Lafourche Parish School District

Developing Life Long Learners



Title I School-wide Plan 2020-21

Bayou Blue Elementary

School Address

Tina Guidry

985-879-4378

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Element 1: Comprehensive Needs Assessment

The needs assessment is critical to developing a school-wide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive school-wide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of school-wide 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 | Tina Guidry | Parent |  |
| Administrator | Tammy Guidry | Parent |  |
| Teacher | Cassidy Dryden | Other | Denise Phillpott |
| Teacher | Rebecca Luke | Teacher | Andrea Rogers |
| Teacher | Cindy Leboeuf | Teacher | Regina Walker |

Faculty and Staff

|  |  |  |
| --- | --- | --- |
| Name | Position (Teachers and Paras) | Grade Level and Subject |
| Rachelle Martin | Teacher | Pre K |
| Dina Gillies | Teacher | Pre K |
| Tonya Clause | Teacher | Pre K |
| Melissa Jerstad | Teacher | Pre K |
| Veronica Foret | Teacher  | Kindergarten |
| Rebecca Luke | Teacher | Kindergarten- ELA |
| Jessica Babin | Teacher | Kindergarten- Math |
| Jenny Harrelson | Teacher | Kindergarten |
| Cassie Galland | Teacher | Kindergarten |

Faculty and Staff cont.

|  |  |  |
| --- | --- | --- |
| Name | Position (Teachers and Paras) | Grade Level and Subject |
| Cindy Lebeouf | Teacher | First Grade-ELA |
| Adrianne Landry | Teacher | First Grade- Math |
| April Loupe |  Teacher | First Grade- ELA |
| Heidi Pitre | Teacher | First Grade- ELA |
| Alice Gregory | Teacher  | First Grade- Math |
| Tai Holacka | Teacher  | First Grade- Math |
| Cassidy Dryden | Teacher | Second Grade |
| Rubylin Forbes | Teacher | Second Grade |
| Jessica Ledet | Teacher  | Second Grade- Math |
| Renee Himel | Teacher | Second Grade |
| Rhyannon Thibodaux | Teacher  | Second Grade- ELA |
| Danielle Adams | Teacher | Special Education |
| Reginia Thomas | Teacher | Special Education  |
| Anica Madderra | Teacher | Special Education  |
| Andrea Rogers | Teacher | Enrichment/Intervention |
| Carla Cartier | Teacher | French |
| Celine Annerose | Teacher | French |
| Hollie Crabtree | Teacher | Second Grade |
| Denise Phillpott  | Counselor |  |
| Cheryl Gagneaux | Teacher | Playgroup |
| Shana Daigle | Teacher | Speech |
| Jackie Lirette | Teacher | Speech |
| Danielle Olivier | Nurse |  |
| Kelly Adams | Para | Kindergarten Sped. |
| Kelly Pellegrin | Para | First Grade Sped. |
| Melissa Blanchard | Para | Kindergarten Sped. |
| Spring Applequist | Para | Second Grade Sped. |
| Holly Fournier | Para | Second Grade Sped. |
| Kim Hoffpauir | Para | Pre K |
| Dorothy Plaisance | Para | Pre K |
| Brandy Guidry | Para  | Pre K |
| Sunni Gaudet | Para  | Pre K |

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** |
| **495** | **27** | **1** | **25** | **21** | **34** | **1** | **41** |

Subgroups:

|  |  |
| --- | --- |
| **Gender** | **Ethnicity** |
| **Male** | **Female** | **White** | **Black** | **Hispanic** | **Am. Indian** | **Asian** | **Native Hawaiian/Pacific Islander** | **Two or More Races** |
| **241** | **254** | **320** | **30** | **47** | **34** | **2** | **1** | **62** |

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: To provide all students with a quality education that will lead to academic success.*

 *Mission: Bayou Blue Elementary will prepare all students for academic success.*

Element 4: Student Opportunities

The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the school-wide 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 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. Kindergarten- 2nd grade (ELA Fluency) 80% of our students will maintain an average of 75% on the K-2 High Frequency Word Unit List.
2. Kindergarten-2nd grade (ELA Comprehension) 75% of our students will maintain an average of 75% on the ELA District Assessments.
3. Kindergarten-2nd (Math Fluency) 80% of our students will maintain an average of 75% on the K-2 Fluency Assessments.
4. Kindergarten-2nd (Math District Assessments) 75% of our students will maintain an average of 75% on the Kindergarten Math District Assessments.
5. First and Second Grade (District Math Assessments) 80% of our students will maintain an average of 75% or higher.
6. First and Second Grade (District Reading Assessments) 80% of our students will maintain an average of 75% or higher.

