

The background of the page features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "DEPARTMENT OF EDUCATION" around the perimeter, "CONFIDENCE" at the bottom, and "UNION OF JUSTICE" at the top. In the center of the seal is an eagle with its wings spread, perched on a scroll.

School Improvement Plan

Bayou Woods Elementary School

St. Tammany Parish School System

Bayou Woods Elementary

Third Grade

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Slidell, LA 70460

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December 10, 2010

DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

Data Triangulation – Strengths & Contributing Factors to Strengths

Part I: Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
Student Attendance has improved	1	SPS Attendance, Citrix, Parent Letters, Phone Calls YSB data
Suspension/Expulsion Rate	2	Discipline Data. PBS State Report, PBS Committee Meetings, CHAMPS data
DIBELS First Grade improves from Fall to Spring Consistently	3	DIBELS 09-10, 08-09, 07-08
White Subgroup for Math continues to show highest achievement level.	4	iLEAP % Proficient Subgroup,
Parents express satisfaction with school and school communication	5	Title I Parent Survey, Teacher Webpage, Parent Conference Logs

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1	Attendance State Law Revised Statute 17:233 & 17:221		
Domain/Subdomain (Choose One Only)	140 Climate: Student Attendance/Dropout ---		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Attendance improved from 98.3 to 110 from 07-08 to 08-09	SPS Attendance Data	Archival	
2. Attendance enforced by Parish Youth Service Bureau	Parent Letters	Archival	
3. Supervisor of Child Welfare and Attendance	Phone Calls	Archival	
4. School Notification	Phone calls/letters	Archival	

Contributing Factor 2		Suspension/Expulsion Rate	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	PBS State Report	State Report Score - 95	Archival
2.	PBS professional development	PBS Committee Meetings	Behavioral
3.	Champs classroom and Schoolwide rewards for behavior	CHAMPO data	Archival
4.	Suspension/Expulsion Rate decreased significantly in 09-10	District and SPS Discipline Data	Archival

Contributing Factor 3		First Grade DIBELS Scores improve from Fall to Spring Consistently	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	First Grade had the highest percentage of DIBELS Benchmark Scores	DIBELS Data reports	Archival
2.	Classroom Observations and Lesson Plans indicate teachers are instructing students in phonemic awareness strategies.	Snapshots	Attitudnal
3.	Teachers have discussed DIBELS data and shared strategies during WFSG	WFSG Logs	Behavioral
4.	Students who received Voyager tutoring demonstrated progress from fall to spring	End of the Year reports	Archival

*Must list **at least three findings** to justify Strengths
 Refer to Louisiana Needs Analysis (LANA) page 56 *Table 52* Domain and Sub domain codes

Data Triangulation – Contributing Factors to Weaknesses

Part II: Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
ELA - Students with Disabilities Subgroup	1	3 rd grade iLeap. Fast Forward Data, DIBELS data
3rd Grade DIBELS Oral Reading Fluency scores are low	2	DIBELS reports, iLEAP, Proficiency, NRT data
ELA Writing Competently	3	iLeap data, WFSG Logs, Snapshots/Observations
Math - Measurement	4	iLeap, Checkpoint data, Classroom Assessment
Social Studies - History	5	iLEAP data, Snapshots,

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1	ELA - Students with Disabilities Subgroup		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. The achievement gap continues to increase and iLEAP scores decreased for students with disabilities	iLEAP data	Cognitive	
2. The number of students needing small group accommodations or individual accommodations on testing increased	Student IEP's	Cognitive	
3. The number of students with disabilities scoring intensive increased in 09-10.	DIBELS data	Archival	
4. Fast Forward Data indicated that students with disabilities made the least amount of progress	Fast Forward reports	Archival	

Contributing Factor 2		Writing Competently	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	iLeap scores decreased from 58 in '09 to 55 in '10 in Strand 2	iLeap	Cognitive
2.	High percentage of students are not proficient when writing independently	Student Assessments	Cognitive
3.	Students have difficulty staying on topic when writing	Observations/Assessments	Behavioral
4.	Teachers expressed need additional professional development in writing instructional strategies	WFSG Logs	Attitudinal

Contributing Factor 3		3 rd grade Oral Reading Fluency Scores	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	DIBELS scores indicated that ORF had the lowest subtest score	DIBELS Fall and Spring Reports	Archival
2.	Usage and Expression was the lowest iLEAP subtest (58 % proficient)	3 rd grade iLEAP	Cognitive
3.	Curriculum Based Assessments indicate oral reading fluency was a weakness.	CBA	Cognitive
4.	TAT/SAT reports and logs indicated oral reading fluency as a targeted area for improvement	TAT/SAT Progress charts/logs	Archival

*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.

