p> <p><i>3-How is the tutoring program evaluated</i> The before/after school tutoring program is evaluated by data analysis of DIBELS. In second and third grade, 80% of tutored students will show at least 10% growth in oral reading fluency.</p> <p><i>1-How students are identified for ROUF tutoring</i> Students who are tutored by the ROUF tutor with BURST are identified through DIBELS, ELDA, Curriculum Based Assessments, readiness, mid -year and end of the year district assessments</p> <p><i>2-How students are progress monitored</i> Students are progress monitored using M CLASS/DIBELS data from Mid Year and End of the Year. Data is being charted and progress analyzed using the DIBELS monthly interim benchmark charts.</p> <p><i>3-How is the tutoring program evaluated</i> <i>Spring Statewide Test results</i></p>	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Title I</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> GFF</p> <p style="padding-left: 40px;"><input type="checkbox"/> SRCL</p> <p style="padding-left: 40px;"><input type="checkbox"/> Title II</p> <p style="padding-left: 40px;"><input type="checkbox"/> LA4</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> IDEA</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Title III</p> <p style="padding-left: 40px;"><input type="checkbox"/> Bond Money</p> <p style="padding-left: 40px;"><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> *Salary and Benefits for ROUF Tutor – Margaret Deane Before/After School Program – Beth Koerner, Teresa May, April McCoy, Megan King, Dawn Zimmer, Kara Liberti *BURST kits *DIBELS Next *Salary and Benefits for ESL para – Sammie Lepre and Karen Leach *iPads *Computer programs (Starfall, BrainPop Jr.) *MCLASS/Amplify *Printers/parts *Ink *Six Minute Solution materials (reading fluency) * Dry Erase Boards *Dry Erase Markers/Erasers *Sticky Notes *Paper *Binders *My Reading Coach program *Computers and parts *Bus Transportation for after school 3rd grade math tutoring Stipends and Benefits for teachers attending Data Analysis Retreat

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<p>Tutoring programs are evaluated using DIBELS/MCLASS end of the year assessments. In kindergarten and first grade, 80% of tutored students will show 10% growth in nonsense word fluency. In second and third grade, 80% of tutored students will show at least 10% growth in oral reading fluency.</p> <p>Data Analysis Teacher Retreat is planned to look at individual scores and compare/contrast to interventions provided.</p>		
<p><u>Tutoring/Helping Hands-Push-in-Include names of timesheet personnel hired to do this program.</u></p> <p>At risk and/or struggling students are assisted in the classroom by non-certified personnel under the guidance of the classroom teacher in order to provide support in reading, writing, language and/or math during whole group instruction and/or at learning stations</p> <p><i>1-How students are identified</i> Students are identified using DIBELS, ELDA, Language Survey Curriculum Based Assessment, Readiness Testing</p> <p><i>2-How students are progress monitored</i> Students are progress monitored using Mid Year Benchmark assessment and End of the Year Benchmark Assessment. Data is being charted and progress analyzed using the DIBELS monthly interim benchmark charts.</p> <p><i>3-How is the tutoring program evaluated</i> The tutoring program is evaluated using the End of the Year District Assessment, DIBELS Benchmark Testing/BURST Data. 75% of kindergarten students will be CORE in Phonemic Awareness Measures. 80% of Second and Third Grade targeted students will show 10% Growth in their oral reading fluency.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> *Salary and Benefits for 2 Helping Hands personnel – Crystal Gonzales and Jimmey Ewing *BURST kits *DIBELS Next *iPads *Computer programs (Starfall, BrainPop Jr.) *MCLASS/Amplify *Printers/parts *Ink *Frog Games *Six Minute Solution materials (reading fluency) * Dry Erase Boards *Dry Erase Markers/Erasers *Sticky Notes *Paper *Binders *Sheet Protectors *White and Colored cardstock *Jumpdrive to store station documents *My Reading Coach program *Computers and parts
<p><u>Technology Resources and Personnel</u></p>	<p>10. BUDGETS used</p>	<p>Item(s) to be purchased to support</p>

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<p><u>(include names):</u> <u>General Technology</u> to increase engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops, BrainPop</p>	<p>to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>this activity: Computers, monitors, activboards/parts and installation, promethean pens and wands, projectors/parts/mounts, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades. Tech Support – Allen Abrahms</p>
<p><u>Technology Interventions/Progress Monitoring</u> <i>List programs and describe how students are selected and monitored for each program listed.</i> BURST Students are selected and monitored using DIBELS Beginning, Mid-Year, and End of the Year results. Students who are intensive and strategic are selected to receive BURST intervention program. MY READING COACH Students are selected and monitored using DIBELS Beginning, Mid-Year, and End of the year results. Students who are high strategic are selected to receive MY Reading Coach intervention program. FCRR Students are selected from based on those who need additional intensive assistance as well as those who are DIBELS Benchmark but who scored intensive/strategic in any one measure. They are monitored using DIBELS Mid-Year and End of the Year results.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: *ROUF Tutor for BURST – Margaret Deane *iPods *iPads *Ipad Covers *Dry Erase Boards *Markers *Computers *Promethean board/parts/installation *projectors/parts/mounts/installation *BURST kits *My Reading Coach Software Program and Computers *MCLASS/Amplify online program *DIBELS Next *iTunes *Paper *Printer Supplies (paper/ink) *Chart Paper *Brainpop</p>
<p><u>Special Education Subgroup Data</u> Students with Disabilities Subgroup consistently remain the lowest subgroup since 2013 in ELA and Math (ELA: 22.7 & Math: 45.5). 2014 scores (ELA: 19 & Math: 52.4). 2015 scores (ELA: 30 & Math: 35)</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II</p>	<p>Item(s) to be purchased to support this activity: iPADS Computers SER</p>

