

Lafourche Parish Schools

Title I School Wide Plan

Golden Meadow Upper Elementary

School Name

2016-2017

School Year

School Information

School Name: Golden Meadow Upper Elementary

Address: 124 N. 3rd St.
Golden Meadow, LA 70357

Grade Span: 5-Mar

School's Mission: GMUE will prepare all students for academic success.

Principal: Buffy D. Boura

Assistant Principal:

Administrative Assistant:

School Leadership Team

Adminstrator	Buffy Boura	Parent	Roxi Plaisance
Adminstrator		Parent	Michaela Guidry
Teacher	Buffy Kennedy	Other	Annette Plaisance, Counselor
Teacher	Bobbi Cheramie	Other	Erin Doucet, Sped. Teacher
Teacher	Angela Guidry	Other	Jamie Gisclair, Title 1 Interventionist
		Other	
Plan Review Meeting Dates:			
#1 Beginning of Year	8-Aug-16		
#2 1st 9 Weeks	Sept. 7, 2016	#4 3rd 9 Weeks	8-Feb-17
#3 2nd 9 Weeks	Dec. 7, 2016	#5 End of Year	10-May-17

Faculty and Staff

Name	Position	Grade Level & Subject (Teachers & Paraprofessionals)	Highly Qualified (Teachers & Paraprofessionals)
Mary Carrell	Teacher	3rd Math, Social Living	Yes
Roychelle Cheramie	Teacher	3rd ELA	Yes
Annette Raines	Teacher	3rd ELA	Yes
Tamara Doucet	Teacher	3rd Math, Social Living	Yes

Connie Louviere	Teacher	4th Math	Yes
Denise Plaisance	Teacher	4th ELA	Yes
Kaylie Doucet	Teacher	4th ELA	Yes
Larenda Ledet	Teacher	4th Science, Social Studies	Yes
Open Position	Teacher	4th ELA	
Michelle Lafont	Teacher	5th Math	Yes
Rebecca Hebert	Teacher	5th Science, Social Studies	Yes
Heather Hawkins	Teacher	5th ELA	Yes
Bobbi Cheramie	Teacher	Writing	Yes
Angela Guidry	Media Specialist	3,4,5	Yes
Annette Plaisance	Guidance	3,4,5	Yes
Cecile Oliviere	French	3,4,5	Yes
Erin Doucet	Special Ed. Teacher	LAA1 Severe Profound	Yes
Kaylene Adams	Special Ed. Teacher	3rd	Yes
Buffy Kennedy	Special Ed. Teacher	4th & 5th	Yes
Teena Bouzigard	Para	3,4,5	Yes
Adesia Naquin	Para	3,4,5	Yes
Mitzi Griffin	Para	3,4,5	Yes
Jamie Gisclair	Para	Intervention (Title 1) 3,4,5	Yes
Stephanie Page	Para	LAA1 Severe Profound	Yes
Spring Applequist	Para	Indian Ed. 3, 4,5	Yes
Gretchen Acosta	Para	ELL 3,4,5	Yes
Debra Martin	Para	STA	Yes

Faculty and Staff (continued)

Student Demographic Data

Student Information: List the number of students in each area.

Total at School	Students w/ Disabilities	Gifted and Talented	504	LEP	Homeless	Migrant	Indian Education
214	21	3	23	14	11	1	38

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or more races
117	97	142	7	30	38	2	0	0

Economically Disadvantaged Profile	
# of Free/Reduced Students:	% of Free/Reduced Students:

153	75%
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Part A.

Ten Required Components of A Title I School Wide Plan

School Name: Golden Meadow Upper

School Year: 2016-2017

NCLB Components	<u>NCLB Component Requirements of Title I School</u> Under Section 1114 (b) (1), of NCLB, a school wide program must include the following components:	Title I School Documentation
1 A <u>Comprehensive Needs Assessment</u> of the whole school	Examine multiple sources of data to identify the priority needs within the school. <ul style="list-style-type: none"> •Planning Team •Comprehensive Needs Assessment Must address data related to these 5 domains: <ol style="list-style-type: none"> 1 Student Achievement 2 Curriculum and Instruction 3 Professional Development 4 Family and Community Involvement 	Attach your school's LPSB Title I Comprehensive Needs Assessment to this Plan.

