

Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan School Year

Bayou Blue Elementary

1916 Bayou Blue Road

Becky Plaisance

(985) 879-4378

bplaisance@mylpsd.com

School Leadership Team

Administrator	Becky Plaisance	Parent	Jeannine Dupre
Administrator	Janet Conrad	Parent	Joaquine Maxim
Teacher	Jodi Lirette	Other	
Teacher	Erica Richard	Other	
Teacher	Cassidy Dryden	Other	

Faculty and Staff

Name	Position (Teachers and Paras)	Grade Level and Subject
Rachelle Martin	Teacher	Pre-Kindergarten
Dina Gillis	Teacher	Pre-Kindergarten
Tonya Clause	Teacher	Pre-Kindergarten
Melissa Jerstad	Teacher	Pre-Kindergarten
Veronica Foret	Teacher	Kindergarten
Jenny Harrleson	Teacher	Kindergarten
Sondra Harrison	Teacher	Kindergarten
Jessica Babin	Teacher	Kindergarten
Rebecca Guidry	Teacher	Kindergarten
Cindy LeBeouf	Teacher	1 st Grade
Erica Richard	Teacher	1 st Grade
April Loupe	Teacher	1 st Grade
Lauren Folse	Teacher	1 st Grade
Heidi Martin	Teacher	1 st Grade
Andrea Rogers	Teacher	1 st Grade

Faculty and Staff cont.

Name	Position (Teachers and Paras)	Grade Level and Subject
Cassidy Dryden	Teacher	2 nd Grade
Jessica Ledet	Teacher	2 nd Grade
Renee Himel	Teacher	2 nd Grade
Rubilyn Forbes	Teacher	2 nd Grade
Tiffany Thibodaux	Teacher	2 nd Grade
Rhonda Pontiff	Teacher	3 rd Grade
Jody Lirette	Teacher	3 rd Grade
Brandi Boquet	Teacher	3 rd Grade
Jenny Albert	Teacher	3 rd Grade
Cindy Champagne	Teacher	3 rd Grade
Kristi Bergeron	Teacher	3 rd Grade
Shelby Boudreaux	Teacher	4 th Grade
Nola Orgeron	Teacher	4 th Grade
Cortney Guilbeau	Teacher	4 th Grade
Nicole Rivera	Teacher	4 th Grade
Melissa Loupe	Teacher	4 th Grade
Danielle Adams	Teacher	Special Education(NCP)
Reginia Thomas	Teacher	Special Education(1 st & 2 nd Grade)
Susan Wilson	Teacher	Special Education(3 rd & 4 th Grade)
Jessica Ledet	Teacher	2 nd Grade
Renee Himel	Teacher	2 nd Grade

Rubilyn Forbes	Teacher	2 nd Grade
Tiffany Thibodaux	Teacher	2 nd Grade
Rhonda Pontiff	Teacher	3 rd Grade
Jody Lirette	Teacher	3 rd Grade
Brandi Boquet	Teacher	3 rd Grade
Jenny Albert	Teacher	3 rd Grade
Cindy Champagne	Teacher	3 rd Grade
Kristi Bergeron	Teacher	3 rd Grade
Shelby Boudreaux	Teacher	4 th Grade
Nola Orgeron	Teacher	4 th Grade
Cortney Guilbeau	Teacher	4 th Grade
Nicole Rivera	Teacher	4 th Grade
Melissa Loupe	Teacher	4 th Grade
Danielle Adams	Teacher	Special Education(NCP)
Reginia Thomas	Teacher	Special Education(1 st & 2 nd Grade)
Susan Wilson	Teacher	Special Education(3 rd & 4 th Grade)
Kaffie Cunningham	Teacher	Enrichment/Intervention
Janine Chauvin	Teacher	Enrichment
Jennifer Cross	Teacher	Self Contained M.M.
Denise Phillpott	Teacher	Guidance
Melanie Gaudet	Teacher	Guidance
Hamid Dedium	Teacher	French
Cynthia Owens	Teacher	French
Kelly Pellegrin	Paraprofessional	Pre-Kindergarten
Alita Hebert	Paraprofessional	Pre-Kindergarten

