

2021-2024
SCHOOL ADVANCEMENT PLAN

Bayou Woods Elementary



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

1. COMPREHENSIVE NEEDS ASSESSMENT

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

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

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	which is a three year trend. (2019- 86.1, 2018 - 77.1), which is a 15 point drop in the past 3 years demonstrating a weakness.
Based on 2020-21 LEAP 2025 third grade subgroup results, special education 3rd grade math students Assessment Index increased from 42.2 (2019) to 65.7 (2021).	Based on 2020-2021 LEAP 2025 third grade subgroup results, special education (ELA - 68.6; Math - 65.7) is trending lower than the whole school in ELA (74.9) and Math (82.3), which is a three year trend in Assessment Indices (ELA - 2019 - 68.9, 2018 - 76.0; Math 2019- 79.9; 2018- 75.0).
Based on 2020-21 LEAP 2025 discipline results, referrals dropped from 105 to 61 for the year. 5% of students were referred.	Based on 2020-2021 LEAP 2025 third grade subgroup results, special education (ELA - 68.6; Math - 65.7) is trending lower than the whole school in ELA (74.9) and Math (82.3), which is a three year trend in Assessment Indices (ELA - 2019 - 68.9, 2018 - 76.0; Math 2019- 79.9; 2018- 75.0).

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

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

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

DIBELS 8th

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

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

Instructional Focus:
2021-2022

- Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)

Resources needed:

Ready Gen K-2 (21-22)
IRLA Foundational Skills
Toolkit (21-22)

Team Reflection:

2021-2022- EOY Testing for DIBELS indicated the following proficiency rates:

- Kindergarten-48%
- 1st Grade- 61%

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<ul style="list-style-type: none"> Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3) 4 Certified Tutors, 20 hours per week, for K-2 students to provide individual/small group instruction (both push in and pull out) under the guidance of the classroom teacher using tiered interventions based on 2021 fall assessments. <p><u>2022-2023</u></p> <ul style="list-style-type: none"> Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2) Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3) Intervention instruction by regular education and SWE teachers and Certified Tutors for K-2 students to provide individual/small group instruction (both push in and pull out) using tiered interventions based on 2021 fall assessments. Interventionist to help support teacher led intervention plan Heggerty Handwriting without Tears CKLA curriculum being implemented 	<p>IRLA manual and IRLA (21-22) data targets Amplify Instruction Amplify Reading Project Read Title I Tutors (20 hours per week) Interactive Boards including installation Replacement lamp bulbs Chromebooks Desktop/Laptops Printers iPad Headphones Projectors Science and Social Studies text and resources Posterboard Chart Tablets Dry Erase Boards Dry Erase Markers Sticky Notes Index Cards Pocket Charts Folders Ink COMPASS and CLASS State Rubric and documents CKLA Curriculum materials (22-23)</p>	<ul style="list-style-type: none"> 2nd Grade- 63% <p>Kindergarten's goal was 57%. Kindergarten did not meet their goal for 21-22 and experienced a decrease of 7% from the previous year's scores.</p> <p>1st Grade's goal was 69%. 1st grade did not meet their goal for 21-22 and experienced a decrease of 6% from the previous year's scores.</p> <p>2nd Grade's goal was 61%. 2nd grade met their goal and exceeded it by 2% with a 4% increase from previous year's scores.</p>
<p>Parent and Family Engagement Activity:</p> <p><u>2021-2022</u></p> <ul style="list-style-type: none"> Meet and Greet to share grade level standards and resources 	<p>Resources needed:</p> <ul style="list-style-type: none"> Reading Log Fall Literacy Day Event to teach 	<p><u>2021-2022</u></p> <p><u>Number of Participants:</u> Meet and Greet – 42 faculty/staff; 252 families</p>

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<ul style="list-style-type: none"> • Fall Literacy Night to demonstrate online resources including below: Activity: Show parents and students how to navigate Amplify Reading Activity: Read books using ARC Bookshelf and engage in extension activities Activity: Phonological awareness and phonics stations • Send information home about student progress in IRLA that includes ideas of how parents can help their child at home. • Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results. • Technology Night: sharing guidance for parents to access online learning supports (Amplify Reading and ARC Bookshelf) • 1st Grade After-school enrichment program for ELA (Tuesday and Wednesday afternoons) <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • Feasting with Fluency-Parents and students come out to learn about math and reading fluency through the use of programs such as DIBELS, CKLA, and Eureka math. Parents learn strategies to help their children at home increase their reading and math fluency rates. • Family Reading Night- Families will enjoy reading activities based on a winter theme and aligned with our standards being taught in the classroom. 	<p>parents how to “Dig Deeper into the Text”</p> <ul style="list-style-type: none"> • Family Technology Toolkit and Videos • Computers • School Website • Colored Paper • Cardstock • Yellow Take Home Folders • Parenting Brochures • Take Home Readers • ARC Bookshelf • Home Connect newsletter • Chromebooks • IRLA Leveled Reading Libraries • Library Books • ARC Library • JPAMS Communication • Postage 	<p>Literacy Day – 192 PreK -3 grade students with support of families to complete reading project and design costume plus additional activities and information were posted online. Technology PFE – online activity – 4 certified teachers, 15 families plus resources were posted online.</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> <u>Meet and Greet</u> - Parents consistently have high attendance at Meet and Greet. Postage is used to mail the Meet and Greet invitation in order to increase awareness of the event. This is a great opportunity for parents to meet the teacher and receive information on grade level standards. This is the highest attended event. Resources were also posted online. <u>Literacy Day</u> – Due to COVID, the literacy PFE was done with support from home. Students presented book/character information at school and were allowed to dress as their character. All classrooms participated and over half the students participated. While students enjoyed the activity, parents are much more involved and additional activities/strategies based on classroom instruction are shared when this event is able to be held in person. <u>Technology PFE</u> - 100% of ticket out the door responses indicated that families who participated appreciated this activity and appreciated being able to answer questions and get help with use of school technology and resources. <u>IRLA</u> levels and power words were provided to families through classroom newsletters. <u>Home Connect Newsletters</u> were sent home along with DIBELS 8 individualized reports in order to provide home learning strategies.</p>
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		<p><u>School Website</u> was used more than in previous years to post information for families who could not attend in person due to COVID, work, child care, etc. Teachers and administration referenced the website as a source for home learning information.</p> <p><u>Parenting Center</u> – Although the parenting center was a source for teachers to use to send home resources to parents or to provide resources when conferencing, family members were not allowed to sign in to peruse materials during a scheduled time due to restrictions on visitors.</p> <p><u>2022-2023</u></p>
<p>Professional Development:</p> <p><u>2021-2022</u></p> <ul style="list-style-type: none"> • how to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth • how to analyze IRLA data to maximize rate of reading growth (21-22) • Planning phonological awareness and phonics differentiated activities • Deepen teachers’ understanding of word knowledge by teaching phonics rules through the <i>STPSS Word Study Guide</i> • Project Read Refresher and Initial <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • Heggerty • Science of Reading • Handwriting without Tears • CKLA Curriculum 	<p>Resources needed:</p> <p>DIBELS mClass</p> <p>iPad</p> <p>Curriculum Specialist</p> <p>ELA Instructional Coach</p> <p>Interventionist</p> <p>TRT</p> <p>CLASS PD Pre K-2</p>	<p><u>2021-2022</u></p> <p><u>Feedback from Teachers:</u></p> <p>Analysis of data and use of Amplify Instruction was directly addressed during PLC meetings throughout the year. Teachers planned specific learning stations to teach phonological awareness. 8 teachers attended Project Read professional development refresher as well as 2 tutors.</p> <p><u>PLC ELA</u> meetings were held monthly. Topics included: Amplify Lessons, IRLA Levels/Data, Interventions to use in stations, Word Study phonics rules, Using data to create effective phonics instruction for use in stations and with individual students.</p> <p><u>Faculty Meetings</u> were used to provide opportunities for teachers to collaborate as grade levels and as whole school on DIBELS results – weaknesses, strengths, feedback to plan instruction</p> <p>2022-2023</p>