		5 School Organization	
<p>2</p> <p>Implementation of School Wide Reform Strategies that:</p>	<p>List the effective methods and instructional strategies that are based on scientifically based research that:</p> <ul style="list-style-type: none"> a. Strengthens the core academic program; b. Increases the amount of learning time; c. Includes strategies for serving underserved populations; d. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards. 	<p><input type="checkbox"/> Initial Screening and Benchmark Assessment</p> <p><input checked="" type="checkbox"/> RTI</p> <p><input checked="" type="checkbox"/> Extended Learning for a At-Risk Students During the School Day</p> <p><input checked="" type="checkbox"/> Quarterly Progress Monitoring</p> <p><input checked="" type="checkbox"/> Grade Level Teacher Collaboration (PLCs)</p> <p><input checked="" type="checkbox"/> Cross Curricula Collaboration</p> <p><input checked="" type="checkbox"/> Core Content Aligned with State Standards and Assessments</p> <p><input checked="" type="checkbox"/> Literacy & Writing Across the Curriculum</p> <p><input checked="" type="checkbox"/> Summarization Strategies Across the Curriculum</p> <p><input checked="" type="checkbox"/> Graphic Organizers in Core Content Areas</p> <p><input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners</p> <p><input checked="" type="checkbox"/> Quarterly Parent Conferences</p> <p><input checked="" type="checkbox"/> Achieve 3000 utilized schoolwide</p> <p><input checked="" type="checkbox"/> STAR progress monitoring</p>	
<p>3</p> <p>Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)</p>	<p>•Provide an assurance statement that all core classroom teachers and paraprofessionals meet the NCLB requirements that all teachers are Highly Qualified.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>All core academic classes are taught by highly qualified teachers.</p>
		<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>All paraprofessionals meet the highly qualified requirements.</p>
<p>4</p> <p>High quality and ongoing professional development for teachers, principals,</p>	<p>•List the ways professional development needs are determined for principals, teachers, paraprofessionals, and others as appropriate in this Title I School Wide program;</p> <p>•List the types of high quality and ongoing professional development.</p>	<p>PD Activities are determined by:</p>	

