

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Woodlake Elementary**



**St. Tammany Parish Public Schools**

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

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**1. COMPREHENSIVE NEEDS ASSESSMENT**

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

STRENGTHS	WEAKNESSES
Kindergarten students have shown the largest increase in benchmark students 4 out of 5 years with an average of a 7% increase from Fall to Spring. The number of second grade students scoring intensive have consistently decreased from fall to spring with an average of 2.8% decrease for the last 5 years as measured by DIBELS.	The number of students scoring intensive has continuously increased over the last 5 years in first grade with an average of a 4.5% increase from fall to spring as measured by DIBELS.
Our CRT Index has increased in 4 out of the 5 years. From 2012 to 2016 the CRT increased by 14.5 points.	For the 2015-2016 school year, the CRT index decreased from 109.4 to 108.2 (1.2 points).
The CRT index scores all increased in each area from 2015-16 to 2016-17 with ELA showing the most significant growth (100.0 to 117.9).	There was a significant decrease from 2013-14 to 2015-16 and from 2014-15 to 2015-16 in ELA with a 10.9 point decline. The math score decreased from 120.2 to 112.4 from 2013-14 to 2014-15 but has increased over the last two years.
Math has been a potential strength consistently through the years with a score of 120.4 in 2016-17. Expressing Mathematical Reasoning was a potential strength area with 76% students scoring Mastery and Above in 2016-17.	The weakness area in ELA is Written Expression with 41% of students scoring Mastery and Above in 2016-17.
Math has consistently been the highest index score since 2013-14 with Expressing Mathematical Reasoning having the highest percentage of students scoring Mastery and Advanced at 76%.	Social Studies has consistently been the lowest index score since 2013-14 with Geography having the lowest percentage of students scoring mastery and advanced at 42%.
The Hispanic sub-group was the highest in both ELA and Math in 2016-2017 with 100% scoring proficient in each ELA and Math. The White sub-group was the second highest in both ELA and Math. The White subgroup has been the highest in ELA for 4 of 5 years, and highest in Math for 3 of 5 years.	The Students With Disabilities sub-group scored the lowest in both ELA and Math in 2016-2017 with 72.7% proficient in ELA and 77.3% proficient in Math. The Students with Disabilities subgroup has been the lowest performing subgroup in ELA and Math for 3 of the past 5 years.
The students in the Black subgroup grew 48.3 % in ELA and 15% in Math in 2016-17. All subgroups have shown substantial growth since 12-13 in both ELA and Math which indicates the school as a whole is showing significant growth in both areas.	The Students with Disabilities declined by 3.8% in ELA and 13.9% in Math in 2016-17. However, the Students with Disabilities subgroup has improved in ELA by 9.9% since 12-13 and has improved in Math by 7.5% since 12-13.

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<p>The Students with Disabilities subgroup achievement gap consistently decreased in ELA from 2014-2016 from 19.2% to 13.3%, but increased in 2016-17 to 27.3%.</p>	<p>ELA gap showed an increasing trend for Hispanic in 14-15 and 15-16 by 22.1%, but the gap decreased by 28.7% in 16-17. Whole School and Economically Disadvantaged showed an increasing trend in math; Whole School gap in Math increased by 5.3% since 14-15, and ED increased by 8.6% since 13-14.</p>
<p>The White subgroup has a potential strength in Math throughout the years with an exception of 2016-17. The Hispanic subgroup had 100% score proficient in 2014-15 and 2016-17 in both ELA and Math.</p>	<p>The Students with Disabilities have consistently scored lower in ELA throughout the years. In 2016-17 their percent proficient was 15.7% lower in ELA than any other subgroup.</p>
<p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> </ul>	
<p>1. From Spring 2017 to Spring 2018 3<sup>rd</sup> grade students will increase the percentage of students achieving mastery or above by 10% in the ELA Content Subclaim Written Expression on the LEAP Assessment. 3<sup>rd</sup> – 41% to 51%</p>	
<p>2. From Spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 7.4 points from a 74.6 to 82 on LEAP Assessment.</p>	
<p>3. K-3 grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 6% form Fall 2017 to Spring 2018 as follows: K – 65% to 71% 1<sup>st</sup> --69% to 75% 2<sup>nd</sup> --83% to 89% 3<sup>rd</sup> --75% to 81%</p>	
<p>4.</p>	
<p>5.</p>	

