

Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2017-18

South Larose Elementary

154 West 25th Street, Larose, LA 70373

Holly Bouzigard

(985) 693-7597

hbouzigard@mylpsd.com

School Leadership Team

Administrator	Holly Bouzigard	Parent	Randi Robert
Administrator	Dana Gros	Parent	Mallory Griffin
Teacher	Jerrilyn Hebert, Lauren Walker	Other	Kristy Adams
Teacher	Melissa Eymard, Danielle Rodrigue	Other	Missy Curole
Teacher	Lottie Danos, Scarlet Griffin	Other	Becky Pinell

Faculty and Staff

Name	Position (Teachers and Paras)	Grade Level and Subject
Kristy Adams	Teacher	3 rd grade
Mary Alario	Secretary	
Erica Bossier	Teacher	1 st grade
Brett Bouvier	Teacher	3 rd grade
Holly Bouzigard	Principal	
Rachal Charpentier	Paraprofessional	1 st grade
Soliska Cheramie	Teacher	French
Rebecca Comeaux	Teacher	4 th grade
Missy Curole	Teacher	Interventionist
Angie Danos	Teacher	TAG
Lottie Danos	Teacher	3 rd grade
Jan Duet	Paraprofessional	2 nd grade
Katie Dupre	Speech Therapist	PK-5
Lorry Estay	Teacher	Pre K
Melissa A. Eymard	Paraprofessional	Title I

Faculty and Staff cont.

Name	Position (Teachers and Paras)	Grade Level and Subject
Melissa S. Eymard	Teacher	4 th grade
Lindsay Fauchaux	Teacher	Band
Patrice Fornies	Teacher	French
Amber Griffin	Paraprofessional	Pre K
Scarlett Griffin	Teacher	1 st grade
Dana Gros	Assistant Principal	
Nicole Guidroz	Teacher	2 nd grade
Jerrilyn Hebert	Teacher	5 th grade
Hailey Kiger	Teacher	4 th grade
Carol Ledet	Paraprofessional	Library
Kelsie Levron	Teacher	Kindergarten
Brandylyn Matherne	Paraprofessional	4 th grade
Carolyn Matherne	Janitor	
Patrick Matherne	Janitor	
Bryan Mayberry	Janitor	
Tzena Melancon	Teacher	1 st grade
Debbie Ougel	Teacher	Special Education
Patton Pierce	Teacher	APE
Becky Pinell	Teacher	Kindergarten
Billy Robichaux	Teacher	2 nd grade
Danielle Rodrigue	Teacher	2 nd grade
Janelle Smith	Teacher	Pre K
Lauren Walker	Teacher	Special Education

Kim Worley	Paraprofessional	5 th grade
Lynette Boudreaux	Counselor	
Tiffini Drinkwater	Teacher	5 th grade
Gwen Chiasson	Para	Pre-K
Dena Martin	Para	3 rd grade

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
367	37	5	36	44	24	15	33

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or More Races
199	168	218	42	64	25	18	0	0

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: South Larose Elementary will demonstrate high levels of academic achievement in a safe and respectful environment.

Mission: Every child, Every Chance, Everyday

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:

Goal 1: Current year student SPS is 94 and will meet or exceed this index by 3 points, 97.

Goal 2: Current ELA Index is 87.89 and will meet or exceed 91.39 in 2018.

Goal 3: Current Math Index is 94.97 and will meet or exceed 99.27 in 2018.

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

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide 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 schoolwide 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 schoolwide 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 schoolwide plan**, using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide 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 Schoolwide Program	Title I Documentation
<p>1. Comprehensive Plan</p>	<p>Component 1 §1114(b)(1) An eligible school operating a schoolwide 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 schoolwide program; or ○ The school is operating a schoolwide 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>South Larose Elementary Title I Schoolwide Plan</p>
<p>2. Include All Stakeholders in development of Title I Schoolwide Plan</p>	<p>Component 2 §1114(b)(2) The schoolwide 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 2 & 3</p>

