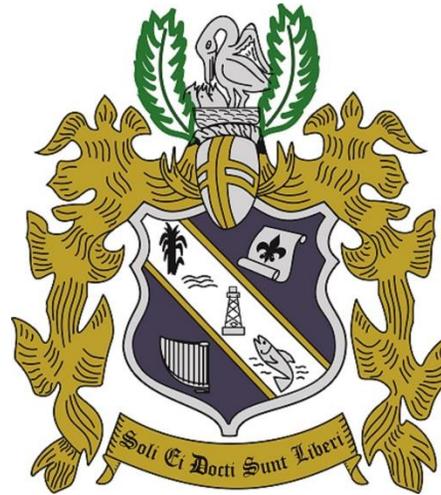


# Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2019-20

West Thibodaux Middle School

1111 East 11<sup>th</sup> Street Thibodaux, Louisiana 70301

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## Element 1: Comprehensive Needs Assessment

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; English Language Learners (ELs) and migrant students.

### School Leadership Team

Administrator	Gregory Cook, Principal	Parent	
Administrator	Cindy Perk, Administrative Assistant	Parent	
Teacher	Alisha Harper, Math/RTI	Other	
Teacher	Norman Edmonds, ELA	Other	
Teacher	Denise Taylor, Support Services	Other	

### Faculty and Staff

Name	Position (Teachers and Paras)	Grade Level and Subject
Denzel Washington	Teacher	Grade 6 – Math
Kimberly George	Teacher	Grade 6 - Math
Lakeisha Declouet	Teacher	Grade 7 – Math
Steve Matherne	Teacher	Grade 8 – Math
Alisha Harper	Teacher	Grade 7/8 – Math
Norman Edmonds	Teacher	Grade 6 – ELA
Jacob Roby	Teacher	Grade 6 – ELA
Hanna Gravois	Teacher	Grade 7 – ELA
Kellie Hawkins	Teacher	Grade 8 – ELA
Jessica Guidry	Teacher	Grade 7/8 – ELA
Rebecca Gravois	Teacher	Grade 6 - Science
Latasha Johnson	Teacher	Grade 7 – Science
Desiree Cortez	Teacher	Grade 8 - Science
Trinette Wallace	Teacher	Grade 6- Social Studies

Ashley Cavalier	Teacher	Grade 7 – Social Studies
Stacey Allemand	Teacher	Grade 8 – Social Studies
Paula Clement	Teacher	Grade 6 – Elective (Skills)
Joseph Riley	Teacher	Grade 7 – Keyboarding
Louis Alcazar	Teacher	Grades 6 – 8 - PE
Heather Templet	Teacher	Grades 6 – 8 - PE
Lashandra Adams	Teacher	Grades 6 - Keyboarding
Ashley Doiron	Teacher	Grade 6 - Intervention
	Teacher	Grade 7 – Intervention
Michelle Hebert	Teacher	Grade 8 - Intervention

Faculty and Staff cont.

Name	Position (Teachers and Paras)	Grade Level and Subject
Anita Bonvillian	Teacher	Grade 8 - Journeys to Careers
Lynne Belcher	Teacher	CBT
James Mills	Teacher	Special Education Teacher 6-8
Bindukumari Bhaskaran	Teacher	Special Education Teacher 6-8
Ronnie Kraemer	Master Teacher	Grade 6-8
Lisa Babin	Para Professional	Grade 6-8
Mia Menuet	Para Professional	Grade 6-8
Lori Aucoin	Para Professional	Grade 6-8
	Para Professional	Grade 6-8
Angela Adams	Para Professional	Grade 6-8
Tammy Arceneneux	Para Professional	CBT Para
Susan Martinez	Para Professional	CBT Para
Amy Messer	Para Professional	CBT Para
Sharlyn Himel	Para Professional	Grade 6-8

## 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
418	28	3	88	11	4	0	6

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or More Races
210	208	140	245	22	5	6	0	0