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**2. PARENT AND FAMILY ENGAGEMENT**

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• The SIP will be accessible on our school’s website with a link inviting parents to leave feedback.</li> <li>• PTA Board meetings are held regularly on campus with parents, a teacher representative, and administration in attendance where the SIP is reviewed.</li> <li>• A parent survey will be sent home each spring to gather their input regarding the needs of our school.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Updated website with link to leave feedback, Survey with copies to be sent home with each student, Committee to compile and analyze the results of the parent survey</p>	<p><b>Effectiveness Measure:</b> Results of Parent Survey Feedback provided through link on website</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• PTA Meetings to discuss funding needed to support school wide programs to increase student achievement.</li> <li>• Parent/Teacher conferences to determine individual student progress, performance and support.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> SAT Chairs and Volunteer to class sit, technology, PTA flyers</p>	<p><b>Effectiveness Measure:</b> Progress Monitoring Data Intervention Data SPED Progress Reports Ticket out the Door from PTA meetings</p>

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<ul style="list-style-type: none"> <li>SAT meetings: The Student Assistance Team is a team of educators and parents who gather to determine individual student progress, performance and support.</li> <li>IEP meetings: A team of educators and parents who meet to review student progress and develop specific goals to be added to the student’s Individualized Education Plan.</li> <li>PTA events to encourage parents to volunteer at school.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>PTA Monthly Newsletter: a newsletter compiled by administration, teachers, and the PTA to highlight important events taking place at school.</li> <li>Teacher Weekly Newsletters – a newsletter sent home each week by each teacher including important school events and skills being focused on.</li> <li>Teacher and School Websites</li> <li>“Pelican Papers”: All important papers going from school to home are sent home on Wednesday in one envelope.</li> <li>Student Progress Center</li> <li>Open House: Parents are invited to attend this meeting to hear about our schoolwide goals, our performance scores, and specific information regarding the curriculum for each grade level.</li> <li>Family Learning Night: Parents and students are invited to school to participate in activities that are based on the three main goals of our school improvement plan. Parents are also provided with resources to use at home to continue to support the student’s learning.</li> <li>Parent/Student Handbook</li> <li>Student Agenda: Each child is provided with an agenda to be used as a daily school to home communication tool.</li> <li>LEAP Information Night: Parents are invited to attend this meeting to gather information and resources on how to help their child be successful with the LEAP Assessment.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Newsletter          Website          Flyers          Handbook          Agendas          Parent Resources          Activities aligned to SIP Plan          Passport          Prizes</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey          Ticket out the Door</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</li> </ul>	<p><b>Goal(s):</b> 1,2 and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Parent Survey Parent Resources</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>	<p><b>Goal(s):</b> 1,2 and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Newsletters and Home Communication translated for parents Translator available at meetings</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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*Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Open House: Parents are invited to attend this meeting to hear about our schoolwide goals, our performance scores, and specific information regarding the curriculum for each grade level.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Flyers to inform parents  Technology</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>LEAP Information Night: Parents are invited to attend this meeting to gather information and resources on how to help their child be successful with the LEAP Assessment.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b> LEAP Informational Flyers LEAP Power Point</p>	<p><b>Effectiveness Measure:</b> Parent Survey Ticket out the Door</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Family Learning Night: Parents and students are invited to school to participate in activities that are based on the three main goals of our school improvement plan. Parents are also provided with resources to use at home to continue to support the student's learning.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Activities based on goals being addressed Resources for parents</p>	<p><b>Effectiveness Measure:</b> Parent Survey Ticket out the Door</p>
				<p><b>Effectiveness Results:</b></p>



