

# Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2017-2018

Cut Off Elementary School

177 W. 55<sup>th</sup> St., Cut Off, LA 70345

Kristine Collins, Principal

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School Leadership Team

Administrator	Kristine Collins, Principal	Teacher	Deann Breaux, 3 <sup>rd</sup> Grade
Administrator	Amanda Adams, Assistant Principal	Teacher	Susan Guidry, ELA
Teacher	Erica Theriot, Kindergarten	Teacher	Bridget Allen, Math/Sc/SS
Teacher	Daphne Cheramie, 1 <sup>st</sup> Grade	Teacher	Angelle Messer, ELA
Teacher	Ashley Guidry, 2 <sup>nd</sup> Grade	Teacher	Caren Aucoin, SpEd
Teacher	Rebecca Williams, Interventionist		

Faculty and Staff

Name	Position (Teachers and Paras)	Grade Level and Subject
Vicki Dorr	Teacher	PreK
Rachel Guidry	Teacher	PreK
Tiffani Curole	Teacher	Kindergarten
Erica Theriot	Teacher	Kindergarten
Danielle Vaughan	Teacher	Kindergarten
Daphne Cheramie	Teacher	1 <sup>st</sup> Grade
Erin Danos	Teacher	1 <sup>st</sup> Grade
Amber Griffin	Teacher	1 <sup>st</sup> Grade
Alisha Rebstock	Teacher	1 <sup>st</sup> Grade
Clara Allemand	Teacher	2 <sup>nd</sup> Grade
Stacey Faulk	Teacher	2 <sup>nd</sup> Grade
Ashley Guidry	Teacher	2 <sup>nd</sup> Grade

Faculty and Staff cont.

Name	Position (Teachers and Paras)	Grade Level and Subject
Taylor Boura	Teacher	3 <sup>rd</sup> Grade SL/Eng/Sp
Deann Breaux	Teacher	3 <sup>rd</sup> Grade Math
Heather Hawkins	Teacher	3 <sup>rd</sup> Grade Reading
Bridget Allen	Teacher	4 <sup>th</sup> Grade Math/Sc/SS
Erin Callais	Teacher	4 <sup>th</sup> Grade ELA
Susan Guidry	Teacher	4 <sup>th</sup> Grade ELA
Haley Walker	Teacher	4 <sup>th</sup> Grade Math/Sc/SS
Samuel Merrifeild	Teacher	5 <sup>th</sup> Grade Sc/SS
Angelle Messer	Teacher	5 <sup>th</sup> Grade ELA
Wendy White	Teacher	5 <sup>th</sup> Grade Math
Rebecca Williams	Teacher	Interventionist
Felicia Hill	Teacher	Professional School Counselor
Celine Lacoste	Teacher	French Enrichment
Serge Lacoste	Teacher	French Enrichment
Julie Toillion	Teacher	French Enrichment
Caren Aucoin	Teacher	Special Education Grades 4-5
Margaret Cole	Teacher	Special Education Significant Disabilities
Elizabeth Comeaux	Teacher	Special Education PreK & K
Whitney Curole	Teacher	Special Education Grades 1-3
Angelia Gisclair	Teacher	Special Education Early Intervention

Name	Position (Teachers and Paras)	Grade Level and Subject
Shelia Smith	Teacher	Special Education Early Intervention
Lacey Hebert	Teacher	Special Education APE
Melissa Cazenave	Teacher	Special Education Speech
Nicole Orgeron	Teacher	Special Education Speech
Faith Cheramie	Paraprofessional	Title I Intervention
Gina O'Neal	Paraprofessional	Title I Intervention
Dara Rouse	Paraprofessional	Significant Disabilities
Joy Souldier	Paraprofessional	Significant Disabilities
Liesl Guidry	Paraprofessional	Library
Lisa Rebstock	Paraprofessional	Kindergarten support
Althea Martin	Paraprofessional	1 <sup>st</sup> Grade support
Sunshine Cheramie	Paraprofessional	2 <sup>nd</sup> & 3 <sup>rd</sup> support
Cody Jarreau	Paraprofessional	1 <sup>st</sup> & 4 <sup>th</sup> & 5 <sup>th</sup> support
Susan Bruce	Paraprofessional	PreK support
Emelda Crosby	Paraprofessional	PreK support

## Student Demographic Data

Student Information: List the number of students in each area

Total At School	St w/ Disabilities	Gifted and Talented	504	ELL	Homeless	Migrant	Indian Ed
469	42	0	40	26	42	11	23

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or More Races
261	208	350	16	76	23	4		

### **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:* Cut Off Elementary is committed to increasing student achievement through rigorous, high quality instructional practices.

