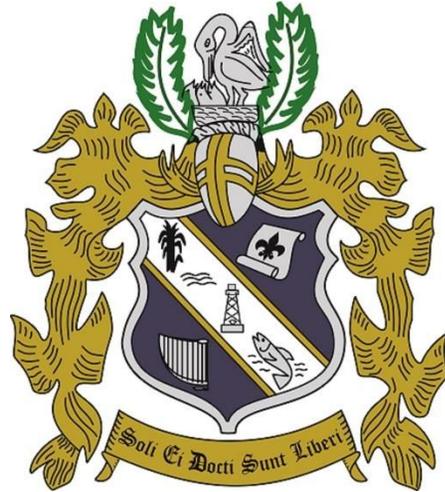


Lafourche Parish School District
Developing Lifelong Learners



Title I Schoolwide Plan 2017-2018

Thibodaux Elementary School

700 East 7th Street

Robin Bourgeois

985-446-6116

rbourgeois@mylpsd.com

School Leadership Team

Administrator	<u>Robin Bourgeois</u>	Parent	
Administrator	<u>Tessie Johnson</u>	Parent	
Administrator Assistant	<u>Stephanie Delaune</u>	Other	
Mastor	<u>Kecia Smith</u>	Mentor	<u>Chrissy Callahan</u>
Mentor	<u>Kayla Lasserre</u>	Other	<u>Melanie Larousse</u>

Faculty and Staff

Name	Position (Teachers and Paras)	Grade Level and Subject
Laquishia Trahan	Teacher	Pre-K
Sally Boudreaux	Teacher	Pre-K
Denise Clement	Teacher	Pre-K
Amanda Glorioso	Teacher	Pre-K
Sarah Guidry	Teacher	Pre-K
Mandie Rivet	Teacher	Pre-K
Loni Simoneaux	Teacher	Pre-K
Stacey Southall	Teacher	Pre-K
Shelly Gravois	Teacher	Pre-K
Melissa Angeloz	SPED Teacher	Pre-K/KN
Angelle Webre	SPED Teacher	Pre-K
Michelle Bilello	Teacher	KN
Ashley Dempster	Teacher	KN
Juliana Duet	Teacher	KN
Mary Gros	Teacher	KN

Faculty and Staff cont.

Name	Position (Teachers and Paras)	Grade Level and Subject
Brittani Hebert	Teacher	KN
Stephanie Millet	Teacher	KN
Michelle Morvant	Teacher	KN
Renee Morvant	Teacher	KN
Sharon Serigny	Teacher	KN
Brandy Thibodaux	Teacher	KN
Christie Sauce	SPED Teacher	KN
Kari Boudreaux	Teacher	1st Grade
Leah Bourgeois	Teacher	1st Grade
Mandy Clark	Teacher	1st Grade
Lucy Freyou	Teacher	1st Grade
Pennie Himel	Teacher	1st Grade
Trisha Jenkins	Teacher	1st Grade
Alyssa Molaison	Teacher	1st Grade
Alexie Naquin	Teacher	1st Grade
Lee Rodrigue	Teacher	1st Grade
Kathy Weimer	Teacher	1st Grade
Avelyn Ulich	SPED Teacher	1st Grade
Shannon Lafont	H&PE Teacher	School Wide
Donna Bergeron	Enrichment Teacher	School Wide
Melanie Larousse	Enrichment Teacher	School Wide
Erin Touloudis	Paraprofessional	PreK-KN
Dana Taylor	Paraprofessional	PreK-KN
Samantha Oubre	Paraprofessional	PreK-KN
Gerri Robertson	Paraprofessional	1st Grade
Stacey Usey	Paraprofessional	1st Grade

