Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2018-19

Raceland Lower Elementary

144 Bowie Road

Raceland, LA 70394

Rebecca Johnson

985-537-6837

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School Leadership Team

|  |  |  |  |
| --- | --- | --- | --- |
| Administrator | Rebecca Johnson | Parent | Dana Greer |
| Administrator | Natalie Fonseca | Parent | Megan Jackson |
| Teacher | Kelly Landry | Other |  |
| Teacher | Beth Bonvillain | Other |  |
| Teacher | Amy LeBlanc | Other |  |

Faculty and Staff

|  |  |  |
| --- | --- | --- |
| Name | Position (Teachers and Paras) | Grade Level and Subject |
| Rebecca Werner-Johnson | Principal |  |
| Natalie Fonseca | Administrative Asst. |  |
| Kelly Landry | Master Teacher |  |
| Beth Bonvillain  | Mentor Teacher |  |
| Amy LeBlanc | Mentor Teacher |  |
| Mary Becnel | Prof School Counselor |  |
| Wendy Folse | Teacher | Pre-K Teacher |
| Jessica Bourgeois | Teacher | Pre-K Teacher |
| Aimee Ledet | Teacher | Pre-K Teacher |
| Dezirea Williams | Teacher | Pre-K Teacher |
| Candy Baudoin | Teacher | Kindergarten |
| Nicole Claude | Teacher | Kindergarten |
| Megan Jackson | Teacher | Kindergarten |
| Fawn Foster | Teacher | Kindergarten |
| Amy Adams | Teacher | Kindergarten |
| Ashley Labat | Teacher | 1st Grade Math and Social Living |
| Christy Kern | Teacher | 1st Grade ELA |

Faculty and Staff cont.

|  |  |  |
| --- | --- | --- |
| Name | Position (Teachers and Paras) | Grade Level and Subject |
| Chelsea LeBlanc | Teacher | 1st Grade Math and SL |
| Bambi Coullvion | Teacher | 1st Grade Math and SL |
| Tasha Rodrigue  | Teacher | 1st Grade ELA |
| Kaci Rogers | Teacher | 1st Grade ELA |
| Hernika Campbell | Teacher | 2nd Grade ELA |
| Alicia Cheramie | Teacher  | 2nd Grade Math and Social Living |
| Claudia Danos | Teacher | 2nd Grade Math and Social Living |
| Danielle Legendre | Teacher | 2nd Grade ELA |
| Amber Gautreaux | Teacher | 2nd Grade Self-Contained |
| Mandy Martin | Intervention Teacher | K-2 |
| Melissa Cortez | Speech Therapist |  |
| Aline Folse | Speech Therapist |  |
| Elizabeth Ledet | Teacher | Sped Pre-K and K |
| Trisha Pitre | Teacher | Sped 1st and 2nd |
| Wendy Brown | Para | Pre-K |
| Allyson Hotard | Para | Pre-K |
| Hannah Lasseigne | Para | Pre-K |
| Kim Verret | Para | Pre-K |
| Nayda Alvarado | Para |  |
| Chasity Breaux | Para |  |
| Name | Position (Teachers and Paras) | Grade Level and Subject |
| Hope Oliver | Para |  |
| Kala Rogers | Para |  |
| Tiffany Truxillo | Library Para |  |
| Shelley Bullock | Title 1 Para |  |
| Julie Cortez | Title 1 Para |  |

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** |
| **423** | **37** | **0** | **9** | **6** | **28** | **2** | **0** |

Subgroups:

|  |  |
| --- | --- |
| **Gender** | **Ethnicity** |
| **Male** | **Female** | **White** | **Black** | **Hispanic** | **Am. Indian** | **Asian** | **Native Hawaiian/Pacific Islander** | **Two or More Races** |
| **233** | **190** | **192** | **211** | **15** | **5** | **0** | **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:* The Vision for our School of Excellence: Everyone learns every day through effective instruction.

*Mission:  Through effective instruction, we will build foundations in order for our students to become well-*

*rounded, solid students.*

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:

Kindergarten – 2nd (ELA Fluency) 80% of our students will maintain an average of 75% on the K-2 High Frequency Word Unit List.

