

2021-2024
SCHOOL ADVANCEMENT PLAN

Woodlake Elementary



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

STRENGTHS	WEAKNESSES
<p>According to the DIBELS Assessment Data for the 2020-2021 School Year, 78% of third grade students scored at or above benchmark at EOY.</p> <p>According to the DIBELS Assessment Data for the 2020-2021 School Year, 85% of first grade students scored at or above benchmark at EOY.</p>	<p>According to the DIBELS Assessment Data for the 2020-2021 School Year, third grade students scoring well below and below benchmark decreased by 7% points (BOY 29%, EOY 22%).</p>
<p>According to the Assessment Index from the LEAP 2025 Assessment, math increased 15.6 points (2019- 87.1, 2021-102.7).</p>	<p>According to the Assessment Index from the LEAP 2025 Assessment, Social Studies was our lowest score (73.1) as compared to Science (88.7), ELA (98.7), and Math (102.7).</p>
<p>According to the LEAP 2025 Assessment Index (Expanded View) for 2020-2021, 81 third grade students scored advanced and mastery in ELA and 79 third grade students scored advanced and mastery in Math.</p>	<p>According to the LEAP 2025 Assessment Index (Expanded View) for 2020-2021, 51 third grade students scored advanced and mastery in Social Studies.</p>
<p>According to the LEAP 2025 Student Group Performance data from 2020-2021, the Whole School subgroup scored highest in math (102.7 points).</p> <p>According to the LEAP 2025 Student Group Performance data from 2020-2021, the SPED subgroup increased by 19.3 points in Math (2019- 68.9 points, 2021- 88.2 points) 15.4 points Science (2019- 61.1 points, 2021- 76.5), and 12 points in Social Studies (2019-47.4, 2021- 59.4).</p> <p>According to the LEAP 2025 Student Group Performance data from 2020-2021, the Economically Disadvantaged subgroup increased by 25 points in Math (2019- 65.9, 2021- 90.9).</p>	<p>According to the LEAP 2025 Student Group Performance data from 2020-2021, the SPED subgroup scored 75.9 points in ELA as compared to the Whole School which scored 98.7 points.</p> <p>According to the LEAP 2025 Student Group Performance data from 2020-2021, the SPED subgroup scored 59.4 points in Social Studies as compared to the Whole School which scored 73.1 points.</p>

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<p>According to the LEAP 2025 Student Group Performance data from 2020-2021, the Female subgroup scored higher than the Whole School in every subject area (ELA: Female- 104.3 points, Whole School- 98.7 points, Math: Female- 103.4 points, Whole School- 102.7 points, Science: Female- 91 points, Whole School- 73.1 points).</p>	
<p>According to the LEAP 2025 Performance by Substrand data, 77% of students scored strong in the Writing Performance substrand in ELA.</p> <p>According to the LEAP 2025 Performance by Substrand data, 67% of students scored strong in the Major Content substrand and 70% of students scored strong in the Modeling & Application substrand in Math.</p>	<p>According to the LEAP 2025 Performance Substrand data, 52% of students scored strong in the Written Expression substrand in ELA.</p> <p>According to the LEAP 2025 Performance Substrand data, 31% of students scored non-proficient in the Reading Informational substrand in ELA, showing an increase from 2017 and 2018 (27%).</p> <p>According to the LEAP 2025 Performance Substrand data, 57% of students scored strong in the Solve Problems with Any Operation substrand in math.</p> <p>According to the LEAP 2025 Performance Substrand data, 39% of students scored strong in the Civics substrand in social studies.</p>
<p>According to the LEAP 2025 Cohort Performance data from 2020-2021, math had the highest growth score with a growth score of 13.4 points.</p>	<p>According to the LEAP 2025 Cohort Performance data from 2020-2021, ELA had the lowest growth score with a growth score of 1.8 points.</p>
<p>According to the Discipline Referral Trend Data (Incident Count), there were 8 discipline referrals from 8 female students in the 2020-2021 school year.</p>	<p>According to the Discipline Referral Trend Data (Incident Count), there were 46 discipline referrals from 23 male students in the 2020-2021 school year.</p> <p>According to the Discipline Frequency Report from the 2020-2021 school year, 32 referrals occurred in the classroom.</p> <p>According to the Discipline Referral Trend Data, there were 2.16 percent of out of school suspensions.</p>