Kim Hoffpauir	Paraprofessional	Pre-Kindergarten
Laci Boudreaux	Paraprofessional	Enrichment Paraprofessional
Simone Cox	Paraprofessional	Special Education Paraprofessional
Melissa Winston	Paraprofessional	Special Education Paraprofessional
Kelly Adams	Paraprofessional	Special Education Paraprofessional
Michelle Authement	Paraprofessional	Enrichment Paraprofessional
Lori Carriere	Paraprofessional	Special Education Paraprofessional
Michelle Folse	Paraprofessional	Enrichment Paraprofessional
Donna Evans	Paraprofessional	Special Education Paraprofessional
Holly Derouen	Paraprofessional	Special Education Paraprofessional
Roxanne Savoie	Paraprofessional	Special Education Paraprofessional
Amanda Matherne	Paraprofessional	Librarian Paraprofessional
Lisa Bergeron	Paraprofessional	ISS Paraprofessional
Shana Daigle	Teacher	Speech
Jackie Lirette	Teacher	Speech
Rebekah Koch	Teacher	Speech

Student Demographic Data

Student Information: List the number of students in each area

Total At School	St w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant	Indian Ed
752	58	1	97	31	40	2	51

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or More Races
392	360	534	62	100	55	1	0	84

Lafourche Parish Public School System District Vision Statement

Vision: Lafourche Parish Schools are committed to helping ALL students become lifelong learners, realize their full potential, appreciate the relevance of their education, and become empowered for success.

School Vision and Mission Statement

Vision: To provide all students with a quality education that will lead to academic success.

Mission: Bayou Blue Elementary will prepare all students for academic success.

Goals

State of Louisiana Critical Goals: Louisiana Students will:

- CG1. Enter Kindergarten ready to learn.
- CG2. Be literate by 3rd grade.
- CG3. Arrive in 4th grade on time.
- CG4. Perform adequately in the area of English Language Arts by 8th grade.
- CG5. Have necessary numeracy skills by 8th grade.
- CG6. Graduate on Time.
- CG7. Enroll in post-secondary institution or workforce ready.
- CG8. Achieve these goals regardless of race or class.

School Goals:

1. To meet or exceed a School Performance Score of 100.
2. To increase ELA index score from 8306 to 85.0. (3.85 increase)
3. To increase Math index score from 101.36 to 105.6. (4.3 increase)

Implementing a School wide Program as defined in the USDOE Non-Regulatory Guidance (pg. 3-4)

There are three required components of a school wide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive school wide plan, and annually reviewing and revising, as necessary, the school wide plan.

- Conducting a **comprehensive needs assessment**. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and other root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- Preparing a **comprehensive school wide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)). The school wide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students (ESEA section 1114(b)(7)(A)(i), (iii)). The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)). To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. **This plan may be integrated into an existing improvement plan.**
- **Annually evaluating the school wide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the school wide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must **annually revise the plan**, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Part A. ESSA Required Components of A Title I School Wide Program and Plan

Program Categories	ESSA Component Requirements of Title I School Wide Program	Title I Documentation
<p>1. Comprehensive Plan</p>	<p>Component 1 §1114(b)(1) An eligible school operating a school wide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that:</p> <ul style="list-style-type: none"> • is developed during a 1-year period unless.... <ul style="list-style-type: none"> ○ The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the school wide program; or ○ The school is operating a school wide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section; 	<p>Bayou Blue Elementary Title I School wide Plan</p>
<p>2. Include All Stakeholders in development of Title I School Wide Plan</p>	<p>Component 2 §1114(b)(2) The school wide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;</p>	<p>Plan pg. numbers <u>2-5</u></p>

<p>3. District Monitoring of Title I School Wide Plan</p>	<p>Component 3 §1114(b)(3) The school wide plan remains in effect for the duration of the school’s participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students’ needs to ensure that all students are provided opportunities to meet the challenging State academic standards;</p>	<p>Mid and EOY District Monitoring</p>
<p>4. Access to the Title I School Wide Plan</p>	<p>Component 4 §1114(b)(4) The school wide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and</p>	<p>School Website, hard copy in front, District Website</p>
<p>5. Coordination of Services</p>	<p>Component 5 §1114(b)(5) The school wide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);</p>	<p>Action Plan and Budgets</p>
<p>6. Comprehensive Needs Assessment</p>	<p>Component 6 §1114(b)(6): A comprehensive needs assessment of 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 local educational agency.</p>	<p>Plan pgs. _____ Principal's Report Card, Principal Profile Sheets, District Assessment Data, STAR Benchmark, Parent and Teacher Surveys</p>