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<p>We currently have 9 kindergarten, 10 first grade, 15 second grade, and 12 third grade students who receive resource or RNC special education.</p>	<p><input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	
<p><u>Special Education Program Design</u> Total Inclusion (Co teaching) occurs in Pre-Kindergarten to increase student achievement and to reduce # of referrals for evaluation.</p> <p>Partial Inclusion occurs in Kindergarten, First, Second, and Third grades (Writing/Math) in order to increase student achievement (SWD subgroup data cites need for increase in student achievement) This is achieved through the use of our Title I CSR teacher in first grade.</p> <p>A part-time gifted teacher is used to provide accelerated/enrichment to qualified students based on district/state evaluation.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Title I CSR to support inclusion – Jenelle Helmstetter Sped Teachers – Maria Rupert, Erin Overcast Part time Gifted Enrichment Teacher – Elise Green Sped Itinerant – Ellen Wilson Blended Teacher – Katie Lemons iPods iPads iPad Covers Dry Erase Boards Markers Treasures leveled readers Non-fiction books and reading materials Computer Promethean Bd. and parts Projectors and Mounts Focus Materials</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) <i>Title I or Title II (include names)</i> <i>State grade and how data supports this decision</i> A Blended PEI teacher and itinerant PEI teacher are used to provide for full inclusion in the Pre K setting. *Title I CSR to support inclusion – Jenelle Helmstetter A Title I teacher is used to reduce teacher/student ratio in 1st grade and to provide for partial inclusion in writing/math in order to increase SWD and</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Title I CSR Teacher Salary and Benefits – Jenelle Helmstetter PEI – Katie Lemons, Ellen Wilson</p>

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at risk student achievement.		
<p><u>Curriculum Enhancements</u> <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i></p> <ul style="list-style-type: none"> •Field trips/In School Field Trips •Materials to support our ELA Goal •Math manipulatives and materials to support our Math Goal •Science and Social Studies Materials to support our goals 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> *Treasurers *Leveled Readers *Non-fiction books and reading materials Classroom Libraries (non-fiction and fiction) Trade books - Novels Library books, films and supplies Apps for iPods and iPads School Fund Raisers Parent Support Internet Computers Chart Tablets Sticky Notes Every Day Counts Kits Louisiana Charts/Maps Dictionaries/Thesaurus Planetarium Program Baton Rouge Field Trip Black History Month Program Harvey Rabbit Bullying Program Science/Social Studies Hand On Kits to support integrated ELA units from the Guaranteed Curriculum.

10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections

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<p>school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</p> <ul style="list-style-type: none"> •Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents. 		<ul style="list-style-type: none"> •Meals •Services of the LEP para and LEP tutor
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<p><u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u></p>		
<p>The Title I Committee meets and discusses all of the following:</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> x </u> Title I <u> x </u> GFF <u> </u> SRCL <u> </u> Title II <u> x </u> LA4 <u> x </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity: Printers, ink/toner, printer parts, paper, graphic arts costs for printing, DIBELS progress monitoring materials and student results</p>
<p><u>Overall</u>-The school's performance on standardized test scores, statewide testing/ DIBELs scores</p>		<p>iPads/MClass, Index cards, highlighters, sticky notes Printers, ink/toner, printer parts graphic arts costs, paper for printing DIBELS Benchmark End of the Year District Tests (CBA)</p>
<p><u>Tutoring programs</u>- Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •the number (%) of 3rd grade students in the tutoring programs who scored Proficient on statewide testing (Goal – 83.3% or higher in Math and 79.3% in ELA) •80% of students in tutoring programs will show 10% growth in the following measures: K and 1 – Nonsense Word Fluency, 2 and 3 – Oral Reading Fluency. •70% of the number of students in the BURST 		<p>Data from state and district on statewide tests Excel Program MClass/BURST End of Year Assessment data from classroom teacher Tutoring rosters and attendance data Principal, TRT, Literacy Interventionist</p>