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<p>According to the 2020-2021 IRLA data, 1st grade students reading on level grew 33 percentage points. (BOY-35% to EOY-68%).</p> <p>According to the 2020-2021 IRLA data, 2nd grade students reading on level grew 38 percentage points. (BOY-30% to EOY-68%)</p>	<p>According to the 2020-2021 IRLA data, kindergarten students reading on level decreased by 6 percentage points. (BOY-83% to EOY-77%)</p>
<p>According to the CLASS Pre-K Data Preliminary for 2020-2021, Pre-K classes scored excellent in Emotional Support with an average score of 6.83 points.</p>	<p>According to the CLASS Pre-K Data Preliminary for 2020-2021, Pre-K classes scored proficient in Instructional Support with an average score of 5.125 points.</p>
<p>According to the ELPT Results for 2020-2021, 40% of 3rd graders scored proficient.</p>	<p>According to the ELPT Results, 11 out of 26 students increased proficiency levels.</p>

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

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

Goal #1: ELA: Written Expression

From Spring 2021 to Spring 2024, the percentage of students in 3rd grade achieving Strong (Mastery or Above) on the LEAP 2025 in the category of Written Expression will increase by 3 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 rd	52%	55%	58%	61%

Instructional Focus:

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based Writing
- Types of Writing
- Analyzing Student Writing
- The Writing Revolution
- Self-Assessing Writing

Resources needed:

- The Writing Revolution book and website
- STPPS Writing Revolution Google Classroom
- Guidebook Supporting Resources
- Writing Samples

Team Reflection:

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Information on specific Writing Revolution strategies to use at home ● Letter writing activity in class to family members 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Writing Strategies Handout 	<p>Number of Participants:</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● The Writing Revolution Overview ● The Writing Revolution Focus on Specific Strategies ● Using Guidebook Supporting Resources 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● TWR Moodle PD ● Guidebook supporting resources 	<p><u>Feedback from Teachers:</u></p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs will focus on <ul style="list-style-type: none"> ○ utilizing the Guidebook supporting resources ○ planning for writing instruction (within GB lessons/unit) ○ using common assessments to evaluate writing and TWR strategies ○ analyzing student writing using the writing rubric ○ tracking student writing ● Curriculum Specialist support with PD and observation feedback ● Instructional Coach- Model writing lessons 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X	X												
<p>Monitoring and Evaluating</p>														
<p>Assessments:</p> <ul style="list-style-type: none"> ● LEAP 360 ● LEAP 2025 ● Guidebook Culminating Writing Tasks 							<p>Observations:</p> <ul style="list-style-type: none"> ● Compass Observations ● Learning Walks 							
<p>Middle of the Year Monitoring Results/Areas for improvement:</p>														
<p>End of the Year Results:</p>														

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Goal #2: Social Studies

From Spring 2021 to Spring 2024, the percentage of students in third grade level achieving Strong (Mastery or Above) on the Social Studies LEAP 2025 will increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 rd	46%	48%	50%	52%

Instructional Focus:

- Honor the time in schedule to teach science and social studies using STPPS Curriculum
- Inquiry Based Instruction
- Document-Based Questioning (DBQs)
- Library classes to include non-fiction content

Resources needed:

- Google Classroom
- Guaranteed Curriculum

Team Reflection:

Parent and Family Engagement Activity:

- Understanding the shifts in science/ social studies instruction
- STEAM/STEM Activities

Resources needed:

- PTA Newsletter
- STEAM/STEM Activities

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Professional Development:

- Inquiry Based Learning
- Document-Based Questioning (DBQs)

Resources needed:

- Guaranteed Curriculum

Feedback from Teachers:

Follow Up and Support:

- Instructional Coaches and/or Mentor Teachers will model lessons
- Curriculum Specialist: planning support, model lessons
- Planning effective lessons that follow the Inquiry Based Learning Approach

Budgets used to support this activity:

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

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Monitoring and Evaluating

- Review Lesson Plans for pacing and curriculum use
- Science/ Social Studies Instructional Observations
- LEAP 2025

Observations:

- Learning Walks
- Snapshots

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

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Goal #3: Math

From Spring 2021 to Spring 2024, the percentage of students in third grade achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category Major Content (Solve problems with any operation- 3.OA.D.8, LEAP.I.3.2, LEAP.I.3.3) will increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	57%	59%	61%	63%

Instructional Focus:

2021-2022: We will leverage coherence within the identified domain/subcategory to address student progression toward mastery of major content of the grade level.