### 3. SCHOOLWIDE PLAN STRATEGIES

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Ready Gen: An English Language Arts program that we are piloting this year in grades K-2.</li> <li>• Guidebook Unit: A rigorous ELA program provided by the state that we are piloting in third grade.</li> <li>• Eureka Math: A Math resource that provides students with many different problem solving strategies and encourages constructive response.</li> <li>• RAPS: A writing strategy used by second grade to answer text dependent questions and writing prompts with a focus on improving written expression.</li> <li>• RACE: A writing strategy used by third grade to answer text dependent questions and writing prompts with a focus on improving written expression.</li> <li>• Brain Pop Jr.: An online resource with many videos related to content taught across grade levels and all core instruction.</li> <li>• Moby Max: An online resource used by K-3 students to supplement learning across all core subjects.</li> <li>• Guaranteed Curriculum: Third grade teachers are using this as a guide for their ELA units throughout the year.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Professional Development on Ready Gen</li> <li>Professional Development on Guidebooks</li> <li>Brain Pop jr. Subscription</li> <li>Professional Development on OWL</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Performance Based Assessments</li> <li>Writing Samples</li> <li>SLT's</li> <li>Report Cards</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• OWL: Resource used to support the Early Childhood Curriculum.</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS: Dynamic Indicator of Basic Early Literacy Skills administered three times a year on all students.</li> <li>• DRDP: Desired Results Developmental Profile used in Kindergarten to track individual student growth throughout the school year.</li> <li>• SLT's: Each teacher uses data from the beginning of the year to set rigorous learning targets for all students in both ELA and Math.</li> <li>• Selection Tests: Reading assessment used in grades K-3.</li> <li>• Unit Assessments for ELA: Assessment given at the end of each ELA Ready Gen unit in grades K-2.</li> <li>• Weekly and Unit Assessments for Math: Weekly skills and strategies test including constructive response questions.</li> <li>• LEAP 360: A resource used by 3<sup>rd</sup> grade to prepare for the LEAP 2025 assessment.</li> <li>• Benchmark Assessments: A resource provided to all teachers to assess throughout the year to monitor progress toward year-end goals.</li> <li>• MTS – My Teaching Strategies: An online platform used in all Pre-K classes for teachers to record student progress.</li> <li>• LEAP 2025: The assessment used in the Spring of 2018 with all 3<sup>rd</sup> grade students.</li> <li>• Performance Based Assessments: A writing assessment in response to a specific prompt used in grades K-3.</li> </ul>	<p><b>Goal(s):</b> 1,2 and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input checked="" type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Data from assessments PLC Time to analyze data</p>	<p><b>Effectiveness Measure:</b> DIBELS SLT DRDP MTS LEAP 2025</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• DIBELS: Dynamic Indicator of Basic Early Literacy Skills administered three times a year on all students.</li> <li>• SLT's: Each teacher uses data from the beginning of the year to set rigorous learning targets for all students in both ELA and Math.</li> <li>• Report Card Grades</li> <li>• Progress Monitoring</li> </ul>	<p><b>Goal(s):</b> 1,2 and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Data Report Card Grades Time to meet and analyze data</p>	<p><b>Effectiveness Measure:</b> DIBELS SLT Unit Assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Voyager Tutoring: A small group tutoring program used for 1<sup>st</sup> and 2<sup>nd</sup> grade students who are below benchmark in DIBELS.</li> <li>• Fast Forward: A computer based program used with students to provide extra reading support.</li> <li>• Interventions by Classroom Teachers: Specific strategies used by teachers with either individual students or a small group of students to target a specific academic need.</li> <li>• Small Group Instruction: Teachers meet with small groups of students to provide specific instruction within the classroom based on common needs.</li> </ul>	<p><b>Goal(s):</b> 1,2 and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Salary for Voyager Tutors A teacher to run Fast Forward PD for Teachers</p>	<p><b>Effectiveness Measure:</b> Progress Monitoring Data Benchmark DIBELS SLT's Unit Assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT Meetings: A team of educators who meet every Thursday to evaluate student data and develop a plan of action for each individual student.</li> </ul>	<p><b>Goal(s): 2</b> 1,2 and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> SAT Chair Class Sitters for Meetings Student Data</p>	<p><b>Effectiveness Measure:</b> Progress Reports Assessments DIBELS</p>

