

Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2017 - 2018

West Thibodaux Middle School

1111 East 11th Street Thibodaux, Louisiana 70301

Gregory C. Cook

(985) 446-6889

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School Leadership Team

Administrator	Gregory Cook, Principal	Parent	
Administrator	Cindy Perk, Administrative Assistant	Parent	
Teacher	Courtney Naquin, RTI	Other	
Teacher	Alisha Jones, Math	Other	
Teacher	Norman Edmonds, ELA	Other	

Faculty and Staff

Name	Position (Teachers and Paras)	Grade Level and Subject
Courtney Naquin	Teacher	Grade 6 – Math
Kimberly George	Teacher	Grade 6 - Math
Alisha Jones	Teacher	Grade 7 – Math
Steve Matherne	Teacher	Grade 8 – Math
	Teacher	Grade 7/8 – Math
Norman Edmonds	Teacher	Grade 6 – ELA
Jacob Roby	Teacher	Grade 6 – ELA
Hanna Gravois	Teacher	Grade 7/8 – ELA
Tobi Louviere	Teacher	Grade 7 – ELA
Kellie Hawkins	Teacher	Grade 8 – ELA
Rebecca Gravois	Teacher	Grade 6 - Science
Latasha Johnson	Teacher	Grade 7 – Science
Allison Thibodaux	Teacher	Grade 8 - Science
Trinette Wallace	Teacher	Grade 6- Social Studies
Laura O’Brien	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
Ashley White	Teacher	Grades 6 – 8 - PE
	Teacher	Grade 6 - Intervention
Lakeisha Declouet	Teacher	Grade 7 – Intervention
Michelle Hebert	Teacher	Grade 8 - Intervention

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
404	32	4	74	12	9	1	1

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or More Races
216	188	151	223	23	5	3	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: Every student at WTMS will make measurable academic gains.

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.

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:

1. By 2017 – 2018, all students will make measureable academic gains, increasing the school’s Academic Index Score in Reading/Language Arts by 3 points.
2. By 2017 – 2018, all students will make measureable academic gains, increasing the school’s Academic Index Score in Math by 3 points.

Implementing a School-wide Program as defined in the USDOE Non-Regulatory Guidance (pg. 3-4)

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)).

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>1. Comprehensive Plan</p>	<p>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:</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 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; 	<p>West Thibodaux Middle School Title I School-wide Plan</p>
<p>2. Include All Stakeholders in development of Title I School-wide Plan</p>	<p>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;</p>	<p>Plan pg numbers 13 - 20</p>

<p>3. District Monitoring of Title I School-wide Plan</p>	<p>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;</p>	<p>Mid and EOY District Monitoring</p>
<p>4. Access to the Title I School-wide Plan</p>	<p>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</p>	<p>School Website Binder in Front Office District Website</p>
<p>5. Coordination of Services</p>	<p>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);</p>	<p>Action Plan Budgets</p>
<p>6. Comprehensive Needs Assessment</p>	<p>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.</p>	<p>Principal's Report Card Principal Profile Sheets District Assessment Data STAR Benchmark Parent & Teacher Surveys</p>

ESSA Components	ESSA Component Requirements of Title I School-wide Plan	
<p>1. Reform Strategies</p>	<p>Component 7 §1114(b)(7)(A)(i): The school-wide plan activities include a description of:</p> <ul style="list-style-type: none"> 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. 	<p><input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment (Goal 1, Act1), (Goal 2, Act 1)</p> <p><input checked="" type="checkbox"/> RTI (Goal 1, Act1), (Goal 2, Act 1)</p> <p><input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day (Goal 1, Act1), (Goal 2, Act 1)</p> <p><input checked="" type="checkbox"/> Before/After School tutoring (Goal 1, Act1), (Goal 2, Act 1)</p> <p><input checked="" type="checkbox"/> PLC's/Clusters (Goal 1, Act1), (Goal 2, Act 1)</p> <p><input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments (Goal 1, Act1), (Goal 2, Act 1)</p> <p><input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum (Goal 1, Act1), (Goal 2, Act 1)</p> <p><input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners (Goal 1, Act1), (Goal 2, Act 1)</p> <p><input checked="" type="checkbox"/> Parent Conferences (Goal 1, Act1), (Goal 2, Act 1)</p>