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Follow Up and Support:

2021-2022

- Planning phonological awareness and phonics differentiated activities
- Project Read and Project Read Refresher
- Deepen teachers' understanding of word knowledge by teaching phonics rules through the STPSS Word Study Guide

2022-2023

- PLCs will focus on
 - Utilizing CKLA and its supporting resources
 - Planning for writing instruction within CKLA
 - Using common assessments to evaluate writing and TWR strategies
 - Analyzing student writing using writing rubrics
 - Tracking student writing
- Instructional Coach-Model writing lessons and CKLA implementation
- Heggerty is used as a direct instruction model to increase phonological awareness

Budgets used to support this activity:

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

Monitoring and Evaluating

Assessments: DIBELS 8 MOY and EOY

2021-2022

- DIBELS 8 benchmark assessments (BOY, MOY, EOY)
- DIBELS 8 Progress Monitoring (*Below Benchmark* every 4 weeks, *Well Below Benchmark* every 2 weeks)
- DIBELS 8 benchmark assessments (BOY, MOY, EOY)

Observations:

2021-2022

- One administrator will visit every K-2 classroom during their foundational skills time at least once a month to conduct a snapshot.
- Once a year the School Improvement Committee (or Instructional Leadership Team) will visit every K-2 classroom at least once a month to conduct a snapshot during foundational skills instruction.

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- DIBELS 8 Progress Monitoring (*Below Benchmark* every 4 weeks, *Well Below Benchmark* every 2 weeks)

2022-2023

- DIBELS 8 benchmark assessments (BOY, MOY, EOY)
- DIBELS 8 Progress Monitoring (*Below Benchmark* every 4 weeks, *Well Below Benchmark* every 2 weeks)
- DIBELS 8 benchmark assessments (BOY, MOY, EOY)
- DIBELS 8 Progress Monitoring (*Below Benchmark* every 4 weeks, *Well Below Benchmark* every 2 weeks)

End of Year Reflection: Snapshot templates, developed/reviewed during ILT were used during snapshots/learning walks to provide data and feedback to teachers and leadership team. Learning Walks were completed by leadership team and feedback provided by a member of the team. Follow up discussion was held during next ILT and general feedback shared during PLC/Faculty meetings.

2022-2023

- Administrators visit each classroom at least once a week during core time. (New administration team took over in July of 2022.)
- Instructional Leadership Team was formed to support learning outcomes in the classroom as well as professional development of the teachers.

End of Year Reflection:

Middle of the Year Monitoring Results/Areas for improvement:

2021-2022: At BOY, we had 46% students at or above benchmark on DIBELS. MOY data indicates that 47% were at or above benchmark.

2022-2023: At BOY, we had 28% of students at or above benchmark on DIBELS.

End of the Year Results:

2021-2022: Based on End of the Year DIBELS Assessment, 48% of kindergarten students were at Benchmark or above (Goal – 57%); 61% of first grade were at Benchmark or above (Goal – 69%); 63% of second grade were at benchmark or above (Goal of 61%). Schoolwide data indicated that 28% of students were well below, 17% below (45% total), 36% benchmark, 19% Above Benchmark (55% total – proficient or above.) Based on these data points, there was an increase from 46% of students at or above benchmark to 55% of students at or above benchmark during the 2021-22 school year.

2022-2023:

Goal #2 Category Writing; Subcategory: Expression

From Spring 2022 to Spring 2023, the percentage of students in each grade achieving Mastery or Above on the LEAP 2025 in the category of Written Expression for each cohort of students will increase by 2 percentage points as follows:

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Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal		
3 rd	33%	35%	37%	39%		
Instructional Focus: <u>2021-2022</u> <ul style="list-style-type: none">• Writing within Guidebooks (Daily Writing and Unit Tasks Writing)• Evidenced-Based Writing• Types of Writing• Analyzing Student Writing <u>2022-2023</u> <ul style="list-style-type: none">• Writing within Guidebooks (Daily Writing and Unit Tasks Writing)• Evidenced-Based Writing• Types of Writing• Analyzing Student Writing			Resources needed: Guidebooks Student Work from Unit Assessments Printers <ul style="list-style-type: none">• The Writing Revolution book and website• STPPS Writing Revolution Google Classroom• GB Grammar Guide (grade level writing samples)• GB Writing Guide GB Language Tasks/Mentor Sentences		Team Reflection: <u>2021-2022:</u> The Instructional Coach (E. Laborde) focused on assisting 3 rd grade ELA teachers with writing lessons to increase fidelity of guidebook components (Grammar, Writing, Language/mentor sentences). The Writing Revolution program was the PGP for K-3 regular ed and SWE teachers in order to align writing instruction across the content areas and to provide continuity of instruction from one grade level to the next. 46% of students scored in the strong category of written expression on the LEAP test.	
Parent and Family Engagement Activity: <u>2021-2022</u> <ul style="list-style-type: none">• Literary Night (Fall Family Literacy Night)- provide writing information or activity			Resources needed: Fall Reading Night Postage Reading Log		<u>2021-2022</u> <u>Number of Participants:</u> 23 Teachers and Staff <u>Summary of Parent Feedback/Exit Tickets/Survey:</u>	

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<ul style="list-style-type: none"> • Reading Home/School Log <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • Feasting with Fluency-Parents and students come out to learn about math and reading fluency through the use of programs such as DIBELS, CKLA, and Eureka math. Parents learn strategies to help their children at home increase their reading and math fluency rates. • Family Reading Night- Families will enjoy reading activities based on a winter theme and aligned with our standards being taught in the classroom. 		<p>Family Literacy Day Reading Project (10/28/2021) with parent signature was received from about 50% of students. Students shared their book report or project to the class. Students were allowed to dress as their book character on the day of the presentation. Parents were supportive of the project and were excited to be involved, even though due to COVID they could not be on campus with their child.</p> <p><u>2022-2023</u></p>
<p>Professional Development: <u>2021-2023</u></p> <ul style="list-style-type: none"> • Using the Writing Rubric and the Modified Writing Rubric • Lesson Planning for Writing within Guidebooks • The Writing Revolution Overview • The Writing Revolution Focus on Specific Strategies • Four Strategies for Effective Learning (focus on writing) 	<p>Resources needed:</p> <p>The Writing Revolution book and website</p> <p>STPPS Writing Revolution Google Classroom</p> <p>GB Grammar Guide (grade level writing samples)</p> <p>GB Writing Guide</p> <p>GB Language Tasks/Mentor Sentences</p> <p>Guidebooks</p> <p>Interactive Boards</p> <p>Printers</p> <p>Dry Erase Boards</p>	<p><u>Feedback from Teachers:</u></p> <p><u>2021-2022</u></p> <p>The Writing Revolution instruction PD was held both as part of PLC meetings as well as during a faculty meeting as through use of The Writing Revolutions Google Classroom resource.</p> <p>Student writing samples were collected and used to examine student strengths and needs during ELA PLC meetings. In addition, the instructional coach met with teachers individually and in small groups during the school day and before school to support their instructional skills in this area. The instructional coach mentored teachers with writing instruction through modeling, co-planning and co-teaching.</p> <p>Grade levels also focused on planning common assessments and reviewing common grading practices during PLC. The Four Strategies for Effective Instruction were discussed during</p>
<p>Follow Up and Support: <u>2021-2023</u></p> <ul style="list-style-type: none"> • PLCs will focus on • planning for writing instruction (within GB lessons/unit) • using common assessments to evaluate writing and TWR strategies • analyzing student writing using the writing rubric 		