<p>and paraprofessionals</p>		<p>Title 1 Surveys, Faculty Observations, Curriculum Changes</p> <p>PD Activities include:</p> <table border="1"> <tr> <td>1</td> <td>Administrators-Professional Conferences, Prin. PLC</td> </tr> <tr> <td>2</td> <td>Teachers-PLC's, Dist. PD, Peer Observations</td> </tr> <tr> <td>3</td> <td>Paraprofessionals-Assist & Participate in PD</td> </tr> </table>	1	Administrators-Professional Conferences, Prin. PLC	2	Teachers-PLC's, Dist. PD, Peer Observations	3	Paraprofessionals-Assist & Participate in PD																						
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<p>5 Strategies to attract high-quality, highly qualified teachers to the school</p>	<ul style="list-style-type: none"> List the strategies for attracting high-quality, highly qualified teachers to teach in high needs schools. Include the initiatives intended to decrease turn over and retain high quality staff; Indicate teacher and paraprofessional credentials and years of experience. 	<p>Recruitment & Retainment Strategies:</p> <p>Technology enhanced classrooms.</p> <p>Clear vision and mission for faculty, students, & parents.</p> <p>PD to enhance best teaching practices.</p> <p>Support provided on individual needs.</p> <p>Yrs. Experience:</p> <table border="1"> <tr> <td>0-5</td> <td><u>8</u></td> <td>Teachers</td> <td><u>2</u></td> <td>Paras</td> </tr> <tr> <td>6-10</td> <td><u>2</u></td> <td>Teachers</td> <td><u>2</u></td> <td>Paras</td> </tr> <tr> <td>11-20</td> <td><u>7</u></td> <td>Teachers</td> <td><u>2</u></td> <td>Paras</td> </tr> <tr> <td>+20</td> <td><u>1</u></td> <td>Teachers</td> <td></td> <td>Paras</td> </tr> </table> <table border="1"> <tr> <td><u>15</u></td> <td>Teachers with BA/BS Degree</td> </tr> <tr> <td><u>3</u></td> <td>Teachers with Master's Degree</td> </tr> <tr> <td><u>2</u></td> <td>Paraprofessionals w/2+College</td> </tr> <tr> <td><u>4</u></td> <td>Paraprofessionals Passing PRAXIS</td> </tr> </table>	0-5	<u>8</u>	Teachers	<u>2</u>	Paras	6-10	<u>2</u>	Teachers	<u>2</u>	Paras	11-20	<u>7</u>	Teachers	<u>2</u>	Paras	+20	<u>1</u>	Teachers		Paras	<u>15</u>	Teachers with BA/BS Degree	<u>3</u>	Teachers with Master's Degree	<u>2</u>	Paraprofessionals w/2+College	<u>4</u>	Paraprofessionals Passing PRAXIS
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<p>6 Parental Involvement</p>	<ul style="list-style-type: none"> •List the ways parents will be involved in the design, implementation, and evaluation of the School Wide program; •List the ways parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education; •List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement policy, the school-parent/guardian compact and school plan); •Indicate the yearly parental evaluation of the School Wide program and how this information is used to improve the plan. 	<p style="text-align: center;">Parent Involvement Activities:</p> <p>Schoolwide Parent Meeting during school year.</p> <p>Parent Title 1 Surveys</p> <p>Three parent testing meetings conducted</p> <p>Once per 9 wks. Parent activities conducted</p> <p>Sample test items reviewed with parents</p> <p>Weekly schedules sent home</p> <p>School compacts per grade level including specific needs</p>
<p>7 Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.</p>	<ul style="list-style-type: none"> •List the Pre-K to Kinder Transition Activities conducted in your school. 	<p style="text-align: center;">Pre-K Transition Activities:</p>
<p>8 Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student</p>	<ul style="list-style-type: none"> •List the ways teachers participate in decision-making regarding the use of school-based assessments. (SIP Teams, Grade Level Teams, SLTs, etc.....); •List the ways teachers participate in student achievement data analysis to improve the academic achievement of all students. 	<p style="text-align: center;">School Plan Meetings:</p> <p>Teachers meet weekly by grade level.</p> <p>PLC's meet weekly by subject area.</p> <p>SIP Team meets once per 9 weeks.</p> <p>RTI Team meets monthly to review student data.</p> <p>Leadership Team meets weekly.</p> <p style="text-align: center;">PLC and Grade Level Team Activities:</p> <p>Teahcers meet in grade levels & subject areas across grades.</p> <p>Action plans written based on student data & needs.</p>

<p>student achievement.</p>		<p>Test item analysis from District Assessments Action plans revised each 9 weeks as needed.</p>
<p>9 Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.</p>	<ul style="list-style-type: none"> •Indicate the process to identify students experiencing difficulty mastering the State's Academic Standards at an advanced or proficient level. •List the timely additional instruction for students with difficulty mastering State Academic Standards. This requires a process to provide timely additional assistance to students functioning below the process to provide timely additional assistance to students functioning below the proficient level. 	<p>Benchmark Assessments:</p> <p>STAR Reading & Math iXL Math District Assessments Reading & Math Achieve 3000</p> <p>RTI Process: RTI meetings occur 3 days in a month. All teachers, guidance, SBLC chair, admin. Are part of RTI team Student data & interventions are reviewed & revised.</p> <p>Academic Intervention: Guided reading groups in reading & math Tech. programs on student's ability (AM,AR,Achieve,iXL) Title 1 Interventionist (reading) Indian Ed. Para and reach in tutor (math)</p>
<p>10 Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs.)</p>	<ul style="list-style-type: none"> •List the ways Federal, State and local programs and resources are coordinated to support the School Wide program and initiatives in the Title I School Plan. •Indicate how the school will use resources under Title I, Part A and from other sources to implement the required School Wide Plan Components. 	<p>Funding Resources that Support the SW Plan:</p> <p>Title 1 Schoolwide Budget Title 1 Parental Involvement Budget Schoolwide Fundraisers Grants</p> <p>Title I Budget Items: Title 1 Interventionist (reading) Parental Involvement activities and supplies</p>