*Mission:* Cut Off Elementary will empower students to achieve success.

## Goals

State of Louisiana Critical Goals: Louisiana Students will:

- CG1. Enter Kindergarten ready to learn.
- CG2. Be literate by 3<sup>rd</sup> grade.
- CG3. Arrive in 4<sup>th</sup> grade on time.
- CG4. Perform adequately in the area of English Language Arts by 8<sup>th</sup> grade.
- CG5. Have necessary numeracy skills by 8<sup>th</sup> 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:

The School Performance Score (SPS) will increase from to for the 2017-18 school year based on the end of 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><b>1. Comprehensive Plan</b></p>	<p><b>Component 1</b> §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"> <li>● is developed during a 1 year period unless....               <ul style="list-style-type: none"> <li>○ The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or</li> <li>○ 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;</li> </ul> </li> </ul>	<p>Cut Off Elementary's Title I Schoolwide Plan</p>
<p><b>2. Include All Stakeholders in development of Title I Schoolwide Plan</b></p>	<p><b>Component 2</b> §1114(b)(2) The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;</p>	<p>Plan pg numbers 2-4</p>
<p><b>3. District Monitoring of Title I Schoolwide Plan</b></p>	<p><b>Component 3</b> §1114(b)(3) The schoolwide plan remains in effect for the duration of the school's participation under this part,</p>	<p>Mid and EOY District Monitoring</p>

	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;	
<b>4. Access to the Title I Schoolwide Plan</b>	<b>Component 4</b> §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
<b>5. Coordination of Services</b>	<b>Component 5</b> §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
<b>6. Comprehensive Needs Assessment</b>	<b>Component 6</b> §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. <u>13-17</u> 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><b>1. Reform Strategies</b></p>	<p><b>Component 7 §1114(b)(7)(A)(i):</b> The schoolwide plan activities include a description of:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<input checked="" type="checkbox"/> <b>Initial Screening and Benchmark Assessment</b> (Goal <u>1-2</u> , Act <u>2</u> )
		<input checked="" type="checkbox"/> <b>RTI</b> (Goal <u>1-3</u> , Act <u>2</u> )
		<input checked="" type="checkbox"/> <b>Extended Learning for At-Risk During the School day</b> (Goal <u>1</u> , Act <u>1</u> )
		<input type="checkbox"/> <b>Before/After School tutoring</b> (Goal ____, Act ____)
		<input checked="" type="checkbox"/> <b>Quarterly Progress Monitoring</b> (Goal <u>1-2</u> , Act <u>2</u> )
		<input checked="" type="checkbox"/> <b>PLC's/Clusters</b> (Goal <u>1-2</u> , Act <u>4</u> )
		<input type="checkbox"/> <b>Cross Curricula Collaboration</b> (Goal ____, Act ____)
		<input checked="" type="checkbox"/> <b>Core Content Alignment with Standards and Assessments</b> (Goal <u>1-2</u> , Act <u>1</u> )
		<input checked="" type="checkbox"/> <b>Literacy and Writing Across the Curriculum</b> (Goal <u>1</u> , Act <u>1</u> )
		<input type="checkbox"/> <b>Summarization Strategies Across the Curriculum</b> (Goal ____, Act ____)
		<input checked="" type="checkbox"/> <b>Graphic Organizers in Core Content Areas</b> (Goal <u>1-2</u> , Act <u>1</u> )
		<input checked="" type="checkbox"/> <b>Enrichment Activities for Advanced Learners</b> (Goal <u>1-2</u> , Act <u>1</u> )
		<input checked="" type="checkbox"/> <b>Quarterly Parent Conferences</b> (Goal <u>1-3</u> , Act <u>5,1</u> )
		<input checked="" type="checkbox"/> <b>Kagan/Engagement strategies</b> (Goal <u>1-3</u> , Act <u>1,4,3</u> )
<input checked="" type="checkbox"/> <b>Other School-wide PBIS Implementation</b> (Goal <u>3</u> , Act <u>2</u> )		