<p>3. District Monitoring of Title I Schoolwide Plan</p>	<p>Component 3 §1114(b)(3) The schoolwide 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 SchoolwidePlan</p>	<p>Component 4 §1114(b)(4) The schoolwide 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 lobby, District Website</p>
<p>5. Coordination of Services</p>	<p>Component 5 §1114(b)(5) The schoolwide 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. 13-15 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 schoolwide plan activities include a description of:</p> <ul style="list-style-type: none"> Schoolwide 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. 	<p><input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment (Goal 1 & 2, Act 1,2,&3)</p> <p><input checked="" type="checkbox"/> RTI (Goal 1 & 2, Act 1,2,& 3)</p> <p><input type="checkbox"/> Extended Learning for At-Risk During the School day (Goal ____, Act ____)</p> <p><input type="checkbox"/> Before/After School tutoring (Goal ____, Act__)</p> <p><input checked="" type="checkbox"/> Quarterly Progress Monitoring (Goal 1 &2, Act 1,2,&3)</p> <p><input checked="" type="checkbox"/> PLC's/Clusters (Goal 1 &2, Act 4)</p> <p><input checked="" type="checkbox"/> Cross Curricula Collaboration(Goal 1 &2, Act 4)</p> <p><input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments (Goal 1 & 2, Act 4)</p> <p><input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum (Goal 1 & 2, Act 4)</p> <p><input checked="" type="checkbox"/> Summarization Strategies Across the Curriculum (Goal 1 &2, Act 4)</p> <p><input type="checkbox"/> Graphic Organizers in Core Content Areas (Goal ____, Act__)</p> <p><input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners (Goal 1 & 2, Act 1 & 3)</p> <p><input checked="" type="checkbox"/> Quarterly Parent Conferences (Goal 1 & 2, Act 5)</p> <p><input type="checkbox"/> Kagan/Engagement strategies (Goal ____, Act__)</p> <p><input type="checkbox"/> Other (Specify)_____ (Goal ____, Act__)</p> <p><input type="checkbox"/> Other (Specify)_____</p>

		(Goal ____, Act__)	
		Goal(s)	Activity(ies)
2. Intervention and Enrichment	<ul style="list-style-type: none"> • §1114(b)(7)(ii): Schoolwide 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. 	1 & 2	1,2,& 3
3. Activities that address the needs of at risk Students	<ul style="list-style-type: none"> • §1114(b)(7)(iii): Schoolwide 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 schoolwide 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 	3	2
Culture and Climate		N/A	N/A
High School (N/A)		1 & 2	1, 2, &3
RTI (Monitoring of Student data and performance)		1 & 2	4
Professional		1 & 2	4

<p>Development</p> <p>Pre-K Transition</p>	<p>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</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 schoolwide program. 	<p>3</p>	<p>4</p>
<p>4. Parent and Family Engagement</p>	<ul style="list-style-type: none"> ● §1116: Each Schoolwide 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 – 	<p>1, 2, 3</p> <p>1,2,3 1 2 3</p> <p>1,2,3</p>	<p>1 5 5 1</p> <p>5 5 1</p> <p>5 5 1</p>

	<ul style="list-style-type: none"> i. Barriers to greater participation by parents in activities authorized by this 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); 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. 	<p>1,2,3</p> <p>1,2,3</p>	<p>5</p> <p>5</p> <p>1</p> <p>5</p> <p>5</p> <p>1</p>
--	--	---------------------------	---

Part B. Comprehensive Needs Assessment

State Assessment Data:

Use 2015-2016 School Profiles for Principals (attach to SW Plan)

Use 2015-2016 Principal's Report Card:

<https://www.louisianabelieves.com/data/reportcards/2016/>

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	3 rd , 4 th , & 5 th Math Index Score on state assessment +11.27	LEAP
2	4 th Grade ELA Index score on state assessment +33.04	LEAP
3	4 th Grade writing sub claims	LEAP
4	3 rd Grade Math Index scores +16.95	LEAP
5	1 st -5 th Grade Math STAR Growth	STAR Growth Report
Areas of Improvement		
Weaknesses		Data Source
1	3 rd Grade ELA Index score	LEAP
2	5 th Grade ELA Index score	LEAP
3	5 th grade district assessment	District Assessment/Google Docs
4	ELL students proficiency on state and district assessment	LEAP/Google Docs
5	K-3 Grade ELA STAR Growth	STAR Growth Report

