

***Standard 3: Teaching and Learning***

***The district provides research-based curriculum and instructional methods that facilitate achievement for all students.***

The instructional model for the West Feliciana Parish School System is characterized by high levels of student engagement and high expectations for both students and teachers. The district also embraces learning concepts such as *Working on the Work*, PIE (Procedures, Induction, Engagement), and the 3 R's of "Relationships, Rigor, and Relevance."

The WFPSS is committed to the success of all students. Since 1990, the district has successfully used the inclusion model, which provides the least restrictive environment for special needs students. WFPSS invests four days of professional development/collaboration for all teachers at the beginning of each year, with three additional full days of professional development in September, October, and February and two half days in November and January. A variety of instructional strategies reflecting both rigor and relevance are utilized. Teachers are required to collaborate on curriculum timelines, lesson plans, and assessments. A web-based program called *On-Course* is used in all schools to construct lesson plans and post assignments and class projects for parental access.

The Early Childhood Program anchors the instructional program in West Feliciana Parish. It is unique in many ways. The district has offered universal Pre-K for the past 20 years. The Family Service Center (FSC) located on the Bains Lower Elementary School campus provides education and healthcare for children ages 0-3 and their families through Early Head

Start and Head Start. The FSC endeavors to support students and families in the belief that they will “benefit most from education when they are sound in body and mind and have strong family support.” The center provides the following services and programs: health and medical clinics with nurses and doctors, dental services, counseling, Family Literary and Adult Education, Parenting Education and Support, Health Education and Literacy, enrollment for LaCHIP, Staff Wellness, and access to the Salvation Army for emergency needs.

Teaching and learning in the district is greatly enhanced by the media services at each school. The librarians work very closely with the teachers in providing resources to enhance the curriculum as well as teaching specific skills in language arts. Every student in the district has access to wireless labs and computer stations in the classrooms and libraries. Students receive individualized instruction via Odyssey labs in the elementary schools and middle school and Synergistics labs in the middle school and high school. Sixth grade teachers and students have been recently selected to serve as a district model in the *Turn on to Learning* (TOTL) laptop initiative.

In October, 2004, the WFPSS agreed to the full implementation of the Louisiana Comprehensive Curriculum (LCC). Copies of the LCC were distributed to all teachers in the spring of 2005. Professional development activities related to curriculum implementation were begun immediately and have continued to the present. With the beginning of the 2005-06 school year, the LCC was implemented district-wide in grades PreK-12.

Teachers and administrators analyze iLEAP, LEAP, GEE, ACT, and other assessment data to make recommendations for revisions to the LCC each year. During the summer of 2006, and throughout the 2006-07 school year, adjustments and revisions were made in an effort to ensure that the curriculum adequately addressed the needs and learning styles of all students.

Teachers observe student progress and analyze data to determine appropriate instruction for each student. To meet the needs and learning styles of all students, intervention and remediation programs are in place at all school sites.

While the Louisiana Comprehensive Curriculum directs both teaching and learning in the district, there are numerous additional instructional programs, resources, practices, and strategies being used throughout the school system. These programs and practices will be outlined in the West Feliciana Parish Curriculum Resource Guide, which is currently being developed. Many of these are research-based programs, which reflect best practices and promote student engagement, application of learning, and higher order thinking. A Curriculum Leadership Team, comprised of school-level administrators, key teachers, and supervisors, oversees curriculum implementation, monitoring, and professional development.

District Monitoring Teams, chaired by central office supervisors and comprised of school level administrators and National Board Certified teachers, visit each of the district's schools at least once each semester. The team uses a rubric to assess and evaluate teaching and learning while

observing in each classroom. A contextual observation checklist is used to evaluate the non-instructional areas, to gauge the overall climate of the school, and to monitor use of the Comprehensive Curriculum and adherence to SACS/CASI standards. Based on recommendations and suggestions offered by the District Monitoring Team, each school continues to modify its school plan and educational practices for continuous improvement.

The district requires each school to develop and implement a Transition Plan, which describes activities in which students will be involved to help them make the transition from grade-to-grade and from school-to-school. These plans are works in progress and the district will continue to monitor the implementation of transition activities. The high school has Articulation Agreements with the Louisiana Community and Technical College System. These agreements provide dual enrollment opportunities for students during their high school years, or articulated credit once they enter a community or technical college.

A major focus, not only in transition, but also in the day-to-day activities of each school, is the protection of instructional time. Administrators and teachers are keenly aware of the value of each minute of instruction. The goal for each school is to ensure that every activity, whether it occurs inside or outside of the classroom, is related to instruction and improving student achievement.

To ensure educational equity, all teachers are required to plan lessons and instruct students using the Louisiana Comprehensive Curriculum. Teachers also utilize Grade Level Expectations (GLE's) to ensure that they have

taught essential skills at each grade level and in each subject area.

Utilization of the LCC, the GLE's, and complementary instructional resources/strategies, accommodate the various learning styles of students and provide them the opportunity for successful mastery of the content presented. Diversity is addressed, not only through curriculum content, but also through reading assignments, history projects, multi-cultural activities, and real-life experiences. West Feliciana Parish is an economically diverse community, and our student body reflects that diversity. There are no private or parochial schools in the parish; the school system serves the majority of students residing in the district.