		<input type="checkbox"/> <b>Other (Specify)</b> _____ (Goal ____, Act____)	
		<b>Goal(s)</b>	<b>Activity(ies)</b>
<b>2. Intervention and Enrichment</b>	<ul style="list-style-type: none"> <li>• §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.</li> </ul>	Increase Star Reading & Star Math grade equivalency by at least one year's growth	<ul style="list-style-type: none"> <li>*Accelerated Math</li> <li>*Accelerated Reader</li> <li>*60 minute core reading groups (pull out groups)</li> <li>*Smarty Ants</li> <li>*Write-in Readers</li> <li>*Achieve 3000</li> </ul>
<b>3. Activities that address the needs of at risk Students</b>	<ul style="list-style-type: none"> <li>• §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"> <li>○ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</li> <li>○ 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);</li> </ul> </li> </ul>	*To positively increase the school's culture & climate	<ul style="list-style-type: none"> <li>• Counseling groups to improve social &amp; behavioral needs</li> <li>• PBIS school-wide activities</li> </ul>
<b>Culture and Climate</b>			
<b>High School (N/A)</b>			

<p><b>RTI (Monitoring of Student data and performance)</b></p> <p><b>Professional Development</b></p> <p><b>Pre-K Transition</b></p>	<ul style="list-style-type: none"> <li>o 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.);</li> <li>o 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</li> <li>o 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.</li> </ul>	<p><b>*Consistently &amp; effectively implement RTI processes</b></p> <p><b>*Provide ongoing professional development for all staff members to improve instruction &amp; use data to increase student achievement based on individual needs</b></p> <p><b>*?????</b></p>	<p><b>*School-wide tiered model to address academic &amp; behavioral concerns</b></p> <p><b>*PLCs</b></p> <p><b>*Lesson planning meetings</b></p> <p><b>*District PD days</b></p> <p><b>*Walk through and formal observations with high quality, actionable feedback</b></p> <p><b>*Agendas &amp; Sign Sheets</b></p>
<p><b>4. Parent and Family Engagement</b></p>	<ul style="list-style-type: none"> <li>• §1116: Each Schoolwide plan must: <ul style="list-style-type: none"> <li>o 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</li> </ul> </li> </ul>	<p><b>*To increase family engagement in order to impact student achievement</b></p>	<p><b>*Meet &amp; Greet</b></p> <p><b>*Parent Night</b></p> <p><b>*Quarterly family engagement meetings</b></p> <p><b>*Family engagement transition meetings</b></p> <p><b>*Parent/teacher conferences</b></p>

	<p>effectively engaging parents and family members in education;</p> <ul style="list-style-type: none"> <li>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;</li> <li>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"> <li>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);</li> <li>ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and</li> <li>iii. Strategies to support successful school and family interactions;</li> </ul> </li> <li>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</li> </ul>		
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	<p>parent and family engagement policies described in this section; and</p> <ul style="list-style-type: none"><li>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.</li></ul>		
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## Part B. Comprehensive Needs Assessment

### State Assessment Data:

Use 2016-2017 School Profiles for Principals (attach to SW Plan)

Use 2016-2017 Principal's Report Card: [School Report Card](#)

### Other Student Performance Data:

Google Sheets for District Assessments (attach to SW Plan)