## Community Demographics

Lafourche Parish spans about 1,000 square miles for area and has an estimated population of 98,426. The Lafourche Parish School District serves 14,586 students in grades PreK-12 which are 64.9% Caucasian, 21.7% African-American, 7.7% Hispanic, 1% Asian, and 4.7% Native American/Alaskan Native. Students range from 4 years old to 21 years old. About 8% of the student population has physical or mental disabilities. Forty-six percent of the student population has grandparents as caregivers and 37% live in single parent homes of which 67% are below the poverty level. At least 22% of children aged 0-5 and 18% of children aged 6-17 live in poverty. About 29.7% of the local adults never graduated from high school and 16.2% hold a bachelor's degree.

### **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:** Scholarship, Character and Perseverance.

**Mission:** To provide students with the academic and social foundation needed to become productive, purposeful students and lifelong learners. We challenge all students to think creatively, develop confidence and exhibit leadership skills that will ensure their success in all future endeavors.

## Element 4: Student Opportunities

The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the schoolwide plan. Preparation for and awareness of opportunities for postsecondary education credit while still in high school (such as advanced placement, industry based, dual or concurrent enrollment, or early college high schools), are all worthy of consideration when addressing the needs of all students, particularly at risk students.

### 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:

1. By 2019 – 2020, all students will make measureable academic gains, increasing the school's Academic Index Score in Reading/Language Arts by 3 points.
2. By 2019 – 2020, all students will make measureable academic gains, increasing the school's Academic Index Score in Math by 3 points.

## **Implementing a Schoolwide Program as defined in the USDOE Non-Regulatory Guidance, SUPPORTING SCHOOL REFORM BY LEVERAGING FEDERAL FUNDS IN A SCHOOLWIDE PROGRAM (pg. 3-4 and 7-8)**

There are three required components of a school-wide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive school-wide 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 school-wide 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 school-wide 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 school-wide plan**, using data from the State’s assessments, other student performance data, and perception data to determine if the school-wide 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)).

### ***Safeguarding the Interests of Historically Underserved Populations***

Although a school may use Title I funds to serve all students in a schoolwide program, there are protections to ensure that low-achieving students and historically underserved populations of students do not get ignored.

- The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students. (ESEA section 1114).

- A comprehensive schoolwide plan must include strategies for — meeting the educational needs of all students, including each subgroup of students defined in section 1111(c)(2) (economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners). (ESEA section 1114(b)(7)(A)(i)); and
- addressing the needs of all students but particularly the needs of students who are failing, or are at risk of failing, to meet the challenging State academic standards. (ESEA section 1114(b)(6), (7)(A)(iii).
- An LEA operating a schoolwide program must comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act, the Equal Educational Opportunities Act (EEOA), Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, LEAs must comply with the requirements under the IDEA with respect to children with disabilities. (ESEA sections 1114(a)(3)(B), 8306(a)(1)).<sup>3</sup>
- An LEA must ensure that each schoolwide program school receives funds from non-Federal sources to provide services that are required by law for students with disabilities and English learners before using Title I funds in the school. (ESEA section 1114(a)(2)(B)).
- If a schoolwide program school consolidates Federal funds, it must maintain records that demonstrate that it meets the intent and purposes of each Federal program whose funds it consolidates. (ESEA section 1114(a)(3)(C)).
- Before a schoolwide program school may consolidate Title I, Part C Migrant Education Program (MEP) funds, it must, in consultation with migrant parents, an organization representing those parents, or both, first meet the unique educational needs of migrant students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school. The school also must document that these needs have been met. (ESEA section 1306(b)(4); 34 C.F.R. § 200.29(c)(1)).
- Before a schoolwide program school may consolidate Title VI, Part A, Subpart 1 Indian education formula funds to LEAs, the LEA's Indian committee, composed of parents and family members of Indian children, representatives of Indian tribes on Indian lands located within 50 miles of a school that has Indian students, teachers, and if appropriate, high school students, must approve the inclusion of those funds and the LEA must identify how the consolidation of those funds will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program. (ESEA section 6115(c)).