ACTION PLAN

GOALS AND OBJECTIVES

GOAL 1		By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.
Research-Based Strategy 1:		<input checked="" type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):
1.1	Universal Screening and Regular Benchmark Assessment	DIAL 3 - administered in fall and spring to PreK and K students; Dyslexia Screening (including Yopp Singer, Gentry, and student work samples) administered in January to 1 st grade students; DIBELS Benchmark testing - administered fall, winter, spring, with all K-3 students; Checkpoints in Reading - administered fall and spring; STAR testing in Grades 2 & 3 twice a year; Spring iLEAP assessment - Grade 3. Guaranteed Curriculum Performance Task assessments will be used to assess student progress in Grades K-3. Classroom teachers and resource teachers analyze using rubrics and checklists after each assessment, first individually then during WFSG. Data is also analyzed and followed-up on during TAT/SAT meetings, with literacy coach and with administration. Results are used to plan literacy activities and instructional strategies in order to provide research based interventions based on individual needs.
1.2	Progress Monitoring	PreK Checklist, Kindergarten Checklist and First grade checklist will be used at the end of each quarter to progress monitor all students. Second and Third grade ELA Checkpoints will be used in 2 nd and 3 rd grade. Teachers will analyze results after each assessment, first individually, then during WFSG or grade level meetings. Teachers will complete the grade specific school screening checklist for 1 st - 3 rd to report results in the spring. This will be placed in the student's portfolio. Progress monitoring will be completed with all students who score Intensive on DIBELS in grades K-3 every 3 weeks. All students who score intensive will receive tutoring based on data and will complete online and other applicable cbas as needed. Interventions/instruction will be documented using monthly tutor logs, teacher intervention logs (completed each quarter and submitted to administrator with report cards), TAT/SAT progress monitoring logs, and one of the following: Earobics, Voyager, MRC, Fast ForWord assessments. Administrators will analyze classroom and grade level data as needed.

<p>1.3</p>	<p>Tiered Interventions</p>	<p>Tiered Interventions will be documented on teacher lesson plans and on the quarterly intervention log. The intervention log will be submitted with report cards. Tiered interventions will be performed with students as needed based on student progress. Tiered Interventions will also be documented on the TAT/SAT progress monitoring form. Student progress data will be gathered and analyzed by teachers and tutors utilizing Earobics, MRC, Fast ForWord intervention programs at least monthly. Resource teachers and tutors will provide feedback to the classroom teacher weekly and will provide summative progress information as needed and at the end of each quarter to the classroom teacher and administrator. Administrators will provide feedback on interventions as needed. Student work will be examined and analyzed in study groups as the agenda topic stipulates a need, and teachers adjust their instruction and/or interventions if needed.</p>
<p>OBJECTIVES: (up to six; 150 characters)</p>		<p>DESIRED OUTCOMES: (150 characters)</p>
<p>1.1</p>	<p>To increase School ELA CRT Index Scores in 3rd grade from 84.1 to 96.0 by 2012.</p>	<p>Improvement in the area of Writing Competently (from 55%) in grade 3.</p>
<p>1.2</p>	<p>To increase the Students with Disabilities ELA subgroup percent proficiency from 22.8 to 37.5 by 2012.</p>	<p>Improvement in the area of Usage and expression (from 58%) in grade 3</p>
<p>1.3</p>	<p>To increase the % of students scoring Benchmark from 31% to 40% in Grade 3 by 2011.</p>	<p>Improvement in the area of Oral Reading Fluency on DIBELS in grade 3</p>

ACTIVITIES (no more than 20)**ACTIVITY 1** (Activities indicated should address all subgroups; 500 Characters)

