

PLAQUEMINES PARISH PUBLIC SCHOOLS  
TITLE I PROGRAM STAFF – THE BEST OF THE BEST

Belle Chasse Primary School – Shelley Ritz, Principal

Cynthia Boudreaux, Paraprofessional

Boothville Elementary School – Maria Prout, Principal

Karen Cook, Teacher

Tammy Goodman, Paraprofessional

Phoenix High School – Kristie Williams, Principal

Chasity Davis, Teacher

Melissa Rhodes, Interventionist

Leslie Lonadier, Pre-Kindergarten Teacher

South Plaquemines Elementary School – Tonika Peavy, Principal

Denise Friedman, Teacher

Cynthia Miller, Interventionist

South Plaquemines High School – John Barthelemy, Jr., Principal

Joy Scales, Teacher

Central Office/Title I Office

Pam Munsterman, Director

Kenny Petkovich, District Title I Facilitator

Heather Lawson, Instructional Coach

## *Purpose and Goals of Title I*

Title I of the Elementary and Secondary Education Act is designed to ensure that “all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.” Part A of Title I provides funding to meet the needs of children who are failing or most at-risk of failing to meet the State standards. Research has shown that the risk of low achievement rises as the percentage of low-income students in a school rises. Therefore, Title I funds are targeted for schools and districts with high concentrations of low-income families, with the goal of raising the achievement level for the at-risk students in attendance.

The Act aims to accomplish this purpose by:

- ❖ ensuring challenging State academic standards for all students
- ❖ meeting the educational needs of low-achieving students
- ❖ closing the achievement gap between high- and low-performance students
- ❖ holding schools accountable for improving the academic achievement of all students
- ❖ distributing resources sufficiently to make a difference to schools where the needs are greatest
- ❖ using State assessment systems to improve accountability, teaching, and learning
- ❖ providing greater decision-making authority and flexibility
- ❖ promoting school wide reform and ensuring access of children to effective, scientifically based instructional strategies and challenging academic content
- ❖ providing substantial opportunities for professional development to elevate the quality of instruction

- ❖ coordinating various educational, and possibly social, services for children and families
- ❖ affording parents substantial and meaningful opportunities to participate in the education of their children



## *Plaquemines Parish School System Title I Program's Mission Statement*

The mission of the Plaquemines Parish Title I program is to support the general instructional program in reading and math by providing supplemental instruction that emphasizes success in the regular school program, attainment of grade level proficiency, and mastery of both basic and advanced skills.

The Title I program further strives to ensure the well-being and self-esteem of Title I children by maintaining high expectations for their educational development and by using materials and strategies that provide challenge and instill the ability to employ critical thinking skills.

Operating under the belief that every child can learn, the Title I instructional staff will seek and participate in staff development that will provide techniques for reaching all children, such as balanced literacy, multisensory methodologies, math manipulatives, computer assisted instruction, cooperative learning, peer coaching, learning styles, classroom management, and activities that encourage the use of critical thinking.

The Plaquemines Parish Title I program promotes and encourages the active participation in the education of their children by all Title I parents.

## *Plaquemines' Title I Program Goals*

The Plaquemines Parish Title I program aims to:

1. Honor the intent and purpose of Title I.
2. Ensure that all children achieve to their fullest potential.
3. Ensure all children become proficient readers, writers, speakers, and thinkers.
4. Close the achievement gap between at-risk learners and their peers.
5. Increase the graduation rate and lower the drop-out rate.
6. Ensure that all children score at the proficient level on LEAP, iLEAP, GEE, EOC, AP, CLEP, WorkKeys, and ACT.
7. Provide focused professional development for Title I employees to increase student achievement.
8. Increase parental involvement at both the school and district levels.

## *Program Design*

Plaquemines Parish has four school-wide programs and one targeted-assistance program. A school-wide program permits a school to use funds from a variety of Federal education programs to upgrade the entire educational program of the school in order to raise academic achievement for all students. School-wide programs do not have to identify particular children as eligible for services- all students in the school qualify, including students in special education and students limited in English proficiency. Schools operating school-wide Title I programs are required to engage in reform strategies that increase the amount and quality of learning time to assist all children to meet the challenging State academic standards that all students are expected to master. In the state of Louisiana, these standards are expressed by the LEAP, iLEAP, GEE, EOC, CLEP, WorkKeys, AP, and ACT assessments. Boothville-Venice Elementary, Phoenix High, South Plaquemines Elementary, and South Plaquemines High are all school-wide schools.