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

### Perception Data:

Parent Surveys

Teacher Surveys

### State Assessment and Other Performance Data

#### Summary of Data Collection:

Areas of Strength		
	Strengths	Data Source
1	56.1% of 3 <sup>rd</sup> grade students (55 of 98) and 57.5% of 5 <sup>th</sup> grade students (46 of 80) students scored strong on Reading Vocabulary.	Spring 2017 LEAP 2025
2	61.8 % of 4 <sup>th</sup> grade students (42 of 68) scored strong on Literary Text.	Spring 2017 LEAP 2025
3	54.08% of 3 <sup>rd</sup> grade students and 54.4% of 4 <sup>th</sup> grade students scored strong on Expressing Mathematical Reasoning (Type II)	Spring 2017 LEAP 2025
4	56.25% of students (45 of 80) scored strong on Modeling and Application (Type III).	Spring 2017 LEAP 2025
5	Domain V: My school encourages parents to be active partners in their children's education scored an average of 3.655 on teacher/parent survey	Culture & Climate Teacher/Parent Survey

Areas of Improvement		
Weaknesses		Data Source
1	32.65% of 3 <sup>rd</sup> grade students (32 of 98) and 41.18 (28 of 68) 4 <sup>th</sup> graders and 33.75% of 5 <sup>th</sup> graders (27 of 80) scored strong on Major Content (Type I).	Spring 2017 LEAP 2025
2	38.21% of students (94 of 246) 38 of 98- 3 <sup>rd</sup> graders, 33 of 68-4 <sup>th</sup> graders, and 23 of 90- 5 <sup>th</sup> graders scored strong on Math LEAP 2025 Assessment	Spring 2017 LEAP 2025
3	53.3% of all students (131 of 246) 21 of 98-3 <sup>rd</sup> grade students, 38 of 68-4 <sup>th</sup> grade students, and 27 of 80- 5 <sup>th</sup> grade students scored strong on Written Expression.	Spring 2017 LEAP 2025
4	Domain 1: Students are respectful to adults scored an average of 3.2 on the teacher/parent survey.	Culture and Climate Teacher/Parent Survey

#### Summary of Subgroup Data:

Areas of Strength		
Strengths		Data Source
1	Students scored an average scale score of 741 on ELA state assessments	LEAP Subgroup Data
2	50% of 1508 students scored Mastery/Advanced on Math LEAP 2025. District average is 10.17%	LEAP Special Education Data
3	41.67 % of 1508 students scored Master/Advanced on ELA Leap 2025. District average is 11.58%	LEAP Special Education Data
Areas of Improvement		
Weaknesses		Data Source
1	27% (26 out of 96) intervention students increased Star Reading Scores by 1 year's growth.	Star Reading Growth
2	504 & 1508 students maintained an average on 63% on Common Reading District Assessments	Common District Assessment Data
3	Students with disabilities had an assessment index of 29.7 on the 2016 state assessment	School Profiles for Principal

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

Summary of Survey Data:

Strengths		
	Parent Survey	Teacher Survey
1		
2		
3		
4		
5		
Weaknesses		
	Parent Survey	Teacher Survey
1		
2		
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 K-5
1	Increase Math District Assessment Averages from 71%-75% (5 <sup>th</sup> grade) and 77% to 80% (3 <sup>rd</sup> grade)	Math	3rd and 5 <sup>th</sup> grade Math
2	Improve written responses on ELA assessments from 53.3% to 71% scoring at or above mastery on LEAP 2025. 53.3% of all students (131 of 246) 21 of 98-3 <sup>rd</sup> grades students, 38 of 68-4 <sup>th</sup> grade students, and 27 of 80-5 <sup>th</sup> grade students scoring strong on Written Expression	ELA	3-5 grade
3	Increase percentage of students scoring at mastery or advance to 50% on Major Content on LEAP 2025. 32.65% of 3 <sup>rd</sup> grade students (32 of 98) and 4.18 (28 of 68) 4 <sup>th</sup> graders and 33.75% of 5 <sup>th</sup> graders (27 of 89) scored strong on Major Content (Type I)	Math	3-5 grade
4	Improve 504 Subgroup performance data in Math (Major Content) on LEAP 2025. 3 <sup>rd</sup> grade - move 26% of students to mastery, 4 <sup>th</sup> grade - move 25% of students to mastery, 5 <sup>th</sup> grade move 25% of students to mastery.	Math	3-5 grade
5	Increase percentage of third-fifth grade 504 students scoring at or above mastery on reading performance for 31% of 504 fourth graders and 50% of 504 fifth graders	ELA	3-5 grade