Morning Meeting & Afternoon Wrap-Up: Teachers, paraprofessionals, administrators and students, PreK-3 grade, will participate in the meeting component of the Responsive Classroom program. Morning broadcast followed by AM mtg. will occur in all classrooms daily from 8:50-9:20 am daily. Highly qualified teachers will facilitate the develop. of a community atmosphere, while developing communications skills, organizational skills, problem solving, questioning skills, and higher order thinking.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)

Literacy Stations: PreK- 3rd grade students will utilize literacy stations, including classroom libraries during ELA instruction to reteach, reinforce and extend learning. Literacy stations will provide practice in reading, writing, speaking, listening including FCRR activities and embedded technology activities, including Accelerated Reader. Ongoing teacher support and professional development will be provided.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)

Comprehensive Intervention Program: Identified K-3 students (scoring intensive on DIBELS assessment) will receive classroom interventions on the computer, from the Earobics lessons (kit) , Florida Research Center Curriculum, or My Reading Coach or Fast ForWord for at least 30 minutes daily, 5 days per week. The ELA teacher, along with TAT/SAT will be responsible for prescribing and providing these interventions. The TRT and the Title I Literacy Coach will be responsible for tech support.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)

Five PreK classrooms, consisting of a highly qualified teacher and a paraprofessional will serve a maximum of 20 four-year-old students each. Students will be identified as at risk due to economic or academic need. ECERS guidelines will be followed. Developmentally appr. early childhood and preschool skills will be emphasized to develop literacy. A (1) Highly Qualified teacher will be utilized to reduce tchr/pupil ratio w/at risk students. Any addl instructional res. and mats will be provided.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)

Tutoring Programs will provide instruction using Earobics (Kdg.), My Reading Coach and Voyager Passport Program, to at risk 1st and 2nd grade students and Fast ForWord to at risk 3rd grade students for 30-40 minutes, four times each week from Sept. 2010-May 2011. First grade will be supervised by Tassie Wahl, Supv., along with Curr. Splists. The 2nd grade and 3rd grade program will be supervised by Title I staff and BWE administration. Approx. 100 students will be served.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)

Earobics, Fast ForWord or My Reading Coach and will be offered to at risk students in Kindergarten, First, and Third Grade. Highly qualified teachers, TAT/SAT will identify students based on DIBELS assessment and CBA's. A highly qualified tutor will provide 30 minutes of daily instruction to identified students at least four times per week. Adminsitrators will coordinate this program and classroom teachers will work cooperatively with tutors.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

iLEAP tutors will work with identified 3rd grade students duirng before school programs and on Saturdays. Identified students will receive intervention tutoring for one hour at least 2 times each week. A highly qualified certified teacher will provide intervention activities before school or on Saturdays to identified additional 3rd grade students at least 4 times during the school year.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

Teachers in grades K-3 will implement the Mountain Language program to provide meaningful interactive language instruction. Students will work in large groups, small groups, and independently to develop language skills in context.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

Teachers will have the opportunity to participate in professional development activities to improve instruction in Write from the Beginning, Project READ, DIBELS, DIBELS Next, Fast ForWord, and other RtI strategies at the school or district level so as to improve student reading and writing across the content areas.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

Design Team members will develop and implement a plan for Highly Qualified tchrs to participate in Schlechty "Working on the Work" student engagement applications incl. a Book Study with online disc. bd. activites during WFSG, grade level mtgs and faculty mtgs. In addition, methods including Kagan and Diff. Instr. strategies will be available in order to facilitate classroom management and increase student engagment levels during classroom instruction. Team members will participate in PD activ

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

Teams of teachers will attend exemplary local, regional, state and antional conferences (Summer Institute, LACUE) in order to develop strategies and skills to increase awarenedss of the latest technology resources. Teachers will have the opportunity to share information and applications at school and district professional development activities such as PD days, WFSG, after school workshops and through Blackboard. They will also assist with a Technology Family Night.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

Professional development and support will be offered on creating literacy stations that address weaknesses of students based on assessments and will support RtI instructional needs of the students. Stations will be modeled and shared with parents during family nights (Open House, iLEAP Parent Forum, Fall Family Fun, Pajama Night, Technology Night, Science Night and Arts on the Bayou) throughout the school year and during parent conferences in order to support the home/school connection.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