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<ul style="list-style-type: none"> tracking student writing Instructional Coach- Model writing lessons 	<p>Dry Erase Markers Highlighters Laptops Chromebooks</p> <p>CLASS PD Pre K-2</p>	<p>beginning of the year professional development as well as during a faculty meeting and PLC.</p> <p>The leadership team along with the SAP committee “unpacked” the look for components for effective writing instruction and developed a checklist for administrators to use during learning walks and for teachers to use when planning lessons.</p> <p>Technology (interactive TV’s) were updated in as many classrooms as possible (15) using the Title I budget and additional boards using SWE funding. Additional boards should be purchased and installed when funding allows.</p> <p>CLASS Professional development was provided through the State/District during PD days as well as during PLC and at faculty meetings. In addition, the principal participated in CLASS feedback conferences and provided CLASS feedback after classroom observations to K-2 teachers. Third grade teachers also participated in CLASS PD in order to become more aware of the evaluation standards.</p>
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Budgets used to support this activity:

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

Monitoring and Evaluating

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

- Once a year the School Improvement Committee will visit every 3rd grade classroom to conduct a snapshot using the writing snapshot rubric.

End of Year Reflection:

2021-2022

Snapshot templates, developed/reviewed during ILT were used during snapshots/learning walks to provide data and feedback to teachers and leadership team. Learning Walks were completed by leadership team and feedback provided by a member of the team. Follow up discussion was held during next ILT and general feedback shared during PLC/Faculty meetings. In the spring, the instructional coach, 2nd grade teachers, and administration visited third grade classrooms as a team using the NIET “Look Fors” Checklist.

2021-2022

Middle of the Year Monitoring Results/Areas for improvement: Based on our BOY/MOY writing rubrics, students scored higher in writing on the MOY Interim exam. Overall, students in 2nd grade improved from 11% to 29.25% on the writing portion of the SLT. The percentage of Evidence Based Selected Response questions answered correctly on the interim assessment improved from 27% to 47.25%. There seems to be a strength in L.2.4 and RL.1.4. Students struggled with W.2.2. We will continue to utilize TWR strategies to address these needs.

Based on our BOY/MOY writing rubrics, students scored slightly higher in writing on the MOY Interim exam. Overall 91% students in 3rd grade scored higher. 51% of response questions on the interim assessment were answered correctly. Students struggle with R1 3.2, main idea and details. There seems to be a strength in R1 3.4, Determining meaning of words, phrases and texts and R1 3.7, using information gained through illustrations. We will continue to use The Writing Revolution program across the content areas and continue to use writing prompts and the rubric to have students practice.

End of the Year Results:

2021-2022

Interim Results indicated improvement from 33% BOY Diagnostic Class Average to 44.75% on the Interim exam.

Written Expression LEAP results are below:

- Strong 46%
- Moderate 29%
- Weak 25%

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Goal #3

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

* Goal unavailable for 2021-2022 year for K-2.

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

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

Instructional Focus:

2021-2022

- We will “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in mathematical statements, Facilitating Productive Mathematical Discussions/Discourse)

2022-2023

Resources needed:

- Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic
- District Resources within Guaranteed Curriculum/Google Classrooms
- Louisiana Believes State Planning Documents

Team Reflection:

2021-2022

Teachers increased their understanding of the Great Minds Curriculum through planning lessons during PLC based on student data from Equip and by reviewing state standards to assure assessments and instruction were aligned.

Teachers were provided tailored professional development based on needs from Great Minds consultant by participating in learning walks with

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<ul style="list-style-type: none"> We will “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in mathematical statements, Facilitating Productive Mathematical Discussions/Discourse) Engagement Strategies and Mathematical Practices Accountable Talk 	Manipulatives Cardstock Ink Printer Laptops Chromebooks	<p>colleagues and the Eureka coach on February 16, 2022. They then participated in follow up professional development to support effective lesson planning based on observations.</p> <p>The math instructional coach modeled and participated in co-teaching lessons for/with teachers as well as provided co-planning both during school and after school.</p>
<p>Parent and Family Engagement Activity: <u>2021-2023</u></p> <ul style="list-style-type: none"> Curriculum Based Parental Support Letters to support at-home learning LDOE Parent Support Information (3rd grade): Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing expressing mathematical reasoning (constructed response items) STEM Family Night: to assist parents in understanding the application component of rigor in the Great Minds curriculum. <p>2022-2023</p> <ul style="list-style-type: none"> Curriculum Based Parental Support Letters to support at-home learning LDOE Parent Support Information (3rd grade): Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing expressing mathematical reasoning (constructed response items) STEM Family Night: to assist parents in understanding the application component of rigor in the Great Minds curriculum. Open House: Families meet with teachers to discuss curriculum that students will use during the school year. 	<p>Resources needed:</p> <p>Eureka Support Letters Paper Eureka Equip STEM Family Event</p>	<p><u>2021-2022</u> <u>STEM Family Night</u> <u>Number of Participants:</u> 15 members of our faculty and Staff volunteered to run stations and assist families throughout the night. Approximately 40 students, along with their parents, attended the event with over half of them being in 2nd or 3rd grade. Of the early childhood grades, Pre-K and Kindergarten, Kindergarten had the higher turnout.</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey</u> On April 7, 2022, Bayou Woods held an annual Parent and Family Engagement event titled, Math & Science STEM night. Students and their parents were invited to enjoy a variety of hands-on math activities, science experiments, and special guests (see activity sheet attached). In order to make this event a success, 60% of students present visited each activity available throughout the night as evidenced by the punch cards students got signed at each station.</p> <p>Upon exiting the event, parents were asked to complete an exit ticket to give feedback on their family’s experience. The question asked was, “What was your favorite activity from BWE STEM Night? Tell us why.” The overall favorite activity was Oobleck with the Slidell High Robots coming in a very</p>