**Implementing a School-wide 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….
	+ 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;
 | Bayou Blue Elementary Title I School wide 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   |
| **ESS 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—
	+ 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.
 | **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:** <https://louisianaschools.com/schools/29001#about-our-school>

**Other Student Performance Data:**

Google Sheets for 17-18 District Assessments: See Google Sheets

19-20 STAR Benchmark Report per grade level

[Math STAR summary report 19-20.pdf](file:///C%3A%5CUsers%5Ctguidry%5CDesktop%5CPrincipal%202019-2020%5CMath%20STAR%20summary%20report%2019-20.pdf)

[Reading Summary Report 19-20.pdf](file:///C%3A%5CUsers%5Ctguidry%5CDesktop%5CPrincipal%202019-2020%5CReading%20Summary%20Report%2019-20.pdf)

**Perception Data:**

 Parent Surveys: See Google Sheet on Google sites

 Teacher Surveys: See Google Sheet on Google sites

**School is identified as a School in need of Intervention for a subgroup? \_\_\_ Yes \_X\_ 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 | **ELA.K.RL.4**Ask and answer questions about unknown words in a text | Star Early Lit |
| 2 | **ELA.K.RL.5**Recognize common types of texts (e.g., storybooks, poems). | Star Early Lit |
| 3 | **ELA.1.RI.2**Identify the main topic and retell key details of a text. | Star Reading |
| 4 | **ELA.1.RF.1a**Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | Star Reading |
| 5 | **ELA.2.RL.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 | **ELA.2.RL.3**Describe how characters in a story respond to major events and challenges. | Star Reading |
| 7 | **1.NBT.B.2.a**10 can be thought of as a bundle of ten ones-called a "ten." | Star Math |
| 8 | **1.NBT.B.3**Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons withthe symbols >, =, and <. | Star Math |
| 9 | **2.OA.B.2**Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of twoone-digit numbers | Star Math |
| 10 | **2.NBT.A.1.a**100 can be thought of as a bundle of ten tens-called a "hundred." | Star Math |
| Areas of Improvement |
| Weaknesses | Data Source |
| 1 | **ELA.K.RL.9**With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Star Early Lit |
| 2 | **ELA.K.RL.2**With prompting and support, retell familiar stories, including key details. | Star Early Lit |
| 3 | **ELA.1.RL.2a**Retell stories, including key details. | Star Reading |
| 4 | **ELA.1.RL.2b**Recognize and understand the central message or lesson. | Star Reading |
| 5 | **ELA.2.RL.2**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Star Reading |
| 6 | **ELA.2.RL.4**Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in a text. | Star Reading |
| 7 | **1.OA.A.1**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, puttingtogether, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations witha symbol for the unknown number to represent the problem) | Star Math |
| 8 | **1.OA.A.2**Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by usingobjects, drawings, and equations with a symbol for the unknown number to represent the problem. | Star Math |
| 9 | **2.OA.C.3**Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects orcounting them by 2s; write an equation to express an even number as a sum of two equal addends. | Star Math |
| 10 | **2.OA.C.4**Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns;write an equation to express the total as a sum of equal addends. | Star Math |

Summary of Subgroup Data:

|  |
| --- |
| Areas of Strength |
| Strengths | Data Source |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| Areas of Improvement |
| Weaknesses | Data Source |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