		Goal(s)	Activity(ies)
2. Intervention and Enrichment	<ul style="list-style-type: none"> • §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. 	1 2	1, 2, 3, 4, 5 1, 2, 3, 4, 5
3. Activities that address the needs of at risk Students Culture and Climate High School (N/A) RTI (Monitoring of Student data and performance) Professional Development	<ul style="list-style-type: none"> • §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"> ○ 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 	1 2 3	1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3

<p>Pre-K Transition</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"> ○ 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. 		
<p>4. Parent and Family Engagement</p>	<ul style="list-style-type: none"> ● §1116: Each School-wide plan must: <ul style="list-style-type: none"> ○ Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, 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 the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying – <ul style="list-style-type: none"> i. Barriers to greater participation by parents in activities authorized by this 	<p>1 2 3</p>	<p>5 5 1</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"> 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"> ○ 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 ○ Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. 		
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Part B. Comprehensive Needs Assessment

State Assessment Data:

Use 2015-2016 School Profiles for Principals (attach to SW Plan)

Use 2015-2016 Principal's Report Card: <https://www.louisianabelieves.com/data/reportcards/2016/>

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

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

Summary of Data Collection:

Areas of Strength		
Strengths		Data Source
1	LAA 1 Achievement Levels	LAA1 2016 - 2017
2	ELA Informational Text/Vocabulary 6 th - 8 th	LEAP 2015 - 2016
3	Math Additional & Supporting Content 6 th - 8 th	LEAP 2015 - 2016
Areas of Improvement		
Weaknesses		Data Source
1	ELA Written Expression 6 th - 8 th	LEAP 2015 - 2016
2	Math Modeling & Application 6 th - 8 th	LEAP 2015 - 2016

Summary of Subgroup Data:

Areas of Strength		
Strengths		Data Source
1	8 th Grade ELA Academic Index for ED (86.69)	LEAP 2015 - 2016
2	6 th Grade Math Academic Index for ED (61.65)	LEAP 2015 - 2016
3	LAA1 Achievement Levels	LAA1 2016 - 2017
Areas of Improvement		
Weaknesses		Data Source
1	7 th Grade ELA Academic Index for ED (71.50)	LEAP 2015 - 2016
2	7 th Grade Math Academic Index for ED (58.26)	LEAP 2015 - 2016
3	6 th - 8 th Grade ELL Proficiency Levels	ELDA 2016 - 2017
4	6 th - 8 th Grade McKinney Vento Proficiency Levels	LEAP 2015 - 2016

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

Summary of Survey Data:

Strengths		
Parent Survey		Teacher Survey
1	School Safety	School Safety
2	School Climate	School Climate and Culture
3	Staff/Admin. Support	Support of Staff
4	Technology	Resources Available
5		Technology
Weaknesses		
Parent Survey		Teacher Survey
1	Activities Offered	Use of Technology
2	Communication	Differentiated Instruction
3	Understanding Curriculum	Rigor
4	Understanding Testing	Classroom Management
5		Use of data to Guide Instruction/Assessment

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	Academic Index for Economically Disadvantaged (71.50)	ELA	7 th
2	Academic Index for Economically Disadvantaged (58.26)	Math	7 th
3	Written Expression	ELA	6 th - 8 th
4	Modeling and Applications	Math	6 th - 8 th
5	ELL Proficiency Levels	ELL	6 th - 8 th
6	Proficiency Levels of McKinney Vento Students	ELA and Math	6 th - 8 th
7	Weaknesses presented by Parent and Teacher Survey	School-wide	School-wide