## Part A. ESSA Required Components of A Title I School Wide Program and Plan

Program Categories	ESSA Component Requirements of Title I School-wide Program	Title I Documentation
<p><b>1. Comprehensive Plan</b></p>	<p><b>Component 1</b> §1114(b)(1) An eligible school operating a school-wide 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 school-wide program; or</li> <li>○ The school is operating a school-wide 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>West Thibodaux Middle School Title I School-wide Plan</p>
<p><b>2. Include All Stakeholders in development of Title I School-wide Plan</b></p>	<p><b>Component 2</b> §1114(b)(2) The school-wide 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>Signature Page</p>

<p><b>3. District Monitoring of Title I School-wide Plan</b></p>	<p><b>Component 3</b> §1114(b)(3) The school-wide plan remains in effect for the duration of the school’s participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;</p>	<p>Mid and EOY District Monitoring</p>
<p><b>4. Access to the Title I School-wide Plan</b></p>	<p><b>Component 4</b> §1114(b)(4) The school-wide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and</p>	<p>School Website Binder in Front Office District Website</p>
<p><b>5. Coordination of Services</b></p>	<p><b>Component 5</b> §1114(b)(5) The school-wide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);</p>	<p>Action Plan Budgets</p>
<p><b>6. Comprehensive Needs Assessment</b></p>	<p><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.</p>	<p>Principal's Report Card Principal Profile Sheets District Assessment Data STAR Benchmark Parent &amp; Teacher Surveys</p>

<b>ESSA Components</b>	<b>ESSA Component Requirements of Title I School-wide Plan</b>	
<p><b>1. Reform Strategies</b></p>	<p><b>Component 7 §1114(b)(7)(A)(i):</b> The school-wide plan activities include a description of:</p> <ul style="list-style-type: none"> <li>• School-wide 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>	<p><i>Action Plans Goals 1 &amp; 2</i></p>

<p><b>2. Intervention and Enrichment</b></p>	<ul style="list-style-type: none"> <li>• §1114(b)(7)(ii): School-wide 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>	<p><i>Action Plans Goals 1 &amp; 2</i></p>
<p><b>3. Activities that address the needs of at risk Students</b></p> <p><b>Culture and Climate</b></p> <p><b>High School (N/A)</b></p> <p><b>RTI (Monitoring of Student data and performance)</b></p> <p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>• §1114(b)(7)(iii): School-wide 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> <li>○ 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>○ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data</li> </ul> </li> </ul>	<p><i>Action Plans Goals 1, 2 &amp; 3</i></p>

<p><b>Pre-K Transition</b></p>	<p>from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <ul style="list-style-type: none"> <li>○ 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 school-wide program.</li> </ul>	
<p><b>4. Parent and Family Engagement</b></p>	<ul style="list-style-type: none"> <li>● §1116: Each School-wide plan must: <ul style="list-style-type: none"> <li>○ 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;</li> <li>○ 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>○ 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</li> </ul> </li> </ul> </li> </ul>	<p><b>Action Plans Goals 3</b></p>

	<p>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);</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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:** <https://www.louisianabelieves.com/data/reportcards>

### Other Student Performance Data:

Google Sheets for District Assessments: [2017 - 2018](#)

STAR Benchmark Report per grade level: Ren Learn Report Per Grade Level [Math](#) & [Reading](#)

### Perception Data:

Parent Surveys: [2018-2019](#)

Teacher Surveys: [2018-2019](#)

School is identified as a School in need of Intervention for a subgroup? \_\_\_ Yes  No

If yes, complete the table below

Subgroup	Intervention Label

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

Summary of Data Collection:

Areas of Strength		
Strengths		Data Source
1	Grade 6 ELA Writing Performance	LEAP 2018 - 2019
2	Grade 6 ELA Informational Texts	LEAP 2018 - 2019
3	Grade 6 Math Rational Numbers	LEAP 2018 - 2019
4	Grade 7 ELA Literacy Texts	LEAP 2018 - 2019
5	Grade 7 Math Proportional Relationships	LEAP 2018 - 2019
Areas of Improvement		
Weaknesses		Data Source
1	Grade 6 ELA Literacy Texts and Academic Vocabulary	LEAP 2018 - 2019
2	Grade 7 ELA Informational Texts and Written Expression	LEAP 2018 - 2019
3	Grade 6 Math Modeling and Applications	LEAP 2018 - 2019
4	Grade 7 Math Modeling and Application	LEAP 2018 - 2019
5	Grade 7 Math Expressions, Inequalities, and Equations	LEAP 2018 - 2019

Summary of Subgroup Data:

Areas of Strength		
Strengths		Data Source
1	Grade 6 Non Economically Disadvantaged ELA	LEAP 2018 - 2019
2	Grade 6 White Math	LEAP 2018 - 2019
3	Grade 7 Non Economically Disadvantaged ELA and Math	LEAP 2018 - 2019
Areas of Improvement		
Weaknesses		Data Source
1	Grade 6 Black or African America ELA	LEAP 2018 - 2019
2	Grade 6 Black or African America Math	LEAP 2018 - 2019
3	Grade 6 Black or African America ELA & Math	LEAP 2018 - 2019

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

Summary of Survey Data:

Strengths		
Parent Survey		Teacher Survey
1	Teachers care about the students	Teachers/Adults Care about students
2	Teachers are respectful to co-workers	Teachers believe students can succeed
3	Cleanliness of school/Orderly	Teachers/Admin are respectful to one another
4	Staff informs students of behavior infractions	Adults notice appropriate and good behavior
5	Encourage students to be successful	Teachers encourage students to succeed
Weaknesses		
Parent Survey		Teacher Survey
1	Call on students who do not volunteer	Students are respectful to adults
2	Positive feedback	Student behavior
3	Student Motivation	Condition of hallways and restrooms
4	Make learning fun	Understanding characteristics of high quality work
5	Choices given for learning	Student motivation

**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	Modeling and Applications	Math	Grade 7
2	Expression, Inequalities and Equations	Math	Grade 7
3	Student Motivation	School-Wide	Grade 6, 7, 8
4	Black or African American ELA and Math	Math	Grade 6
5	Informational Texts and Written Expression	ELA	Grade 7
6	Literacy Texts and Academic Vocabulary	ELA	Grade 6
7	Positive/Appropriate Feedback in a Timely Manner	School-Wide	Grade 6, 7, 8

## Element 5: Tiered Intervention

Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level.

### Tiered Intervention

Schoolwide tiered model to prevent and address behavior issues:

- PBIS Program, RTI, and Small Groups that meet with Support Services.

List Process/Activities:

- PBIS Program – Lessons taught school-wide that address and model appropriate behavior. Various activities rewarding good behavior.
- RTI – Tiered Model that track student progress and provide intervention when needed.
- Small Groups that meet with Support Services – Provides intervention and support for student identified as needing behavior interventions.

### 2018-19 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
776	271	12	1136

## Element 6: Professional Development

Under ESSA, professional development activities must minimally be designed to improve instruction, provide opportunities for teachers to utilize assessment data to drive decision making, and focus on the retention and recruitment of effective teachers in high-need subject areas. Professional development activities should continue to be: high-quality, sustainable, replicable, and included opportunities for job-embedded replication at the school level.

### Professional Development

Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2019-20, those dates are August 5-6, September 3, October 15, and January 21. All school personnel participate in meaningful opportunities based on district/school needs. Sign in sheets and agendas are kept on file to maintain a record of Professional Development activities and participants.

## Element 7: Early Childhood Transition

Early childhood transition plans assist preschool children in the transition from early childhood programs, such as Head Start, daycare centers, or a state-run preschool program, to local elementary school programs. Plans for early childhood transition should be seamless, and without interruption. Sensitivity to cultural diversity in strategies, activities, and assessment tools should be included in the early childhood transition strategies. Also, plans for the evaluation of effective implementation should be in place.