 Kindergarten – 2nd (Math Fluency) 80% of our students will maintain an average of 75% on the K-2 Fluency Assessments.

 Kindergarten (Math District Assessments) 75% of our students will maintain an average of 75% on the Kindergarten Math District Assessments.

First and Second Grade (District Math Assessments) 80% of our students will maintain an average of 75% or higher.

First and Second Grade (District Reading Assessments) 80% of our students will maintain an average of 75% or higher.

**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 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. ß 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. ß 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)).3
* 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 Schoolwide Program**  | **Title I Documentation** |
| 1. **Comprehensive Plan**
 | **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….
	1. The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
	2. 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;
 | Raceland Lower Elementary Title I Schoolwide Plan |
| 1. **Include All Stakeholders in development of Title I Schoolwide Plan**
 | **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; | Signature Page  |
| 1. **District Monitoring of Title I Schoolwide Plan**
 | **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; | Mid and EOY District Monitoring |
| 1. **Access to the Title I SchoolwidePlan**
 | **Component 4** §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and  | School Website, hard copy in front, District Website  |
| 1. **Coordination of Services**
 | **Component 5** §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d); | Action Plan and Budgets |
| 1. **Comprehensive Needs Assessment**
 | **Component 6** §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.  | 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** |  |
| 1. **Reform Strategies**
 | **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.
 | **Action Plan Goals 1 & 2** |
|  |  |  |
| 1. **Intervention and Enrichment**
 | * §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.
 | **Action Plan Goals 1 & 2** |
| 1. **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****Pre-K Transition** | * §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—
	1. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
	2. 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);
	3. 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.);
	4. 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
	5. 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.
 | **Action Plan Goals 1, 2 & 3** |
| 1. **Parent and Family Engagement**
 | * §1116: Each School-wide plan must:
* 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 –
1. 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);
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies to support successful school and family interactions;
* 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.
 | **Action Plan Goal 3** |

**Part B. Comprehensive Needs Assessment**

**State Assessment Data:**

Use 2017-2018 School Profiles for Principals (attach to SW Plan) Do Not Have Yet

Use 2017-2018 Principal’s Report Card: paste hyperlink here Do Not Have Yet

**Other Student Performance Data:**

Google Sheets for District Assessments (See Google Sites)

STAR Benchmark Report per grade level

**Perception Data:**

 Parent Surveys (See Google Sites)

Teacher Surveys (See Google Sites)

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

Summary of Data Collection:

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| --- |
| Areas of Strength |
| Strengths | Data Source |
| 1 | RF.K.1 - Demonstrate understanding of the organization and basic features of print. | Star Early Lit |
| 2 | K.CC.A - Know number names and the count sequence. | Star Early Lit |
| 3 | RF.1.2 - Demonstrate understanding of spoken words, syllables and sounds. | Star Reading |
| 4 | RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade level. | Star Reading |
| 5 | RI.2.4 - determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | Star Reading |
| 6 | RL.2.7 - use info gained from the illustrations and words in a printer digital text to demonstrate understanding of its characters, setting, or plot. | Star Reading |
| 7 | 1.NBT.A - extend the counting sequence  | Star Math |
| 8 | 1.OA.C - add and subtract within 20. | Star Math |
| 9 | 2.OA.B - add and subtract within 20. | Star Math |
| 10 | 2.MD.A - measure and estimate length in standard units. | Star Math |
|  |  |  |
| Areas of Improvement |
| Weaknesses | Data Source |
| 1 | RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words. | Star Early Lit |
| 2 | K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and from. | Star Early Lit |
| 3 | RF.1.4 - Read with sufficient accuracy and fluency to support comprehension. | Star Reading |
| 4 | RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Star Reading |
| 5 | RI.2.1 - ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Star Reading |
| 6 | RI.2.2 - identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | Star Reading |
| 7 | 1.NBT.B - understand place value. | Star Math |
| 8 | 1.MD.A - measure lengths indirectly and by iterating length units. | Star Math |
| 9 | 2.OA.A - represent and solve problems involving addition and subtraction. | Star Math |
| 10 | 2.MD.C - work with time and money. | Star Math |