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

Summary of Survey Data:

|  |
| --- |
| Strengths |
| Parent Survey | Teacher Survey |
| 1 | Adults are respectful to students. | At my school, I feel safe. |
| 2 | Teachers encourage students to improve, no matter how successful they are. | Teachers clearly communicate student academic expectations. |
| 3 | My child’s school holds parent workshops which offer parents resources to improve student learning.  | Administrators are respectful to teachers. |
| 4 | I feel like I am a valued part of my child’s school. | My school keeps parents well informed about school activities. |
| 5 | My child’s school uses a variety of communication methods including a school website and Facebook to keep me well informed about school activities. | Teachers believe all students can succeed. |
| Weaknesses |
| Parent Survey | Teacher Survey |
| 1 | Student behavior is not disruptive to student learning.  | Student behavior is not disruptive to student learning. |
| 2 | Students are offered many opportunities for extra-curricular activities. | Students are offered many opportunities for extra-curricular activities. |
| 3 |  | Students are well-behaved. |
| 4 |  | Students are respectful to adults. |
| 5 |  | Communication is good between Administration and School Personnel. |

**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 the 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 |

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:

List process/activities:

2019-20 Discipline Data

|  |  |  |  |
| --- | --- | --- | --- |
| Total ISS11 | Total OSS0 | Total Alt Site0 | Total of All11 |

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.

Schoolwide Professional Development: Can add any additional school specific information (optional)

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:

\_\_\_x\_\_\_ Pre-School to Kindergarten

\_\_\_\_\_ Elementary to Middle School

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps**  | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)**  | **Documentation** |
| **Transitional Activity:****The Pre-K teachers help with the transition for the next school year by bringing their students into the Kindergarten hallway and classrooms and allowing them to see and talk to the teachers.** **The 2nd grade students will take a trip to BBUES in which they will allow them to tour the school as well as give them an orientation.** | **Pre-K Teachers/students****2nd Grade Teachers** | **May****May** | **GF****GF** | **May have to do virtually****Bus trip forms** |

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.

**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 [ ] 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 [ ] Enrichment Activities for Advanced Learners [ ] 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**
	+ **will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in ELA through small group instruction, & interventions targeting reading comprehension & fluency**
	+ **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**
	+ **CKLA Skills**
	+ **CKLA Knowledge**
	+ **IReady**
* **Instructional Programs**
	+ **AR**
	+ **Project Read**
	+ **Smarty Ants**
	+ **IReady**
	+ **Imagine Learning**
	+ **DIBELS**
 | **Classroom Teachers and Administrators****Classroom Teachers/Paras****Interventionist** | **ongoing** | **Title I and General Fund** | **Lesson Plans,****RTI Documentation sheets, SBLC logs, Parent Communication logs, Fluency drills****Observations** |
| **2.** | **Monitoring of Student Data and Performance: Students are identified through Star Testing and recent test scores. Tier II students are progressed monitored every 2 weeks with cold reads and star reading. Tier III students are progress monitored weekly with cold reads and Star Reading.****RTI every 4 ½ and 9 weeks with parental contact on D’s and F’s in core subjects.****SBLC as needed through the RTI process.** | **RTI & SBLC Chair, Administrator Counselor, Interventionists, All teachers** | **Aug. 2020- May 2021** |  | **Lesson plans, Program Reports, RTI Documentation sheets, SBLC logs, Parent communication logs** |
| **3.** | **Programs/Technology:** **Star Reading, Accelerated Reader, Smarty Ants, IReady, Project Read, Imagine Learning** | **Admin., All teachers, Title I paras, and Interventionists** | **Aug. 2020-May 2021** | **Title I and General Fund** | **Program Reports, Lesson Plans, RTI documentation sheets, SBLC logs, Parent communication logs** |
| **4.** | **Professional/Staff Development: (PLC’s, Clusters)****Leadership Team will provide PD on Lesson Planning, student engagement, literacy strategies, questioning, technology and classroom management to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement during PLC’s on a weekly basis and on designated District PD days.** | **Leadership Team and Administrators** | **weekly** | **Title I and General Fund** | **Agendas and Sign in Sheets** |
| **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 activities such as grandparent bingo, Eureka math homework help, and study tips) Parents will be provided with resources such as websites to assist them in helping their child in reading and math etc.)**
* **Parents will receive monthly newsletters & calendars.**
* **Teachers will conduct parent/teacher conferences.**
* **The school website and Facebook 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, Facebook page, 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[x] Graphic Organizers in Core Content Areas [x] Enrichment Activities for Advanced Learners [ ] Quarterly Parent Conferences [ ] Other (Specify)\_\_\_\_\_\_\_[ ] Other(Specify) \_\_\_\_\_\_\_\_\_ [x] Kagan/Engagement Strategies |