Raychelle Davis	Paraprofessional	1st Grade
Loretta Chenevert	Paraprofessional	H & PE/Intervention
Tylynn Henderson	Paraprofessional	H & PE/Intervention
Jessica Bordelon	Paraprofessional	H & PE/Intervention
Stacey Chauvin	Paraprofessional	H & PE/Intervention
Marie Thibodeaux	Paraprofessional	Non Instructional
Courtnie Beaudean	SPED Liaison	School Wide
Lindsey Savoie	SPED Liaison	School Wide
Joycelyn Sanchez	Book Keeper	School Wide
Ramona Fox	Secretary	School Wide
Holli Vasiliauskas	Secretary	School Wide
Janel Casebonne	Guidance Counselor	School Wide
Diane Ledet	Cafeteria Manager	School Wide
Denise Edmond	Child Nutrition	School Wide
Alicia Dickerson	Child Nutrition	School Wide
Sarah Hayes	Child Nutrition	School Wide
Cindy Lagarde	Child Nutrition	School Wide
Kristie Thibodaux	Child Nutrition	School Wide
Vita Woods	Child Nutrition	School Wide

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
626	37	0	25	17	21	0	0

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or More Races
315	316	229	363	25	5	4	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: Thibodaux Elementary is committed to building an academic foundation in reading and math for all students to empower them to become lifelong learners.

Mission: Thibodaux Elementary will ensure all students achieve academic success.

Goals

State of Louisiana Critical Goals: Louisiana Students will:

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

School Goals:

Pre-K: 80% of all Pre-K students will enter the blue band on the TSGold ready to enter Kindergarten.

KN: 1. 80% of students will maintain a school average of 80% on District Assessments(Math and ELA)
2. 80% of students will maintain a school average of 80% on Math Fluency and High Frequency.

1st: 1. 80% of students will maintain a school average of 80% on District Assessments(Math and ELA)
2. 80% of students will maintain a school average of 80% on Math Fluency and High Frequency.

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>Thibodaux Elementary School 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 <u>2-4</u></p>
<p>3. District Monitoring of</p>	<p>Component 3 §1114(b)(3) The schoolwide plan remains in effect</p>	<p>Mid and EOY District Monitoring</p>

Title I Schoolwide Plan	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;	
4. Access to the Title I Schoolwide Plan	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 state academic standards and any other factors as determined by the local educational agency.	Plan pgs. _____ Principal's Report Card, Principal Profile Sheets, District Assessment Data, STAR Benchmark, Parent and Teacher Surveys

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 type="checkbox"/> Initial Screening and Benchmark Assessment (Goal ____, Act____)</p> <p><input type="checkbox"/> RTI (Goal ____, Act____)</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 type="checkbox"/> Quarterly Progress Monitoring (Goal____, Act____)</p> <p><input type="checkbox"/> PLC's/Clusters (Goal ____, Act____)</p> <p><input type="checkbox"/> Cross Curricular Collaboration(Goal ____, Act____)</p> <p><input type="checkbox"/> Core Content Alignment with Standards and Assessments (Goal ____, Act____)</p> <p><input type="checkbox"/> Literacy and Writing Across the Curriculum (Goal ____, Act____)</p> <p><input type="checkbox"/> Summarization Strategies Across the Curriculum (Goal ____, Act____)</p> <p><input type="checkbox"/> Graphic Organizers in Core Content Areas (Goal ____, Act____)</p> <p><input type="checkbox"/> Enrichment Activities for Advanced Learners (Goal ____, Act____)</p> <p><input type="checkbox"/> Quarterly Parent Conferences (Goal ____, Act____)</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) _____ (Goal ____, Act____)</p>

		Goal(s)	Activity(ies)
<p>2. Intervention and Enrichment</p>	<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. 		
<p>3. Activities that address the needs of at risk Students</p> <p>Culture and Climate</p> <p>High School (N/A)</p> <p>RTI (Monitoring of Student data and performance)</p>	<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— Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); Implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); Professional development and other activities for 		

<p>Professional 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> <p>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>		
<p>4. Parent and Family Engagement</p>	<ul style="list-style-type: none"> ● §1116: Each LEA 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 		

	<p>the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying –</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"> o 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 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

Use 2015-2016 Principal's Report Card:

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

Other Student Performance Data:

Google Sheets for District Assessments

2016-2017 Elementary District Performance Goals

1. **K-2 ELA District Assessments**- 80% (10/12) of elementary schools will maintain an average of 80% on the K-2 ELA District Assessments.