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

Summary of Survey Data:

|  |
| --- |
| Strengths |
| Parent Survey | Teacher Survey |
| 1 | Teachers and Administration clearly inform students about what happens when they break rules. | Teachers and Adults really care about students |
| 2 | There is a clear set of expectations for student behavior along with rewards and consequences.  | Teachers encourage students no matter how successful they are. |
| 3 | Teachers and Administrators respect each other.  | My school keeps parents well informed about student progress. |
| Weaknesses |
| Parent Survey | Teacher Survey |
| 1 | Students are offered many opportunities for extra curricular activities  | Students are respectful to adults.  |
| 2 | Student behavior is not disruptive to learning.  | Student behavior is not disruptive to learning.  |
| 3 | Students understand the characteristics of high quality work.  | Students are offered many opportunities for extra curricular activities |

**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 | Foundational Skills | ELA | Pre-K-2 |
| 2 | Know and apply grade level phonics | ELA | K |
| 3 | Read with sufficient accuracy and fluency to support comprehension | ELA | 1-2 |
| 4 | Retell stories, including key details, and demonstrate understanding of their central message or lesson | ELA | K-2 |
| 5 | Understand addition and subtraction | Math | K |
| 6 | Understand place value | Math | 1-2 |
| 7 | Word Problems | Math | 1-2 |

**Part C. Plan of Action**

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| --- |
| **Content Area: ELA** |
| **Goal 1** | **80% of the students will score 75% or above on the ELA Common District Assessments** |
| **Evidence Based Strategy(ies)** | [x] Initial Screening and Benchmark Assessment [x]  RTI [ ]  Before/After School tutoring [ ]  Extended Learning for At-Risk During the School day [x] Quarterly Progress Monitoring [x] PLC’s/Clusters [x] Cross Curricula Collaboration[x] Core Content Alignment with Standards and Assessments [x] Literacy and Writing Across the Curriculum [ ] Summarization Strategies Across the Curriculum[x] Graphic Organizers in Core Content Areas [x] Enrichment Activities for Advanced Learners [x] Quarterly Parent Conferences [x] Kagan/Engagement Strategies[ ] Other (Specify)\_\_\_\_\_\_\_[ ] Other(Specify) \_\_\_\_\_\_\_\_\_ |
| **Action Steps**  | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)**  | **Documentation** |
| **1.** | **Curriculum and Instruction:** * **Core Teachers**
	+ **Lesson Plans will include differentiation to address the individual needs of all students including subgroups of students for whole group and small group instruction.**
	+ **Tier I Core Classroom Instruction - will provide differentiated instruction for high, average, at-risk, subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in ELA through whole group instruction, small group instruction, guided reading, enrichment, & interventions**
* **Title I Interventionists (Master and Mentor Teachers)**
	1. **will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students students based on individual needs in ELA through small group instruction, & interventions targeting reading comprehension & fluency**
	2. **Tutor/Enrichment/Intervention Teacher/Para - tutoring, intervention, and/or enrichment will be provided based on the students needs. Intervention Prescription Sheets will be utilized to ensure alignment with the CORE Classroom**
* **Instructional Materials**
	1. **Journeys Materials of Instruction (Basal, Leveled Readers, Reader’s Notebook**
	2. **Journeys Intervention Kit**
	3. **Write In Readers**
* **Instructional Programs**
	1. **AR**
	2. **Classworks**
	3. **Project Read**
	4. **Smarty Ants**
 | **Admin, All Teachers, Master, Mentor Teachers, Title I Paras, Enrichment Teacher** | **Ongoing** | **Title I and General Fund** | **Lesson Plans, RTI Documentation Sheets, SBLC Logs, Parent Communication Logs, Fluency Drills** |
| **2.** | **Monitoring of Student Data and Performance:** * **Weekly PLC’s to analyze student performance on CDA’s;**
* **Progress Monitoring of Tier 2 and 3 students every other week;**
* **Reading Fluency Cold Reads**
* **RTI every 4 ½ and 9 weeks with parental contact;**
* **SBLC as needed through the RTI process;**
 | **RTI Chair, SBLC Chair, Admin, All Teachers, Master, Mentor Teachers, Title I Paras, Enrichment Teacher** | **ongoing** | **Title I and General Fund** | **Lesson Plans, RTI Documentation Sheets, SBLC Logs, Parent Communication Logs, Fluency Drills** |
| **3.** | **Programs/Technology:****AR, Smarty Ants, Classworks, Project Read** | **Admin, All Teachers, Master, Mentor Teachers, Title I Paras, Enrichment Teacher** | **ongoing** | **Title I and General Fund** | **Lesson Plans, RTI Documentation Sheets, SBLC Logs, Parent Communication Logs, Fluency Drills** |
| **4.** | **Professional/Staff Development: (PLC’s, Clusters)****Master and Mentor Teachers will provide PD on Field Testing, TAP Rubric, data analysis, lesson planning, aligned instruction and assessments, literacy strategies, classroom management, student engagement, questioning, and technology) to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement during PLC’s and Clusters on a weekly basis.**  | **Admin, Master and Mentor Teachers**  | **weekly** | **Title I and General Fund** | **TAP Long Range Cluster Plan, Agendas, Cluster Records** |
| **5.** | **Parental and Family Engagement (Academic):*** **Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released.**
* **Parents & students will participate in quarterly Title I Parental Engagement Nights such as Literacy Night, ELA Info Nights (Smarty Ants, AR), Summer Slide activities.**
* **Parents will participate in quarterly Title I Parental Involvement activities (give examples - Successful Innovations, PCR writing, etc.)**
* **Parents will receive monthly newsletters & calendars.**
* **Teachers will conduct parent/teacher conferences.**
* **The school website and Facebook page will have up to date information to keep parents abreast of school news.**
 | **FE Contact Person, Admin, Parents** | **ongoing** | **Title I and General Fund** | **Agendas, Sign In Sheets, Website, Calendars** |