ESSA Components	ESSA Component Requirements of Title I Schoolwide Plan	
<p>1. Reform Strategies</p>	<p>Component 7 §1114(b)(7)(A)(i): The school wide plan activities include a description of:</p> <ul style="list-style-type: none"> School wide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards. 	<input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment (Goal ____, Act____)
		<input type="checkbox"/> RTI (Goal ____, Act____)
		<input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day (Goal ____, Act ____)
		<input type="checkbox"/> Before/After School tutoring (Goal ____, Act____)
		<input checked="" type="checkbox"/> Quarterly Progress Monitoring (Goal ____, Act____)
		<input checked="" type="checkbox"/> PLC's/Clusters (Goal ____, Act____)
		<input type="checkbox"/> Cross Curricula Collaboration (Goal ____, Act____)
		<input type="checkbox"/> Core Content Alignment with Standards and Assessments (Goal ____, Act____)
		<input type="checkbox"/> Literacy and Writing Across the Curriculum (Goal ____, Act____)
		<input type="checkbox"/> Summarization Strategies Across the Curriculum (Goal ____, Act____)
		<input type="checkbox"/> Graphic Organizers in Core Content Areas (Goal ____, Act____)
		<input type="checkbox"/> Enrichment Activities for Advanced Learners (Goal ____, Act____)
		<input checked="" type="checkbox"/> Quarterly Parent Conferences (Goal ____, Act____)
		<input type="checkbox"/> Kagan/Engagement strategies (Goal ____, Act____)
<input type="checkbox"/> Other (Specify) _____ (Goal ____, Act____)		
<input type="checkbox"/> Other (Specify) _____ (Goal ____, Act____)		

		Goal(s)	Activity(ies)
<p>2. Intervention and Enrichment</p>	<ul style="list-style-type: none"> • §1114(b)(7)(ii): School wide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. 		
<p>3. Activities that address the needs of at risk Students</p> <p>Culture and Climate</p> <p>High School (N/A)</p> <p>RTI (Monitoring of Student data and performance)</p> <p>Professional Development</p>	<ul style="list-style-type: none"> • §1114(b)(7)(iii): School wide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include— <ul style="list-style-type: none"> ○ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; ○ Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); ○ Implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); ○ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data 		

<p>Pre-K Transition</p>	<p>from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <ul style="list-style-type: none"> ○ Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the school wide program. 		
<p>4. Parent and Family Engagement</p>	<ul style="list-style-type: none"> ● §1116: Each School wide plan must: <ul style="list-style-type: none"> ○ Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employees, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; ○ Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs; ○ Conduct, with the meaningful involvement of parents and family members, an annual evaluation for the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying – <ul style="list-style-type: none"> i. Barriers to greater participation by parents in activities authorized by this 		

	<p>section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);</p> <ul style="list-style-type: none"> ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and iii. Strategies to support successful school and family interactions; <ul style="list-style-type: none"> ○ Use the findings of such evaluation in subparagraph to design evidence-based strategies for more effective parental involvement, and to revise if necessary, the parent and family engagement policies described in this section; and ○ Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. 		
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Part B. Comprehensive Needs Assessment

State Assessment Data:

Use 2015-2016 School Profiles for Principals (attach to <http://www.louisianabelieves.com/data/reportcards/2016/> SW Plan)

Use 2015-2016 Principal's Report Card:

Other Student Performance Data:

Google Sheets for District Assessments (attach to SW Plan)

STAR Benchmark Report per grade level (attach to SW Plan)

Perception Data:

Parent Surveys

Teacher Surveys

Part B (cont.) **State Assessment and Other Performance Data**

Summary of Data Collection:

Areas of Strength		
Strengths		Data Source
1	4 th grade math - index score - 101.83	Leap 2016
2	3 rd grade Math - 96.40	Leap 2016
3		
4		
5		
Areas of Improvement		
Weaknesses		Data Source
1	3 rd grade ELA - Index score 72.30	Leap 2016
2	4 th grade Social Studies - Index 79.35	Leap 2016
3		
4		
5		

Summary of Subgroup Data:

Areas of Strength		
Strengths		Data Source
1		
2		
3		
Areas of Improvement		
Weaknesses		Data Source
1		
2		
3		

Part B (cont.) **Perception Data (Survey Data)**

Summary of Survey Data:

Strengths		
	Parent Survey	Teacher Survey
1	90% (84 parents)of parents feel like the school is clean and well maintained.	100% of teachers feel that the School shared the school performance score and the School Report Card in a meaningful way in the Annual Title I Information meeting.
2	85% (79 parents)of parents feel that their child is treated fairly.	97% of teachers know what to do in the event of an emergency at school.
3	84%(78 parents) of parents feel that the school uses a variety of communication methods.	94% (29) monitor the progress of students adequately and provide interventions/remediation when needed.
4	82%(76 parents) of parents feel that the teachers keep them informed of their child's progress and ways that they can help their child to their best in school	97%(29) of teachers keep parents informed of their students' progress and ways they can help their child to do their best.
5	85%(79 parents) of parents feel that security procedures are consistently followed and feel that they children are safe at school.	94% feel that the school has security procedures that are consistently followed and feel safe at school .
Weaknesses		
	Parent Survey	Teacher Survey
1	6% (6 parents) of parents feels that the school does not effectively conduct parent workshops that supports parents with resources to improve student learning	6% of teachers don't know or feel if the school operates a school website that is informative and user friendly and 6% feel that is "somewhat informative.

2	11%(10 parents) of parents do not know what to do in the event of an emergency at school.	55% (17)of teachers feel that the school effectively conducts parent workshops that support parents with resources to improve learning.
3	9% (8 parents) of parents are not aware of the variety of instructional resources available to parents on the LPSD homepage and LDOE Website.	84% (26) of teachers fell that the school does an adequate job involving parents in school activities that celebrate student successes and showcases student talents.
4	5% (5 parents) of parents do not feel that their child's teachers keep them informed of their child's progress and ways they can help their child.	
5		

Part B (cont.) Summary of State Assessment Data, Other Performance Data and Perception Data

Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	<u>Grade Level Focus for</u>
1			
2			
3			
4			
5			

Part C. Plan of Action

Content Area: ELA					
Goal 1		To increase the ELA Academic Index score by 3.85 points.			
Evidence Based Strategy(ies)		<input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> RTI <input type="checkbox"/> Before/After School tutoring <input type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> Quarterly Progress Monitoring <input checked="" type="checkbox"/> PLC's/Clusters <input checked="" type="checkbox"/> Cross Curricula Collaboration <input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum <input type="checkbox"/> Summarization Strategies Across the Curriculum <input checked="" type="checkbox"/> Graphic Organizers in Core Content Areas <input type="checkbox"/> Enrichment Activities for Advanced Learners <input checked="" type="checkbox"/> Quarterly Parent Conferences <input checked="" type="checkbox"/> Kagan/Engagement Strategies <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other(Specify) _____			
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
1.	Curriculum and Instruction: <ul style="list-style-type: none"> • Core Teachers <ul style="list-style-type: none"> ○ Lesson Plans will include differentiation to address the individual needs of all students. Whole group and small group instruction. ○ Tier I Core Classroom 	Classroom Teachers Classroom Teachers Paras	Aug.2017- May 2018 Aug.2017- May 2018	N/A	Lesson Plans Lesson Plans

	<p>Instruction will provide differentiated instruction for High, average and at risk subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, and 1508 students based on individual needs in ELA through whole group instruction, small group instructions, guided reading, enrichment and interventions.</p> <ul style="list-style-type: none"> ○ • Title I Interventionists <ul style="list-style-type: none"> ○ Will provide differentiated instruction for at risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed., Foster Care, and 504 & 1508 students based on individual need in ELA through small group instruction, & 	<p>Interventionist</p>	<p>Aug.2017- May 2018</p>	<p>TISW</p>	<p>Observations</p>
		<p>Teachers & Paras</p>	<p>Aug.2017- May 2018</p>		<p>Observations</p>
		<p>Administration</p>	<p>Aug.2017- May 2018</p>	<p>District</p>	
		<p>Teachers & Administration</p>	<p>Aug.2017- May 2018</p>	<p>District</p>	<p>Programs Reports</p>