The district's only targeted-assistance school is Belle Chasse Primary School. A targeted assistance school is one that receives Title I funds, yet is ineligible or has chosen not to operate a Title I school-wide program. The term "targeted-assistance" signifies that the services are provided to a select group of children-- those identified as failing, or most at risk of failing, to meet the state's challenging content and student performance standards--rather than for overall school improvement, as in school-wide programs. Like school-wide program schools, the goal of a targeted-assistance school is to improve teaching and learning to enable at risk participants to meet the challenging state performance standards that all children are expected to master. To accomplish this goal, a targeted-assistance program must be based on effective means for improving achievement of participating children; use effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; provide instruction by highly-qualified and trained professional staff; and implement strategies to increase parental involvement.

***Can Private Schools Receive Title I Funding?***

Our district also has one non-public school which is physically located in Plaquemines Parish. Our Lady of Perpetual Help (OLPH) is a small, Catholic school located in Belle Chasse. OLPH, as mandated by NCLB, receives Title I funding based on the number of free and/or reduced students who attend OLPH and live in one of the district's attendance zones. While the funding is determined by these students, they aren't necessarily the students who will receive Title I services. For example, if OLPH has 12 students who live in Plaquemines Parish, then 12 students can receive services. Students who receive services are determined by analyzing multiple forms of student performance data to determine which students are in the greatest need. Then, appropriate services are determined through meaningful consultation and provided. OLPH also is eligible to receive Title II, Title III, and IDEA services.

Should the principal of a non-public school dispute the amount received or services being provided, or that a meaningful consultation was held, he or she can file a complaint which will begin complain resolution proceedings. The following steps should be taken to resolve the complaint:

1. Contact the appropriate grant administrator with Plaquemines Parish Schools, and submit, in writing, grounds for the complaint.
  - a. Title I and Title II – Kenny Petkovich – 504-595-6340
  - b. Title I and Title III – Pam Munsterman – 504-595-6363
  - c. IDEA – Paula Defley – 504-595-6061
2. A meeting will be scheduled to discuss the complaint. All parties will work together to resolve the complaint.
3. Should a resolution to the complaint not be reached, the private school principal can contact Bernell Cook, Federal Programs Supervisor, with the LDOE at 225-342-4166.

4. The LDOE must respond, in writing, to the non-public school principal within 30 days of the receipt of the complaint.
  
5. No later than 30 days following the written response by the SEA, or in the event the SEA fails to resolve the complaint within a reasonable period of time, the private school official may appeal the decision of the SEA to the secretary of the U.S. Department of Education. Such appeal must be accompanied by a copy of the SEA's written response, if available, and a complete statement of the reasons supporting the appeal. The secretary must complete an investigation of the complaint and resolve the appeal within 120 days after receipt of the appeal.

### ***How are Title I Campuses Determined?***

Title I campuses are determined by means of system-wide free and reduced-price lunch applications which identify those campuses serving a high percentage of students from low-income families. There is an annual reassessment of the Title I campuses to take into account current appropriations, redistricting, and shifts in populations. It is important to remember that once a campus has been designated as Title I, income levels cease to be a factor in the operation of the Title I program. Any student who is at risk for failing to meet the state standards is eligible for assistance through the Title I program.

### ***What makes a school eligible to operate a school-wide program?***

First, a school must qualify for Title I participation. According to standards set by the 2002 No Child Left Behind Act, if at least 40% of the children enrolled in the school, or residing in the school attendance area, are from low-income families, the school is eligible to conduct a school-wide program. (Low-income families are generally determined by eligibility for the free and reduced-priced lunch program.) Once a school is eligible for school-wide status, it can continue a school-wide program (as long as it meets the general Title I criteria) even if the school drops below the initial eligibility requirements of 40% low-income families.

### ***How does an eligible school become a school-wide program?***

Once an eligible school decides to conduct a school-wide Title I program, it must develop a comprehensive plan for reforming the total instructional program in the school, incorporating effective, scientifically based strategies and programs. The district assists in the development of this plan by providing technical assistance and support. The plan must describe how the school will implement the ten components of a school-wide program and how the school will use the resources from Title I and other sources to achieve this implementation. The plan must list the state educational agency and local educational agency programs that will be consolidated in the school-wide program. Each campus also develops a parental involvement policy correlated with the district policy and a parent-school compact to develop family participation in the educational process.