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

Resources needed:

- Chromebooks
- Google Classroom
- Great Minds - inSync, Equip, Navigator
- District resources within Guaranteed Curriculum/ Google classroom
- Louisiana Believes State Planning documents

Team Reflection:

Parent and Family Support

- Curriculum Based Parental Support Letters to support at-home learning
- Teacher websites and Google Classroom to assist parents in strategies/models presented during instruction
- LDOE Parent Support Information
- Communication of Assessments/Scoring Criteria using Progression to Mastery Rubric

Resources needed:

- PTA newsletter
- Teacher Chromebooks

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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<ul style="list-style-type: none"> Eureka Family Newsletter 																																	
<p>Professional Development</p> <ul style="list-style-type: none"> Eureka Equip as an intervention ZEARN as an intervention PLCs will focus on Eureka curriculum and coherence mapping 		<p>Resources needed:</p> <ul style="list-style-type: none"> subs instructional coaches 	<p>Feedback from Teachers:</p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> PLCs will focus on planning for student tracking toward progress of identified standards within the sub-category needs area Curriculum Specialist provides specific PD based on goal identified/follow up support Curriculum Specialist support and Math Instructional Coach Support Instructional Coach- Model lessons supporting identified areas of need within subcategory/domain performance while classroom teacher identifies the specific “look-fors” within the lesson(s) modeled to focus the debrief conversation. 																																	
<p>Budgets used to support this activity:</p> <table border="1"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td></td> <td align="center">x</td> <td align="center">x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		x	x												
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	x	x																															

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Monitoring and Evaluating

Assessments:

- 3rd Grade Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments
- K-2nd Progress Monitoring: District Readiness and Benchmark Assessments
- Interim LEAP 360 Reports
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking

Observations:

- Compass Observations
- Learning Walks

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

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Goal #4: ELA - IRLA

According to the Independent Reading Leveling Assessment, from Spring 2021 to Spring 2024, the percentage of students reading on level in the Kindergarten through 2nd grades will increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
K	77%	79%	81%	83%
1st	68%	70%	72%	74%
2nd	68%	70%	72%	74%

Instructional Focus:

- Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)
- Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3)

Resources needed:

- Amplify Instruction
- Amplify Reading
- ARC Bookshelf
- IRLA Manual and IRLA Data
- Target IRLA Foundational Skills Toolkit
- Conferencing Schedule
- Status of the Class Form
- Tracking Data Form
- IRLA Powerbook Games

Team Reflection:

(This area is currently blank for team reflection.)

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Adapted Family Literacy Night ● Show parents and students how to navigate Amplify Reading ● Read books using ARC Bookshelf and engage in extension activities ● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home. ● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results. ● LDOE has provided engaging parental involvement activities for home and school. ● www.louisianabelieves.com/resources/library/literacy-library ● PTA Newsletter: Ways to support IRLA at home ● IRLA Resources on Teacher Website and Google Classroom 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● PTA Newsletter ● Amplify: Home Connect Letters ● IRLA Level Informational Guides ● Google Classrooms (IRLA Topic) 	<p>Number of Participants:</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Professional Learning Communities to include: <ul style="list-style-type: none"> ○ Analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth ○ Analyze IRLA data to maximize rate of reading growth ○ District IRLA professional development by American Reading Company ○ Planning phonological awareness and phonics differentiated activities ○ Deepen teachers' understanding of word knowledge by teaching phonics rules through the <i>STPSS Word Study Guide</i> 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Subs ● Instructional Coaches 	<p><u>Feedback from Teachers:</u></p>

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<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coach- provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring and IRLA data with teachers ● Instructional Coach- model foundational skills lessons ● Curriculum Specialist to provide support teachers with PD and observation feedback ● PLCs will focus on: <ul style="list-style-type: none"> ○ analyzing student reading growth using Amplify ○ analyzing student growth in IRLA ○ plan for small group foundational skills instruction 		
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Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x												x

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Independent Reading Leveling Assessment Google Sheet Tracking Form ● Independent Reading Leveling Assessment Initial Tracking ● DIBELS 8 Assessment and Progress Monitoring ● Conferencing 	<p>Observations:</p> <ul style="list-style-type: none"> ● COMPASS Observations ● Learning Walks during Foundational Skills
<p>Middle of the Year Monitoring Results/Areas for improvement:</p> <ul style="list-style-type: none"> ● 	
<p>End of the Year Results:</p> <ul style="list-style-type: none"> ● 	