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<ul style="list-style-type: none"> <li>• Parent/Teacher Conferences: The teacher meets with the parent at least twice per year but more if needed to discuss academic and/or behavioral concerns.</li> <li>• IEP Meetings: A team of educators, parents, and administrators meet at least once per year to discuss the progress of the individual student and develop goals based on the specific needs.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> <li>• A para-educator is assigned to work specifically with our LEP students by pushing into the general education classroom.</li> <li>• SAT Meetings: A team of educators including an ELL Integration Specialist meets to determine the individual needs of those students that are not making progress with the school level support.</li> </ul>	<b>Goal(s):</b> 1,2 and 3	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> LEP Para-Educator SAT Team Class Sitter Interpreter	<b>Effectiveness Measure:</b> ELPT Assessment  <b>Effectiveness Results:</b>
<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• Inclusion: Students who are identified with specific needs spend the majority of their day having their goals met in a general education classroom.</li> <li>• LEP Program: Students with limited English proficiency are provided with extra support within the classroom.</li> <li>• Moderate/Resource/Speech/MAE (Management of Alternative Education)/Gifted/Talented Arts: Students receive extra support beyond the general education classroom to ensure that their IEP goals are met.</li> </ul>	<b>Goal(s):</b> 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> Professional Development on the Co-Teaching Model Para-educators ELL Para-educators	<b>Effectiveness Measure:</b> Progress Reports DIBELS SLT  <b>Effectiveness Results:</b>

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<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• K Kids: An after-school program offered to our students to encourage community and outreach services.</li> <li>• Strings: A 30 minute small group violin program offered to our students within the school day.</li> <li>• KIT Tutors: Extra support provided to students living in temporary housing situations.</li> <li>• Extended School Year: A summer program for those students who are at risk of maintaining information learned over the summer receive schooling over the summer.</li> <li>• First Lego League Club: A club offered to students that meets once per week after school to challenge children to think like engineers and solve real world problems.</li> <li>• Girl Scouts and Boy Scouts: An after-school program offered to our students to encourage community and outreach services.</li> <li>• Gardening: Master gardeners volunteer to work with the students in the science and art of gardening and horticulture.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> K-Kids Coordinator Stings Teacher Tutors</p>	<p><b>Effectiveness Measure:</b> Assessment Data Parent Survey Teacher Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p align="center"><b><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></b></p>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> will work with students <b>12</b> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> </ul>	<p><b>Items Needed:</b> MHP</p>	<p><b>Effectiveness Measure:</b> Discipline Data</p>