Kindergarten ELA District Assessment Averages					
*1 st Nine Weeks: 9/12 Schools *2 nd Nine Weeks: 12/12 Schools					
*3 rd Nine Weeks: 12/12 Schools *4 th Nine Weeks: 12/12 Schools					
BBES	81/ 81/ 81/ 80	BBLES	82/ 85/ 83/ 86	CES	91/ 92/ 89/ 90
COES	--/ 83/ 83/ 86	GES	89/ 90/ 92/ 92	GMLES	--/ 89/ 89/ 90
LKLES	93/ 95/ 94/ 94	NLES	93/ 93/ 91/ 85	RLES	79/ 84/ 84/ 83
SCES	90/ 88/ 84/ 89	SLES	90/ 90/ 89/ 89	TES	91/ 92/ 92/ 90
1 st Grade ELA District Assessment Averages					
*1 st Nine Weeks: 11/12 Schools *2 nd Nine Weeks: 12/12 Schools					
*3 rd Nine Weeks: 12/12 Schools *4 th Nine Weeks: 12/12 Schools					
BBES	91/ 89/ 90/ 89	BBLES	89/ 86/ 86/ 86	CES	92/ 90/ 89/ 89
COES	--/ 86/ 85/ 85	GES	87/ 84/ 84/ 84	GMLES	89/ 89/ 87/ 87
LKLES	93/ 91/ 90/ 89	NLES	86/ 82/ 84/ 85	RLES	88/ 85/ 84/ 83
SCES	87/ 85/ 85/ 85	SLES	87/ 84/ 84/ 84	TES	87/ 84/ 83/ 82
2 nd Grade ELA District Assessment Averages					
*1 st Nine Weeks: 7/12 Schools *2 nd Nine Weeks: 9/12 Schools					
*3 rd Nine Weeks: 10/12 Schools *4 th Nine Weeks: 11/12 Schools					
BBES	84/ 85/ 87/ 88	BBLES	83/ 84/ 84/ 84	CES	82/ 84/ 85/ 85
COES	79/ 81/ 83/ 85	GES	76/ 80/ 81/ 81	GMLES	72/ 76/ 79/ 80
LKLES	82/ 84/ 85/ 84	NLES	80/ 81/ 82/ 82	RLES	80/ 81/ 82/ 82
SCES	81/ 82/ 83/ 83	SLES	76/ 79/ 80/ 79	WSLES	77/ 79/ 79/ 80

2. **3-5 ELA District Assessments**- 80% (10/12) of elementary schools will maintain an average of 75% on the 3-5 ELA District Assessments.