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		<p>close second with only a one vote difference. The least favorite activities were the Math Car Race and Multiplication Counting Cards. Three families stated that they loved every single activity. Students also enjoyed the NASA engineers and the Save Fred activity giving reasons like, "My favorite activity was NASA because I am fascinated with rockets and the universe."</p> <p>For students who were unable to make it but were interested in the information, an activity sheet was provided along with a kit for the family to do one of the experiments (Blossoming Beans) together at home. 17 kits were given to students who could not attend. Parents will also have access to other experiments and activities by using the links and/or directions on the Activity Sheet which is also posted on our school website.</p>
<p>Professional Development:</p> <p><u>2021-2022</u></p> <ul style="list-style-type: none"> Mathematical Practices- focused primarily on MP.1 (Make sense of problems and persevere in solving them), MP.3 (Construct viable arguments and critique the reasoning of others), & MP.6 (Attend to precision) Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse Examining Mistakes/Misconceptions for Effective Feedback Precision in Mathematical Language <p><u>2022-2023</u></p> <ul style="list-style-type: none"> Eureka Equip and Mathematical Practices in PLCs Mathematical Practices- focused primarily on MP.1 (Make sense of problems and persevere in solving them), MP.3 (Construct viable arguments and critique the reasoning of others), & MP.6 (Attend to precision) 	<p>Resources needed:</p> <ul style="list-style-type: none"> • Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic • District Resources within Guaranteed Curriculum/Google Classrooms Louisiana Believes State Planning Documents 	<p><u>Feedback from Teachers:</u></p> <p><u>2021-2022</u></p> <p>Teachers indicated that they learned much more about delivery using the components of Eureka during both PLC and from the professional development by Eureka (Observation 1 and 2 as a follow up). They also became more effective using Equip to help determine individual areas of needs. Based on usage reports, third grade was the most effective grade level to utilize equip and Reflex math to plan instruction.</p> <p>The math instructional coach focused on assisting all teachers, but provided more intensive assistance to at least one teacher per grade level. Teachers responded to coaching sessions and modeled lessons. Teachers appreciated the feedback.</p>

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<ul style="list-style-type: none">Orchestrating and Facilitating 5 Practices for Productive Mathematical DiscourseExamining Mistakes/Misconceptions for Effective FeedbackPrecision in Mathematical Language	<p>Title I Math Instructional Coach</p> <p>Professional Learning Community Meetings</p> <p>Teacher Stipends (After school PD)</p> <p>Cardstock</p> <p>Computer</p> <p>Printer/Ink</p> <p>CLASS PD - Pre K-2nd</p>	<p>After the February Great Minds/Eureka Learning Walk, follow up professional develop using Eureka professional development and observations was requested by all grade levels. The April 1, 2022 professional development day focused on first and third grade.</p> <p>The curriculum specialist and supervisors participated in the Eureka Leadership walk in order to identify goals and to provide specific feedback. The curriculum specialist also worked closely with the instructional coach (S. Lewis) in order to provide support. NIET Look Fors in Math were used as an observational tool during snapshots/learning walks.</p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none">Math Content Leaders model lessonsPLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module.Curriculum Specialist provides specific PD based on goal identified/follow up supportCurriculum Specialist support to Content Leaders & Math Instructional Coach SupportInstructional Coach- Model lessons and coaching to support productive math discussions and strategies for delivering effective feedback and analysis of student work																																
<p>Budgets used to support this activity:</p> <table><tr><td>Title I</td><td>GFF</td><td>Title II</td><td>LA4</td><td>IDEA</td><td>Title III</td><td>Title IV</td><td>Perkins</td><td>JAG</td><td>Bonds</td><td>DSS</td><td>CDF</td><td>ESSER</td><td>SCA</td><td>Other</td></tr><tr><td>X</td><td>X</td><td></td><td>X</td><td>X</td><td></td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X		X	X		X								
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X	X		X	X		X																										
<p>Monitoring and Evaluating</p> <table><tr><td><p>Assessments: <u>2021-2023</u></p></td><td><p>Observations: <u>2021-2022</u></p></td></tr></table>			<p>Assessments: <u>2021-2023</u></p>	<p>Observations: <u>2021-2022</u></p>																												
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- EOY: 3rd grade LEAP 2025, K-2 Math District Assessments
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks
- Assessment Items specifically focused on Expressing Mathematical Reasoning
- (K-2 Benchmark assessment items)
- Ticket Out the Door data analysis
- Observational Assessment Items within Equip to support justifications and explanations.

One administrator will visit every K-3rd grade math classroom at least once a month to conduct a snapshot using the “math Look fors checklist”.

A math look fors checklist was developed based on NIET Look Fors. This checklist was used for learning walks and administrator snapshots in order to provide feedback on math instruction, especially during the second semester. In addition, a learning walk tool was used with support from Eureka to look specifically at lesson planning and lesson implementation.

Ticket Out the Door data from classroom teachers was used to inform instructional decisions during PLC. Equip data was used to guide recommendations for classroom instruction, interventions, including reteach activities for stations.

Feedback/Evaluation – Equip data should be collected with more fidelity by all teachers and used to inform instruction to meet individual student needs.

2022-2023

2021-2022

Middle of the Year Monitoring Results/Areas for improvement:

Based on BOY/MOY math assessment, kindergarten students scored higher on the MOY Interim exam. Overall class averages increased by 24% from 63% to 86%. There seems to be a strength in Counting and Cardinality. There is a grade level weakness in the areas of Geometry and Measurement and Data. We will continue reteach these standards, monitor progress and provide small group instruction in order to address these needs.

Based on our BOY/MOY math assessment, 2nd grade students scored slightly higher on the MOY Interim exam. Overall, students in 2nd grade improved from 60% to 61% correct. There seems to be a strength in 2.NBT.A.1 and 2.NGT.A.2.2. Students struggled with 2.MD.A.4. We will continue to utilize our math curriculum to address these needs.

Based on third grade BOY diagnostic assessment, 3rd grade students improved from 43.5% to 59%. We are continuing to use Equip Diagnostic and Eureka to support student academic growth.

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

DISCIPLINE

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

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by _0.2_ % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
5 %	4.8	4.6	4.4

2021-2022

Tier 1 (School wide):

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

Triad of Instruction:

- Second Steps (PK-K)
- Classroom Management Plan
- Weekly Social Emotional Learning on Google Classroom
- PBIS
- Development of classroom culture
- Supportive counseling not occurring on a regular basis
- Classroom Guidance Instruction

Resources needed:

Second Step Materials

Parenting Brochures

PBIS Committee

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

School Discipline Plan

MHP, Guidance Counselor

Mentor Teachers/Staff

Chromebooks

Team Reflection:

2021-2022

School Counselor developed a schedule in order to provide bi-weekly classroom guidance lessons to all Pre K – 3rd grade students based on grade level and schoolwide identified areas of need.

Teachers addressed social skills based on needs identified by grade level, administration and PBIS committee during morning overview/instruction.

Parenting brochures to provide resources were distributed during parent/teacher conferences, SBLC, parent/counselor/MHP conferences and during parenting events.

Posters of Schoolwide expectations were posted throughout the school (Gator 5) and were taught throughout the school day including during lunch/recess.