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<p>This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS: Administration, TRT, and faculty work collaboratively to provide the students with behavioral support, incentives, and interventions. The team meets monthly to analyze discipline data. Students earn Pelican Praise slips across the campus. Outstanding Pelicans are recognized weekly at Morning Meeting and rewarded with a small party on Friday afternoon. Students of the Month are recognized at a breakfast with their families and at Morning Meeting. Monthly incentives are provided to students who follow the schoolwide expectations.</li> <li>• Check In/Check Out: A process in place to assist students who struggle following the schoolwide discipline policy. They are given specific behavior targets and check in and out with a behavior coach each day.</li> <li>• Service Learning Project: Students who need extra support are given an opportunity to serve around school with a specific job.</li> <li>• Counselor: There is a counselor on campus at all times who meets with students individually if needed but also does lesson with each class. She works with students during Think Tanks and attends SAT meetings when necessary.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Incentives</p>	<p><b>Effectiveness Measure:</b> Discipline Data</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Head Start: A member of the administrative team will visit with parents from Head Start for a new student orientation.</li> <li>• Third Grade to visit feeder school: A field trip is schedule in May of each school year for our third grade students to visit the school that they will be attending for fourth grade.</li> <li>• New Student Registration: Staff is available at New Student Registration to answer any questions that parents may have and provide them with tours of the school.</li> <li>• PTA Play Dates: The PTA offers play dates over the summer to provide new parents and students an opportunity to meet and learn about our school.</li> <li>• School Tours: Administration and TRT are available to guide school tours to community, parents, and students throughout the year.</li> <li>• Special Education Transition Meetings: The third grade special education teachers meet with the fourth grade special education teachers to review the goals of each student.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Bus</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<b>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:</b>				
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Each grade level meets once every 4 weeks focusing on a specific goal determined by analyzing student data. (Kindergarten: Phonics, Writing, and Eureka) (First Grade: Reading Independently) (Second Grade: Written Expression)</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Substitutes</p>	<p><b>Effectiveness Measure:</b> Student Data Teacher Surveys</p>

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<p>(Third Grade: Written Expression and Eureka)</p> <ul style="list-style-type: none"> <li>• It is facilitated by a teacher leader.</li> <li>• District specialists will be invited as presenters when needed.</li> <li>• Substitutes will be used a few times per year to allow extra time for each grade level to meet.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• District-Required Professional Development: The district has 2 PD days built into the calendar at the beginning of the school year, ½ day in October and a ½ day in March.</li> <li>• Guidebooks 2.0: Two third grade teachers attending several in-services on Guidebooks 2.0 and brought the information back to the rest of the third grade teachers.</li> <li>• Ready Gen: All K-2 teachers are piloting this program and have been provided with support from the company throughout the school year.</li> <li>• Leadership Team Meetings: One representative from each grade level meets with the administrative team to discuss the needs of the school as it pertains to the SIP plan.</li> <li>• Learning Walks: Teachers will be provided with time to visit classes at our school and other schools within the district.</li> <li>• Curriculum Specialists: They are invited to our school when needed to provide instruction to our teachers.</li> <li>• COMPASS Observations: The administrators use the COMPASS process to improve instruction.</li> <li>• Teacher Leader Conference: Several teacher leaders attended a state conference over the summer.</li> <li>• School Leadership Center: An organization that works collaboratively with us to increase student achievement.</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Substitutes</p>	<p><b>Effectiveness Measure:</b> Teacher Survey Ticket out the Door Student Data</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<ul style="list-style-type: none"> <li>• New Teacher Orientation and BOOST Workshops: Teachers new to Woodlake are provided with a specific orientation. Teachers new to the district are offered BOOST workshops throughout the year.</li> </ul>				
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.</li> <li>• Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>• Placement of Student Teachers from local universities</li> <li>• The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>	<p><b>Goal(s):</b> 1,2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Low Teacher Turn-over COMASS Scores</p> <hr/> <p><b>Effectiveness Results:</b></p>

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

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

## Woodlake Elementary

### ***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

#### **McKinney Vento:**

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

#### **Food Services:**

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

#### **Special Education:**

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

#### **English as a Second Language (ESL):**

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

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

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

#### **Headstart Preschool Programs:**

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

#### 4. Regular Monitoring and SIP Revision

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

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

- Meet with the Leadership Team Meeting
- PLC Meetings
- Monthly PTA Meetings

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

- DIBELS
- SLT's
- Discipline Data
- Parent Surveys

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

- Student data will be analyzed at PLC meetings to determine the specific needs of students and interventions and instruction will be adjusted to meet those needs.
- DIBELS data will be reviewed to adjust Voyager and Intervention groups.

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

- Open House in 2018
- PTA Meetings
- School Website