	<ul style="list-style-type: none"> • <u>Instructional Materials</u> <ul style="list-style-type: none"> ○ Teachers and Interventionist will use a variety of resources and technology in order to differentiate instruction, provide interventions and promote active learning. • <u>Instructional Programs</u> <ul style="list-style-type: none"> ○ 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) ○ After-school tutoring will be provided to provide intervention to at-risk students. 				
2.	Monitoring of Student Data and Performance: <ul style="list-style-type: none"> ○ Teachers will administer the STAR Benchmark test to all students. Data will be analyzed to determine student levels and needed interventions. ○ Interventionist will meet with core teachers bi-weekly to discuss student progress and needs. ○ Teachers will use Mastery Connect data to determine learning of skills and needed intervention. ○ Teachers and Intervention teachers will attend PLC meeting weekly to review data. 	Admin. Master Teacher Teachers Intervention T	Aug. 2017 to May 2018		PLC Documentation Grade Level Documentation RTI
3.	Programs/Technology: <ul style="list-style-type: none"> ○ 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, Mastery Connect) 	Admin. Teachers	Aug. 2017 to May 2018	Title I \$6,000	Benchmark Data Teacher Data
4.	Professional/Staff Development: (PLC's, Clusters) <ul style="list-style-type: none"> ○ Teachers will attend PLC meetings weekly. Meetings will be based on teacher and student needs. ○ Teachers will attend Grade Level Meetings bi-weekly. ○ Faculty and staff will attend after school staff meetings monthly. 	Admin. Master Teacher Teachers	Aug. 2017 to May 2018		Sign-in Sheets Agendas

5.	Parental and Family Engagement (Academic): <ul style="list-style-type: none"> ○ A variety of communication strategies will be used” Grade level and school Remind 101 messages, Newsletters, Website, School Marquis, and Flyers. ○ Parent Meetings will take place throughout the school year: <ul style="list-style-type: none"> ▪ Transition meetings for incoming 6th graders ▪ Transition meeting for 8th grade students going to THS. ▪ Orientation for all students at the beginning of each school year. ▪ Open House ▪ State Testing, School Report Card Parent Meeting 	Admin. Teachers	Aug. 2017 to May 2018	Title I \$2,508	Sign-in Sheets Agendas
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Content Area: Math	
Goal 2	By 2017 – 2018, all students will make measureable academic gains, increasing the school’s Academic Index Score in Math by 3 points.
Evidence Based Strategy(ies)	<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
1.	Curriculum and Instruction: <ul style="list-style-type: none"> • Core Teachers <ul style="list-style-type: none"> ○ Use tiered intervention strategies. ○ Collaborate with intervention teacher ○ Provide enrichment activities for advanced learners. ○ Use strategies that encompass literacy and writing across the curriculum. ○ Ensure that core content is aligned with standards and assessments. ○ Attend PLC and Grade Level Meetings. ○ Participate in the RTI process. ○ Participate in parent conferences and parent communication. • Title I Interventionists <ul style="list-style-type: none"> ○ 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). • Instructional Materials <ul style="list-style-type: none"> ○ Teachers and Interventionist will use a variety of resources and technology in order to differentiate instruction, provide interventions and promote active learning. 	Admin. Master Teacher Teachers	Aug. 2017 to May 2018	Title I \$101,150	Lesson Plans PLC Documentation

