

Lafourche Parish School District

Developing Lifelong Learners



Title I Schoolwide Plan 2017-2018

South Thibodaux Elementary

200 Iris Street

Thibodaux, LA 70301

Diane Smith

985-446-8471

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School Leadership Team

Administrator	Diane Smith	Mentor Teacher	Faith Albert
Administrator	Gina Johnson	Parent	Amy Wanner
Administrator	Aimee Angle	Bus Driver	Mina Chaisson
Master Teacher	Nicky Guidry	Counselor	Janel Casebonne
Mentor Teacher	Alayne Joffrion	SLC	Shawn Gautreaux

Faculty and Staff

Name	Position (Teachers and Paras)	Grade Level and Subject
Glover, Celeste	Teacher	4th-ELA
Dubois, Jill	Teacher	4th-ELA
Osborne, Lisa	Teacher	4th-ELA
Ledet, Danielle	Teacher	4th-ELA
Starks, Jordan	Teacher	4th-ELA
Pouwels, Silvia	Teacher	4th Math, Science, Social Studies

Babin, Shannon	Teacher	4th Math, Science, Social Studies
Grabert, Julie	Teacher	4th Math, Science, Social Studies
Daigle, Emily	Teacher	4th Math, Science, Social Studies
Boudreaux, Alison	Teacher	4th Math, Science, Social Studies
Hernandez, Taylor	Teacher	5th Math, Science, Social Studies
Deroche, Kristi	Teacher	5th Math, Science, Social Studies
Matherne, Jill	Teacher	5th Math, Science, Social Studies
Robichaux, Morgan	Teacher	5th Math, Science, Social Studies
Dupre, Tessie	Teacher	5th Math, Science, Social Studies
Smith, Lisa	Teacher	5th-ELA
Billiot, Shelbie	Teacher	5th-ELA
Ekiss, Tracie	Teacher	5th-ELA
Holacka, Tai	Teacher	5th-ELA
Joseph, La'Nee	Teacher	5th-ELA
Broussard, Elise	SBLC/Interventionist	4th and 5th

Clement, Gretchen	RTI/Interventionist	4th and 5th
Dominique, Vanessa	Spe. Ed. Teacher	4th and 5th
Moore, Wanda	Spe. Ed. Teacher	4th and 5th
Pugh, Stacy	Spe. Ed. Teacher	4th and 5th
Albert, Faith	Mentor Teacher/Math, Science, Social Studies Teacher	4th and 5th
Joffrion, Alayne	Mentor Teacher/ELA Teacher	4th and 5th
Guidry, Nicky	Master Teacher	4th and 5th
Carter, Glenda	Para	SPED
Cole, Cheryl	Para	SPED
Coleman, Janice	Para	SPED
Dufrene, Karen	Para	General Fund
Hebert, Denise	Para	SPED
Jackson, Lynn	Para	ISS
Martin, Jessica	Para	Title 1
Nixon, DeJaun	Para	SPED
San Miguel, Marlene	Para	General Fund
Wernich, Vicki	Para	SPED
Hebert, Tania	Para	SPED
Tabor, Robin	Para	SPED
Woods, Rontronesse	Para	Library

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
469	25	5	83		0	0	5

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or More Races
225	244	137	308	14	5	5	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: We are committed to increasing student achievement by building capacity in our career teachers.

Mission: At STES, we are STARS. We are Safe, Thoughtful, Always responsible, Respectful, and Successful.

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.

The School Performance Score (SPS) will increase from 68.9 to 70.0 or higher for the 2017-2018 school year based on the end of the year statewide assessments.