	<p>interventions targeting reading comprehension & fluency</p> <ul style="list-style-type: none"> ○ Tutor/Enrichment Teacher/Para - tutoring, intervention and/or enrichment will be provided based on the student needs. Intervention Prescription sheets will be utilized to ensure alignment with the CORE Classroom • Instructional Materials <ul style="list-style-type: none"> ○ Journeys Materials of Instruction (Basal, Leveled Readers, Reader's Notebook) ○ Journeys Intervention Kit ○ Write In Readers • Instructional Programs <ul style="list-style-type: none"> ○ AR ○ KidBiz ○ Smarty Ants ○ Imagine Learning 				
2.	<p>Monitoring of Student Data and Performance: Students are identified through Star Testing and recent test scores. Tier II students are progress monitored every 2 weeks with cold reads and Star reading. Tier III students are progressed weekly with cold reads and Star Reading.</p>	<p>SBLC Chair and co- Chair PAC Staff Counselor Enrichment Teachers</p>	<p>Aug.2017- May 2018</p>	<p>n/a</p>	<p>Program Reports RTI Agendas and Sign In Sheets</p>
3.	<p>Programs/Technology: KidBiz 2nd - 4th , Smarty Ants PreK-1st, Accelerated Reading</p>	<p>RTI Chair, Teacher</p>	<p>Aug.2017- May 2018</p>	<p>District</p>	<p>Program Reports</p>
4.	<p>Professional/Staff Development: (PLC's, Clusters) Leadership Team will provide PD on lesson planning, student engagement, questioning, and classroom management to ensure that instruction is effective and programs are implemented correctly with fidelity in order to increase student achievement.</p>	<p>Leadership Team</p>	<p>Aug.2017- May 2018</p>	<p>n/a</p>	<p>Agendas and Sign in Sheets</p>
5.	<p>Parental and Family Engagement (Academic):</p>	<p>Teachers</p>	<p>TBA</p>	<p>n/a</p>	<p>Sign in Sheets</p>

<ul style="list-style-type: none"> ○ Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held one the report card is released. ○ Parents will participate in Quarterly Title I Parental Involvement Activities; <ul style="list-style-type: none"> ❖ Parents will be invited to attend class with their student each semester. Parents will participate in the writing process (PCR) . Parents will be provided resources such as websites, test taking strategies and reading/writing strategies. ○ Parents will receive monthly newsletters & Calendars ○ Teachers will conduct parent/teacher conferences ○ The school website and Facebook page will have up to date information to keep parents abreast of school news 	Parents			
	Parents Teachers	October December	PI-Subs. For teachers	Sign in Sheets
	Teachers	Monthly	n/a	Copies in Black Box
	Teachers & Parents	Sept. 2017-May 2015	PI-Subs. For teachers	Sign in Sheets
	School Web Master	Aug 2017- May 2018	n/a	Website/Facebook Page

Content Area: Math

Goal 2	To Increase the Academic Index Score by 2.62 points.		
Evidence Based Strategy(ies)	<input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> PLC's/Clusters	<input checked="" type="checkbox"/> RTI <input checked="" type="checkbox"/> Cross Curricula Collaboration	<input type="checkbox"/> Before/After School tutoring <input checked="" type="checkbox"/> Quarterly Progress Monitoring

<input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input type="checkbox"/> Literacy and Writing Across the Curriculum <input type="checkbox"/> Graphic Organizers in Core Content Areas <input checked="" type="checkbox"/> Quarterly Parent Conferences <input type="checkbox"/> Other (Specify) _____	<input checked="" type="checkbox"/> Summarization Strategies Across the Curriculum <input type="checkbox"/> Enrichment Activities for Advanced Learners <input type="checkbox"/> Other (Specify) _____ <input checked="" type="checkbox"/> Kagan/Engagement Strategies
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Action Steps	Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
1. Curriculum and Instruction: <ul style="list-style-type: none"> • Core Teachers <ul style="list-style-type: none"> ○ Lesson Plans will include differentiation to address the individual needs of all students. Whole group and small group instruction. ○ Tier I Core Classroom Instruction will provide differentiated instruction for High, average and at risk subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, and 1508 students based on individual needs in ELA through whole group instruction, small group instructions, guided reading, enrichment and interventions ○ Small group instruction will also be provided by a reach in retired teacher for 3 hours a day. • Title I Interventionists <ul style="list-style-type: none"> ○ Will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed., Foster Care, and 504 & 1508 students 	Teachers Teachers Paras Reach In Teacher Interventionists Paras	Aug. 017- May 2018 Aug. 017- May 2018 Aug.2017- May 2018	n/a n/a LEF Grant & Child Care	Lesson Plans Sign in Sheets Lesson Plans

