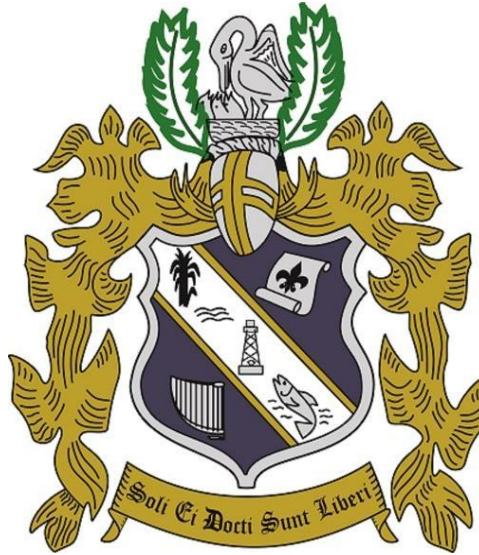


Lafourche Parish School District
Developing Life Long Learners



Title I Schoolwide Plan 2022-23

South Larose Elementary School

154 West 25th Street

Dana Gros, Principal

(985)693-7597

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Element 1.1 Family and Stakeholder Engagement

Family and stakeholder engagement is critical to developing a schoolwide program. A diverse group of families/parent leaders (including parents of English Learners and students with disabilities) will provide input on the development of the schoolwide plan by offering or connecting families/parents to training to enhance the instructional program and academic achievement of all students at the school. The school will make changes to the schoolwide plan based on input from families/parents.

Description of How Schools Will Implement Required Family and Stakeholder Engagement SIP Components

1. South Larose Elementary School will prepare a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by:
 - Using Bullpup Club responses to increase family engagement, schoolwide surveys, and open forum meetings to gain knowledge of parent expectations and needs for students.
2. South Larose Elementary School will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by: hard copy of plan will be available in lobby and on the school website.
3. South Larose Elementary School will provide parents of participating students information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by: introduction to interventions letter, conferences (either virtually, in person, or via phone), school compacts, including information on school website and on social media page.
4. South Larose Elementary School will provide opportunities for parent meetings, when requested, to formulate suggestions and to participate, as appropriate, in decisions about the education for their children. The school will respond to any such suggestions as soon as practicably possible by: brainstorming ideas to implement suggestions, if practical.
5. The school will provide assistance to parents of students served by the school, as appropriate, in understanding the following topics:
 - The state's academic content standards
 - The state and local academic assessments including alternate assessments
 - How to monitor their child's progress
 - How to work with educators

South Larose Elementary School will assist parents by: presenting information at Parent Nigh, communicating with parents in the first semester, sending home information in regards to logging in to Student Progress Center. Parents will also be encouraged to view tutorials purchased to aid in their understanding to better help their children.
6. South Larose Elementary School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training by: offering parent observations, Parent Nigh, conferences, sending information home, posting information on website and social media page.
7. South Larose Elementary School, with the assistance of its parents, will educate its teachers, support personnel, and school leaders in the value of parents/families, and in how to reach out to, communicate, and work with parents, as equal partners, to build ties between the parents and the school by: counselor presentations on PD days, timely articles sent to staff, faculty professional development.
8. South Larose Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent

resource centers by: providing pre-k/k transition, 5/6 transition, parent resource items, intervention programs, information sent to parents to view either teacher lessons or lessons from a purchased database.

9. South Larose Elementary School will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent, practicable, in a language the parents can understand by: sending notes home in the native language and providing translators if necessary.
10. South Larose Elementary School will provide other reasonable support for parental engagement activities under Title I, Part A at parent(s) request.
11. As a component of the school-level parental engagement component of the schoolwide plan, each school will jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
 - A copy of the South Larose Elementary School grade – level compacts distributed to ALL parents on or before September 24, 2022.
 - Copies upload to Title I Crate
12. Examples of changes made to the schoolwide plan based on input from families, parents, and stakeholders include: Social Emotional Learning will be done school wide as a part of the School Climate and Culture goals.