Summary of Subgroup Data:

Areas of Strength		
Strengths		Data Source
1	McKinney Vento ELA proficiency on state assessment	LEAP
2	50% ELL students scored above proficiency on state assessment	LEAP
3	Indian Ed. Student proficiency did not decrease	LEAP
Areas of Improvement		
Weaknesses		Data Source

1	ELL proficiency on state and district assessment	LEAP/Google Docs
2	McKinney Vento math proficiency on state assessment	LEAP
3	Migrant students proficiency in ELA and Math	LEAP

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

Summary of Survey Data:

Strengths		
Parent Survey		Teacher Survey
1	School is clean and well maintained.	Security procedures consistently followed kept safe in school.
2	School staff is friendly.	School is clean and well maintained.
3	School has a variety of communicative methods.	Effective communication with parents.
4	School conducted school report card meeting.	Monitoring student progress and provide remediation/interventions in reading and math.
5	Teachers adequately informs and prepares parents of LEAP.	Promotes vocabulary development and independent reading at school and at home.
Weaknesses		
Parent Survey		Teacher Survey
1	Knows what to do in cast of an emergency.	Adequate job in involving parents in school activities that celebrate success and showcase student talents.
2	Conducts parent workshops.	School effectively conducts parent workshops that support parents with resources to improve student learning.
3	School does adequate job at involving parents in school activities and celebrates student successes to showcase student talent.	Keeping parents informed of child's progress and ways they can help their child

4	Teachers adequately provide remediation/intervention to students.	Knows what to do in case of an emergency
5	Teachers adequately inform and prepares parents for LEAP.	Students treated fairly at school

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	Grade Level Focus for K-5
1	Raising proficiency rate in ELA on LEAP	ELA	3 rd , 4 th , & 5 th
2	Increase STAR growth in Reading	Reading	K, 1,2,3,4, & 5
3	Increase STAR growth in Math	Math	1,2,3,4,5
4	1508 students reaching proficiency in Math	Math	3 rd , 4 th , & 5 th
5	1508 students reaching proficiency in ELA	ELA	3 rd , 4 th , & 5 th

Part C. Plan of Action

Content Area: ELA					
Goal 1	South Larose Elementary School will raise its ELA index from 87.89 to an overall 91.39 as evident by the Spring 2017 LEAP Assessment.				
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 checked="" 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 type="checkbox"/> Graphic Organizers in Core Content Areas <input type="checkbox"/> Enrichment Activities for Advanced Learners <input checked="" type="checkbox"/> Quarterly Parent Conferences <input 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 including subgroups of students for whole group and small group instruction. ○ Tier I Core Classroom Instruction - will provide differentiated instruction for high, average, at-risk, subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in ELA through whole group instruction, small group instruction, guided reading, enrichment, & interventions. • 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 	Teachers	2017-18	General Fund	Lesson Plans
		Teachers	2017-18	General Fund	Lesson Plans
		Interventionist Para Interventionist	2017-18	General Fund Title I	Reports