### 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
<p><b><u>Transitional Activity:</u></b></p> <p><b><u>Elementary to Middle School</u></b></p> <ul style="list-style-type: none"> <li>▪ The Principal will visit the elementary school to talk with incoming students about the school, rules, procedures and the upcoming orientation.</li> <li>▪ An orientation will be held during the summer for incoming 6<sup>th</sup> grade students to receive their schedules and tour the school.</li> <li>▪ Open house will be held for parents.</li> </ul> <p><b><u>Middle School to High School</u></b></p> <ul style="list-style-type: none"> <li>▪ Counselors from THS will visit WTMS to talk with incoming students about the school, rules, procedures, the upcoming orientation and scheduling courses for THS.</li> <li>▪ A parent meeting will be held in relation to students transitioning to THS.</li> </ul>	Admin. Teachers Councilors	Aug. 2019 to May 2020		Sign in sheets Agendas

## Element 2: Strategies for Improvement

Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will:

1. Provide opportunities for all children including each subgroup of students, to meet state standards,
2. use effective methods and instructional strategies that strengthen the academic program,
3. 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, and
4. include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.

## Element 3: Student Support Services

ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results.

## Element 8: Supplement not Supplant

To demonstrate compliance, the LEA must demonstrate that the methodology used to allocate State and local funds to each Title I school ensures the school receives all of the State and local funding it would otherwise receive if it were not receiving the Title I funds. The new ESSA requirement went into effect December 15, 2017. No LEA shall be required to:

- identify individual costs or services as supplemental; or provide services through a particular instructional method or setting to demonstrate compliance. The Secretary may not prescribe the specific methodology a LEA uses to allocate State and local funds to each Title I school.



	<ul style="list-style-type: none"> <li>• <b><u>Instructional Materials</u></b> <ul style="list-style-type: none"> <li>○ Teachers and Interventionist will use a variety of resources and technology in order to differentiate instruction, provide interventions and promote active learning.</li> </ul> </li>   <li>• <b><u>Instructional Programs</u></b> <ul style="list-style-type: none"> <li>○ Teachers and Interventionist will use a variety of resources and technology in order to differentiate instruction, provide interventions and promote active learning. (Achieve 3000, Accelerated Math)</li> <li>○ After-school tutoring will be provided to provide intervention to at-risk students.</li> </ul> </li> </ul>				
2.	<b>Monitoring of Student Data and Performance:</b> <ul style="list-style-type: none"> <li>○ Teachers will administer the STAR Benchmark test to all students. Data will be analyzed to determine student levels and needed interventions.</li> <li>○ Interventionist will meet with core teachers bi-weekly to discuss student progress and needs.</li> <li>○ Teachers will use Mastery Connect data to determine learning of skills and needed intervention.</li> <li>○ Teachers and Intervention teachers will attend PLC meeting weekly to review data.</li> </ul>	Admin. Master Teacher Teachers Intervention T	Aug. 2019 to May 2020		PLC Documentation Grade Level Documentation RTI
3.	<b>Programs/Technology:</b> <ul style="list-style-type: none"> <li>○ Teachers and Interventionist will use a variety of resources and technology in order to differentiate instruction, provide interventions and promote active learning. (Achieve 3000, Edhelper, Flocabulary, Ren Learning, Mastery Connect)</li> </ul>	Admin. Teachers	Aug. 2019 to May 2020	Title I \$4,000.00	Benchmark Data Teacher Data
4.	<b>Professional/Staff Development: (PLC's, Clusters)</b> <ul style="list-style-type: none"> <li>○ Teachers will attend PLC meetings weekly. Meetings will be based on teacher and student needs.</li> <li>○ Teachers will attend Grade Level Meetings bi-weekly.</li> <li>○ Faculty and staff will attend after school staff meetings monthly.</li> </ul>	Admin. Master Teacher Teachers	Aug. 2019 to May 2020		Sign-in Sheets Agendas