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 Thibodaux 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</p>	<p>Plan pg numbers 2 & 3</p>

	providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;	
3. District Monitoring of Title I Schoolwide Plan	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;	Mid and EOY District Monitoring
4. Access to the Title I SchoolwidePlan	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	School Website, hard copy in front, District Website
5. Coordination of Services	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);	Action Plan and Budgets
6. Comprehensive Needs Assessment	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	Plan pgs. 14-15 Principal's Report Card, Principal Profile Sheets, District Assessment Data, STAR Benchmark, Parent and Teacher Surveys

	state academic standards and any other factors as determined by the local educational agency.	
ESSA Components	ESSA Component Requirements of Title I Schoolwide Plan	
1. Reform Strategies	<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. 	<input type="checkbox"/> Initial Screening and Benchmark Assessment (Goal 1-2, Act. 2) <input type="checkbox"/> RTI (Goal 1-3, Act 2) <input type="checkbox"/> Extended Learning for At-Risk During the School day (Goal 1, Act 1) <input type="checkbox"/> Before/After School tutoring (Goal ____, Act____) <input type="checkbox"/> Quarterly Progress Monitoring (Goal 1-2, Act2) <input type="checkbox"/> PLC's/Clusters (Goal 1-2 Act 4) <input type="checkbox"/> Cross Curricula Collaboration (Goal ____, Act____) <input type="checkbox"/> Core Content Alignment with Standards and Assessments (Goal 1-2, Act 1) <input type="checkbox"/> Literacy and Writing Across the Curriculum (Goal 1, Act1) <input type="checkbox"/> Summarization Strategies Across the Curriculum (Goal ____, Act____) <input type="checkbox"/> Graphic Organizers in Core Content Areas (Goal 1-2, Act 1) <input type="checkbox"/> Enrichment Activities for Advanced Learners (Goal 1-2, Act1) <input type="checkbox"/> Quarterly Parent Conferences (Goal 1-3, Act 5.1) <input type="checkbox"/> Kagan/Engagement strategies (Goal 1-3, Act 1.4.3)

		<input type="checkbox"/> Other (Specify) S/W PBIS (Goal 3, Act 2)	
		<input type="checkbox"/> Other (Specify) Whole Brain Strategies (Goal 1-2, Act1)	
		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. 	Increase Star Reading & Star Math grade equivalency by at least one year's growth	Accelerated Math Accelerated Reading 60 minute pull out groups Write-in Readers Achieve 3000 Read Naturally
3. Activities that address the needs of at risk Students Culture and Climate High School (N/A)	<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"> o Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; o 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 	To positively increase the school's culture and climate	Counseling and SLC groups to improve social and behavioral needs

<p>RTI (Monitoring of Student data and performance)</p> <p>Professional Development</p> <p>Pre-K Transition</p>	<p>(such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p> <ul style="list-style-type: none"> ○ 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. 	<p>Consistently and effectively implement RTI processes</p> <p>Provide ongoing professional development for all staff members to improve instruction and improve data</p>	<p>School-wide tiered model to address academic and behavioral concerns</p> <p>Cluster meetings, PLCs, Lesson planning meetings, District PD days</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, 	<p>To increase family engagement in order to impact student achievement</p>	<p>Orientation Day Open House Quarterly family engagement meetings Parent/teacher conferences</p>

	<p>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;</p> <ul style="list-style-type: none"> o 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; o 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 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; o Use the findings of such evaluation in 		
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	<p>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</p> <ul style="list-style-type: none"> o 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 SW Plan)

<https://drive.google.com/a/mylpsd.net/file/d/OBy5P472VyXpbdTIRUVd3Q2k3eFFSMk95ZFktSHYyUmxVNHIJ/view?usp=sharing>

Use 2015-2016 Principal's Report Card:

<https://dochub.com/paulaclement/QmK8xl/stes-school-report-card?dt=5zn3k71b53pxqfv2>

Other Student Performance Data:

Google Sheets for District Assessments (attach to SW Plan)

Click on hyperlink for Math and ELA for 4th and 5th grade

<https://sites.google.com/a/mylpsd.net/stes-observations/math-data-sheets>

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

Click on hyperlink for STAR Growth Reports

<https://drive.google.com/a/mylpsd.net/file/d/OBy5P472VyXpbWmlrUnQObktMTEE/view?usp=sharing>

Perception Data:

Parent Surveys **(Click on hyperlink below)**

<https://drive.google.com/a/mylpsd.net/file/d/OBy5P472VyXpbeG1EYzY0X0t2MzQ/view?usp=sharing>

Teacher Surveys **(Click on hyperlink below)**

<https://drive.google.com/a/mylpsd.net/file/d/OBy5P472VyXpbeEt2ejZRcGo3dFU/view?usp=sharing>

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

Summary of Data Collection:

Areas of Strength		
Strengths		Data Source
1	ELA Index score at 70.96 (STES only)	LEAP report
2	Combined schools ELA Index scores were: Grade 3 - 66.09; Grade 4 - 72.30; Grade 5 - 78.19	LEAP Report
3		
4		
5		
Areas of Improvement		
Weaknesses		Data Source
1	Math Index score at 60.13 (STES only)	LEAP report
2	Combined schools Math Index scores were: Grade 3 - 68.63; Grade 4 - 52.59; Grade 5 - 59.85	LEAP report
3	Combined schools Science Index scores were: Grade 3 - 65.58; Grade 4 - 62.73; Grade 5 - 60.71	
4		
5		

Summary of Subgroup Data:

Areas of Strength		
Strengths		Data Source
1	Students with disabilities grew 8.8 points in assessment index	Principal Profile Report

2	Students who are economically disadvantaged grew 5.5 points in assessment index	Principal Profile Report
3	Minority students grew 6.6 points in assessment index	Principal Profile Report
Areas of Improvement		
Weaknesses		Data Source
1	English Language Learners declined 8.4 points in academic index	Principal Profile Report
2		

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

Summary of Survey Data: (Note: Only 21 parent surveys were completed)

Strengths		
Parent Survey		Teacher Survey
1	The school has security procedures that are consistently followed and I feel my child is safe at school (71% yes and 29% somewhat).	School staff members are friendly. I generally feel staff members make others feel welcome when entering school (84% yes and 16% somewhat).
2	I feel that my child is treated fairly at his/her school (81% yes and 19% somewhat).	I keep parents informed of their child's progress and ways they can help their child do his/her best in scjpp: (84% yes and 16% somewhat).
3	The school my child attends is clean and well maintained (57% yes and 43% somewhat).	I keep my parents adequately informed of their child's Units of Instruction, Home Learning Assignments, Projects and test Schedules (80% yes and 16% somewhat)

Weaknesses		
Parent Survey		Teacher Survey
1	I feel my child's school effectively conducts parent workshops that support parents with resources to improve student learning (33% yes, 48% somewhat, 14% no, and 5% don't know).	My school effectively conducts parent workshops that support parents with resources to improve student learning (24% yes, 44% somewhat, 16% no, 16% don't know).
2	My child's school operates a school website that is informative and user friendly (38% yes, 33% somewhat, 14% no, and 14% don't know).	My school does an adequate job of involving parents in school activities that celebrate student successes and showcases students' talents (40% yes, 32% somewhat, 24% no, and 4% don't know).
3	My child's school uses a variety of communication methods that include notes, emails, newsletters, phone calls, conferences, automated phone system, websites, etc. (48% yes, 38% somewhat, 14% no).	I feel that students are treated fairly at school (60% yes, 24% somewhat, 16% no).

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
1	District assessment scores low for Test 7 (4.NBT.6 - dividing by one digit divisors), Test 8 8 (4.OA.4 - Factors, Multiples, Prime, and Composite Numbers), and Test 9 (4.NF.1 and 4.NF.2 - Equivalency in Comparing Fractions) Overall average is 71.0 on district assessments..	Math	4th grade
2	District assessment scores low for Topic 8 - 55 - 5.OA.A.1, 5.OA.A.2, 5.OAB.3 - Numerical Expressions and Patterns and Relationships; Topic 5 - 56 - 5.NBT.B.6) - Dividing by Two Digits; Topic 3 - 59 (5.NBT.A.2, 5.NBT.B.5 and B.6) - Multiplying whole numbers.	Math	5th grade
3	District assessment scores low for Unit 1 - Lessons 2 Research Simulation Task (RI4.8) - Author's Point of View and RI4.1, 4.3 - Explain historical events; Lesson 3 Research Simulation Task (RI4.3 - cause and effect; RI4.5 - text structure). Overall average is 76.0 on district assessments.	ELA	4th grade
4	District assessment scores low for Lesson 2 - average 69; Lesson 12 - average 69; Lesson 19 - average 68.	ELA	5th grade

