

**2018-2019
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).

3/15/2019

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 |
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| <p>The number of students scoring well-below benchmark on DIBELS has consistently been the lowest in Kindergarten and Second Grade. Kindergarten: Spring 2016 (8%), Spring 2017 (10%), Spring 2018 (8%). Second Grade: Spring 2016 (6%), Spring 2017 (7%), Spring 2018 (10%)</p> | <p>The percentage of first grade students scoring benchmark or above in the spring on DIBELS has consistently been the lowest over the last three years. 2018: 62%, 2017: 74%, 2016: 75%.</p> |
| <p>The highest school index score was in the year 2017 with a score of 95.8 points for the Assessment Index.</p> | <p>The lowest school index score was in the year 2018 with a score of 90.3 points for the Assessment Index.</p> |
| <p>The Assessment Index for ELA has consistently increased over the last three years with a score of 83.1 points in 2016, 97.0 points in 2017, and 99.9 points index points in 2018.</p> | <p>The Assessment Index for both Math and Social Studies decreased from 2017 to 2018. Math: 2017-102.9, 2018-91.3 index points. Social Studies: 2017-85.5, 2018-76.3 index points.</p> |
| <p>A potential strength is in our third grade ELA LEAP 2025 scores due to consistent growth over the last three years with an index scores of 83.1 points in 2016, 97.0 points in 2017, and 99.9 points in 2018.</p> | <p>A potential weakness is in our third grade LEAP 2025 Social Studies scores due to the consistent decline in the index score over the last three years. The index scores were 81.0 points in 2016, 85.5 points in 2017 and 76.3 points in 2018.</p> |
| <p>A potential subject area strength is in ELA and Math. In ELA, the highest subcategory on the 2018 LEAP 2025 assessment is in the area of Writing Performance with 81% of students scoring Mastery or Advanced. In Math, the highest subcategory is in the area of Modeling and Application with 75% of students scoring Mastery or Advanced.</p> | <p>A potential subject area weakness is in Social Studies. The lowest subcategory on the 2018 LEAP 2025 Assessment in Social Studies is in the area of Geography with 41% of students scoring Approaching Basic or Unsatisfactory.</p> |
| <p>A potential strength is in both ELA and Math for the White subgroup. The LEAP 2025 Assessment index scores in both subjects were higher for the White subgroup than all other subgroups in 2016 and then again in 2018. Math: 104.6 points (2016), 103.5 points (2017), 94.7 points (2018) ELA: 87.3 points (2016), 97.0 points (2017), 104.3 points (2018)</p> | <p>A potential weakness is in both ELA and Math for the Students with Disabilities subgroup. The LEAP Assessment index scores for the Students with Disabilities subgroup in both subjects were lower than all other subgroups in 2016, 2017 and 2018. Math: 90.6 points (2016), 70.0 points (2017), 59.2 points (2018) ELA: 75.2 points (2016), 63.8 points (2017), 70.8 points (2018)</p> |

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| <p>One area of improvement is in the White Subgroup with LEAP 2025 Assessment index scores increasing for three consecutive years in ELA beginning in 2016. The scores increased by 17 points from 2016 to 2018. ELA: 87.3 points (2016), 97.0 points (2017), 104.3 points (2018)</p> | <p>The White, Students with Disabilities, and Economically Disadvantaged subgroups are all areas of decline with LEAP 2025 Math Assessment index scores decreasing for three consecutive years beginning in 2016. The White Subgroup (104.6 points in 2016, 103.5 points in 2017, 94.7 points in 2018), the Economically Disadvantaged (91.5 points in 2016, 90.2 points in 2017, 67.4 points in 2018), and Students with Disabilities (90.6 points in 2016, 70.0 points in 2017, 59.2 points in 2018).</p> |
| <p>The White subgroup is a potential strength in both ELA and Math. The White subgroup has had the smallest achievement gap in two out of the last three years for both ELA and Math index scores. ELA Achievement Gap: 0.0 points (2016), 11.3 points (2017), 0.0 points (2018) Math Achievement Gap: 0.0 points (2016), 9.8 points (2017), 0.0 points (2018)</p> | <p>The Economically Disadvantaged subgroup Achievement Gap increased in both ELA and Math index scores for two of the last three years. The Black Subgroup Achievement Gap increased in both Math and ELA index scores from 2017 to 2018. Although the Students with Disabilities subgroup Achievement Gap decreased in Math from 2017 to 2018, this continues to be an area of weakness due to the large gap. (2016-14 points, 2017-43.3 points, 2018-35.5 points).</p> |
| <p>The White Subgroup has consistently had higher index scores on the LEAP 2025 Assessment in ELA index scores. 2016 (87.3 points), 2017 (97.0 points), 2018 (104.3 points).</p> | <p>Although the Students with Disabilities subgroup has shown some improvement in the ELA and Math LEAP index scores, they are still consistently the lowest scoring Subgroup in both subjects. ELA: 2016 (75.2 points), 2017 (63.8 points), 2018 (70.8 points) Math: 2016 (90.6 points), 2017 (70.0 points), 2018 (59.2 points)</p> |
| <p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory 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> | |