Part B: Comprehensive Needs Assessment

1. Summary of English Language Arts Data

ELA Benchmark Data

All Students

Grade	# of Students	DSC Pre-Reading (% at Benchmark)			DIBELS (% at Benchmark)			STAR Early Literacy Mean (Average) Scaled Score			STAR Reading Mean (Average) Scaled Score		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Pre-K		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2nd	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd	88	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	340	399	440
4th	55	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	403	478	494
5th	65	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	499	554	615
Totals	208	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	414	477	516

ELA Summative Data

All Students

Grade	# of total Students	District Assessment Average	Report Card Grades			
			Passing Reading		Passing Language	
			#	%	#	%
1st	0	0.00%	0	0.00%	0	0.00%
2nd	0	0.00%	0	0.00%	0	0.00%
3rd	97	72.00%	85	93.00%	91	100.00%
4th	60	80.00%	54	96.00%	55	98.00%
5th	67	79.00%	66	97.00%	67	99.00%
Totals	224	77.00%	205	95.00%	213	99.00%

ELA Benchmark Data

ELL Students

Grade	# of Students	DSC Pre-Reading (% at Benchmark)			DIBELS (% at Benchmark)			STAR Early Literacy (Average Scaled Score)			STAR Reading (Average Scaled Score)		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Pre-K		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2nd	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	233	317	298
4th	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	285	394	429
5th	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	372	343	377
Totals	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	297	351	368

ELA Summative Data

ELL Students

Grade	# of total Students	District Reading Assessment Average	Report Card Grades			
			Passing Reading		Passing Language	
			#	%	#	%
1st	0	0.00%	0	0.00%	0	0.00%
2nd	0	0.00%	0	0.00%	0	0.00%
3rd	9	61.00%	9	100.00%	9	100.00%
4th	3	78.00%	3	100.00%	3	100.00%
5th	1	54.00%	1	100.00%	1	100.00%
Totals	13	64.00%	13	100.00%	13	100.00%

ELA Benchmark Data

504 Students

Grade	# of Students	DSC Pre-Reading (% at Benchmark)			DIBELS (% at Benchmark)			STAR Early Literacy (Average Scaled Score)			STAR Reading (Average Scaled Score)		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Pre-K		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	346	427	432
4th	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	303	339	354
5th	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	419	446	470
Totals	38	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	356	404	419

ELA Summative Data

504 Students

Grade	# of total Students	District Reading Assessment Average	Report Card Grades			
			Passing Reading		Passing Language	
			#	%	#	%
1st	0	0.00%	0	0%	0	0%
2nd	0	0.00%	0	0%	0	0%
3rd	11	72.00%	10	91%	11	100%
4th	11	74.00%	11	92%	12	100%
5th	15	71.00%	15	100%	15	100%
Totals	37	72.00%	36	95%	38	100%

ELA Benchmark Data

Special Education Students

Grade	# of Students	DSC Pre-Reading (% at Benchmark)			DIBELS (% at Benchmark)			STAR Early Literacy (Average Scaled Score)			STAR Reading (Average Scaled Score)		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Pre-K		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	284	397	378
4th	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	192	221	310
5th	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	555	632	715
Totals	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	344	417	468

ELA Summative Data

Special Education Students

Grade	# of total Students	District Reading Assessment Average	Report Card Grades			
			Passing Reading		Passing Language	
			#	%	#	%
1st	0	0.00%	0	0.00%	0	0.00%

2nd	0	0.00%	0	0.00%	0	0.00%
3rd	4	63.00%	2	50.00%	4	100.00%
4th	5	67.00%	3	60.00%	5	100.00%
5th	7	78.00%	6	75.00%	7	100.00%
Totals	16	69.00%	11	65.00%	16	100.00%

2. Summary of Mathematics Data

Math Benchmark Data

All Students

Grade	# of Students	DSC Math Scale Total (Mean (Average) Scaled Score)			STAR Early Literacy (EN-Early Numeracy) (Mean (Average) Scaled Score)			STAR Math (Mean (Average) Scaled Score)		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Pre-K		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd	88	N/A	N/A	N/A	N/A	N/A	N/A	505	567	604

4th	55	N/A	N/A	N/A	N/A	N/A	N/A	572	624	654
5th	65	N/A	N/A	N/A	N/A	N/A	N/A	610	665	677
Totals	208	N/A	N/A	N/A	N/A	N/A	N/A	562	619	645