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| **Content Area: Math** |
| **Goal 2** | **80% of the students will maintain a 75% or above on Math Common District Assessments.** |
| **Evidence Based Strategy(ies)** | [x] Initial Screening and Benchmark Assessment [x]  RTI [ ]  Before/After School tutoring [ ]  Extended Learning for At-Risk During the School day [x] Quarterly Progress Monitoring [x] PLC’s/Clusters [ ] Cross Curricula Collaboration[x] Core Content Alignment with Standards and Assessments [ ] Literacy and Writing Across the Curriculum [ ] Summarization Strategies Across the Curriculum[ ] Graphic Organizers in Core Content Areas [x] Enrichment Activities for Advanced Learners [x] Quarterly Parent Conferences [ ] Other (Specify)\_\_\_\_\_\_\_[ ] Other(Specify) \_\_\_\_\_\_\_\_\_ [x] Kagan/Engagement Strategies |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps**  | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)**  | **Documentation** |
| **1.** | **Curriculum and Instruction:** * **Core Teachers**
	+ **Lesson Plans will include differentiation to address the individual needs of all students including subgroups of students for whole group and small group instruction.**
	+ **Tier I Core Classroom Instruction - will provide differentiated instruction for high, average, at-risk, subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in Math through whole group instruction, small group instruction, AM, enrichment, & interventions**
* **Title I Interventionists**
	1. **will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students students based on individual needs in Math through small group instruction, & interventions targeting skill defecits & fluency**
	2. **Tutor/Enrichment/Intervention Teacher/Para - tutoring, intervention, and/or enrichment will be provided based on the students needs. Intervention Prescription Sheets will be utilized to ensure alignment with the CORE Classroom**
* **Instructional Materials**
	1. **Go Math/Envision Materials of Instruction (Book, Workbook, Online Tools)**
	2. **Differentiated Lessons in the Go Math/Envision Manuals**
* **Instructional Programs**
	1. **AM**
	2. **Classworks**
 | **Admin, All Teachers, Master, Mentor Teachers, Title I Paras, Enrichment Teacher** | **Ongoing** | **Title I and General Fund** | **Lesson Plans, RTI Documentation Sheets, SBLC Logs, Parent Communication Logs, Fluency Drills** |
| **2.** | **Monitoring of Student Data and Performance:** * **Weekly PLC’s to analyze student performance on CDA’s;**
* **Progress Monitoring of Tier 2 and 3 students every other week;**
* **Math Fluency**
* **RTI every 4 ½ and 9 weeks with parental contact;**
* **SBLC as needed through the RTI process;**
 | **RTI Chair, SBLC Chair, Admin, All Teachers, Master, Mentor Teachers, Title I Paras, Enrichment Teacher** | **Ongoing** | **Title I and general fund** |  |
| **3.** | **Programs/Technology:****AM, Classworks** | **Teachers** | **Ongoing** | **Title I and General Fund** | **Reports** |
| **4.** | **Professional/Staff Development: (PLC’s, Clusters)****Master and Mentor Teachers will provide PD on Field Testing, TAP Rubric, data analysis, lesson planning, aligned instruction and assessments, math strategies, classroom management, student engagement, questioning, and technology) to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement during PLC’s and Clusters on a weekly basis.**  | **Admin, Master and Mentor Teachers** | **Weekly** | **Title I and General Fund** | **TAP Long Range Plan, Cluster, Agendas, Cluster Records** |
| **5.** | **Parental and Family Engagement (Academic):*** **Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released.**
* **Parents & students will participate in quarterly Title I Parental Engagement Nights such as Math Night, Math Info Nights AM, Classworks), Summer Slide activities.**
* **Parents will participate in quarterly Title I Parental Involvement activities**
* **Parents will receive monthly newsletters & calendars.**
* **Teachers will conduct parent/teacher conferences.**
* **The school website and Facebook page will have up to date information to keep parents abreast of school news.**
 | **FE Contact Person, Admin, Parents** | **Ongoing** | **Title I and General Fund** | **Agendas, Sign in sheets, calendars, Website** |