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GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2018 to Spring 2019, students in grade 3 will increase their LEAP 2025 Assessment Index Score in Math by 5 points from 91.3 points to 96.3 points.
2. From Spring 2018 to Spring 2019, the students in the subgroup “Students with Disabilities for the Whole School” will increase their Assessment Index on the LEAP 2025 Assessment as follows:
ELA: Increase by at least 3 Index points from a 104.3 points to 107.3 points
Math: Increase by at least 3 index points from a 94.7 points to 97.7 points
3. From Spring 2018 to Spring 2019, students in grade 3 will increase their LEAP 2025 Assessment Index Score in Social Studies by 5 points from 76.3 to 81.3 points.
4. First grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10% from 62% in Spring 2018 to 72% in Spring 2019.

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 |
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| <p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • The SIP Committee will meet with members of the PTA to design the School Improvement Plan in October. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • The SIP Committee will meet with members of the PTA to review parental input and evaluate the School Improvement Plan. | <p>Goal(s): 1, 2, 3, and 4</p> | <p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Items Needed: Substitutes for members of the School Improvement Committee</p> | <p>Effectiveness Measure: Attendance Records</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • The Parent Teacher Association Executive Board Members meet with the school’s principal at the beginning of each school year to develop year-long goals and monthly to review/modify these goals. | <p>Goal(s): 1, 2, 3, and 4</p> | <p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p> | <p>Items Needed:</p> | <p>Effectiveness Measure: Attendance Records</p> |

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| | | <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | | Effectiveness Results: |
| <p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • <i>The school principal reviews the School Improvement Plan and school-wide student progress during Open House Night each fall</i> • <i>Parent-Teacher conferences are held with each set of parents at least once per year</i> • <i>A bi-monthly school-wide newsletter, "The Pelican Press", is sent home with every student</i> • <i>A weekly classroom newsletter is sent home with each student providing parents with specific learning taking place</i> | Goal(s): 1, 2, 3, and 4 | Budgets 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 type="checkbox"/> Other | Items Needed: | Effectiveness Measure: Attendance Records, Documentation from Parent/Teacher Conference Meetings, Verbal feedback between parents and teachers <hr/> Effectiveness Results: |
| Translation Services: <ul style="list-style-type: none"> • 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, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) • 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. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. | Goal(s): | Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | Items Needed: | Effectiveness Measure: Reflection <hr/> Effectiveness Results: |

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| <ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. | | | | |
| <p><i>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. Include the month that the activity will take place if applicable.</i></p> | | | | |
| <p><i>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.</i></p> | | | | |
| <p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> An Open House night will be held within the first nine weeks of each school year. The principal will provide parents with an overview of the School Improvement Plan and student progress from the previous year. The parents will also move to the child's homeroom where teachers will provide them with standards based curriculum, grade level expectations, and basic classroom procedures and routines. | <p>Goal(s): 1, 2, 3, and 4</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: PowerPoint for Principal and Teachers</p> | <p>Effectiveness Measure: Attendance Records Exit Ticket</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> A Family Curriculum Night will be held in the spring of 2019 for grades Kindergarten through Third. Families will be provided with information about learning that has already been taking place and expectations for the remainder of the year. | <p>Goal(s): 1, 2, 3, and 4</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed: Parental Information Sheets, PowerPoint, Standards Based Activities</p> | <p>Effectiveness Measure: Attendance Records Exit Tickets</p> |