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<p><i>program will move up one achievement level in K/1 – nonsense word fluency and in 2/3 oral reading fluency based on end of the year Benchmark assessment.</i></p> <ul style="list-style-type: none"> •By May 15, 2016 Tutors, TRT, Literacy Interventionist and Principal will evaluate: <ul style="list-style-type: none"> •75% of kindergarten students will be CORE in Phonemic Awareness Measures. 80% of Second and Third Grade targeted students will show 10% Growth in their oral reading fluency. •The Principal, TRT and Literacy Interventionist will work together to write the report. 		
<p><u>Helping Hands Program</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •<i>Depending upon the way your school uses Helping Hands, student data should be examined to ensure that students in classrooms with Helping Hands personnel benefit from their presence.</i> <p>By May 15, 2016, Classroom Teachers and Principal will review student data (DIBELS - Beginning/End of the Year) to ensure that students in classrooms with Helping Hands personnel benefit from their presence. 75% of kindergarten students will be CORE in Phonemic Awareness Measures. 80% of 2nd and 3rd grade targeted students will show 10% growth in their oral reading fluency. The principal will work with the SIP committee members to write the report.</p>		
<p><u>Parental Involvement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <p>By May 15, 2016, the Technology Resource Teacher will complete the following activities in collaboration with the parenting committee and Title I committee.</p> <ul style="list-style-type: none"> •Parenting Committee needs to meet to evaluate tickets-out-the door after each event 		<p>Ticket Out the Door Excel Data Website Software NNPS contract Survey data from compiled by district Title I staff</p>

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<ul style="list-style-type: none"> •Parenting committee will evaluate attendance numbers to see what time/topics draw the largest groups of parents by May 15, 2016. •The Title I School Committee and/or the Title I parenting Committee need to review the Title I Parent Survey results by May 15, 2016 •Review the NNPS plan and survey information by May 15, 2016. •The TRT will write the report. 		
<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation By May 15, 2016, the Principal, AP, MHP, and PBIS committee will review and evaluate the MHP log along with student records to determine the following information:</p> <ul style="list-style-type: none"> •The percentage of students involved in the MHP program that demonstrated increased academic achievement •The number of referrals in the first quarter (from the MHP log) compared to the number of referrals after the third quarter to determine the % decrease in behavior referrals using the discipline frequency report. <p>Agendas and Minutes along with sign in sheets from all meetings will be written and filed so that a formal evaluation report can be written to determine the effectiveness of PBIS schoolwide events.</p>		<p>MHP Salary and Benefits Excel JPAMS</p>
<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation •<i>How did the professional development activities at your school translate into student academic success?</i></p> <p>The TRT, Kristen Rushing, will compile minutes from all meetings and file so a formal evaluation report can be written. The Principal, Kathy McDowell will assure that all Professional Development meetings have</p>		<p>TRT – Kristen Rushing Principal – Kathy McDowell Instructional Coach – Jill Green Literacy Interventionist – Hope Caime</p>

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<p>agendas and sign-in sheets. By May 15, 2016, teachers and administration will evaluate professional development activities by: PGP – 100% of teachers will complete their 2015-16 PGP SLT – 80% Pre K to 3rd grade teachers will meet their ELA student learning target goal. 80% of Pre K – 3rd grade teachers will meet their Math student learning target goal. PLC Sign in sheets, Agendas and Reflections Mid -Year and End of the Year Feedback based on district CBA tests and statewide assessments and SPS will be used to determine professional development needs.</p>		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>? <i>*Assessment refers to Title I Program assessment. Somewhere there needs to be a statement in writing through Title I Committee about the results of the data analysis and how it impacts the use of Title I funds and personnel in the upcoming year.</i> <i>What is the school going to do, when and by whom?</i> On our website, we will have a Title I Tab with a written statement about the results of the evaluation and how it will impact the use of Title I funds and personnel in the upcoming year. The results of the evaluation will be reported at faculty meetings to the teachers and staff by the principal along with the SIP committee at the faculty/staff planning retreat and during the beginning of the year professional development day and work day.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Excel</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>? <i>*Assessment refers to Title I Program assessment. Somewhere there needs to be a statement in writing through Title I Committee about the results of the data analysis and how it impacts the use of Title I funds and personnel in</i></p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity: School Website Open House Announcements Postage Paper</p>

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ST. TAMMANY PARISH SCHOOLS
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<p><i>the upcoming year.</i> <i>What is the school going to do, when and by whom?</i></p> <p>On our website, we will have a Title I tab with a written statement about the results of the evaluation and how it will impact the use of Title I funds and personnel in the upcoming year. The information will be relayed to the parents by the principal at the first parenting event of the next year when the Title I programs for the current year are introduced to parents in order to document purpose for expenditures.</p>	<p>___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Ink Refreshments for Data Analysis Retreat and Parent Meetings</p>
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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 subgroup 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, which should include the following data analysis information:
 - Data Triangulation
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional development components aligned with assessed needs and strategies to attract and keep high quality teachers
 - Plans for transitioning preschool children to local elementary school programs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget
 - An 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's Signature

Date

Principal's Signature

Date

Chairperson, School Improvement Team

Date

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