	<ul style="list-style-type: none"> <li>• <b>Instructional Materials</b>-Journeys ELA reading materials, Journeys intervention kits, Journeys small group guided reading materials, and Write-in Readers</li> <li>• <b>Instructional Programs</b>-Journeys Reading Program, Project Read, Language !</li> </ul>			Title 1 (Series 100 & 200)	
2.	<b>Monitoring of Student Data and Performance:</b> <ul style="list-style-type: none"> <li>o Monitor Star Reading Assessment Data (3x/year)</li> <li>o Monitor Common District Reading Assessments (Weekly)</li> <li>o Progress monitor intervention students (Bi-weekly)</li> <li>o Report card grades (Quarterly)</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal R. Williams, Interventionist	August 2017-May 2018		<ul style="list-style-type: none"> <li>*Star Benchmarking Report</li> <li>*Google Sheets (Assessment Data)</li> <li>*Progress monitoring reports</li> <li>*Report Cards (Possible Failure Report)</li> </ul>
3.	<b>Programs/Technology:</b> <ul style="list-style-type: none"> <li>o Accelerated Reader</li> <li>o Achieve 3000</li> <li>o Smarty Ants</li> <li>o Moby Max</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal R. Williams, Interventionist E. Callais, teacher W.White, teacher D. Cheramie, teacher	August 2017-May 2018	Title I (Series 500)	<ul style="list-style-type: none"> <li>*AR Reports</li> <li>*Achieve 3000 report</li> <li>*Smarty Ants report</li> <li>Moby Max report</li> </ul>

4.	<b>Professional/Staff Development: (PLC's, Clusters)</b> <ul style="list-style-type: none"> <li>o Data Analysis</li> <li>o Literacy Strategies</li> <li>o Technology</li> <li>o PCR Writing</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal S. Guidry, teacher A. Guidry, teacher B. Allen, teacher E. Theriot, teacher	August 2017-May 2018		*Sign-in sheets *PLC agendas
5.	<b>Parental and Family Engagement (Academic):</b> Parents and students will participate in various literacy activities & will be provided information regarding reading & writing strategies. <ul style="list-style-type: none"> <li>➤ Quarterly Title I Family Engagement Activities: <ul style="list-style-type: none"> <li>o PCR Writing, Homework help, Common Core State Standards, Test taking skills, Discipline strategies, Bullying</li> </ul> </li> <li>➤ Communication <ul style="list-style-type: none"> <li>o Parents will receive monthly newsletters &amp; calendars</li> <li>o The school website will have up-to-date information to keep parents abreast of school news.</li> </ul> </li> <li>➤ Quarterly parent/teacher conferences</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal F. Hill, Counselor	August 2017-May 2018	Title I-PI (Series 600)	*Sign-in Sheets *Agendas *Parent/Teacher conference forms

<b>Content Area: Math</b>	
<b>Goal 2</b>	<b>Increase percentage of students scoring at mastery or advance from (32.54% 3<sup>rd</sup> grade students)(41.18% 4<sup>th</sup> grade students) (33.75% 5<sup>th</sup> graders) to 50% on Major Content Type I on LEAP 2025.</b>
<b>Evidence Based Strategy(ies)</b>	<input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> RTI <input type="checkbox"/> Before/After School tutoring <input type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> Quarterly Progress Monitoring <input checked="" type="checkbox"/> PLC's/Clusters <input type="checkbox"/> Cross Curricula Collaboration <input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input 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 checked="" type="checkbox"/> Quarterly Parent Conferences <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other(Specify) _____ <input checked="" type="checkbox"/> Kagan/Engagement Strategies