Element 1.2: Comprehensive Needs Assessment

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

School Leadership Team

Administrator	Dana L. Gros	Curriculum Coach(s)	Kristy Adams
Administrator	Scarlet Griffin	Counselor	Margo Polkey
Teacher/Grade	Melissa Eymard 3rd	Parent	Lerin Rogers
Teacher/Grade	Billy Robichaux, Danielle Rodrigue	Parent/Community Member	Bianca Ledet
Teacher/Grade	Hailey Kiger 5th	Other	Lauren Walker, Interventionist
Special Education Teacher/Grade	Lanie Robert (1-4)	Other	Amy Pierce 3 rd , Marcy Duet 2 nd , Erica Bossier 1 st , Molly Williams K

Faculty and Staff

Name	Position	Grade Level and Subject
Kristy Adams	Curriculum Coach	
Chiraz Amani	Teacher	French K-5
Erica Bossier	Teacher	First Grade
Olivia Bourgeois	Teacher	Second Grade
Linsy Bruce	Paraprofessional	Intervention K-5
Devon Cheramie	Paraprofessional	Fourth Grade
Gwen Chiasson	Paraprofessional	PreK
Holly Dean	Paraprofessional	Third Grade
Amber Deville	Teacher	Early Interventionist
Marcy Duet	Teacher	Second Grade
Betsy Dufrene	Paraprofessional	
Lindsay Errington	Teacher	Special Education
Lorry Estay	Teacher	PreK
Melissa Eymard	Teacher	Third/Fourth Grade
Lindsay Faucheaux	Teacher	Band
Patrice Fornies	Teacher	French K-5
Angelle Galjour	Teacher	Fifth Grade
Cindy Gisclair	Covid Relief Clerk	
Amber Griffin	Paraprofessional	PreK
Jerry Griffin	Custodian	
Scarlet Griffin	Assistant Principal	
Dana L. Gros	Principal	
Hailey Kiger	Teacher	Fifth Grade
Tanya Lasseigne	Paraprofessional	First Grade
Carol Ledet	Library Paraprofessional	
Abbie Lee	Teacher	Pre K
Mazie Leger	Teacher	Second Grade
Dena Martin	Paraprofessional	Fifth Grade
Brandylynn Matherne	Custodian	
Marissa Melancon	Paraprofessional	2nd
Kelsie Mejia	Teacher	Kindergarten
Niki Picou	Teacher	First Grade
Amy Pierce	Teacher	Third Grade
Patton Pierce	Teacher	APE
Becky Pinell	Teacher	Kindergarten
Katie Pinell	Teacher	Fifth Grade
Margo Pokey	School Counselor	
Lanie Robert	Teacher	Special Education
Billy Robichaux	Teacher	Fourth Grade

Danielle Rodrigue	Teacher	Fourth Grade
Lerin Rogers	Teacher	Second Grade
Janelle Smith	Teacher	Third Grade
Molly Toups	Teacher	Kindergarten
Lauren Walker	Teacher	Intervention K-5
Kim Worley	Secretary	

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.

Student Demographic Data

Student Information: List the number of students in each area

Total Enrollment	Students w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant	Neglect and Delinquent	Indian Ed	Foster Care	Immigrant
331	37	1	31	26	108	5	0	20	3	3

Subgroups: List the number of students in each area

Gender	Ethnicity
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Male	Female	White (0)	Black (1)	Hispanic (2)	Asian (3)	Native American / Alaskan Native (4)	Native Hawaiian / Pacific Islander (5)	Two or More Races
173	157	234	26	44	14	12	0	36

Identify Data Sources– Upload all data to Title I Crate

State Assessment Data:

School Performance Score (SPS)		
2018- 2019 Score: 84 Letter Grade: B	2020- 2021 (Raw Data) Score: 74.6 Letter Grade: B	2021- 2022* Score: 0 Letter Grade: A
Student Performance		
2018- 2019 Score: 78.2 Letter Grade: B	2020- 2021 Score: 62.4 Letter Grade: C	2021- 2022* Score: 0 Letter Grade: A
Student Progress		
2018- 2019 Score: 101.2 Letter Grade: A	2020- 2021 Score: 93.7 Letter Grade: A	2021- 2022* Score: 0 Letter Grade: A