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| **Culture and Climate**  |
| **Goal 3** | **Raceland Lower will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly.**  |
| **Evidence Based Strategy(ies)** | [x]  PBIS [x] Kagan/Engagement Strategies[x] RTI[ ] Other (Specify)\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Action Steps**  | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)**  | **Documentation** |
| **1.** | **Parent and Family Engagement Activities**1. **Open House**

 **B. School Report Card Meeting** **C. Student of the Month Celebration** **D. PFC Committee** |  **FE Contact** | **Ongoing** | **T1** | **Agendas, Sign In Sheets** |
| **2.**  | **PBIS**1. **Classroom behavior system to manage minor behaviors**

 **B. School Counselor referral, conduct slips and referrals to manage major behaviors** **C. Monthly reward parties with increasing criteria throughout the year** **D. Monthly meetings conducted to review discipline data and plan PBIS rewards** | **Admin, PBIS Chair, All Staff** | **Ongoing** | **GF** | **Meeting Records, Behavior Calendars, Party Schedules** |
| **3.** | **Strategies in the Classroom** * **Whole Brain Teaching**
* **Kagan**
 | **All Staff** | **Ongoing** | **GF** | **observations** |

**ESSA Required Transition Activities**

Select all that apply:

\_\_\_X\_\_\_Pre-School to Kindergarten

\_\_\_X\_\_\_ Lower Elementary to Upper School

\_\_\_\_\_\_Middle School to High School

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps**  | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)**  | **Documentation** |
| **Transitional Activity:**The Pre-K teachers helped with the transition for the next school year by bringing their students into the Kindergarten hall and classrooms and allowing them to see and talk to the teachers. The mentor teacher visits the Raceland Head start where she speaks to the parents that attend on Kindergarten expectations.  The Head Start program also brought their students to visit the school and the Kindergarten teachers. The 2nd grade students take a trip to RUES in which they allow them to tour the school as well as give them an orientation.  | Pre-K teachers/studentsMentor TeacherHead Start staff/students/parents2nd Grade Teachers | **May** | **GF** | **Agenda, Sign In Sheet** |

**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.
	1. **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;
	2. **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;
	3. **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;
	4. **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
	5. **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);
	6. **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.
	7. **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 Principal’s Signature

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Title I Director’s Signature School Leadership Team Chairperson’s Signature

Part E. Title I and Parental and Family Engagement Budget