Teachers will implement Response to Intervention strategies to address students needs identified through assessments, IEP's, TAT, SAT and identified during parent/teacher conferences. Focus will address oral reading fluency and phoneme segmentation strategies (based on SIP data analysis). Follow up discussions to provide opportunities for reflection and revision will be provided through TAT/SAT, Blackboard, prof. develop. activities. Tchrs will conference with parents to share interv. strategies

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

The TRT, Title I Literacy Coach and Sped Liason will work cooperatively with both regular and resource room highly qualified teachers throughout the year in order to support their use of Triumphs reading program and classroom leveled libraries as a Tier 2 or 3 intervention.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)

Home/School/Community Partnerships will be strengthened through the use of weekly envelopes, tchr websites, newsletters, Home/School Connect Newsl, TAT/SAT(brochure), online txtbook and computer programs home accessibility, podcasts, Class Chatter, Web Cams, school business partnerships (McDonald's, Sonic, Picadilly, Boy Scouts, Comm. service/safety personnel) other career week speakers incl. Veterans, by providing resources and improving communication of shared visions, goals, and objectives.

ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)

Technology Materials and Supplies along with professional development activities will be used to increase the effective integration of technology into classroom instruction to increase literacy skills. Classroom learning activities will include the use of Promethean Boards, Active Inspire Software, Blackboard, educational websites, Class Chatter, WebCams, PB Works, IPods, Digital Cameras, Digital Microscopes. Snapshots, observations, and engage-o-meters will be used to assess effectiveness.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)

A minimum of two Classroom and/or school visits for Head Start, and BWE PreK, and 3rd grade students will be planed to transition students from PreK to Kindergarten and from 3rd grade to the feeder school for 4th grade. Such activities may include musical performances, Poetry Pal Presentations, writing/art showcase, school tours and classroom orientations. Adm. and tchrs. will collaborate on school improvement, data analysis, PBS data, and school activities during monthly district mtgs.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)

The Positive Behavior Support approach will be used to define, teach and support behaviors which will increase student achievement in the classroom and in life. As part of the PBS plan, students and staff will participate in components of Resp. Classrm., CHAMPS mgtment/incentive acitivities (Catch of the Day, Shout Outs, Good Gator Citizenship),Ripple Effect, Drug Free Schls actv., recognition monthly/semester for attendance, social groups, systematic playgr, and apply the "Fish" philosophy.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will participate in Whole Facilty Student Groups bi-weekly, BB Discussion, and Lrng.walks to collaborate on student interventions, assessments, progression, review data analysis and instr. strategies based on district goals, align family involvement activities and other school improvement activities. In addition teachers will also meet in grade levels using the GLE's and Guar. Curr. assessments to align curr. and instr., discuss response to intervention activities.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)

Repr. from each grade level and/or department will collaborate to plan, present and evaluate the School Impr. Plan & serve on the Sch. Design Team along with adm. Repr. from each grade leveland/or dept. meet to collaborate and plan PBS activities, Prof. Devel. actv. and Student Assistance Team activities and interventions. Tchrs will also serve as representatives curriculum teams to plan and implement Accelerated Rdr, Beautification, Family Night and other school improvement actv.

GOAL 2		By 2013-14, all students will reach high standards, attaining proficiency or better in Math.	
Research-Based Strategy 2:		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	Students strategically learn and transfer knowledge to collaboratively solve problems.	Teachers will document in the lesson design template the Enduring Understandings, Essential Questions and HOTS questions for the unit. Teachers will indicate if activities will be completed as a whole group, small group, cooperative group or individually. Lesson plans will be checked by the designated administrator weekly. Lesson plans and learning walks will include observations for transfer of knowledge and problem solving, including teachers and administrators. These will be conducted at least quarterly by administration and during the first semester by WFSGs. Feedback will be shared through use of an engagement meter by administrators and by members of WFSGs after observations. Teachers will discuss feedback in WFSGs, during grade level meetings and by the design team. Based on discussions teachers will design and teach a lesson(s) in a selected content area (based on school needs assessment) that will produce high levels of student engagement based on levels measured with a student/teacher engage-o-meter. Teachers and administrators will analyze data, discuss and share results with colleagues to determine ways to sustain Working on the Work/Lesson Design over time.	