5.	<b>Parental and Family Engagement (Academic):</b> <ul style="list-style-type: none"> <li>○ A variety of communication strategies will be used” Grade level and school Remind 101 messages, Newsletters, Website, School Marquis, and Flyers.</li> <li>○ Parent Meetings will take place throughout the school year: <ul style="list-style-type: none"> <li>▪ Transition meetings for incoming 6<sup>th</sup> graders</li> <li>▪ Transition meeting for 8<sup>th</sup> grade students going to THS.</li> <li>▪ Orientation for all students at the beginning of each school year.</li> <li>▪ Open House</li> <li>▪ State Testing, School Report Card Parent Meeting</li> <li>▪ Instructional Activities (Math Night, Science Night, etc.)</li> </ul> </li> </ul>	Admin. Teachers	Aug. 2019 to May 2020	Title I \$2,230.00	Sign-in Sheets Agendas
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Content Area: <b>Math</b>	
<b>Goal 2</b>	By 2019 – 2020, all students will make measureable academic gains, increasing the school’s Academic Index Score in Math by 3 points.
<b>Evidence Based Strategy(ies)</b>	<input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> After School tutoring <input checked="" type="checkbox"/> PLC's/Clusters <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"/> Enrichment Activities for Advanced Learners <input checked="" type="checkbox"/> Parent Conferences/Communication <input checked="" type="checkbox"/> RTI <input checked="" type="checkbox"/> After School tutoring <input checked="" type="checkbox"/> Progress Monitoring

Action Steps	Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
<b>1. Curriculum and Instruction:</b> <ul style="list-style-type: none"> <li>• <b>Core Teachers</b> <ul style="list-style-type: none"> <li>○ Use tiered intervention strategies.</li> <li>○ Collaborate with intervention teacher</li> <li>○ Provide enrichment activities for advanced learners.</li> <li>○ Use strategies that encompass literacy and writing across the curriculum.</li> <li>○ Ensure that core content is aligned with standards and assessments.</li> <li>○ Attend PLC and Grade Level Meetings.</li> <li>○ Participate in the RTI process.</li> <li>○ Participate in parent conferences and parent communication.</li> </ul> </li> <li>• <b>Title I Interventionists</b> <ul style="list-style-type: none"> <li>○ Provide small group instruction to teach foundation skills and reinforce skills taught in the regular classroom. (Extend learning for at-risk student during the school day).</li> </ul> </li> <li>• <b>Instructional Materials</b> <ul style="list-style-type: none"> <li>○ Teachers and Interventionist will use a variety of resources and technology in order to differentiate instruction, provide interventions and promote active learning.</li> </ul> </li> </ul>	Admin. Master Teacher Teachers	Aug. 2019 to May 2020	Title I \$102,300	Lesson Plans PLC Documentation