	<p>students based on individual needs in ELA through small group instruction, & interventions targeting reading comprehension & fluency</p> <ul style="list-style-type: none"> • Instructional Materials <ul style="list-style-type: none"> ○ Journeys Materials on 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 ○ Project Read ○ Language! 	<p>Interventionist Para Interventionist</p>	<p>2017-18</p>	<p>General Fund Title I</p>	<p>Reports</p>
		<p>Interventionist Para Interventionist</p>	<p>2017-18</p>	<p>General Fund Title I</p>	<p>Reports</p>
2.	<p>Monitoring of Student Data and Performance:</p> <ul style="list-style-type: none"> • RTI meets monthly to review data including district assessments, Tier I documentation, and progress monitoring. RTI monitors student progress and refers students to SBLC if there is a need. Missy Curole is RTI chair and Scarlet Griffin leads the SBLC. 	<p>RTI Chairman SBLC Chairman</p>	<p>2017-18</p>	<p>General Fund</p>	<p>Intervention Reports</p>
3.	<p>Programs/Technology: AR, Smarty Ants, KidBiz, online tools training, moodle testing, Project Read, Language!, STAR, Direct Instruction from Journeys</p>	<p>Teachers Interventionist Para Interventionist</p>	<p>2017-18</p>	<p>General Fund Title I</p>	<p>Reports and documentation</p>
4.	<p>Professional/Staff Development: (PLC's, Clusters) Leadership Team will provide PD on data analysis, lesson planning, aligned instruction and assessments, literacy strategies, classroom management, questioning, and technology to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.</p>	<p>Teachers and Administration</p>	<p>2017-18</p>	<p>General Fund</p>	<p>PLC Documentation</p>
5.	<p>Parental and Family Engagement (Academic):</p> <ul style="list-style-type: none"> • Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. • Parents will participate in quarterly Title I Parental 	<p>Counselor Administration Teachers Counselor</p>	<p>2017-18 2017-18</p>	<p>General Fund Title I</p>	<p>Sign In sheets Sign In sheets</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 needs in Math through small group instruction & interventions targeting skill deficits & fluency • Instructional Materials <ul style="list-style-type: none"> ○ Go Math/Envision Materials of Instruction (Book, workbook, online tools, Intervention system) ○ Differentiated lessons in the Go Math/Envision Manuals • Instructional Programs <ul style="list-style-type: none"> ○ AM 	<p>Interventionist Para Interventionist</p> <p>Interventionist Para Interventionist</p> <p>Interventionist Para Interventionist</p>	<p>2017-18</p> <p>2017-18</p> <p>2017-18</p>	<p>General Fund Title I</p> <p>General Fund Title I</p> <p>General Fund Title I</p>	<p>Intervention Reports</p> <p>Reports</p> <p>Reports</p>
2.	<p>Monitoring of Student Data and Performance:</p> <ul style="list-style-type: none"> • RTI meets monthly to review data including district assessments, Tier I documentation, and progress monitoring. RTI monitors student progress and refers students to SBLC if there is a need. Missy Curole is RTI chair and Scarlet Griffin leads the SBLC. 	<p>RTI Chairman SBLC Chairman</p>	<p>2017-18</p>	<p>General Fund</p>	<p>Intervention Reports</p>
3.	<p>Programs/Technology:</p> <ul style="list-style-type: none"> • AM, Online tools training Moodle testing, direct instruction from Envision and Go Math 	<p>Teachers Interventionist Para Interventionist</p>	<p>2017-18</p>	<p>General Fund Title I</p>	<p>Reports and Documentation</p>
4.	<p>Professional/Staff Development: (PLC's, Clusters)</p> <ul style="list-style-type: none"> • Leadership team will provide PD on data analysis, lesson planning, aligned instruction and assessments, math strategies, classroom management, student engagement, questioning, and technology to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement. 	<p>Teachers and Administration</p>	<p>2017-18</p>	<p>General Fund</p>	<p>PLC Documentation</p>
5.	<p>Parental and Family Engagement (Academic):</p> <ul style="list-style-type: none"> • Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the 	<p>Counselor Administration</p>	<p>2017-18</p>	<p>General Fund</p>	<p>Sign In Sheets</p>

	breakfast				
3.	Strategies in the Classroom <ul style="list-style-type: none"> o Whole brain teaching 	Teachers	2017-18	General Fund	Lesson Plans

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
Transitional Activity: <ul style="list-style-type: none"> • Headstart/Pre K- Parents and students are invited on campus to tour the school • Parents and students meet at Larose Cut Off Middle School to participate in an orientation. • PreK - Pre K parents meet with PreK teachers to get all PreK information for the school year. • Kindergarten will conduct parent meeting for information regarding kindergarten school year. 	Counselor Teachers	May 2018 August 2017	Title I	Sign in sheets

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 schoolwide 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 schoolwide program; or
 - The school is operating a schoolwide 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 schoolwide 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 schoolwide 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 schoolwide 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 schoolwide 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 **schoolwide plan activities** include a description of:
 - Schoolwide 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): Schoolwide 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): Schoolwide 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 schoolwide 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 schoolwide program.

Superintendent’s Signature

Principal’s Signature

Title I Director’s Signature

School Leadership Team Chairperson’s Signature

Part E. Title I and Parental and Family Engagement Budget