	<p>based on individual need in Math through small group instruction, & interventions targeting math problem solving and fluency.</p> <ul style="list-style-type: none"> ○ Tutor/Enrichment Teacher/Para - tutoring, intervention and/or enrichment will be provided based on the student needs. Intervention Prescription sheets will be utilized to ensure alignment with the CORE Classroom <ul style="list-style-type: none"> • Instructional Materials <ul style="list-style-type: none"> ○ Go Math ○ Envision • Instructional Programs <ul style="list-style-type: none"> ○ AM ○ FastMath 	Interventionist Paras	Aug.2017- May 2018 Aug.2017- May 2018		Lesson Plans
2.	<p>Monitoring of Student Data and Performance: Students are identified through Star Testing and recent test scores. Tier II students are progress monitored every 2 weeks with Star Math. Tier III students are progress monitored weekly with Star Math.</p>	SBLC Chair and co- Chair PAC Staff Counselor Enrichment Teachers	Aug.2017- May 2018		Monitoring Sheets Tracking charts
3.	<p>Programs/Technology: Accelerated Math, FastMath</p>	RTI Chair, Homeroom Teacher	Aug.2017- May 2018		Program Reports
4.	<p>Professional/Staff Development: (PLC's, Clusters) Leadership Team will provide PD on lesson planning, student engagement, questioning, and classroom management to ensure that instruction is effective and programs are implemented correctly with fidelity in order to increase student achievement.</p>	Leadership Team	Aug.2017- May 2018		Agenda & Sign in Sheets

5.	Parental and Family Engagement (Academic): <ul style="list-style-type: none"> ○ Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held one the report card is released. ○ Parents will participate in Quarterly Title I Parental Involvement Activities; Parents will be invited to attend class with their student each semester. Parents will work Type I and Type II problems. Parents will be provided resources such as websites, test taking strategies and problem solving strategies. ○ Parents will receive monthly newsletters & Calendars ○ Teachers will conduct parent/teacher conferences ○ The school website and Facebook page will have up to date information to keep parents abreast of school news 	Teachers Parents	TBA	n/a	Sign in Sheets
		Parents Teachers	January & April	PI-Subs. For teachers	Sign in Sheets
		Teachers	Monthly	n/a	Copies in Black Box
		Teachers & Parents	Aug. 2017- May 2015	PI-Teacher subs.	Sign in Sheets
		School Web Master		n/a	Website/Facebo ok Page

Culture and Climate	
Goal 3	Bayou Blue Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly. If High Discipline - add a goal about lowering discipline referral rate
Evidence Based Strategy(ies)	<input checked="" type="checkbox"/> PBIS <input checked="" type="checkbox"/> Kagan/Engagement Strategies <input checked="" type="checkbox"/> RTI <input checked="" type="checkbox"/> Whole Brain Teaching

		<input type="checkbox"/> Other (Specify) _____			
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
1.	Parent and Family Engagement Activities <ul style="list-style-type: none"> ○ 	Counselor	Aug. - 2017 May 2018		
2.	PBIS <ul style="list-style-type: none"> ○ Behavior expectations are taught and reviewed 	Assistant Principal Teachers			
3.	Strategies in the Classroom <ul style="list-style-type: none"> ○ Whole Brain Teaching 				

ESSA Required Transition Activities

Select all that apply:

Pre-School to Kindergarten

Elementary to Middle School

Middle School to High School

Action Steps	Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
<ul style="list-style-type: none"> ○ Pre K Parent Meeting - Parents are informed of academic and behavior expectations, curriculum, PBIS plan, and SIP, 	Home room Teachers	May 2018	n/A	Agendas and sign in sheets

<ul style="list-style-type: none"> ○ Students at each grade level visit the next grade level classrooms. A short presentation of expectations is given followed by a Q & A. ○ Students in 4th grade travel to the Bayou Blue Middle School to tour the school and meet the faculty and staff. They are informed of the expectations and all extracurricular activities. 	Middle School Administrators	May 2018	Middle School	Agenda and student permission slips.
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Part D. District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I hereby certify that this plan contains the required components as mandated by the Every Student Succeeds Act.
 - **Component 1** §1114(b)(1) An eligible school operating a school wide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act that
 - is developed during a 1-year period unless....
 - The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the school wide program; or
 - The school is operating a school wide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section;
 - **Component 2** §1114(b)(2) The school wide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;
 - **Component 3** §1114(b)(3) The school wide plan remains in effect for the duration of the school’s participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;
 - **Component 4** §1114(b)(4) The school wide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and

- **Component 5** §1114(b)(5) The school wide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);
- **Component 6** §1114(b)(6): A comprehensive needs assessment of 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 local educational agency.

- **Component 7** §1114(b)(7)(A)(i): The **school wide plan activities** include a description of:
 - School wide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards.
 - §1114(b)(7)(ii): School wide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - §1114(b)(7)(iii): School wide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—
 - Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
 - Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - Implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
 - Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the school wide program.

Superintendent's Signature

Title I Director's Signature

Principal's Signature

School Leadership Team Chairperson's Signature

Part E. Title I and Parental and Family Engagement Budget