Math Summative Data

All Students

Grade	# of total Students	District Math Assessment Average	Report Card Grades	
			Passing Math	
			#	%
1st	0	0.00%	0	0.00%
2nd	0	0.00%	0	0.00%
3rd	91	77.00%	87	96.00%
4th	56	70.00%	51	91.00%
5th	68	70.00%	56	82.00%
Totals	215	72.00%	194	90.00%

Math Benchmark Data

ELL Students

Grade	# of Students	DSC Math Scale Total (Mean (Average) Scaled Score)			STAR Early Literacy (EN-Early Numeracy) (Mean (Average) Scaled Score)			STAR Math (Mean (Average) Scaled Score)		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Pre-K		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd	9	N/A	N/A	N/A	N/A	N/A	N/A	450	540	565
4th	4	N/A	N/A	N/A	N/A	N/A	N/A	505	563	641
5th	1	N/A	N/A	N/A	N/A	N/A	N/A	516	628	689
Totals	14	N/A	N/A	N/A	N/A	N/A	N/A	490	577	632

Math Summative Data

ELL Students

Grade	# of total Students	District Math Assessment Average	Report Card Grades	
			Passing Math	
			#	%
1st	0	0.00%	0	0.00%
2nd	0	0.00%	0	0.00%
3rd	9	71.00%	9	100.00%
4th	3	67.00%	3	100.00%
5th	1	71.00%	1	100.00%
Totals	13	70.00%	13	100.00%

Math Benchmark Data

504 Students

Grade	# of Students	DSC Math Scale Total (Mean (Average) Scaled Score)			STAR Early Literacy (EN-Early Numeracy) (Mean (Average) Scaled Score)			STAR Math (Mean (Average) Scaled Score)		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Pre-K		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd	11	N/A	N/A	N/A	N/A	N/A	N/A	496	548	561
4th	12	N/A	N/A	N/A	N/A	N/A	N/A	524	579	620
5th	15	N/A	N/A	N/A	N/A	N/A	N/A	550	601	636
Totals	38	N/A	N/A	N/A	N/A	N/A	N/A	523	576	606

Math Summative Data

504 Students

Grade	# of total Students	District Math Assessment Average	Report Card Grades	
			Passing Math	
			#	%
1st	0	0.00%	0	0.00%
2nd	0	0.00%	0	0.00%
3rd	11	72.00%	11	100.00%
4th	11	64.00%	12	100.00%

5th	15	64.00%	12	80.00%
Totals	37	67.00%	35	92.00%

Math Benchmark Data

Special Education Students

Grade	# of Students	DSC Math Scale Total (Mean (Average) Scaled Score)			STAR Early Literacy (EN-Early Numeracy) (Mean (Average) Scaled Score)			STAR Math (Mean (Average) Scaled Score)		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Pre-K		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd	5	N/A	N/A	N/A	N/A	N/A	N/A	501	587	609
4th	5	N/A	N/A	N/A	N/A	N/A	N/A	527	586	594
5th	7	N/A	N/A	N/A	N/A	N/A	N/A	612	671	655
Totals	17	N/A	N/A	N/A	N/A	N/A	N/A	547	615	619

Math Summative Data

Special Education Students

Grade	# of total Students	District Math Assessment Average	Report Card Grades	
			Passing Math	
			#	%
1st	0	0.00%	0	0.00%
2nd	0	0.00%	0	0.00%
3rd	4	79.00%	4	100.00%
4th	5	67.00%	5	100.00%
5th	7	68.00%	4	57.00%
Totals	16	71.00%	13	76.00%

3. Summary of Science & Social Studies Data

Science & Social Studies Summative Data

All Students

Grade	# of Students	Report Card Grades Science		Report Card Grades Social Living/Social Studies	
		# Passed	% Passed	# Passed	% Passed
1st	0	0	0.00%	0	0.00%
2nd	0	0	0.00%	0	0.00%
3rd	91	N/A	N/A	90	99.00%
4th	56	56	100.00%	56	100.00%
5th	68	68	100.00%	68	100.00%
Totals	215	124	100.00%	214	100.00%