***How does an eligible school become a targeted-assistance program?***

Because it is likely that a school will not have sufficient Title I resources to provide services to all eligible children, the school must obviously make some informed choices concerning which children to serve. These choices are difficult because they inevitably result in some children being selected before other children who may also have significant needs. School staff, in consultation with the LEA and based on a review of all the information available about the performance of eligible children, must use their best professional judgment in making these choices. To choose from the pool of eligible children, school personnel must use multiple objective criteria to decide which students are most in need of not meeting state standards.

***What are the ten components of a school-wide program?***

1. A comprehensive needs assessment of the entire school, which includes the achievement of children in relation to the state academic standards.
2. School reform strategies that will provide opportunities for all students to master the challenging standards
3. Instruction by “highly qualified” teachers (teachers who are certified in the areas of assignment)
4. High quality and on-going professional development for teachers, principals, and paraprofessionals

5. Strategies to increase parental involvement
6. Plans to help students transition from early childhood programs to local elementary school programs
7. Include teachers in decisions related to academic assessment
8. Monitor student progress and provide intervention in a timely and effective manner
9. Coordination and integration of funds from various sources
10. Programs based on a scientifically-based research to strengthen the core academic program in the school and increase the amount and time of quality learning.

***How will the success of the Title I program be evaluated?***

The goal of the Every Student Succeeds Act (ESSA) is to have all students working on grade level. Each state receiving Title I funds is required to develop state standards and state-wide assessment that addresses these standards. Louisiana has adopted the Louisiana Student Standards and uses the LEAP, iLEAP, GEE, and EOC to assess mastery of the standards. The state will establish “Adequate Yearly Progress” goals to ensure that all districts are moving toward increased student achievement and reach the goal that all students will score in the “proficient” category as defined by each assessment. Test data will be disaggregated by gender, ethnicity, socioeconomic status, bilingual and migrant status, and educational disability to determine progress toward mastery of the standards. In order to meet the Adequate Yearly Progress goals, the gaps between these student subgroups and the general student population must also narrow. In addition to the above referenced assessment scores, schools often use DIBELS and local assessments.

Campuses are required to maintain documentation to support their success and their progress toward meeting Federal goals. Each campus should also document the efforts made to address the needs of students failing, or at risk of failing, to

meet the rigorous state standards by which they are evaluated. These records should be maintained for five years.

***How does a school-wide project address the needs of students still struggling to meet the challenging state standards?***

This is a relatively new question. For the first time, the district was required to address interventions in its Pupil Progression Policies. As a result, each campus must address this issue in its campus plan. Although the school is not required to identify students eligible for services (all students are eligible) in school-wide schools, it must still recognize students who are at risk of failing to meet the State standards and provide interventions. The strategies used to accomplish this will vary from campus to campus, depending upon the individual campus plan.

## **Title I Roles and Responsibilities**

### ***School-wide Title I Teachers and Interventionists***

- consult with classroom teachers to plan computer assisted and small group instructions
- analyze student work and assessment results to plan instruction
- email lesson plans to Title I office weekly
- perform other duties assigned by the principal

### ***Target-Assistance Title I Teachers***

- consult with classroom teachers to plan computer assisted and small group instructions
- analyze student work and assessment results to plan instruction
- email lesson plans to Title I office weekly
- document student selection process
- collect parent permission/participation forms
- maintain Title I inventory
- perform other duties assigned by the principal

### ***Title I Pre-Kindergarten Teachers***

- use developmentally appropriate practices to guide the cognitive, social, emotional, and physical development of students
- use play-based learning to maximize student achievement
- implement CCSS
- use learning centers to informally teach appropriate concepts, skills, and standards
- regularly change center materials to reflect current topics, themes, and skills
- submit weekly lesson plans to Title I office
- employ humanistic discipline techniques to reinforce positive behaviors
- plan, consult with and direct activities of paraprofessional
- model appropriate table etiquette during lunch

- provide students with a learning environment conducive to the development of young children
- perform other duties assigned by the principal

***Title I Pre-Kindergarten Paraprofessionals***

- support the classroom teacher by following his/her example and directions
- help to keep room organized and clean
- follow the directive of the pre-k teacher

## Title I Purchases

The Title I Department follows the same purchasing procedures and policies as the Plaquemines Parish School Board. All Title I purchases are completed through the ALIO system. Purchases should be planned well in advance of the date that they will be needed. A good rule of thumb is to request materials one month before they are needed. This gives ample time for the materials to be approved, ordered, received, and checked for accuracy. However, some companies, or vendors, take longer to ship materials. It is the school's responsibility to check estimated shipping time.