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

DISCIPLINE

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

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 0.01% points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
2.16%	2.15%	2.14%	2.13%

Tier 1 (School wide):

- PBIS Pelican Praises
- PBIS LESSON PLANS/POWERPOINTS
- CHAMPS
- FISH PHILOSOPHY
- Guidance Lessons with Counseling
- Core Essentials
- Second Steps Lessons with Second Steps
- Morning Announcements

Tier 2 (Targeted Prevention):

- WINGS Check In/Check Out
- Counseling/MHP
- Teacher Assistance Team
- School Building Level Committee

Resources needed:

Lesson Plans/Powerpoints
 CHAMPO Board
 CHAMPS Posters
 Pelican Praises
 Counselor
 Core Essentials Curriculum
 Behavior Coach
 MHP
 Counselor
 Second Steps
 SBLC Committee Members
 TAT Committee Members

Team Reflection:

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Tier 3 (Intensive Individual): <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Intervention Plan ● Second Steps Lessons with MHP ● School Building Level Committee 														
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● PBIS articles in PTA newsletter ● Core Essential Parent newsletter 		Resources needed: PTA Newsletter Core Essential parent Newsletter	Participation Outcome: Parent Feedback/Exit Tickets/Survey:											
Professional Development: <ul style="list-style-type: none"> ● CHAMPS ● PBIS Lessons/PPT 		Resources needed: CHAMPO Board CHAMPS Posters PBIS Lessons/PPT	Feedback from Teachers:											
Follow Up and Support: PBIS Committee; Faculty Meetings; Professional Learning Community Meetings														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													x
Data used to Monitor and Evaluate Goal: <ul style="list-style-type: none"> ● Discipline Data ● TAT/SBLC referrals ● Pelican Praises 														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

STUDENTS WITH EXCEPTIONALITIES

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

Goal #2 (SWE):

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

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

Describe policies and practices to identify disabilities early and accurately:

- Teachers' Assistance Team
- School Building Level Committee

Team Reflection:

Describe structures to increase collaboration amongst general and special education teachers:

- Integrated sped/reg ed PLCs; Co-teaching model
- PLC
- Common planning time

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

- ReadyGen
- Eureka
- Guidebooks
- IRLA
- Amplify Reading
- The Writing Revolution
- Unique Learning (moderate students)

Resources needed:

Scaffolding Handbook
 Project Read Training
 IRLA Manuals and Toolkits
 Project Read Manuals
 Project Read Supplies

Team Reflection:

Supports and Strategies in Tier 2 (Targeted Prevention):

- Amplify Instruction
- IRLA
- Project Read
- Eureka Equip
- ZEARN
- Reflex Math
- Guidebook Support
- Scaffolding Handbook

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<ul style="list-style-type: none"> ● Amplify Instruction Tutoring 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Project Read ● Eureka Equip ● Reflex Math ● Amplify Instruction ● Guidebook Support ● Scaffolding Handbook ● PCI 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● IEP Meetings ● Information Night 	<p>Resources needed: Handouts</p>	<p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Project Read Training ● ODR Training ● IEP Exemplar Training ● Behavior Supports Training ● IRLA training for 3rd grade ● PD for general education teacher on the following: <ul style="list-style-type: none"> ○ Dyslexia ○ Autism ○ Behavior supports ○ Accommodations ○ SPED laws and compliance ○ Co-teaching best practices ○ Conscience discipline 	<p>Resources needed: SWE Department Consultants Project Read Trainers Subs PLC Agenda</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● SWE School Coordinator/Data Manager ● Monthly SWE Meetings ● Email Collaboration 		

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Budgets used to support this activity:

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

Data used to Evaluate Goal:

- Dibels Progress Monitoring
- SBLC Log
- IRP-3 Forms
- LEAP 2025
- LEAP 360
- IRLA
- Parent Feedback
- Schedules for Common Planning

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

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ENGLISH LEARNERS

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

Goal #3 (English Learners):

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

Supports and Strategies in Tier 1 (Core Instruction):

- Checklist of ways to accommodate of instructional strategies:
 - ReadyGen
 - Eureka
 - Guidebooks
 - IRLA
 - Amplify Reading
 - The Writing Revolution
- ESL Instructional Aid small group instruction