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| **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**
	+ **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**
	+ **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**
	+ **Eureka math Materials of Instruction (Book, Workbook, Online Tools)**
	+ **Differentiated Lessons in the Eureka Manuals**
* **Instructional Programs**
	+ **Imagine Learning**
	+ **IReady**
	+ **Zearn**
 | **Admin., All teachers, Title I paras, Interventionists** | **Ongoing** | **Title I and General Fund** | **Lesson Plans, RTI documentation sheets, SBLC logs, Parent communication logs** |
| **2.** | **Monitoring of Student Data and Performance:** * **Weekly PLC’s to analyze student performance on CDA’s**
* **Progress monitoring of Tier 2 and Tier 3 students every other week**
* **Math fluency**
* **RTI every 4 ½ and 9 weeks with parental contact**
* **SBLC as needed through RTI process**
 | **RTI Chair, SBLC Chair, Admin., All teachers, Title I paras, and Interventionists** | **Ongoing** | **Title I and General Fund** |  |
| **3.** | **Programs/Technology:*** **IReady, Imagine Learning, ZEARN**
 | **Teachers** | **Ongoing** | **Title I and Gen. Fund** | **Reports** |
| **4.** | **Professional/Staff Development: (PLC’s, Clusters)****Leadership Team and Administrators will provide PD on 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 on a weekly basis.**  | **Leadership Team** |  |  | **Sign in sheets** |
| **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 Activities such as make and take activities, technology support, and homework help.**
* **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, and website** |

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| **Culture and Climate**  |
| **Goal 3** | **Bayou Blue Elementary 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*** **Virtual Open House and Teacher Meet and Greet**
* **Student of the Month Recognition**
* **Homework Assistance with Google Classroom**
* **Take and Make activities**
 | **Administration, Staff, Parents** | **Ongoing** | **TI** | **Virtual Attendance, Facebook and Website posts** |
| **2.**  | **PBIS*** **Classroom behavior system to manage major and minor behaviors**
* **School Counselor referral and referrals to manage major behaviors**
* **Monthly rewards with increasing criteria throughout the year**
* **Monthly meetings conducted to review discipline data and plan PBIS rewards**
 | **Admin., PBIS Chair, All Staff** | **Ongoing** | **GF** | **Meeting records, behavior calendars, reward schedules** |
| **3.** | **Strategies in the Classroom** * **Kagan Strategies**
 | **All staff** | **Ongoing** | **GF** | **Classroom observations** |

**Part D. District Assurance**

* I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
* I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
* I hereby certify that this plan contains the required components as mandated by the Every Student Succeeds Act.
	+ **Component 1** §1114(b)(1) An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act that
		- is developed during a 1 year period unless….
			* The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
			* The school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section;
	+ **Component 2** §1114(b)(2) The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;
	+ **Component 3** §1114(b)(3) The schoolwide plan remains in effect for the duration of the school’s participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;
	+ **Component 4** §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and
	+ **Component 5** §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);
	+ **Component 6** §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.
	+ **Component 7** §1114(b)(7)(A)(i): The **schoolwide plan activities** include a description of:
		- Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards.
		- §1114(b)(7)(ii): Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
		- §1114(b)(7)(iii): Schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—
* Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
* Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
* Implementation of a 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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Federal Programs Supervisor’s Signature Principal’s Signature

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ESSA Compliance Executive Coordinator’s Signature School Leadership Team Chairperson’s Signature

Part E. Title I and Parental and Family Engagement Budget