1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers will use the guaranteed curriculum to determine sequencing to assure activities build on prior knowledge. They will also indicate the questions and activities used prior to each lesson to build on prior knowledge in their lesson plans. Designated administrators for each grade level will check the template weekly for this information. Lesson plans and learning walks will include observations for interactive activities and will include teachers and administrators. These will be conducted at least quarterly by administration and during the second semester by WFSGs. Feedback will be shared by discussion of anecdotal records of student work by administrators and by members of WFSGs after observations. Teachers will discuss feedback in WFSGs, during grade level meetings and by the design team. Teachers will use rubrics to assess student learning after each unit. This information will be shared during WFSG's and during grade level meetings which will include administrators. Teachers will use engagement meters at least once each unit.
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Performance based assessments will be documented in the lesson design template. Documentation of both informal and formal assessments will include problem solving and application questions. Documentation of student performance on these assessments, such as weekly tests, unit tests, checkpoints in Math, CBA's, and sample work will be maintained by the teacher and will be used to plan instruction. Teachers will utilize rubrics and other standardized grading procedures to provide feedback to students and parents after each assessment. Teachers will examine student work to assess for understanding and lesson effectiveness during WFSG and during grade level meetings. Data analysis will be used to plan for instructional needs.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in 3 rd grade from 86.5 to 97.7 by 2012.	Improvement in the area of measurement in Grade 3
1.2	To increase Students with Disabilities in 3 rd grade from 34.1 to 46.6 by 2012	Improvement in the area of number and number relations in Grade 3

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)

Every Day Counts will be used each day in PreK-3rd grade classrooms. Students will engage in interactive lessons which build on prior knowledge. Focus of instruction will be on math vocabulary, measurement, and number/number relations. Components will be introduced sequentially throughout the year in order to teach new skills while reviewing previously introduced objectives. Partner Games will be used to reinforce skills and provide practice and collaboration to build understanding and proficiency.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)

Teachers will develop and/or redesign math learning stations based on analysis of student needs in order to reteach and reinforce skills. Teachers will use learning tools such as foldables, calculators, microscopes and computer software activities to enhance student learning and to increase levels of engagement. Math learning stations will be shared with families during conferences and at family night activities to increase home/school support for learning.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)

Problem of the Day activities and hands-on math learning centers will focus on measurement concepts and number/number relations concepts. Related flip charts which are aligned with GLEs and complement math curriculum (EDC, Investigations, Scott Foresman) will be designed or accessed for interactive activities by teachers and staff. Application of math skills in real life situations will be emphasized through use of online resources to provide opportunities for meaningful problem solving.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)

Read It, Draw It, Solve It, math Journals, RICE, Investigations, Partner Games, iLEAP review and web-based activities (state website, Brainpop Ed. City) will be used to build math literacy skills. Teachers will use technology strategies, such as PPT, websites, flip charts on Promethean Boards, overhead projectors with manipulatives, calculators and software programs will be used to enhance math. Professional Development will be offered during WFSG and after school/conferences to increase teacher proficiency.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)

Assessment results from performance tasks, unit tests, pre-and post curriculum based assessments (CBAs) and in 2nd and 3rd grade, starting points and the quarterly checkpoint assessment, and 3rd grade iLEAP results will be analyzed by classroom teachers to make data driven decisions for instruction. Teachers will address areas of need by re-designing lessons to increase engagement levels. Effectiveness will be measured using engage-o-meters and will be discussed with partner teachers and in WFSG

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)

Calculators will be used during math instruction to support learning by providing Tier I, Tier II and Tier III activities and interventions to assist concept building skills and computation practice. Students in 4th grade utilize calculators when taking the LEAP. Therefore, this activity will provide support for students transitioning to higher grade level expectations.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

Math Tutoring will be offered to 3rd grade students (8 weeks, twice per week, 1 hour sessions, or on Saturdays, 3 hours) in order to improve student achievement. Student selection will be based on classroom assessments. Instructional activities will be based on individual needs. Computer assisted instruction, project based activities, hands on activities and learning stations will be used to increase student motivation and student performance.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