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<p>Tier 2 (Targeted Prevention): Calming corners, calming boxes, sensory rooms, check in check out, lunch buddies, breakfast or lunch small groups, parent conferences</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> • Targeted social skills instruction • Student specific reinforcement system • Peer Based Supports • Behavior Contracts • Mental Health Counseling Services Individual and Group • Classroom Groups • Small group counseling groups • Check in/Check out 	<p>Check in/Check out Materials (folders, tracking sheets)</p> <p>Student Incentives</p> <p>Printer/Ink</p> <p>Paper</p> <p>Computer</p> <p>TAT, SBLC FORMS</p> <p>Intervention Data</p>	<p>Schoolwide events were planned at least quarterly to recognize targeted schoolwide goals (cafeteria expectations, classroom expectations, hallway expectations, CHAMPO's).</p> <p>Recognition was also provided for good citizenship, perfect attendance, academic achievements through partnership with McDonald's and Cane's.</p> <p>Check In/Check Out goals/plans were developed for students identified through TAT/SBLC/IEP's using intervention data. Point Sheets were used to help students self-monitor and to guide teacher/administrative support.</p> <p>Behavior contracts were developed to help students meet short and long term goals.</p> <p>No Contact agreements were signed by student/administrator/parent in order to reduce confrontation/aggression.</p>
<p>Tier 3 (Intensive Individual):</p> <p>Tier 3 (Intensive Individual): referrals to wrap around community supports, home school plans to improve relationships and create proactive plans</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> • FBA & BIP • Safety Plan • Daily, explicit social skill instruction • Crisis Intervention Plans • Mental Health Counseling Services Individual and Group • Crisis Intervention Services 		<p>MHP Services were used to help reteach behavior and to provide support/interventions for goals.</p> <p>Crisis Intervention services were provided to students with identified emotional needs due to trauma/loss.</p> <p>Safety Plans were developed for students who displayed at risk behaviors such as elopement or aggression.</p>

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<ul style="list-style-type: none"> • CSoC (Coordinated System of Care wrap-around referral) • FINS (Families in need of services referral) 		
<p>Parent and Family Engagement Activity: <u>2021-2022</u></p> <ul style="list-style-type: none"> • Family Resource Room Materials to check out and take (during parent conferences)- • Happy Calls/ Happy Cards • Good Gator • Beep and Greet to share parenting tips/PBIS information <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • Family Resource Room Materials to check out and take • PBIS Behavior Reward Cards • Gator 5 • Meet and Greet to share PBIS Information 	<p>Resources needed:</p> <p>Family Resources Center (Rm. 110) Materials for parenting center check out and resource room.</p> <p>Happy cards/calls</p> <p>Postage</p> <p>Good Gator Pins</p>	<p><u>Participation Outcome:</u></p> <p>Teachers used the family resource materials when holding parent conferences to provide resources to support learning from home. Parents were always excited to get happy calls. Teachers and staff made at least one happy call per week to a student who showed improvement. A “Good Gator” was selected monthly from each class. McDonald’s and Cane’s partnered with BWE to provide food certificates as a reward.</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p> <p>Parenting materials were distributed during a “Beep and Meet” which coincided with the library book fair. Teachers/staff shared materials with parents and also discussed the availability of materials to check out or take from the family resource room.</p> <p><u>2022-2023</u></p>
<p>Professional Development: <u>2021-2022</u></p> <ul style="list-style-type: none"> • Faculty Meeting PBIS PD • FBA, BIP, NCI Trainings <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • PBIS PD • FBA, BIP, NCI Trainings • SWE Behavior Process Training 	<p>Resources needed:</p> <p>PBIS Expectations and Data</p> <p>FBA’s, BIP’s, IEP’s</p> <p>Observation data</p> <p>Computer/Chromebook</p>	<p><u>Feedback from Teachers:</u> <u>2021-2022</u></p> <p>Teachers felt that the crisis code system developed by the PBIS committee and interested faculty/staff helped reduce the number of referrals/office calls during the 2nd semester. Data gathered confirmed lower incidences of calls to the classroom except when during high alert/risk (Red) situations.</p> <p>Each 9 weeks, the PBIS committee was surveyed to identify school climate needs and to determine a target area. Data was tracked using “CHAMPO’s” and Shout Outs earned for target areas.</p>
<p>Follow Up and Support: <u>2021-2022</u></p>		

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<ul style="list-style-type: none">• Ongoing review of FBA/BIP to track and monitor effectiveness• Review of crisis code system – code definitions• Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan• Every nine weeks survey the school climate and provide follow up and support to the area’s most in need.• Classroom Observations-Proactive Classroom Management plans• Coaching• PBIS Meetings to review data <p><u>2022-2023</u></p> <ul style="list-style-type: none">• Ongoing review of FBA/BIP to track and monitor effectiveness• Review of crisis code system – code definitions• Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan• Every nine weeks survey the school climate and provide follow up and support to the area’s most in need.• Classroom Observations-Proactive Classroom Management plans• Coaching• PBIS Meetings to review data		<p>Drawings were held to reward and recognize both students and staff who had earned/written shout outs.</p> <p>Leadership weekly team meetings included the counselor and MHP.</p> <p>Behavior Team meetings were held monthly during the second semester. Team members included pupil appraisal, behavior coach, administrator, counselor/MHP and TRT. The purpose of the meetings was to identify individual student needs and to track interventions/progress towards goals.</p>												
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x	x	x	X										
Data used to Monitor and Evaluate Goal:														

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

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

Middle of the Year Monitoring Results/Areas for Improvement: According to JPAMS's Suspension-Expulsion Report, during the 2021 – 2022 year, Bayou Woods had a total of 95 office referrals compared to last year's 53. There was a 55% increase in office referrals. However, there was a 12% decrease in the total number of suspensions.

End of the Year Results: The number of office referrals decreased by the end of the year. The used of in school suspension, restorative practices, practice for student success, check in/check out, parent/teacher/administrator conferences increase 2nd semester in order to reduce out of school suspensions. 100% of students in MAE setting had regular education inclusion minutes increased by the end of the year. 75% were spending less than 50% of the day in the MAE classroom.

STUDENTS WITH EXCEPTIONALITIES

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

Goal #2 (SWE):

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

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

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

Describe policies and practices to identify disabilities early and accurately:

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

Team Reflection:

2021-2022

TAT meetings were held weekly on Tuesday.

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		<p>SBLC meetings were held weekly on Thursday. SBLC meetings included the TRT, SLP, Counselor as needed, Pupil Appraisal, an administrator and parent. SBLC meetings were held by phone if needed in order to increase parent participation.</p> <p>The MHP, counselor, teacher, and administration used data to complete the FBA which was used to inform/write the BIP. BIPS were reviewed as needed and/or during IEP's using a team approach including the parent.</p> <p>Dyslexia Screening and Gifted Screenings were conducted with 2nd grade students and others referred through TAT/SBLC. In addition, students identified using DIBELS 8 as intensive were screened for dyslexia. Interventions were put in place including Project Read and additional tutoring.</p>
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> Professional Learning Communities include SWE teachers, Inclusion/co-teaching, quarterly progress reports shared with regular ed teachers, Sharing of Amplify results in ELA 		<p><u>Team Reflection:</u></p> <p>PLC meetings included SWE teachers in order to support collaboration and co-teaching. Students were grouped to support inclusion strategies. Amplify Instructional strategies were shared by regular ed and SWE during PLC as well as during the February faculty meeting.</p>
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> Tier 1 (School-wide)IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math (2-3) 	<p>Resources needed:</p> <p>Title I Tutor Amplify Interventions Index Cards Popsicle Sticks Clothespins Markers Colored paper</p>	<p><u>Team Reflection:</u></p> <p>_Throughout the year, 4 tutors, including an EL tutor, were used to provide targeted support and intervention and when needed intensive individual multi-sensory instruction.</p> <p>The instructional interventionist (M. Roark) participated in the SPIRE pilot project. She helped</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p>		