<b>Action Steps</b>		<b>Persons Responsible</b>	<b>Target Date(s) Timelines</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
1.	<b>Curriculum and Instruction:</b> <ul style="list-style-type: none"> <li><b>Core Teachers</b>- Align delivery of instruction to standards &amp; assessments. Develop &amp; provide differentiated instruction for high, average and at-risk (ELL, 504, 1508, below average) students based on individual needs in Math through guided math small group instruction.</li> <li><b>Title I Interventionists</b>- Intervention teacher and paraprofessionals, will implement Accelerated Math &amp; provide math interventions to at-risk (ELL, 504, 1508, below average) students in grades 1-5.</li> <li><b>Instructional Materials</b>-Go Math Core materials, Go Math Intervention, Reteach, &amp; Enrichment materials, &amp; Go Math Grab &amp; Go, Envision Math</li> <li><b>Instructional Programs</b>-Go Math</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal R. Williams, Interventionist Title I paras	August 2017-May 2018	Title I (Series 100 & 200)  Title I (Series 600)	*Lesson Plans *Observations *Walk-through (Snapshots)

2.	<b>Monitoring of Student Data and Performance:</b> <ul style="list-style-type: none"> <li>o Monitor Star Math Assessment Data (3x/year)</li> <li>o Monitor Common District Reading Assessments (Weekly)</li> <li>o Progress monitor intervention students (Bi-weekly)</li> <li>o Monitor Accelerated Math Progress (Mid 9 wks &amp; End of 9 wks)</li> <li>o Report card grades (Quarterly)</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal R. Williams, Interventionist Title I paras	August 2017-May 2018		<ul style="list-style-type: none"> <li>*Star Benchmarking Report</li> <li>*Google Sheets (Assessment Data)</li> <li>*Progress monitoring reports</li> <li>*Report Cards (Possible Failure Report)</li> <li>*AM Reports</li> </ul>
3.	<b>Programs/Technology:</b> <ul style="list-style-type: none"> <li>o Accelerated Math</li> <li>o Moby Max</li> <li>o FasttMath</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal R. Williams, Interventionist W. White, teacher	August 2017-May 2018	Title I (Series 500)	<ul style="list-style-type: none"> <li>*AM Reports</li> </ul>
4.	<b>Professional/Staff Development: (PLC's, Clusters)</b> <ul style="list-style-type: none"> <li>o Data Analysis</li> <li>o Technology</li> <li>o Accelerated Math</li> <li>o Student Engagement</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal R. Williams, Interventionist W. White, teacher, D.	August 2017-May 2018		<ul style="list-style-type: none"> <li>*Sign-in sheet</li> <li>*Cluster Agendas</li> <li>*TAP Binder</li> </ul>



	<ul style="list-style-type: none"> <li>o The school website will have up-to-date information to keep parents abreast of various strategies</li> <li>➤ Parent/teacher conferences</li> </ul>				
2.	<b>PBIS</b> <ul style="list-style-type: none"> <li>o Full implementation of 3 Tiered PBIS process</li> <li>o PD-school-wide discipline</li> <li>o Monthly meetings on 3 Tiers</li> <li>o Behavioral interventions (Counseling groups)</li> <li>o RIPPLES Effect</li> <li>o RTI &amp; Request for Assistance (Tier2)</li> <li>o Monthly PBIS Incentives</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal F. Hill, Counselor	August 2017-May 2018	PBIS	*Sign-in Sheet *Agenda *Minutes
3.	<b>Strategies in the Classroom</b> <ul style="list-style-type: none"> <li>o Classroom management plans (positive reward system)</li> <li>o Flowchart</li> <li>o Classroom documentation forms</li> <li>o Kagan Strategies</li> <li>o RIPPLES Effect</li> <li>o PBIS World</li> </ul>	K. Collins, Principal A. Adams, Assistant Principal F. Hill, Counselor PBIS committee	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) / Timeline	Funding Source(s) and Cost	Documentation
<p><b>Transitional Activity:</b> Cut Off Elementary will provide transitional meeting for students entering K through 5<sup>th</sup> graders.</p> <ul style="list-style-type: none"> <li>o General parent meeting, classroom expectations specific to each grade level, curriculum, assessments (state assessments-3-5 grade) &amp; tour of school</li> </ul>	SIP Team Classroom teachers	May 2018		*Sign-in Sheet *Agenda

**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.
  - o **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.

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Superintendent's Signature

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Principal's Signature

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Title I Director's Signature

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School Leadership Team Chairperson's Signature

Part E. Title I and Parental and Family Engagement Budget