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| <ul style="list-style-type: none"> Teachers will prepare information sheets for parents along with specific examples demonstrating the expectations of the grade level standards. | | <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | | <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> A LEAP Parent Night will be held in April of 2019. The principal will provide parents with an introduction of the general expectations of the LEAP 2025 Assessment and the student growth goals. Teachers will provide parents with more detailed information regarding the LEAP 2025 assessment and strategies that have been implemented throughout the school year to prepare the students. Teachers will provide parents with specific information on how they can prepare their students for the LEAP 2025. Any students that attend will play BINGO in the cafeteria with teacher volunteers. | <p>Goal(s): 1, 2, and 3</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Principal PowerPoint, Teacher PowerPoint, Access to LDOE Website, BINGO with prizes for students</p> | <p>Effectiveness Measure: Attendance Records Exit Tickets</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> A STEM (Science, Technology, Engineering, and Math) day will be held in February of 2019. The PTA will work with the school and community members to provide students with engaging activities based on the Science and Math standards. | <p>Goal(s): 1 and 2</p> | <p>Budgets 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: PTA | <p>Items Needed: Schedule, Volunteers, Materials for Stations</p> | <p>Effectiveness Measure: Parent and Student Survey</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> A Cultural Arts Day will be held in November of 2018. The PTA will work with the school and community members to provide students with engaging activities based on the Social Studies standards. | <p>Goal(s): 3</p> | <p>Budgets 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: PTA</p> | <p>Items Needed: Schedule, Volunteers, Materials for Stations</p> | <p>Effectiveness Measure: Parent and Student Survey</p> |
| <p align="right">Effectiveness Results:</p> | | | | |
| <p>Parent Family Engagement Activity 6:</p> <ul style="list-style-type: none"> Four PTA meetings will be held throughout the year where parents will be informed of school-wide progress and provided with current curriculum updates. | <p>Goal(s): 1, 2,3, and 4</p> | <p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Items Needed:</p> | <p>Effectiveness Measure: Attendance Records</p> |
| <p align="right">Effectiveness Results:</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.)*

Core Instruction

| SCHOOLWIDE PLAN STRATEGY | GOAL(S) ADDRESSED | BUDGET(S) USED TO SUPPORT ACTIVITY | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY: | EFFECTIVENESS |
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| <p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Grades K – 3 will follow the St. Tammany Parish Guaranteed Curriculum and Eureka math to teach the standards. • Grades K- 2 will follow the St. Tammany Parish Guaranteed Curriculum Pearson Ready Gen to teach the standards. • The third grade teachers will be using the St. Tammany Parish Guaranteed Curriculum and Louisiana Guidebooks to teach the standards. • Grades K-3 will follow the St. Tammany Parish Guaranteed Curriculum to teach the Social Studies standards. • The PK teachers will be using the Pearson OWL resource to supplement their instruction. • Grades K-3 will be using Moby Max to supplement their instruction in ELA, Math, Science, and Social Studies. | <p>Goal(s): 1,2,3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Eureka student copies, Eureka Teacher Guides, Ready Gen Teacher and Student Materials, Teacher and Student Guidebook Materials, OWL materials, Moby Max License, Student Computers, Teacher Computers, Promethean Boards in each classroom</p> | <p>Effectiveness Measure: LEAP 2025 Scores, St. Tammany Mastery Assessments, DIBELS Data, Student Report Cards, Moby Max Reports</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Common assessments will be discussed at PLC meetings allowing for data collection. • Data from common assessments will be used to adjust future lessons. • Teachers in Grades K-2 will use assessments provided with Ready Gen to ensure that the appropriate standards are assessed. • Third grade teachers will create classroom assessments in coordination of the LEAP 2025 Companion Guide. • LEAP 2025 practice tests from the Louisiana Department of Education Website. | <p>Goal(s): 1,2,3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Ready Gen Assessments, Eureka Assessments, LEAP 2025 Practice Tests, LEAP 2025 Companion Guide</p> | <p>Effectiveness Measure: LEAP 2025 Scores, St. Tammany Mastery Assessments, DIBELS Data, Student Report Cards</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Teachers of Student with Disabilities in grades K-2 are using the Pearson Ready Gen curriculum with scaffolded support for ELA. The Scaffolded Strategies Handbook and Ready Up Intervention book is used to supplement their teaching. • Teachers of Students with Disabilities in grade 3 are using the Louisiana Guidebook with scaffolded support for ELA. The Guaranteed Curriculum for Students with Disabilities is used to supplement their teaching. • Teachers of Students with Disabilities in grades K-3 are using Eureka with scaffolded support for Math. They will use the Eureka remediation lessons to supplement their instruction. • Students with Disabilities will be using the same common assessments as the typical peers but with accommodations. | <p>Goal(s): 1,2,3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Guaranteed Curriculum, Ready Gen Materials, Eureka Materials, Common Assessments, Student Individual Education Plans with Accommodations</p> | <p>Effectiveness Measure: LEAP 2025 Scores, St. Tammany Mastery Assessments, DIBELS Data, Student Report Cards, Progress Reports for Students with Disabilities</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> 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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> | <p>Goal(s):</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |
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Interventions for At-Risk Students