Part C. Plan of Action

Content Area: ELA					
Goal 1	<p><u>TAP GOALS:</u></p> <p><u>4th grade students (253 students)</u> Increase the number of 4th grade students in the Advance proficiency level from 10 to 22 (9%). Increase the number of 4th grade students in the Mastery proficiency level from 79 to 82 (32%). Increase the number of 4th grade students in the Basic proficiency level from 60 to 80 (32%). Decrease the number of 4th grade students scoring Approaching Basic from 66 to 50 (20%) Decrease the number of 4th grade students scoring Unsatisfactory from 38 to 19 (8%).</p> <p><u>5th grade students (237 students)</u> Increase the number of 5th grade students in the Advance proficiency level from 9 to 11 (5%). Increase the number of 5th grade students in the Mastery proficiency level from 72 to 87 (37%). Increase the number of 5th grade students in the Basic proficiency level from 74 to 92 (39%). Decrease the number of 5th grade students scoring Approaching Basic from 53 to 39 (16%) Decrease the number of 5th grade students scoring Unsatisfactory from 29 to 8 (3%).</p>				
Evidence Based Strategy(ies)	<p>Initial Screening and Benchmark Assessment, RTI, Extended Learning for At-Risk During the School day, Quarterly Progress Monitoring, PLC's/Clusters, Cross Curricula Collaboration, Core Content Alignment with Standards and Assessments, Literacy and Writing Across the Curriculum, Summarization Strategies Across the Curriculum, Graphic Organizers in Core Content Areas, Enrichment Activities for Advanced Learners, Quarterly Parent Conferences, Kagan/Engagement Strategies, Whole Brain Teaching Strategies</p>				
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
1.	<p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Core Teachers - Align delivery of instruction to standards and 	Leadership Team	August 2017 -		Lesson Plans, Walk-through

	<p>assessments., Develop and provide differentiated instruction for high, average, and at-risk (ELL, 504, 1508, below average) students based on individual needs in ELA through guided reading small group instruction,. Incorporate writing across the curriculum.</p> <ul style="list-style-type: none"> • TAP Mentor Teachers - Provide support to career teachers to build and develop instructional strategies that will enhance classroom instruction. • Title I Interventionists - Align delivery of instruction to standards and assessments during pull-out instruction. Certified teachers and highly qualified paraprofessionals using Read Naturally provide interventions to at-risk students. • Instructional Materials - Journeys ELA reading materials, Journeys intervention kits, Journeys small group guided reading materials, Write-in Readers, Read Naturally Computer -based materials 	<p>(Principal, Assistant Principal, Admin. Asst., Master, Mentors)</p> <p>Alayne Joffrion & Faith Albert</p> <p>Teacher: Elizabeth Dupont Paras: Cheryl Cole, Jessica Martin</p>	<p>May 2018</p> <p>August 2017 - May 2018</p> <p>August 2017 - May 2018</p> <p>August 2017 - May 2018</p>	<p>Title I Series 100 & 200</p> <p>Title I Series 100 & 200</p> <p>School Funds, Title I funds for supplies (Series 600 - \$862)</p>	<p>observations, Formal observations</p> <p>Documentation logs and sign-in sheets</p> <p>Lesson plans, observations</p> <p>Read Naturally Reports</p>
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	<ul style="list-style-type: none"> • Instructional Programs – Journeys Reading Program; Read Naturally for intervention 				
2.	Monitoring of Student Data and Performance: <ul style="list-style-type: none"> • Monitor Star Reading Assessment Data (3x/year) • Monitor Common District Assessments (Weekly) • Progress monitor intervention students (Bi-weekly) • Report card grades (Quarterly) 	Principal, Assistant Principal, Admin. Asst., Master, Mentors	August 2017 - May 2018		Star Reports, Google Sheets, Progress Monitoring Reports, Report Cards, Possible Failure Report
3.	Programs/Technology: Accelerated Reading Achieve 3000 Read Naturally	Principal, Assistant Principal, Admin. Asst., Master, Mentors	August 2017 - May 2018		AR Reports, Achieve 3000 Reports, Read Naturally Reports
4.	Professional/Staff Development: (PLC's, Clusters) <ul style="list-style-type: none"> • Data Analysis • Literacy Strategies • Technology • Strategies based on field testing • PCR Writing • Louisiana Association of Principal Conference and Assistant Principal Conference 	Principal, Assistant Principal, Admin. Asst., Master, Mentors	August 2017 - May 2018	Series 500 for confer- ences - \$945	Sign-in sheets, Cluster agendas, TAP Binder
5.	Parental and Family Engagement (Academic): Parents and students will participate in various literacy activities and will be provided information regarding reading and writing strategies. <ul style="list-style-type: none"> • Quarterly Title I Engagement Activities: PCR Writing, Common Core State Standards, Test-taking skills, Discipline Strategies, Bullying 	Principal, Assistant Principal, Admin. Asst., Master,	August 2017 - May 2018	Title I - Parental Involve- ment (Series 100, 200	Sign-in sheets, Agendas. Parent/Teacher Conference Forms