3 rd Grade ELA District Assessment Averages					
*1 st Nine Weeks: 9/12 Schools *2 nd Nine Weeks: 10/12 Schools					
*3 rd Nine Weeks: 10/12 Schools *4 th Nine Weeks: 10/12 Schools					
BBES	86/ 85/ 85/ 84	BBLES	78/ 79/ 79/ 80	CES	87/ 87/ 86/ 86
COES	75/ 77/ 76/ 76	GES	78/ 81/ 81/ 81	GMUES	78/ 80/ 80/ 80
LKUES	80/ 81/ 80/ 80	NLES	74/ 79/ 79/ 79	RUES	70/ 72/ 73/ 73
SCES	77/ 78/ 79/ 79	SLES	79/ 79/ 78/ 77	WSLES	71/ 73/ 73/ 72
4 th Grade ELA District Assessment Averages					
*1 st Nine Weeks: 6/12 Schools *2 nd Nine Weeks: 8/12 Schools					
*3 rd Nine Weeks: 10/12 Schools *4 th Nine Weeks: 10/12 Schools					
BBES	78/ 80/ 81/ 81	BBLES	72/ 73/ 73/ 73	CES	81/ 81/ 80/ 79
COES	80/ 82/ 83/ 83	GES	73/ 74/ 74/ 74	GMLES	75/ 78/ 78/ 78
LKLES	76/ 78/ 79/ 80	NLES	72/ 74/ 75/ 77	RLES	74/ 76/ 76/ 76
SCES	84/ 82/ 82/ 81	SLES	73/ 76/ 76/ 76	STES	71/ 74/ 75/ 76
5 th Grade ELA District Assessment Averages					
*1 st Nine Weeks: 10/12 Schools *2 nd Nine Weeks: 11/12 Schools					
*3 rd Nine Weeks: 11/12 Schools *4 th Nine Weeks: 11/12 Schools					
BBES	79/ 81/ 81/ 82	BBLMS	80/ 80/ 80/ 80	CES	81/ 83/ 83/ 82
COES	82/ 80/ 79/ 79	GES	79/ 81/ 80/ 81	GMUES	77/ 78/ 77/ 77
LKUES	83/ 83/ 83/ 83	NLES	77/ 79/ 79/ 79	RUES	74/ 78/ 78/ 78
SCES	81/ 83/ 83/ 83	SLES	77/ 79/ 79/ 78	STES	72/ 74/ 73/ 73

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

Perception Data:

Parent Surveys <https://drive.google.com/drive/my-drive>

Teacher Surveys

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

Summary of Data Collection:

Areas of Strength		
Strengths		Data Source
1	Kindergarten Math	District Common Assessments and STAR State Standards Report
2	Kindergarten ELA	District Common Assessments and STAR State Standards Report
3	Pre-K (Emotional Band)	TS Gold
4		
5		
Areas of Improvement		
Weaknesses		Data Source
1	1st Grade--Math-(CCSS.Math. Content.1.OA.A) Represent and Solve Problems involving addition and subtraction	District Common Assessments and STAR Math Standards Report
2	1st Grade ELA--Read, Comprehend and Respond	District Common Assessments and STAR Reading Standards Report
3	Pre-K--Oral Academic Language	TS Gold
4		
5		

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

Summary of Survey Data:

Strengths		
	Parent Survey	Teacher Survey
1	School Safety	School Safety
2	Communication Methods	Technology
3	Climate	Climate
4	Teacher/ Parent Communication	Teacher/Parent Communication
5		
Weaknesses		
	Parent Survey	Teacher Survey
1	Information concerning Emergency procedures	Cleanliness
2	Parent Workshops that support parents with resources to improve student learning--homework	Parent Workshops that support parents with resources to improve student learning
3		
4		
5		

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

Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus for
1	Improvement on District Common Assessments in ELA for 1st grade and Maintain performance in KN on CDA	ELA	1st and KN
2	Improvement on District Common Assessments for 1st Grade and Maintain performance in KN on CDA	Math	1st
3	Improvement in student performance in TS Gold	ELA/Math	Pre-K
4	Improve mastery of State Standards in STAR Reading/STAR Early Literacy	ELA	1st and KN
5	Improve mastery of State Standards in STAR Math/STAR Early Literacy	Math	1st and KN

Part C. Plan of Action

Content Area: ELA					
Goal 1	By May 2018, all students will reach high standards, and attain 80% or better in Reading/Language Arts on District Common Assessments.				
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 type="checkbox"/> Cross Curricula Collaboration <input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum <input type="checkbox"/> Summarization Strategies Across the Curriculum <input checked="" type="checkbox"/> Graphic Organizers in Core Content Areas <input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners <input type="checkbox"/> Quarterly Parent Conferences <input checked="" type="checkbox"/> Kagan/Engagement Strategies <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____				
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
1.	Curriculum and Instruction: <ul style="list-style-type: none"> Core Teachers *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 1 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, 504, and 1508 students based on individual needs in ELA through whole group instruction, small group instruction, guided reading, enrichment, and interventions. Title I Interventionists *will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, and 1508 students based on individual needs in ELA through small group instruction, and interventions targeting reading comprehension and fluency. *Enrichment/Intervention Teacher/Para--tutoring, intervention, and/or enrichment will be provided based on the students needs. Intervention prescription sheets will be 	TES Teachers Principal Assistant Principal Administrative Assistant Master Mentors Teachers Principal Assistant Principal Administrative Assistant Master Mentor Paraprofessionals	Weekly from August 2017- May 2018 Weekly from August 2017- May 2018	Title I and LPSB General Funds	Weekly Lesson Plans Weekly Lesson Plans