Supports and Strategies in Tier 2 (Targeted Prevention):

- IRLA
- Project Read
- Eureka Equip
- ZEARN

Supports and Strategies in Tier 3 (Intensive Individual):

- IRLA
- Project Read
- Eureka Equip
- ZEARN

Parent and Family Engagement Activity:

- Translated Materials
- Spanish Language Robo Calls
- Google Translate

Resources needed:

- ESL Instructional Aid
- ESL Curriculum Materials
- Project Read Materials
- IRLA Manual and Toolkits
- Guaranteed Curriculum
- ReadyGen Manuals
- ESL District Handbook
- Vocabulary Cards

Team Reflection:

Participation Outcome:

Parent Feedback/Exit Tickets/Survey:

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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Professional Learning Communities: <ul style="list-style-type: none"> ○ EL Instruction support will present on: <ul style="list-style-type: none"> ■ Ways to support EL learners ■ Modifying Assignments ■ Grading/Progression Policy for EL Learners ● ELL Coach Google Meet Office Hours 	<p>Resources needed:</p> <p>ELL Coach ELL Instructional Aid</p>	<p>Feedback from Teachers:</p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ESL Instructional Coach ● PLC Support with ELLs ● ELL Coach Google Meet Office Hours ● Accommodation for English Learnings ● English Learners Handbook 																																
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	x	x												x																		
<p>Data used to Evaluate Goal:</p> <p>ELPT DIBELS Progress Monitoring IRLA</p>																																
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<p>End of the Year Results:</p>																																

4. PARENT AND FAMILY ENGAGEMENT

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

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

- Pelican Papers are sent home every Wednesday of each 9 weeks with student weekly grades.
- JPAMS/ Student Progress Center is available for parents to monitor student grades.
- Conferences are scheduled with parents on a regular basis to discuss students' progress.
- Google Classrooms are available to parents for communication on the curriculum and assessments.
- Teacher Newsletters are sent home weekly with information on curriculum and assessments.
- PTA Newsletters sent home quarterly with curriculum information and current events.
- School Handbook/District Handbook provided to parents.
- Open House provides important curriculum, procedures and assessment information.
- School, Teacher, PTA Website
- PTA Facebook Page
- Robocalls
- SBLC meetings designed for teacher, staff, parent interaction to implement plan for student support
- Counseling services provide interaction between counselor/MHP and parents to aid in student support

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

- Parent Communication
- School Events
- Community Events
- PTA Meetings
- PTA Executive Board meets with Administration Monthly
- Demonstrate a Positive View of Learning at Home
- Homework
- Stakeholders Incentivized Involvement
- Extracurricular Activities
- Third Grade LEAP 2025 Parent Meeting

Resources Needed to Support Parent and Family Engagement:

Woodlake Elementary 2021-2024

- PTA Newsletters
- Teacher Newsletters
- Extracurricular Activities (i.e. STEM night)
- Information/ Handouts for LEAP 2025 Parent Meeting

Budgets used to support this activity:

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

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

Determining Participation in Interventions:

- DIBELS 8 Data Analysis
- Teacher Observations
- Teachers' Assistance Team
- School Building Leveling Committee
- Eureka Equip Module Pre-Assessments

Process for Monitoring Interventions:

- DIBELS 8 Progress Monitoring
- IRP-3 Intervention Data Tracking
- Individual Teacher Meetings with TRT to review data
- IRLA Google Sheet Tracking Form

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

- Grade Level Intervention Time
- Amplify Instruction specific to DIBELS data
- ZEARN lessons assigned based on Eureka Equip Module Pre-Assessments

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

- Amplify Instruction (K-3rd) - Foundational Reading Skills, Comprehension, and Fluency
- Eureka Equip Support Lessons (1st-3rd) - Mathematical Content
- ZEARN (K-3rd) - Mathematical Content and Fluency
- Reflex Math (2nd-3rd) - Mathematical Fluency
- Project Read (1st-3rd) - Foundational Reading Skills

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

- DIBELS 8 Progress Monitoring (Students in SBLC/TAT- weekly, Intensive- every 2 weeks, Strategic- every 3 weeks)
- DIBELS 8 Progress Monitoring Reports Printed

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- Eureka Equip Module Pre-Assessments given at the beginning of each Module
- Weekly Math Grades
- IRP-3 Intervention Tracking Forms