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<ul style="list-style-type: none"> • Tier 2 (Targeted Prevention) Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Eureka Equip, Zearn (Small Group), Reflex Math • Certified Tutor, 20 hours per week, for 2-3 grade students to provide individual/small group instruction (both push in and pull out) under the guidance of the classroom teacher using tiered interventions based on 2021 fall assessments. 	Cardstock Dry Erase Markers Dry Erase Boards Storage Bags/Containers Interactive Board Computer Printer Scanner Pocket Chart Chart Paper Dry Erase Boards	<p>to coordinate Project Read instruction utilizing tutors for identified students. The number of students tutored with Project Read increased once tutors were trained.</p> <p>ZEARN using Chromebooks was used in K-3 to support math instruction.</p> <p>3rd grade teachers were provided PD on reflex math as an instructional resource.</p> <p>The math instructional coach provided professional development both during PLC and after school on Equip in order to increase understanding and use to inform small group instruction/intervention in math.</p>
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> • Tier 3 (Intensive Individual) Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC) Eureka Equip, Zearn (Small Group), Reflex Math 		
<p>Parent and Family Engagement Activity: <u>2021-2022</u></p> <ul style="list-style-type: none"> • Fall Literacy Family Night/ STEM Night • SWE Family Informational Event: general SWE information was shared, and parents had the opportunity to speak with the teachers about transitions and resources to support students' individual needs moving forward • Literacy/Math Parent Brochures • Family Resource Room Materials to check out and take • Beep and Meet <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • Meet and Greet • Feasting with Fluency • STEM Night • Family Reading Night 	<p>Resources needed:</p> <p>Family Resource Center - Room 110 Parenting Brochures Title I PFE Literacy Event Website JPAMS Computer LDOE Assessment information</p>	<p><u>Participation Outcome:</u></p> <p>Fall Literacy Event - Family Literacy Day Reading Project (10/28/2021) SWE teachers supported SWE students to plan and present their project especially when they needed additional accommodations.</p> <p>STEM Night – 19 Faculty/Staff, 2 community organizations including Stennis and SHS Robotics Club, 37 families including students and siblings. This event provided hands on activities which were multisensory to support individual learning styles.</p> <p>SWE Family Informational Event – 7 SWE teachers planned and presented a frequently asked questions about SWE procedures to 7 parents on April 1, 2022 from 2:30 – 3: 30 PM. Although this event was not well attended, parents who</p>

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<ul style="list-style-type: none"> • Literacy/Math Parent Brochures • Family Resource Room Materials to check and take • Open House 		<p>participated reported on the ticket out the door that they felt very comfortable asking questions and appreciated the opportunity to meet with individual teachers. They especially appreciated the information about transitioning to the next school year.</p> <p>Beep and Meet Parenting (Counseling) and EL event – Brochures were handed out that provided additional information and resources to support SWE students as well as regular ed students.</p> <p>3rd grade LDOE Assessment information was sent home to all 3rd grade families and included information for SWE students about testing accommodations for their students.</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u> Parents expressed on the SWE informational session exit ticket that they appreciated the opportunity to meet with their child’s SWE providers all at one time in order to better understand instruction as well as understand IEP procedures, transitioning procedures and to receive resources to support learning at home. SWE parents participated in all parenting events offered this year.</p>
<p>Professional Development: 2021-2022</p> <ul style="list-style-type: none"> • 4 Strategies of Effective Learning • Using the Writing Rubric and the Modified Writing Rubric • Lesson planning/unit planning for Guidebooks • The Writing Revolution Overview and focus on specific strategies • Project Read – Phonics • Ready Gen • Zearn 	<p>Resources needed:</p> <p>Professional Learning Communities Title I meetings</p>	<p><u>Feedback from Teachers:</u> 2021-2022</p> <p>SWE teachers received BIP, SER, FBA, SWE TV resource information and other topics relevant to their needs during monthly SWE school-based meetings with support from our district SWE team to provide information and resources. SWE TV was utilized to provide ongoing professional development and resources as well as SWE google</p>

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<ul style="list-style-type: none"> • Eureka Math, In Sync, Affirm, Equip • Reflex Math • Dibels • IRLA • Unique Learning/News 2 You • Discovery Education • Accountable talk/mathematical discussions • SER, FBA, BIP trainings • Monthly SWE consultants' meetings <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • 4 Strategies of Effective Learning • Using the Writing Rubric and the Modified Writing Rubric • Lesson planning/unit planning for Guidebooks • The Writing Revolution Overview and focus on specific strategies • Project Read – Phonics • Eureka Math, In Sync, Affirm, Equip • Reflex Math • DIBELS • IRLA • Unique Learning/News 2 You • Discovery Education • Accountable talk/mathematical discussions • SER, FBA, BIP trainings • Monthly SWE consultants' meetings • CKLA • Heggerty • Handwriting without Tears <p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants) 		<p>classroom. All teachers agreed that these meetings were supportive and information. They helped increase the consistency of instructional practices and supported consistent decision making.</p> <p>SWE teachers also attended both ELA and Math PLC meetings in order to collaborate with regular education teachers and to share strategies to support SWE students as well as to develop their own skills and knowledge of the curriculum. SWE teachers used regular education lesson plans and resources, but modified them to provide access to the curriculum for SWE students.</p> <p>SWE teachers participated in professional development led by Eureka representative, both during initial learning walk with feedback and as follow up planning designed to help more effectively implement instruction.</p> <p>Lesson Design Feedback was given to SWE teachers after snapshot learning walks.</p> <p>SWE teachers collaborated with regular ed teachers to design assessments based on the guaranteed curriculum and state standards. EIP goals were written based on grade level standards and accommodations were designed to help students meet grade level goals.</p> <p>SWE teachers were visited by administrators and the ILT team using a snapshot template to look at engagement levels as well as the NIET ELA and Math Look-Fors indicators.</p>
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- ELA and Math Content Leader Module Support and Training
- Model lessons - Instructional Strategies, pedagogy and scaffolding
- Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.
- Analyzing assessments, feedback and next steps
- Walk-Through and Look-fors
- One administrator will visit every SWE classrooms at least once a month to conduct a snapshot using the content area rubric (subject area look-fors)
- Once a year the School Improvement Committee will visit every classroom to conduct a snapshot using the content area rubric (subject area look-fors)

Budgets used to support this activity:

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

Data used to Evaluate Goal:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- DIBELS
- LEAP Connect/ Unique Learning assessments
- 1-minute Fluency assessments
- District Readiness Benchmark/End of Year (K-2)

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

Middle of the Year Monitoring Results/Areas for Improvement:

2021-2022

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In third grade, based on our BOY/MOY writing rubrics, ELA SWE students scored slightly higher in writing on the MOY Interim exam. Overall, 75% of students improved. Evidence Based Selected Response questions on the interim assessment were answered correctly by 50% of students. Students struggle with citing evidence and extension and expansion of sentences. There seems to be a strength in conventions of language. We will continue to work on skills through self-monitoring, conversations and feedback with peers and adults, utilizing organizational tools, as well as repeated practice including Writing Revolution "scaffolding" techniques.

Based on our BOY/MOY math assessment, SWE students scored lower on the MOY Interim exam than the BOY math assessment. Overall, 100% students in 3rd grade declined. 21% of questions were answered correctly. There seems to be a strength in determining area and interpreting the product of whole numbers. Based on results we need to determine more ways to differentiate instruction since the gap is widening. SWE teachers participated in learning walk observations with the Eureka coach during 2nd semester and worked with the math instructional coach.

End of the Year Results:

2021-2022

IEP goal achievement – During end of the year IEP reviews/meetings, teachers and parents noted goals that had been achieved and indicated revisions needed in order to support student growth. LEAP 2025 results will be added when available.

ENGLISH LEARNERS

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.