	<p>utilized to ensure alignment with the CORE Classroom.</p> <ul style="list-style-type: none"> • Instructional Materials <ul style="list-style-type: none"> *Journeys Materials of Instruction (Basal, Leveled Readers, Reader's Notebook *Journeys Intervention Kit *Write in Readers • Instructional Programs <ul style="list-style-type: none"> * AR *Smarty Ants 	<p>Principal, Assistant Principal, Administrative Assistant, Mentors, Teachers, Paraprofessionals</p>	<p>August 2017- May 2018</p>	<p>Title I and LPSD General Funds</p>	<p>Quarterly Reports</p>
		<p>Principal, Assistant Principal, Administrative Assistant, Teachers, Mentors, Paraprofessionals</p>	<p>August 2017- May 2018</p>	<p>Title I</p>	<p>Quarterly Reports</p>
2.	<p>Monitoring of Student Data and Performance: RTI/SBLC Chairpersons will monitor the process of collecting and maintaining student data. (On Monday, at mid 9weeks point and at the end of the 9 weeks TES will conduct RTI/SBLC data reviews for all students. Teachers will present tier documentation forms, program reviews, and assessment data. These meetings will be conducted by the RTI/ SBLC chairperson along with an administrator. Decisions will be made by the RTI team and progress will be monitored based on CDA, Smarty Ants and STAR progress report. Changes will be made or interventions continued based on data. The RTI information is presented to the SBLC Committee which are held every Tuesday as needed at TES. Individual Students based on need are reviewed at SBLC meetings.)</p> <p>RTI includes: Principal, Assistant Principal, Administrative Assistant, Teachers, RTI chair, sometimes parents SBLC includes:Principal, Assistant Principal, Administrative Assistant, Teacher, PAC staff, Counselor, and Parents</p>	<p>RTI chairperson SBLC chairperson Principal Assistant Principal Administrative Assistant</p>	<p>August 2017- May 2018</p>		<p>RTI/SBLC Meeting Documentation</p> <p>Tier Intervention Forms</p>
3.	<p>Programs/Technology: AR, Smarty Ants Teachers are implementing and monitoring usage along with the school designee (Assistant Principal, Administrative Assistant, Master, or Mentors)</p>	<p>Principal, Assistant Principal, Administrative Assistant, Mentors,</p>	<p>August 2017- May 2018</p>	<p>Title I</p>	<p>Quarterly Reports</p>

<input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum <input checked="" type="checkbox"/> Graphic Organizers in Core Content Areas <input checked="" type="checkbox"/> Other(Specify) <u>Manipulatives</u>	<input type="checkbox"/> Summarization Strategies Across the Curriculum <input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners <input checked="" type="checkbox"/> Kagan/Engagement Strategies
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Action Steps	Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
<p>1. Curriculum and Instruction:</p> <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, 504, and 1508 students based on individual needs in Math through whole group instruction, small group instruction, AM, enrichment and 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, & 1508 students based on individual needs in Math through small group instruction, & interventions targeting skill deficits & fluency <p>Tutor/Enrichment/Intervention Teacher/Para - tutoring, intervention, and/or enrichment will be provided based on the student's needs. Intervention Prescription Sheets will be utilized to ensure alignment with the CORE Classroom.</p> ● Instructional Materials: <ul style="list-style-type: none"> ○ Go Math Materials of Instruction (Book, Workbook, Online Tools 	<p>Teachers, Principal, Assistant Principal, Administrative Assistant, Master, and Mentors</p> <p>Principal, Assistant Principal, Administrative Assistant, Master, Mentors, Teachers, and Paraprofessionals</p> <p>Principal, Assistant Principal, Administrative Assistant, Master,</p>	<p>Weekly from August 2017- May 2018</p> <p>Weekly from August 2017- May 2018</p> <p>Weekly from August 2017- May</p>	<p>Title I</p> <p>Title I and LPSD General Funds</p>	<p>Weekly Lesson Plans</p> <p>Weekly Lesson Plans</p> <p>Quarterly Reports</p>