	<ul style="list-style-type: none"> <li>• <b><u>Instructional Programs</u></b> <ul style="list-style-type: none"> <li>○ Teachers and Interventionist will use a variety of resources and technology in order to differentiate instruction, provide interventions and promote active learning. (Achieve 3000, Accelerated Math)</li> <li>○ After-school tutoring will be provided to provide intervention to at-risk students.</li> </ul> </li> </ul>				
2.	<b>Monitoring of Student Data and Performance:</b> <ul style="list-style-type: none"> <li>○ Teachers will administer the STAR Benchmark test to all students. Data will be analyzed to determine student levels and needed interventions.</li> <li>○ Interventionist will meet with core teachers bi-weekly to discuss student progress and needs.</li> <li>○ Teachers will use Mastery Connect data to determine learning of skills and needed intervention.</li> <li>○ Teachers and Intervention teachers will attend PLC meeting weekly to review data.</li> </ul>	Admin. Master Teacher Teachers Intervention	Aug. 2019 to May 2020		PLC Documentation Grade Level Documentation RTI
3.	<b>Programs/Technology:</b> <ul style="list-style-type: none"> <li>○ Teachers and Interventionist will use a variety of resources and technology in order to differentiate instruction, provide interventions and promote active learning. (Achieve 3000, Accelerated Math, Ren Learning, Edhelper, Buzz Math, Mastery Connect)</li> </ul>	Admin. Teachers	Aug. 2019 to May 2020	Title I \$4,000.00	Benchmark Data Teacher Data
4.	<b>Professional/Staff Development: (PLC's, Clusters)</b> <ul style="list-style-type: none"> <li>○ Teachers will attend PLC meetings weekly. Meetings will be based on teacher and student needs.</li> <li>○ Teachers will attend Grade Level Meetings bi-weekly.</li> <li>○ Faculty and staff will attend after school staff meetings monthly.</li> </ul>	Admin. Master Teacher Teachers	Aug. 2019 to May 2020		Sign-in Sheets Agendas
5.	<b>Parental and Family Engagement (Academic):</b> <ul style="list-style-type: none"> <li>○ A variety of communication strategies will be used: Grade level and school Remind 101 messages, Newsletters, Website, School Marquis, and Flyers.</li> <li>○ Parent Meetings will take place throughout the school year: <ul style="list-style-type: none"> <li>▪ Transition meetings for incoming 6<sup>th</sup> graders</li> <li>▪ Transition meeting for 8<sup>th</sup> grade students going to THS.</li> <li>▪ Orientation for all students at the beginning of each school year.</li> <li>▪ Open House</li> <li>▪ State Testing, School Report Card Parent Meeting</li> </ul> </li> </ul>	Admin. Teachers	Aug. 2019 to May 2020	Title I \$2,230.00	Sign-in Sheets Agendas

<b>Culture and Climate</b>					
<b>Goal 3</b>		West Thibodaux Middle School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly. West Thibodaux Middle School will reduce the number of office referrals by 20% for the 2019-2020 school year.			
<b>Evidence Based Strategy(ies)</b>		<input checked="" type="checkbox"/> PBIS <input checked="" type="checkbox"/> RTI			
<b>Action Steps</b>		<b>Persons Responsible</b>	<b>Target Date(s) Timelines</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<b>1.</b>	<b>Parent and Family Engagement Activities</b> <ul style="list-style-type: none"> <li>○ A variety of communication strategies will be used” Grade level and school Remind 101 messages, Newsletters, Website, School Marquis, and Flyers.</li> <li>○ Parent Meetings will take place throughout the school year:               <ul style="list-style-type: none"> <li>▪ Transition meetings for incoming 6<sup>th</sup> graders</li> <li>▪ Transition meeting for 8<sup>th</sup> grade students going to THS.</li> <li>▪ Orientation for all students at the beginning of each school year.</li> <li>▪ Open House</li> <li>▪ State Testing, School Report Card Parent Meeting</li> </ul> </li> </ul>	Admin. Teachers	Aug. 2019 to May 2020	Title I \$2,230.00	Sign-in Sheets Agendas Samples
<b>2.</b>	<b>PBIS</b> <ul style="list-style-type: none"> <li>○ Teachers will teach students a PBIS lesson weekly. Lessons will focus on data collected from referral reports.</li> </ul>	Admin. Teachers	Aug. 2019 to May 2020		PBIS Handbook Referral Reports
<b>3.</b>	<b>Strategies in the Classroom</b> <ul style="list-style-type: none"> <li>○ Teachers will attend Grade Level Meetings with a focus on student behavior.</li> <li>○ Teachers will attend parent conferences and parent phone conferences in reference to student behavior.</li> <li>○ Teachers will contact parents prior to writing a referral for student behavior (minor infractions).</li> <li>○ Teachers will take part in a variety of communication strategies in order to communication often and effectively with parents.</li> </ul>	Admin. Teachers	Aug. 2019 to May 2020		Grade Level Documentation

## 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 school-wide 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 school-wide program; or
      - The school is operating a school-wide 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 school-wide 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 school-wide 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 school-wide 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 school-wide 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 **school-wide plan activities** include a description of:
  - School-wide 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): School-wide 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): School-wide 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 school-wide 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