ELL Students

Grade	# of Students	Report Card Grades Science		Report Card Grades Living/Social Studies		Social
		# Passed	% Passed	# Passed	% Passed	
1st	0	0	0.00%	0	0.00%	
2nd	0	0	0.00%	0	0.00%	
3rd	9	9	100.00%	9	100.00%	
4th	4	3	100.00%	3	100.00%	
5th	1	1	100.00%	1	100.00%	
Totals	14	13		13	100.00%	

504 Students

Grade	# of Students	Report Card Grades Science		Report Card Grades Living/Social Studies		Social
		# Passed	% Passed	# Passed	% Passed	
1st		0	0.00%	0	0.00%	
2nd		0	0.00%	0	0.00%	
3rd	11	N/A	N/A	11	100.00%	
4th	12	12	100.00%	12	100.00%	
5th	15	15	100.00%	14	93.00%	
Totals	38	27	100.00%	37	97.00%	

Special Education Students

Grade	# of Students	Report Card Grades Science		Report Card Grades Living/Social Studies		Social
		# Passed	% Passed	# Passed	% Passed	
1st	0	0	0.00%	0	0.00%	
2nd	0	0	0.00%	0	0.00%	
3rd	4	N/A	N/A	4	100.00%	
4th	5	4	80.00%	5	100.00%	
5th	7	6	86.00%	7	100.00%	
Totals	16	10	83.00%	16	100.00%	

4. Trend Data

DSC - End of Year Data

Assessment	Grade	School Years											
		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
DSC		Pre-Reading	Math Scale Total	Pre-Reading	Math Scale Total	Pre-Reading	Math Scale Total	Pre-Reading	Math Scale Total	Pre-Reading	Math Scale Total	Pre-Reading	Math Scale Total
	Pre-K End of Yr.												
	K Beg. of Yr.												

DIBELS - End of Year Data

		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
DIBELS		% at Benchmark	% at Benchmark	% at Benchmark	% at Benchmark	% at Benchmark	% at Benchmark
	K	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	1st	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	2nd	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	3rd	51.00%	58.00%	50.00%	52.00%		
	4th	50.00%	61.00%	56.00%	60.00%		
	5th	52.00%	33.00%	44.00%	58.00%		

LA State Assessments

Grade	2011-12 % Proficient				2012-13 % Proficient				2013-14 % Proficient			
	LEAP ELA	LEAP Math	LEAP/iLEAP Science	LEAP/iLEAP Social Studies	LEAP ELA	LEAP Math	LEAP/iLEAP Science	LEAP/iLEAP Social Studies	PARCC ELA	PARCC Math	LEAP/iLEAP Science	LEAP/iLEAP Social Studies
3rd	76	84	78	73					72	86	75	79
4th	65	69	66	67	63	61	68	69	69	58	74	74
5th	70	72	72	80					68	54	68	86
6th												
7th												
8th												

Grade	2014-15 % Proficient				2015-16 % Proficient				2016-17 % Proficient			
	PARCC ELA	PARCC Math	LEAP Science	LEAP Social Studies	LA Asst. ELA	LA Asst. Math	LA Asst. Science	LA Asst. Social Studies	LA Asst. ELA	LA Asst. Math	LA Asst. Science	LA Asst. Social Studies
3rd	76	67	81	71								
4th	84	62	82	76								
5th	81	39	76	82								
6th												
7th												
8th												

Retentions

Grade	2011-12			2012-13			2013-14			2014-15		
	Total # Students	# Retained	%	Total # Students	# Retained	%	Total # Students	# Retained	%	Total # Students	# Retained	%
1st												
2nd												
3rd	66	0	0%	70	0	0%	71	0	0%	57	2	4%
4th	79	0	0%	76	2	3%	77	2	3%	76	1	1%
5th	53	0	0%	73	2	3%	56	0	0%	69	1	1%
6th												
7th												
8th												
Totals	198	0	0%	219	4	2%	204	2	1%	202	4	2%

Grade	2015-16			2016-17		
	Total # Students	# Retained	%	Total # Students	# Retained	%
1st						#DIV/0!
2nd						#DIV/0!
3rd	91	1	1%			#DIV/0!
4th	56	1	2%			#DIV/0!
5th	68	0	0%			#DIV/0!
6th						#DIV/0!
7th						#DIV/0!
8th						#DIV/0!