	<ul style="list-style-type: none"> • Communication: Parents will receive newsletters and calendars The school website will have up-to-date information to keep parents abreast of school news. Call-out system used to remind parents of activities. Communication folders (Nicky Folders) sent home with test papers weekly and student agendas sent home daily for communication between the school and home. • Quarterly parent/teacher conferences 	Mentors, School Counselor, Teachers		- \$640 for teacher pay for after- school confer- ences); Series 600 - \$2,118 for Nicky Folders, student agendas, paper and stamps)	
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Content Area: Math

<p>Goal 2</p>	<p><u>TAP GOALS:</u></p> <p><u>4th grade students (253 students)</u></p> <p>Increase the number of 4th grade students in the Advance proficiency level from 5 to 7 (3%). Increase the number of 4th grade students in the Mastery proficiency level from 45 to 50 (20%). Increase the number of 4th grade students in the Basic proficiency level from 67 to 95 (38%). Decrease the number of 4th grade students scoring Approaching Basic from 84 to 79 (31%) Decrease the number of 4th grade students scoring Unsatisfactory from 52 to 22 (9%).</p>
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	<p><u>5th grade students (237 students)</u> Increase the number of 5th grade students in the Advance proficiency level from 1 to 3 (2%). Increase the number of 5th grade students in the Mastery proficiency level from 54 to 62 (26%). Increase the number of 5th grade students in the Basic proficiency level from 76 to 110 (46%). Decrease the number of 5th grade students scoring Approaching Basic from 91 to 61 (26%) Decrease the number of 5th grade students scoring Unsatisfactory from 15 to 1 (0%).</p>				
<p>Evidence Based Strategy(ies)</p>	<p>Initial Screening and Benchmark Assessment, RTI, Extended Learning for At-Risk During the School day, Quarterly Progress Monitoring, PLC's/Clusters, Cross Curricula Collaboration, Core Content Alignment with Standards and Assessments, Literacy and Writing Across the Curriculum, Summarization Strategies Across the Curriculum, Graphic Organizers in Core Content Areas, Enrichment Activities for Advanced Learners, Quarterly Parent Conferences, Kagan/Engagement Strategies, Whole Brain Teaching Strategies</p>				
<p>Action Steps</p>		<p>Persons Responsible</p>	<p>Target Date(s) Timelines</p>	<p>Funding Source(s) and Cost</p>	<p>Documentation</p>
<p>1.</p>	<p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Core Teachers - Align delivery of instruction to standards and assessments. Develop and provide differentiated instruction for high, average, and at-risk (ELL, 504, 1508, and below average) students based on individual needs in Math through guided math small group instruction. • Title I Interventionists - Align delivery of instruction to standards and assessments during pull-out instruction. Certified teacher and highly qualified paraprofessionals using Accelerated Math and direct instruction provide interventions to at-risk students. 	<p>Principal, Assistant Principal, Admin. Asst., Master, Mentors</p> <p>Julie Prejean, teacher; Cheryl Cole, Jessica Martin, paras</p>	<p>August 2017 - May 2018</p> <p>August 2017 - May 2018</p>	<p>Title I (Series 100 & 200)</p>	<p>Lesson Plans, Formal Observations, Walk-through observations</p> <p>Lesson plans, observations, AM reports</p>