Teachers will implement math units at each grade level from the district guaranteed curriculum throughout the school year. This will include posting and discussing the enduring understandings, essential questions and student expectations (GLEs) for each unit as activities are implemented during daily instruction. Student work from math performance tasks will be discussed and reviewed during WFSG in order to align student expectations.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

Classroom activities and math literacy stations will be structured so that students use math terminology throughout the Guar. Curriculum lesson, during discussion, in math journals, when problem solving and during computer instruction. Teachers and students will use the SF Success Net program (Scott Foresman) the Investigations activities and software programs, Education City, Enchanted Learning, Brain Pop, Jr. and other websites to supplement and augment classroom instruction.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

Teachers will use activities from the Guar. Curr. such as Performance Tasks, Data Analysis, Probability in order to provide the opportunity to apply mathematical skills and understanding and evaluate results. Lessons will be observed by the administrator and during learning walks. Assessments will be evaluated using rubrics. Teachers will have the opportunity to discuss student work and progress during grade level meetings and WFSG.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

Teachers will have the opportunity at least once during WFSG to participate in professional development on developing learning stations in math which will provide Response to Intervention activities to meet the needs of Tier II and Tier III students in math and to reduce the achievement gap based on 3rd grade iLEAP results.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

Science and social studies will include math skills lessons from the Guar. Curr. and comprehensive curr. that provide the opportunity for students to apply math skills to interpret data, read and interpret charts, evaluate results, in order to increase student achievement and to provide engaging meaningful learning activities for students. Teachers will collaborate and share student responses (engage-o-meters) and assessments from these activities during WFSG, at grade level meetings.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

Literature and Non Fiction Reading Activities will be embedded in math instruction through the use of math libraries in order to provide meaningful learning activities and to support word problem solving skills in order to increase student achievement and decrease achievement gaps in subgroups.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

Schlechty's levels of student engagement will be discussed and implemented to increase student performance during math instruction. Tchrs. will plan and prepare interactive lessons that more effectively engage students (based on students and teacher use of engage-o-meters) in order to improve student achievement in math. WFSG, Design Team mtgs. and after school prof. develop. will provide opportunities for tchers to assess results & collaborate to increase proficiency.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)

Teams of teachers will be able to attend exemplary local, regional, state and national conferences (Summer Institute, LACUE, LATM State and Regional Conf.) in order to develop skills and ideas and to increase awareness of latest instructional strategies & res. Teachers will have the opportunity to share information and applications at school and district staff development opportunities such as staff development days, WFSG, after school workshops and through Blackboard and through Book Studies.

ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)

Family Night activities including Meet and Greet, Open House, iLEAP Parent Forum, Fall Family Fun Night, Technology Night, Mardi Gras Math Night, Science Night and Art on the Bayou will provide the opportunity for families learn more about numeracy and curriculum activities in order to support student learning at home.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)

Math skills, including estimation, measurement and data analysis, will be modeled and applied during the daily schoolwide broadcast through the use of the calendar, weather bug, measurement indicators, and the use of mathematical terminology (CHAMPS board). Third grade students will assist with the presentation to reinforce their application and understanding of math in real life.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)

Early Childhood (PreK/Kdg.) student's math literacy skills will be developed through the integration of technology and the arts during math instr. Res. such as music (Dr. Jean), computer programs, cameras, geometric and patterning materials will be provided to enhance lessons and to increase meaningful learning. Tchers will have the opp. to share ideas, levels of engagement assessments, and student work with each other during WFSG and grade level mtgs and with families during family nights/confr

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

Teacher websites, podcasts and classroom newsletters will be updated regularly in order to inform parents about classrm. & schoolwide math curr.activities. Information will include technology resources available through the textbook as well as appropriate websites for instructional practice. Home/School Connection Newsletter and Online Textbook Access Codes will be provided to parents to help them better assist their children with school work and to relate classroom larning to real life actv.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)

Student and math work samples will be maintained in a portfolio along with grade level checklists of math skills. Portfolios will follow students to the feeder school in order to be used for instructional recommendations. In addition, TAT/SAT information will follow the students in order to provide continuity of interventions for at risk students. Teachers and administrators from feeder schools will collaborate and analyze data to determine patterns of strengths and weaknesses in math .