Totals	215	2	1%	0	0
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5. Summary of Survey Data

STRENGTHS		
	Parent Survey	Teacher Survey
1	School members are friendly and welcoming.	I know what to do in the event of an emergency.
2	School informs parents of SIP & Parental Involvement Plan.	Students are treated fairly.
3	Great parent communication.	We inform parents of SIP & Parent Involvement.
4	School website is informative and user friendly.	Parent communication.
5	Promotes reading development at school and home.	Parents are adequately informed about academics.

WEAKNESSES		
	Parent Survey	Teacher Survey
1	School is clean and well maintained.	Staff members are friendly.
2	Parental involvement in celebrating student success.	School is clean and well maintained.
3	Teacher provides adequate remediation for ELA and Math.	I monitor progress of my students and provide remediation.
4	I know what to do in the event of an emergency.	I am aware of instructional resources on District and State websites.
5	I feel my child is treated fairly.	School doesn't have adequate security.

6. Summary of Data Collection

*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.

Areas of STRENGTH		
	Strengths	Data Source/Instrument
1	Literary Analysis (3,4,5)	PARCC Scores
2	PCR Complexity (3,4,5)	District Assessments
3	Supporting Details (3,4,5)	District Assessments
4	Writing (5)	PARCC Scores
5	Context Clues (3,4,5)	District Assessments

Areas of WEAKNESSES		
	Weaknesses	Data Source/Instrument
1	Basic Math Computation (3,4,5)	PARCC
2	Fractions (5)	District Assessments

3	Constructed Response (3rd & 5th)	PARCC
4	Application of Number Operations (3,4,5)	PARCC
5	Elapsed Time (3rd)	District Assessments

7. Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Need	Subject Area	Grade Level Focus for
#1	Increase basic math scores	math	3,4,5
#2	STAR math scores will increase	math	3,4,5
#3	Increase # of stud. reaching 80% correct on Dst. Assessments	math	3,4,5
#4	Increase # of stud. reaching 80% correct on Dst. Assessments	reading	3,4,5
#5	Achieve 3000 student Lexile level will increase	reading	3,4,5

Part C: Action Plan - Goals, Objectives, Activities & Evaluation

Goal 1	By 2016-2017 , ALL students will REACH HIGH STANDARDS, attain proficiency or better in ELA.
Researched Based Strategy: RTI	

OBJECTIVES (Up to 3)		DESIRED OUTCOMES
1	To increase 3rd grade ELA scores by Spring 2018 to meet or exceed District & State % Proficiency.	District Assessments & STAR Reading scores will increase & reach proficiency.
2	To increase 4th grade ELA scores by Spring 2018 to meet or exceed District & State % Proficiency.	District Assessments & STAR Reading scores will increase & reach proficiency.
3	To increase 5th grade ELA scores by Spring 2018 to meet or exceed District & State % Proficiency.	District Assessments & STAR Reading scores will increase & reach proficiency.

***Activities MUST include items that address: (1) Instructional Support, (2) Parental Involvement, (3) Professional Development & (4) Transitions**

ACTIVITY	Responsible Person	Start Date	End Date	Method of Evaluation	Cost	Funding Source
1. Title 1 interventionist will provide small group instruction on skills & vocabulary being taught in the reg. education room. She will also utilize computer programs to provide remediation.	Jamie Gisclair	Aug. 2016	May-17	Student data results per 9 week period.	18,045.00 9,745.45	100 200
2. Regular education teachers will use tiered intervention activities in the reg. ed. ELA class including STAR & Achieve on individual student laptops.	Teachers	Aug. 2016	May-17	RTI documentation pages, STAR reports, Achieve 3000 reports	4,894.50	600
3. Title 1 interventions will meet quarterly with reg. ELA teachers to discuss students' progress and needs.	All ELA teachers, Jamie Gisclair, & RTI Team	Aug. 2016	May-17	RTI sign in sheets and agendas	N/A	N/A
4. Communication folders sent home every Tuesday with reading passages, parent notes, & tests. (PBIS flyer, Title 1 activities, etc.).	Homeroom Teachers	Aug. 2016	May-17	Copies of weekly communication sheets	1,221.63	Parental Inv. Budget