	<ul style="list-style-type: none"> o Differentiated Lessons in the Go Math • Instructional Programs AM 	<p>Mentors, Teachers, and Paraprofessionals Principal, Assistant Principal, Administrative Assistant, Master, Mentors, Teachers, and Paraprofessionals</p>	<p>2018 Weekly from August 2017- May 2018</p>	<p>Title I</p>	<p>Quarterly Reports</p>
2.	<p>Monitoring of Student Data and Performance: RTI/SBLC Chairpersons will monitor the process of collecting and maintaining student data. (On Monday, at mid 9weeks point and at the end of the 9 weeks TES will conduct RTI/SBLC data reviews for all students. Teachers will present tier documentation forms, program reviews, and assessment data. These meetings will be conducted by the RTI/ SBLC chairperson along with an administrator. Decisions will be made by the RTI team and progress will be monitored based on CDA, Smarty Ants and STAR progress report. Changes will be made or interventions continued based on data. The RTI information is presented to the SBLC Committee which are held every Tuesday as needed at TES. Individual Students based on need are reviewed at SBLC meetings.) RTI includes: Principal, Assistant Principal, Administrative Assistant, Teachers, RTI chair, sometimes parents SBLC includes:Principal, Assistant Principal, Administrative Assistant, Teacher, PAC staff, Counselor, and Parents</p>	<p>RTI chairperson SBLC chairperson Principal Assistant Principal Principal Administrative Assistant</p>	<p>August 2017- May 2018</p>		<p>RTI/SBLC Meeting Documentation Tier Intervention Forms</p>
3.	<p>Programs/Technology: AM, Go Math online trainings Teachers are implementing and monitoring usage along with the school designee (Assistant Principal, Administrative Assistant, Master, or Mentors)</p>	<p>Principal, Assistant Principal, Administrative Assistant, Mentors, Master,</p>	<p>August 2017- May 2018</p>	<p>Title I</p>	<p>Quarterly Reports</p>

		Responsible	Date(s) Timelines	Source(s) and Cost	n
1.	Parent and Family Engagement Activities <ul style="list-style-type: none"> o ELA night o Parent Link and Resources Workshop o Parent center 	Principal, Assistant Principal, Administrative Assistant Counselor	September 2017	Title I Parental Involvement	Agenda Sign in sheets
2.	PBIS <ul style="list-style-type: none"> o 	PBIS Committee	August 2017- May 2018	TES Funds	PBIS Documentation
3.	Strategies in the Classroom <ul style="list-style-type: none"> o Whole Brain Teaching o Conscious Discipline o Student Engagement Strategies in every lesson daily 	Principal, Assistant Principal, Administrative Assistant, Mentors, Master, Teachers, Paraprofessionals	August 2017- May 2018		Weekly Lesson Plans walk through observations Formal observations

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"> • Head start teachers/students/parents will tour campus to initiate a correspondence so they can prepare the children for an easy transition. The guidance counselor tours the students. May 2018 • Pre-Kindergarten and Kindergarten grade teachers will initiate a parent/guardian transition activity in May 2018 so to assist their 	Principal, Assistant Principal, Administrative Assistant Counselor	May 2018		Agenda

children with the transition from pre-kindergarten to kindergarten.				
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Part D. District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I hereby certify that this plan contains the required components as mandated by the Every Student Succeeds Act.

Component 1 §1114(b)(1) An eligible school operating a 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 school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
 - Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the 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