### Standard Orders

Any materials purchased must be included in each school's respective School Improvement Plan (SIP). The procedures to order materials are as follows:

1. The school-wide facilitator fully completes the "Supply Request Form" which must include the principal's signature. The principal's signature is evidence that he/she has approved the purchase and that the purchase is reasonable, allowable, and necessary, and supports the mission of the Title I program as well as an activity included in the SIP.
2. The form is sent to the Title I Office for processing. Once the form is received, the Title I Office will review the order to make sure that it is reasonable, allowable, and necessary, and that it supports the mission of Title I as well as an activity in the school's SIP.
3. If approved, the Title I Office will request a purchase order through the ALIO system. If not approved, the Title I Office will contact the school for modifications.
4. Once the Title I Office receives the purchase order from one of the Belle Chasse Offices, we will then place the order.
5. After the order arrives at the warehouse, it will be checked and, then, delivered to the school. It should be checked again at the school to make

sure that all materials have been received. Any discrepancies must be reported to the Title I Office immediately.

### School-Level Orders

The Title I Office discourages school-level orders and highly encourages all schools to use standard ordering whenever possible. However, the Title I Office recognizes that schools are very busy educating children. As a result, rushed orders may become necessary. The Title I Office **may** reimburse a school for materials and supplies purchased at the school level as long as the following is true:

1. The purchase was included in the SIP.
2. The materials and supplies are reasonable, allowable, and necessary which the principal will attest to in writing.
3. The materials and supplies support the mission of Title I.
4. The order was not assessed sales tax. (Any reimbursement would not include sales tax.)

To receive reimbursement, schools must provide the following documentation:

1. Copy of the check
2. Copy of the packing list (if applicable)
3. Sign-In Sheets and Agendas for the events for which the materials were purchased.

Schools must inform the Title I Office as soon as a school-level order becomes necessary.

## TITLE I CONTACTS

### Title I Schools

#### **Belle Chasse Primary School**

539 F. Edward Hebert Blvd.  
Belle Chasse, LA 70083  
504-595-6620

*Principal:* Shelley Ritz (3<sup>rd</sup> – 4<sup>th</sup>)- 595-6622  
*Disciplinarian:* Karin Dixon – 595-6635  
*Assistant Principal:* Anna Lincoln – 595-6623  
*Title I Staff:* Cynthia Boudreaux  
*Title I Program:* Targeted Assistance Program

#### **Boothville Elementary School**

#1 Oiler Drive  
Boothville, LA 70038  
504-595-6455

*Principal:* Maria Prout – 595-6440  
*Assistant Principal:* Becky Ballay – 595-6441  
*Curriculum Specialist:* Bonnie Thomas – 595-6442, Tammy Goodman  
*Title I Staff:* Karen Cook – 595-6448  
*Title I Program:* School-wide Program

#### **Phoenix High School**

13073 Highway 15  
Braithwaite, LA 70040  
504-595-6480

*Principal:* Kristie Williams – 595-6460  
*Disciplinarian:* Ulysses Griffin – 595-6478  
*Curriculum Specialist:* Trichina Williams – 595-6463  
*Title I Staff:* Chasity Davis – 595-6473, Melissa Rhodes, Leslie Lonadier  
*Title I Program:* School-wide Program

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**South Plaquemines Elementary School**

218 School Road  
Port Sulphur, LA 70083  
504-595-6415

*Principal:* Tonika Peavy – 595-6401

*Assistant Principal:* Clara Frelich – 595-6402

*Curriculum Specialist:* Rachel Small – 595-6404

*Title I Staff:* Denise Friedman – 595-6413, Cynthia Miller

*Title I Program:* School-wide Program

**South Plaquemines High School**

34121 Highway 23  
Buras, LA 70041  
504-595-6435

*Principal:* John Barthelemy, Jr. – 595-6423

*Assistant Principal:* Laura Martin -595-6421

*Disciplinarian:* David Dixon -595-6422

*Curriculum Specialist:* Alida Jones – 595-6434

*Title I Staff:* Joy Scales

*Title I Program:* School-wide Program

**District Title I Department****Woodland Central Office**

1484 Woodland Highway  
Belle Chasse, LA 70037  
504-595-6400

*Director:* Pam Munsterman – 595-6363

*District-wide Facilitator:* Kenny Petkovich – 595-6340

*Instructional Coach:* Heather Lawson – 595-6460

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