Goal #3 (English Learners):

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

Supports and Strategies in Tier 1 (Core Instruction):

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

Supports and Strategies in Tier 2 (Targeted Prevention):

- Programs include:

Resources needed:

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

Team Reflection:

This year BWE added a 20 hour per week tutor to support student achievement along with the support of an EL para. The number of EL students continued to increase with several entering with no English speaking skills. Teachers and staff felt that full language immersion and push in support was the most effective strategy.

Chromebooks provided additional opportunities for individualized pacing and lessons particularly in ELA

Bayou Woods Elementary 2021-2024

<ul style="list-style-type: none"> IRLA (supplement to core classroom instruction) Certified Tutor, 20 hours per week, for K-3 EL students to provide individual/small group instruction (both push in and pull out) under the guidance of the classroom teacher using tiered interventions based on 2021 fall assessments. 		<p>and Math. Hands on activities were used to encourage interest and motivate learning in all content areas.</p>
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. Programs include: <ul style="list-style-type: none"> Project Read IRLA (supplement to core classroom instruction) 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> EL Parent Resources in Family Resource Center (Room 110) Additional resources to supplement learning at home: Google Meet guidance for parents; Beep and Meet 	<p>Resources needed:</p> <p>Website JPAMS Computer Family Resource Room Materials LDOE Assessment information (translated) Translated documents Translated Parent Brochures EL Outreach documents for families, i.e., Provide school information in parents’ native language, Robocalls, and Summer Learning Brochure</p>	<p>Participation Outcome:</p> <p>1 teacher and 1 EL para provided translated parenting support materials for families during the technology PFE event on December 1, 2021 which was virtual and Beep and Meet PFE event on May 11 from 3:45 – 5:30 PM. A total of 12 families participated, although materials were also sent home with all EL families.</p> <p>Parent/Teacher Conferences were held during the day when a translator could be available.</p> <p>Parent Feedback/Exit Tickets/Survey:</p> <p>Parent resources in Spanish were available both in the Family resource center as well as handed out during Family Engagement Events</p>

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				EL newsletters to teachers and families provided ways to support students for statewide assessments including DIBELS and LEAP. We increased our outreach to EL parents this year. More documents were translated and more PFE events had an EL component to reach these families. Translators were provided by the school or the district during parent conferences, SBLC meetings, IEP's to facilitate communication.											
Professional Development: <ul style="list-style-type: none">• Identification of ELs and language proficiency levels Differentiating instruction• Modifying curriculum to be more accessible to EL students• Understanding and using LEP accommodations effectively• SBLC considerations for English language learners (environmental, language and cultural)• EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs		Resources needed: EL Team EL Tutor		Feedback from Teachers: Elena Dieck provided professional development at a faculty meeting in January that included ways to differentiate instruction for EL students in order to make it more accessible. In addition, monthly newsletters were provided to teachers with strategies to support instruction and ways to help parents. EL staff met with individual teachers and were members of SBLC when EL students needed additional support. Snapshots and Observations were conducted by administrators and leadership team. EL students were integrated into all activities. Hands on activities and peer support were frequently used strategies to increase engagement and student understanding.											
Follow Up and Support: <ul style="list-style-type: none">• EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)• Whole classroom observations• Small group observations (based on previous ELPT achievement scores)• EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during Faculty Meeting• ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom															
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
x	x	x	x	X	x										
Data used to Evaluate Goal:															

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- ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT - administered every February
 - LEAP/ LEAP Connect

Middle of the Year Monitoring Results/Areas for Improvement: At MOY, the Kindergarten through 3rd grade EL students who worked with Mrs. Latino scored the following:

- 40% of the students were At Benchmark or Above (Green and Blue) in grades K-3.
- 60% of the students were Below Benchmark or Well Below Benchmark (Yellow and Red) in grades K-3.
- Kinder - 71% were Below Benchmark or Well Below Benchmark (Yellow and Red) at MOY
- 1st grade - 55% were Below Benchmark or Well Below Benchmark (Yellow and Red) at MOY
- 2nd grade - 50%% were Below Benchmark or Well Below Benchmark (Yellow and Red) at MOY
- 3rd grade - 66% were Below Benchmark or Well Below Benchmark (Yellow and Red) at MOY

End of the Year Results: At EOY, the Kindergarten through 3rd grade students who worked with Mrs. Latino scored the following:

- 52% of the students were At Benchmark or Above (Green and Blue) in grades K-3.
- 48% of the students were Below Benchmark or Well Below Benchmark (Yellow and Red) in grades K-3.
- Kinder - 63% were Below Benchmark or Well Below Benchmark (Yellow and Red) at MOY
- 1st grade - 22% were Below Benchmark or Well Below Benchmark (Yellow and Red) at MOY
- 2nd grade - 50% were Below Benchmark or Well Below Benchmark (Yellow and Red) at MOY
- 3rd grade - 66% were Below Benchmark or Well Below Benchmark (Yellow and Red) at MOY

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet the federal requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

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

2021-2022

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

2022-2023

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

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

- Parent participation in SAP committee
- Parent Exit Tickets
- Website Feedback Tab

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- Title 1 Spring Survey
- Cognia Parent Survey

Resources Needed to Support Parent and Family Engagement:

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

Budgets used to support this activity:

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

Team Reflection:**2021-2022**

Teachers and parents appreciated the use of the yellow folders to provide weekly communication. They also stated that they appreciated the weekly newsletter, both a hard copy and on the website, to assist with communication of school activities and school focus. Parents indicated that they used teacher websites as resources and the teacher's google classroom resources to help them know about the curriculum and to help support learning at home. The parenting center should be a priority in 2022-23, and should be revamped in order to increase effective use and to be able to extend additional resources to families.

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- TAT and SBLC
- Response to Intervention

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

- Intervention Time Block: 30 Minutes Daily

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

2021-2022

- IRLA
- Project Read
- Amplify Instruction

2022-2023

- IRLA (3rd Grade only)
- Project Read
- Amplify

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

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

Budgets used to support this activity:

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

Resources Needed to Support Interventions:

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

End of the Year Results:

2021-2023

During the school year, TAT – 51 students were served ; SBLC – 32 students were served; SBLC End of the Year Results: 16 referred to pupil appraisal, 2 received 504 plan, 9 students will continue to be monitored at BWE; 5 will continue to be monitored at feeder school (Carolyn Park Middle).
Dyslexia – 10 additional students identified and began receiving Project Read instruction – 150 minutes per week.

6. SUPPORT AND EXTENDED LEARNING

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

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

Resources needed:

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

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

2021-2022

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

2022-2023- interested in Student Support Centers

- Elevate Program

Resources needed:

Teacher stipends
Bus Drivers
Tiered Interventions

Budgets used to support this activity:

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

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

- Tutoring - DIBELS 8, Equip, Student Grades

Middle of the Year Monitoring Results/Areas for Improvement:

2021-2022

Students were identified for tutoring services during 2nd quarter (1st grade) or at semester (3rd grade) and invited to attend after school tutoring twice a week for 1 hour per session.

End of the Year Results:

2021-2022

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25 3rd grade students attended math tutoring twice a week from January through mid- April. 96% attended 80% or more of the sessions. 75% either maintained their average grade from first semester or improved.

41 students attended reading tutoring twice per week from November 2021 – February 2022. Students received phonology and vocabulary instruction using Amplify and IRLA to support learning. 100% of student demonstrated growth based on student learning target results, increasing a performance level.

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.