Budgets used to support this activity:

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

Resources Needed to Support Interventions:

Project Read Lessons
 Amplify Instruction Lessons
 Tutor
 ZEARN
 Eureka Equip Supporting Content Lessons
 Professional Development on Intervention Programs

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

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

- Enrichments art, music, library once a day and PE twice a week for all PreK-3 students
- Virtual field trips to accommodate Covid restrictions
- STEM Day
- Cultural Arts Day

Resources needed:

Google Classroom
STEM Day Activities
Cultural Arts Day Activities

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

- Child care before and after school

Resources needed:

Child Care Workers

Budgets used to support this activity:

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

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

- Child care before and after school
 - attendance records
 - personnel timesheets

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

7. COUNSELING SERVICES

The Guidance Counselor and Mental Health Provider (MHP) will collaborate counseling services in order to promote students' age appropriate social/emotional development and to address students' special counseling needs through counseling class, individual and small group counseling, and consultation to parents and teachers. The counseling and MHP services will be coordinated based on students' needs and level of intensity through a triadic system of intervention including tier 1 for school wide promotion and prevention, tier 2 for early intervention with additional supports, and tier 3 for intensive intervention with necessary accommodations and supports. The counseling and MHP services will assist students with developing self-regulation ability and coping strategies for handling internalizing or externalizing struggles in order to redirect their focus on academic achievements. The school's administrators will monitor implementation of the counseling and MHP program.

Services Provided by Mental Health Provider(s):

- Small Group Lessons
- Crisis Response
- Early intervention support through social skill lessons and emotional awareness skills

Resources needed:

Support skill lessons
MHP

Services Provided by Counselor(s):

- Guidance Lessons - Weekly Whole Class
- Individual Counseling
- Small Group Lessons
- Consultation and collaboration with staff, teachers, and parents to meet the needs of students
- SBLC team member
- 504 Chair

Resources needed:

Guidance lessons
Guidance counselor

Budgets used to support this activity:

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

Team Reflection:

8. TRANSITION ACTIVITIES

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

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

Transition Activities for Students:

- Middle School Field Trip/Visit in May
- Meet and Greet
- Open House
- Pre-K/K Orientation
- Administration planning meeting for transitioning third graders to middle school

Resources needed:

Buses
Informational PPTs

Parent and Family Engagement Activity:

- PTA Volunteer Orientation
- LEAP 2025 Parent Information Night
- Open House
- Meet and Greet

Resources needed:

Informational PPTs

Participation Results:

Feedback from Parents/Families:

Budgets used to support this activity:

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

9. PROFESSIONAL LEARNING COMMUNITIES

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

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

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

- Grade level teams with support of an instructional coach, TRT, and/or administration

Resources needed:

Student work (common assessments/writing samples)
 Chromebooks
 Equip pre-module assessment data
 DIBELS progress monitoring data
 IRLA tracking data
 substitute teachers

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

- Once monthly
- 3.5 hours per grade level

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- Eureka Equip Training
- Project Read Training
- The Writing Revolution
- Amplify Reading
- Guidebook Support
- Word Work with Foundational Skills
- CLASS

Resources needed:

- Subs
- Training Materials
- Instructional Coaches

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

- Model/co-teach/plan lessons to support as follow up to provided professional development

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

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

- Community members/ all stakeholder input on development of SAP
- Parent Surveys
- Suggestions/input directed to administration through email on school website

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

- Faculty Meetings
- Instructional Leadership Team Meetings
- Open House
- PLCs

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

- District scheduled SAP meetings

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Kristy Winget, Principal
- Administrator: Nicole Messina, Assistant Principal
- TRT: Stephanie Longman
- Teacher: Jennifer Mayne
- SWE Teacher: Beth Loisel
- Counselor: Suzanne Graham
- MHP: In-Yu Jang
- Parent/Family: Natalie Lapeyrouse
- Community Member: Clay Arceneaux, SRO

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Kristy Winget, Principal
- Administrator: Nicole Messina, Assistant Principal
- TRT: Stephanie Longman
- Teacher: Jennifer Mayne
- SWE Teacher: Beth Loisel
- Counselor: Suzanne Graham
- MHP: In-Yu Jang
- Parent/Family: Natalie Lapeyrouse
- Community Member: Clay Arceneaux, SRO

**Woodlake Elementary 2021-2024
DISTRICT ASSURANCES**

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date