	<ul style="list-style-type: none"> • Instructional Programs <ul style="list-style-type: none"> ○ 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) ○ After-school tutoring will be provided to provide intervention to at-risk students. 				
2.	Monitoring of Student Data and Performance: <ul style="list-style-type: none"> ○ Teachers will administer the STAR Benchmark test to all students. Data will be analyzed to determine student levels and needed interventions. ○ Interventionist will meet with core teachers bi-weekly to discuss student progress and needs. ○ Teachers will use Mastery Connect data to determine learning of skills and needed intervention. ○ Teachers and Intervention teachers will attend PLC meeting weekly to review data. 	Admin. Master Teacher Teachers Intervention T	Aug. 2017 to May 2018		PLC Documentation Grade Level Documentation RTI
3.	Programs/Technology: <ul style="list-style-type: none"> ○ 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, Mastery Connect) 	Admin. Teachers	Aug. 2017 to May 2018	Title I \$6,000	Benchmark Data Teacher Data
4.	Professional/Staff Development: (PLC's, Clusters) <ul style="list-style-type: none"> ○ Teachers will attend PLC meetings weekly. Meetings will be based on teacher and student needs. ○ Teachers will attend Grade Level Meetings bi-weekly. ○ Faculty and staff will attend after school staff meetings monthly. 	Admin. Master Teacher Teachers	Aug. 2017 to May 2018		Sign-in Sheets Agendas
5.	Parental and Family Engagement (Academic): <ul style="list-style-type: none"> ○ A variety of communication strategies will be used” Grade level and school Remind 101 messages, Newsletters, Website, School Marquis, and Flyers. ○ Parent Meetings will take place throughout the school year: <ul style="list-style-type: none"> ▪ Transition meetings for incoming 6th graders ▪ Transition meeting for 8th grade students going to THS. ▪ Orientation for all students at the beginning of each school year. ▪ Open House ▪ State Testing, School Report Card Parent Meeting 	Admin. Teachers	Aug. 2017 to May 2018	Title I \$2,508	Sign-in Sheets Agendas

Culture and Climate					
Goal 3		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 2017-2018 school year.			
Evidence Based Strategy(ies)		<input checked="" type="checkbox"/> PBIS <input checked="" type="checkbox"/> RTI			
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
1.	Parent and Family Engagement Activities <ul style="list-style-type: none"> ○ A variety of communication strategies will be used” Grade level and school Remind 101 messages, Newsletters, Website, School Marquis, and Flyers. ○ Parent Meetings will take place throughout the school year: <ul style="list-style-type: none"> ▪ Transition meetings for incoming 6th graders ▪ Transition meeting for 8th grade students going to THS. ▪ Orientation for all students at the beginning of each school year. ▪ Open House ▪ State Testing, School Report Card Parent Meeting 	Admin. Teachers	Aug. 2017 to May 2018	Title I \$2,508	Sign-in Sheets Agendas Samples
2.	PBIS <ul style="list-style-type: none"> ○ Teachers will teach students a PBIS lesson weekly. Lessons will focus on data collected from referral reports. 	Admin. Teachers	Aug. 2017 to May 2018		PBIS Handbook Referral Reports
3.	Strategies in the Classroom <ul style="list-style-type: none"> ○ Teachers will attend Grade Level Meetings with a focus on student behavior. ○ Teachers will attend parent conferences and parent phone conferences in reference to student behavior. ○ Teachers will contact parents prior to writing a referral for student behavior (minor infractions). ○ Teachers will take part in a variety of communication strategies in order to communication often and effectively with parents. 	Admin. Teachers	Aug. 2017 to May 2018		Grade Level Documentation

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><u>Transitional Activity:</u></p> <p><u>Elementary to Middle School</u></p> <ul style="list-style-type: none"> ▪ The Principal will visit the elementary school to talk with incoming students about the school, rules, procedures and the upcoming orientation. ▪ An orientation will be held during the summer for incoming 6th grade students to receive their schedules and tour the school. ▪ Open house will be held for parents. <p><u>Middle School to High School</u></p> <ul style="list-style-type: none"> ▪ Counselors from THS will visit WTMS to talk with incoming students about the school, rules, procedures, the upcoming orientation and scheduling courses for THS. ▪ A parent meeting will be held in relation to students transitioning to THS. 	<p>Admin. Teachers Councilors</p>	<p>August 2017 to May 2018</p>		<p>Sign in sheets Agendas</p>

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.

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