Services Provided by Mental Health Provider(s):

- Behavior Intervention Plan
- Supportive Counseling
- Targeted Social Skills Instruction
- Specific Reinforcement System
- Behavior Contracts
- Check In's- Check Out's

Resources needed:

Second Steps
Community Referral Resources for Families
FBA/BIP
Safety plans
TOV forms
Incentive Charts/Boards
Visual Schedules
Mentors for student support
Counselor/ MHP
Internet
Computer
Check in/Check out Folders and Charts
Printer
Paper
Ink
Velcro
Sensory Materials (stress balls, fidgets)
Social stories and books
Feelings chart

Services Provided by Counselor(s):

- Classroom guidance lessons
- Supportive Counseling

Resources needed:

Counselor
Second Steps

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- Behavior Contracts
- Check In's- Check Out's
- Targeted Social Skills Instruction

Safer Smarter Kids
TOV Forms
Safety Plans
Internet
Computer
Paper
Ink
Printer
Second Steps
Safer Smarter Kids
Sensory Materials (stress balls, fidgets)
Social stories and books
Feelings chart

Budgets used to support this activity:

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

Team Reflection:

2021-2022

There was a high need for counseling services this year especially in kindergarten and first grade. According to JPAMS's Suspension-Expulsion Report, during the 2021 – 2022 year, Bayou Woods had a total of 95 office referrals compared to last year's 53. There was a 55% increase in office referrals. However, there was a 12% decrease in the total number of suspensions. This indicates a reduction in the severity of behavior concerns and need for out of school placement for students. Individual counseling and small group counseling sessions were held providing students the opportunity to decompress, self-regulate, and repair relationships. Individual and small group settings were also used to have restorative conversations. The Practice for Success intervention was utilized for students with minor behavior concerns.

8. TRANSITION ACTIVITIES

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

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

Transition Activities for Students:

- (May) Pre-K, K, 1, and 2nd Grade participate in "Gator on Up" to experience expectations for the next grade level in May of each year. Family members are encouraged to participate and informational

Resources needed:

Parent Brochures
Substitutes
Family Engagement Committee

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brochures and hand outs are sent home which include summer activities; summer materials distributed to families	SWE Frequently Asked Questions posted on Google and in teacher newsletters about transitions Planning and scheduled time for LRE/inclusion of students and coordination with regular ed teachers to support inclusion													
<ul style="list-style-type: none">Eagle Fly Up Activities are planned with Carolyn Park Middle School for third grade students in May of each year. Administration is invited to meet 3rd grade students at BWE, then students travel to CPM to visit classrooms and to hear information about school programs and expectations at CPM. Summer materials distributed to familiesFrequently Asked Questions for Families sent home in newsletter and posted to website to support transition to next grade/schoolCoordination of SWE student documents with receiving teacher/school at end of the year.														
Parent and Family Engagement Activity: <ul style="list-style-type: none">Family members are encouraged to participate in Gator on Up and Eagle Fly Up Activities at BWE and CPM. Informational brochures and hand outs are sent home which include summer activities.														
Resources needed: Parent Brochures Grade Level Handouts and Summer Activity Packet														
Participation Results: <u>2021-2022</u> 15 (K-2) Gator on Up Families; 24 Eagle on Up Families (going to Carolyn Park Middle) Each grade level presented information to parents about expectations for the next school year and had students share an activity to increase understanding and enthusiasm about transitioning to the next grade level. In addition, each grade level produced a packet/calendar for ELA and Math of summer activities to send home in conjunction with Gator on Up and Eagle on Up. In addition, donated materials, such as markers, posters, writing tablets, were sent home to encourage learning at home. The district also supported summer learning by providing take home packs of materials for all of our students. <u>Feedback from Parents/Families:</u> Parents who participated indicated that they appreciated hearing information from the next grade level teacher and seeing a classroom. Handouts for summer activities were given to all students/families. Parents appreciated these resources and several requested additional resources from the parenting center. Parents recommended doing this activity each year.														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x		x	X		x								

9. PROFESSIONAL LEARNING COMMUNITIES

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

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

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

- Grade level by content: ELA and Math

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

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

Resources needed:

Chromebooks
Ipads
Binders
Paper
Pens
Highlighters
Sticky Notes

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas for Improvement:

2021-2022

ELA: Strengths: Teachers collaborated during PLC on developing learning stations to address deficits and strengths in DIBELS and looked at CORE instruction modifications based on data from Amplify Reading data and DIBELS scores to address individual student needs.

Areas for Improvement: The need for more time for common planning and more frequent data analysis to address deficits and strengths

End of the Year Feedback from Teachers:

2021-2022

During the end of the year showcase held on May 9, 2022 from 4 PM – 5 PM, teachers indicated that they spent more time this year learning how to use assessment tools and analyze data. They felt this was a strength overall gained from PLC meetings. In addition, they became felt more competent in determining effective interventions for reading. They indicated they had a better understanding of how to use Amplify to help target skills to support student goals. They appreciated being able to see progress towards target goal even when the student did not meet end of the year target and to be able to see the breakdown of strengths and weaknesses.

Areas for Improvement:

2021-2022

Teachers felt that they still needed support to release responsibility to students to become better independent readers. Teachers felt that student writing had improved, although they felt this still was a weakness. In math they stated the need to continue learning about Equip/Reflex in math and ways to build small group instruction.

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- Social Studies Curriculum (D. Maguire)
- School Instructional Leadership Team Structure and implementation
- Cognia Review

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

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

Resources needed:

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

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

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas of Improvement:

2021-2022

In order to improve student performance across the content areas, teachers participated in professional development specifically in Social Studies and Science during PLC and during a faculty meeting. In addition, third grade teachers began block instruction. Math, Social Studies and Science were taught by one teacher while ELA was taught by the team teacher. ELA collaborated with SS, Science to align assignments and instruction.

End of the Year Feedback from Teachers:

2021-2022

The Cognia Review helped the School Advancement Committee more closely identify schoolwide strengths (collecting and analyzing data) and needs (more consistent schoolwide use of data to drive instructional decisions). Teachers felt that block instruction in 3rd grade classes helped increase effective instruction across content areas.

Possible PD needs for next school year:

2021-2022

Use of new K-2 ELA curriculum (CKLA) to instruct whole group, small group and to support interventions/individualized needs.
Effective use of Equip schoolwide. Continued support from Great Minds/Eureka especially in kindergarten and second grade.
Continue professional development in CLASS dimensions based on schoolwide strengths/weaknesses and individual strengths/weaknesses.

11. SCHOOL ADVANCEMENT PLANNING

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

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

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

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

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

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

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator:** Nicole Gagnard
- **Teacher:** Karly Barduca
- **Teacher:** April McCoy
- **Teacher:** Gwendell Garrett
- **TRT:** Felicia Bridges
- **Instructional Coach:** Stacy Alombro
- **Instructional Coach:** Shawnika Lewis
- **Parent/Family:** Nicole Fontana
- **Parent/Family:**
- **Community Member:** Janet Causey

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator:** Nicole Gagnard
- **TRT:** Felicia Bridges
- **Teacher:** Melissa Taylor
- **Teacher:** Jeanne Siverd
- **Teacher:** Kara Clark
- **Teacher:** Lindsay Savoy
- **Teacher:** Carra Melton
- **Teacher:** Crystal Stahulak
- **Teacher:** Maria Rupert
- **Parent/Family:**
- **Parent/Family:**

DISTRICT ASSURANCES

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

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date