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| <p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Students who score Below or Well Below Benchmark on DIBELS will be provided with classroom interventions. Teachers will determine which students need classroom interventions through discussion of data from common assessments at PLC meetings. Students who have difficulty following along in the classroom and participating in whole group discussions will be provided with classroom interventions. Students who score a D or F on their quarterly report card will be provided with classroom interventions. | <p>Goal(s): 1, 2, and 4</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: DIBELS Scores, Data from Common Assessments, Time to hold PLC meetings</p> | <p>Effectiveness Measure: DIBELS Scores, Common Assessments, Report Card Grades</p> <hr/> <p>Effectiveness Results:</p> |
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| <p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Laura Loupe will provide students with time to work on Fast Forward. • Each classroom teacher will provide the students in need with time to use Moby Max. • Teachers in grades K-1 will use Project Read and other multi-sensory strategies. • Students in grades 1 and 2 needing reading or phonics interventions will be provided with tutoring through our Voyager program. • Students scoring Below or Well Below on DIBELS will be provided with interventions specific to the skill. | <p>Goal(s): 1,2, 3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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: PTA | <p>Items Needed: Fast Forward Licenses, Moby Max License, Project Read Training, Voyager Tutors, DIBELS Interventions</p> | <p>Effectiveness Measure: DIBELS Scores (TRT), Fast Forward Reports (Loupe, speech therapist), Moby Max Reports (Classroom Teachers), Project Read Assessments (Kennedy and Bernier), Voyager Checkpoints (Voyager Tutors)</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Classroom teachers will meet with the parents of those students who do not make progress through Classroom Interventions. The parent will then be invited to attend a Student Assistance Team meeting to discuss the academic concerns and develop a plan to ensure academic progress. | <p>Goal(s): 1,2, 3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: SAT Paperwork, Classroom Sitter, Data from Interventions</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Laura Loupe will provide students with time to work on Fast Forward four days per week for 30 minutes. • Project Read for 30 minutes a day five days per week. • DIBELS Interventions 3 to 5 days per week for 10-15 minutes each day. | <p>Goal(s): 1,2, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Fast Forward, Project Read Training, Specific DIBELS interventions</p> | <p>Effectiveness Measure: Fast Forward reports monitored by Laura Loupe, Cali Kennedy will analyze the Project Read Assessments, DIBELS Scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Project Read for 30 minutes each day for five days. • Specific Math and Phonics based activities with the ELL para-educator. | <p>Goal(s): 1 and 3</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Project Read Training, Multi-Sensory Materials</p> | <p>Effectiveness Measure: DIBELS scores, Intervention Data monitored by ELL Para-educator</p> <hr/> <p>Effectiveness Results:</p> |

Support and Extended Learning

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| <p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> All students in grades K-3 participate in Art (40 minutes), Music (40 minutes), and Library (35 minutes) each week. All students in grades K-3 participate in PE two days each week for 30 minutes each. Students qualifying for Gifted receive accelerated instruction based on the minutes documented on the Individual Education Plan. Students qualifying for talented art, theatre, and/or music receive instruction based on the minutes documented on the Individual Education Plan. Students qualifying for KIT resources are provided with tutoring services when necessary. Students qualifying for KIT resources are provided with the school supplies needed for their classroom, breakfast and lunch at no cost, and field trips at no cost. | <p>Goal(s): 1,2,3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | <p>Items Needed: Enrichment Schedule, IEP of students receiving services for gifted and talented programs, the completed Louisiana Residency Form</p> | <p>Effectiveness Measure: Report Card Grades, Progress Reports from the gifted and talented students</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> All students in grades K-3 attend field trips at least two times per year to enrich the learning of the standards taught in the classroom. Students in grades 2nd and 3rd are provided with the opportunity to join the Kiwanis-Kids Club, an after school program. | <p>Goal(s): 1,2,3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Field Trip Permission Slips, A list of students receiving KIT support, Kiwanis-Kids Moderator</p> | <p>Effectiveness Measure: Field Trip Reflection Sheets, LEAP 2025 Scores</p> <hr/> <p>Effectiveness Results:</p> |