5. PD will be conducted during designated days in the school year (Kagan, Guided Reading Groups, & ELA District Assessments)	Principal Teacher Leaders	Aug. 2016	May-17	Sign in sheets, agendas, copies of presentations.	N/A	N/A
6. Instructional support itinerant reach in para, Spring Applequist, provide support to Title VII students. Gretchen Acosta for ELL students.	Para - Spring Applequist Para - Gretchen Acosta	Aug. 2016	May-17	Time Clock, Para Schedule, List of VII & ELL students serviced.	N/A	N/A
7. A transitional meeting will be held for 5th graders attending GMMS & 2nd graders coming to GMUES.	Principal Counselor	Aug. 2016	May-17	Letters sent home to parents	Student Insurance	General Fund
Summative Evaluation	District Assessment averages, STAR Reading scores at beginning/end of year, appropriate LEAP scores.					

Goal 2	By 2016-2017 , ALL students will REACH HIGH STANDARDS, attain proficiency or better in Math.					
Researched Based Strategy: RTI						
OBJECTIVES (Up to 3)				DESIRED OUTCOMES		
1	To increase 3rd grade math scores by Spring 2017 to meet or exceed District & State % proficiency.			STAR math scores will increase and students will score proficiency on LEAP.		
2	To increase 4th grade math scores by Spring 2017 to meet or exceed District & State % proficiency.			STAR math scores will increase and students will score proficiency on LEAP.		
3	To increase 5th grade math scores by Spring 2017 to meet or exceed District & State % proficiency.			STAR math scores will increase and students will score proficiency on LEAP.		

***Activities MUST include items that address: (1) Instructional Support, (2) Parental Involvement, (3) Professional Development & (4) Transitions**

ACTIVITY	Responsible Person	Start Date	End Date	Method of Evaluation	Cost	Funding Source
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1. Regular math teachers use tiered intervention activities.	Math Teachers	Aug. 2016	May-17	RTI documentation pages	N/A	N/A
2. Family Math - Science activity will be conducted during the school year.	Connie Louviere Larenda Ledet	Aug. 2016	May-17	Sign in sheets, parent letter, copies of activities.	200	Title 1 Parental Inv.

3. Math teachers use AM to provide instruction to students.	Math Teachers	Aug. 2016	May-17	STAR reports	N/A	N/A
4. PD will be conducted during designated PD days during the school year.	Teacher Leaders	Aug. 2016	May-17	Sign in sheets, agendas, presentations	N/A	N/A
5. Students will receive Bell to Bell tags for each month of perfect attendance.	Math Teacher Leader, C. Louviere	Aug. 2016	May-17	JPAMS monthly reports	250	General Fund
6. Title 1 para/tutor will provide small group instruction on math skills being taught in the reg. education room. They will also utilize computer programs, AM to provide remediation on individual student needs .	Shannon Collins	Aug. 2016	May-17	STAR Math reports, IXL math reports, fluency data, District Assessment scores	8810.88 571.85	100 200
7. Title 1 para/tutor will provide small group instruction on math skills being taught in the reg. education room. They will also utilize computer programs, AM to provide remediation on individual student needs .	Andrea Galjour	Aug. 2016	May-17	STAR Math reports, IXL math reports, fluency data, District Assessment scores	8810.88 571.85	100 200
Summative Evaluation	RTI agendas, beginning / end year STAR reports, LEAP scores, & JPAMS reports					

Part D:

Transition Activities

Transition Activity	Timeline	Date	Person(s)
Pre-K			
2nd to 3rd Grade			
A transitional meeting will be conducted and a tour taken at GMUES.	May-17	May-17	Counselor
5th to 6th Grade			
A transitional meeting will be conducted and a tour taken at GMMS	May-17	May-17	Counselor

Title I School Wide Budget (attached)

Part E:

Statement Of Assurances

DISTRICT ASSURANCE

BB I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

BB I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

BB I hereby certify that this plan has all of the following components:

- A statement of the school's mission
- Evidence of the use of a comprehensive needs assessment
- Goals and measurable objectives
- Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs
- Family and community involvement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

BB I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent's Signature

Buffy Boura

Principal's Signature

Angela Guidry

Title I Director's Signature

School Leadership Team Chairperson's Signature