	<ul style="list-style-type: none"> • Instructional Materials - Envision Math Core materials; Intervention, reteach, and enrichment Envision materials, Accelerated Math • Instructional Programs - Envision Math 	Principal, Assistant Principal, Admin. Asst., Master, Mentors	August 2017 - May 2018		STAR Reports, AM Reports
2.	Monitoring of Student Data and Performance: <ul style="list-style-type: none"> • Monitor Star Math Assessment Data (3x/year) • Monitor Common District Math Assessments (Weekly) • Progress monitor intervention students (Bi-weekly) • Monitor Accelerated Math Progress (Mid 9 weeks and End of 9 weeks) • Report card grades (Quarterly) 	Principal, Assistant Principal, Admin. Asst., Master, Mentors	August 2017 - May 2018		STAR Reports, Google Sheets, Progress monitoring reports, report cards, Possible failure report, AM Reports
3.	Programs/Technology: <ul style="list-style-type: none"> • Accelerated Math 	Principal, Assistant Principal, Admin. Asst., Master, Mentors	August 2017 - May 2018	Title I (Series 500) \$3003	AM Reports
4.	Professional/Staff Development: (PLC's, Clusters) <ul style="list-style-type: none"> • Data Analysis • Technology 	Principal, Assistant Principal,	August 2017 - May 2018		Sign-in Sheets, Cluster Agendas, TAP

	<ul style="list-style-type: none"> Accelerated Math Student Engagement 	Admin. Asst., Master, Mentors			Binder
5.	Parental and Family Engagement (Academic): Parents and students will participate in various math activities and will be provided information regarding math strategies. <ul style="list-style-type: none"> Quarterly Title I Family Engagement Activities Math strategies - CUBES, Common Core State Standards, Test-taking Strategies Communication - Parents will receive newsletters and calendars; The school website will have up-to date information to keep parents abreast of school news Quarterly parent/teacher conferences 	Principal, Assistant Principal, Admin. Asst., Master, Mentors, School Counselor	August 2017 - May 2018	Title I P/I (Series 600)	Sign-in Sheets, Agendas, Parent/Teacher Conference Forms

Culture and Climate

Goal 3 South Thibodaux Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly. Decrease discipline referrals by 40%.

Evidence Based Strategy(ies) PBIS, Kagan/Engagement Strategies, RTI, Whole Brain Teaching Strategies

Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
1.	Parent and Family Engagement Activities - Parents and students will be provided information regarding discipline strategies <ul style="list-style-type: none"> Quarterly Title I Family Engagement Activities on Discipline Strategies and Bullying Communication - Parents will receive monthly newsletter and calendars. The school website will have up-to-date information to keep parents abreast of various strategies. Parent/teacher conferences 	Principal, Assistant Principal, Admin. Asst., Master, Mentors, School	August 2017 - May 2018		Agendas, Parent/Teacher conference forms

		Counselor PBIS Committee (Tier 1 & 2)			
2.	PBIS <ul style="list-style-type: none"> • Full implementation of 3 Tiered PBIS process • PD - school-wide discipline • Monthly meetings on 3 Tiers • Behavior interventions (Counseling groups/SLC)\ • Ripple Effects • RTI & Request for Assistance (Tier 2) • Monthly Celebrations (Bashes) • Student of the Month • Family of the Month 	Principal, Assistant Principal, Admin. Asst., School Counselor PBIS Committee (Tier 1 & 2)	August 2017 - May 2018	PBIS & PTC	Sign-in sheets, Agendas, Minutes
3.	Strategies in the Classroom <ul style="list-style-type: none"> • Classroom management plans (positive reward system) • Flowchart • SLC Referrals • Classroom documentation forms • Kagan Strategies • Whole Brain Teaching Strategies • Ripple Effects • PBIS World 	Principal, Assistant Principal, Admin. Asst., Master, Mentors, School Counselor PBIS Committee (Tier 1 & 2)	August 2017 - May 2018	PBIS	Classroom management plans, Behavioral Documentation (RTI Forms)

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"> STES will provide orientation for students entering 4th and 5th grades; disseminate general information and tour of school ETMS and WTMS administrators and counselors will meet with fifth grade students prior to the end of the year. 	Leadership Team	July 2017 May 2018		Parent sign-in sheets, agendas

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;

- o **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;
- o **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;
- o **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
- o **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);
- o **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.

- o **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