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

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| <p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. | <p>Goal(s):</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Counseling Services:</p> <ul style="list-style-type: none"> There is a counselor on campus at Woodlake five days per week. She is available to help in emergency situations. The counselor teaches Social Lessons in each class for grades K-3 for 30 minutes once every other week. The counselor meets with students in small groups and/or individually based on the needs of the students. | <p>Goal(s):</p> <p>1,2,3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <p>Report Card Grades Decrease in Discipline Data</p> <hr/> <p>Effectiveness Results:</p> |

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| Implementation of a schoolwide tiered model to prevent and address problem behavior: | | | | |
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| Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> • Everyone at Woodlake follows the school-wide PBIS plan. • Expectations are discussed at our daily Morning Meeting. • Students who demonstrate appropriate behavior have the opportunity to be chosen as the Pelican of the Week and/or the Student of the Month. | Goal(s): 1,2, 3, and 4 | Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | Items Needed: Pelican Praises, Rewards, Certificates, Breakfast | Effectiveness Measure: Discipline Data |
| | | | | Effectiveness Results: |
| Strategies for Assisting Students in the Transition from One School to the Next: | | | | |
| Transition Activities for Incoming and Outgoing Students: <ul style="list-style-type: none"> • All third grade students visit the school that they will be attending for middle school in May. • A Woodlake representative visits the Head Start Center to share information about Kindergarten. • PTA Play Dates for all parents to include new families • All new parents are invited to a New Comer Tea in August to meet other parents and become familiar with the school. • All students are invited to visit the school and meet their new teacher in August prior to the first day at Meet and Greet. | Goal(s): 1,2,3, and 4 | Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other: PTA Funds | Items Needed: Tea and Refreshments | Effectiveness Measure: Parent Survey |
| | | | | Effectiveness Results: |

Professional Development

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:

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|--|--|--|---|--|
| <p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> All teachers in each grade level meet in PLC meetings two times per month for about two hours to develop common assessments and analyze student data. All Enrichment Teachers meet in PLC meetings once per month to discuss common strategies and needs of students. | <p>Goal(s): 1,2, 3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Common Assessments, Data, PLC Agenda and Supporting Documents</p> | <p>Effectiveness Measure: Exit Tickets, Student Data from Common Assessments, DIBELS Scores, LEAP 2025 Scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Other Professional Development:</p> <ul style="list-style-type: none"> Support from Curriculum Specialists to provide teachers with effective subject specific strategies and resources to enhance teaching. TRT will provide teachers with professional development on small group instruction and interventions at District PD Days in October and in March. Emily Mull, ELA Curriculum Specialist, will provide teachers with the District Word Work Training. Teacher Leaders in Grades K-2 will provide teachers in their grade level will updates based on the Ready Gen Curriculum. Teacher Leaders in Third Grade will provide teachers in their grade level with updates based on the Louisiana Guidebook Units. | <p>Goal(s): 1,2,3, and 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Substitutes, Ready Gen Materials, Guidebook Materials, Data from Common Assessments, Word Work Manual</p> | <p>Effectiveness Measure: LEAP 2025 Scores, St. Tammany Mastery Assessments, DIBELS Data, Student Report Cards, Exit Tickets</p> <hr/> <p>Effectiveness Results:</p> |

Woodlake Elementary 2018-2019

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- 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.
- 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.
- Placement of Student Teachers from local universities
- 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.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st 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.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- We will monitor the SIP When analyzing student data from Common Assessments in PLC meetings.
- We will monitor the SIP at our monthly Leadership Team Meetings.
- The SIP committee will meet in May to monitor the SIP.
- The SIP committee will meet again in August once LEAP scores are reported to determine whether or not the goals have been met.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- We will monitor the SIP at our monthly Leadership Team Meetings.
- The SIP committee will meet in May to monitor the SIP.
- The SIP committee will meet again in August once LEAP scores are reported to determine whether or not the goals have been met.

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

- The results of the SIP will be reported to the faculty and staff in August, after all data is compiled.
- The results of the SIP will be reported to families at our Open House in August.
- The results of the SIP will be posted on our school website for parents and community members to view.

2018-2019 Committee Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- **Principal: Lelia Parker**
- **Assistant Principal: Tara Dragon**
- **Student:**
- **Teacher: Jayme Jones**
- **Teacher: Christine Gates**
- **Teacher: Kira Neal**
- **Teacher: Amy Haley**
- **Parent/Family:**
- **Parent/Family:**
- **Community Member:**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: Lelia Parker**
- **Assistant Principal: Tara Dragon**
- **Student:**
- **Teacher: Jayme Jones**
- **Teacher: Christine Gates**
- **Teacher: Kira Neal**
- **Teacher: Amy Haley**
- **Parent/Family:**
- **Parent/Family:**