***2021-2022 Data added when received (estimated date: November 2022)**

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

If yes, complete the table below

Subgroup	Intervention Label
<u>Subgroup #1 Name</u>	<u>Label</u>

Subgroup #2 Name	Label
Subgroup #3 Name	Label
Subgroup #4 Name	Label

Other Student Performance Data:

2021- 22 ELA District Assessment Data		2021- 22 Math District Assessment Data	
Kindergarten	82	Kindergarten	93
1 st Grade	81.5	1 st Grade	84
2 nd Grade	82	2 nd Grade	77
3 rd Grade	63.6	3 rd Grade	64.2
4 th Grade	73.1	4 th Grade	77.9
5 th Grade	77.4	5 th Grade	63.8

2021-22 TS Gold Data End of the Year Data			
	Percentage at Exceeding	Percentage at Meeting	Percentage at Below
Pre-Kindergarten	78%	19%	3%

2021- 22 DIBELS Assessment Spring Data				
	Percentage at Above	Percentage at Benchmark	Percentage at Below	Percentage at Well Below
Kindergarten	20%	29%	15%	37%
1 st Grade	24%	16%	10%	51%
2 nd Grade	10%	22%	8%	59%
3 rd Grade	13%	16%	20%	51%
4 th Grade	20%	18%	16%	47%
5 th Grade	25%	25%	17%	33%

2021- 22 Imagine Math Benchmark Spring Data

	Percentage at Advance	Percentage at Proficient	Percentage at Basic	Percentage at Below Basic	Percentage at Far Below Basic
Kindergarten	4%	73%	16%	7%	0%
1 st Grade	7%	79%	3%	9%	2%
2 nd Grade	2%	78%	10%	3%	7%
3 rd Grade	0%	33%	15%	24%	28%
4 th Grade	0%	43%	25%	15%	17%
5 th Grade	0%	33%	16%	35%	16%

School – Wide Survey Data:

Strengths		
Parent Survey Data		Teacher Survey Data
1	Leaders are interested in professional development and instruction. Teachers are held to high standards.	Students and teachers value the common good of the school community. The school is inclusive
2	Students are taught at high levels and feel challenged. The school communicates a high standard for academic performance.	Students of Different racial/ethnic backgrounds get along well and have positive interactions.
3	Principal makes the school run smoothly and tries to be visible. The school provides an organized and safe environment for students.	School rules are enforced equitably across all student groups.
Weaknesses		
Parent Survey Data		Teacher Survey Data
1	Students and Teachers listen to each other. Teachers respecting each other.	How teachers and students treat one another and disagreements among members school community.
2	Students and teachers value the common good of the school community. The school is inclusive	Teachers being held to high standards
3	School traditions, language, and policies reflect the schools mission.	Parent Teacher contact. Welcoming outside input.

Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus

1	Raising Proficiency Rate in ELA on LEAP 2025	ELA	3-5
2	Raising Proficiency Rate in Math on LEAP 2025	Math	3-5
3	Increase STAR Reading	ELA	2-5
4	Increase Imagine Math	Math	K-5
5	EL Students reaching proficiency in ELA	ELA	K-5

Element 1.3: 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. Increase the amount and quality of learning time
2. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education, and
3. 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.
4. Use methods and instructional strategies that strengthen the academic program in the school
5. Include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all strategies.

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	<p>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:</p> <ul style="list-style-type: none"> ● is developed during a 1 year period unless.... <ul style="list-style-type: none"> ○ The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the 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 	South Larose Elementary School Title I Schoolwide Plan

	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. 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 Leadership Team Meetings Uploaded to Title I Crate
3. 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 Site Visit Documentation
4. 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 office, School Website
5. 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
6. 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.	Element 1.2 of SIP
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: <ul style="list-style-type: none"> 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
2. Intervention and Enrichment	<ul style="list-style-type: none"> §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, 	Action Plan Goals

	which may include programs, activities, and courses necessary to provide a well-rounded education.	
<p>3. Activities that address the needs of at risk Students</p> <p>Culture and Climate</p> <p>MTSS (Monitoring of Student data and performance)</p> <p>Professional Development</p> <p>Student Transition</p>	<ul style="list-style-type: none"> ● §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— <ul style="list-style-type: none"> ○ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; ○ Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); ○ Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); ○ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data 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
<p>4. Parent and Family Engagement</p>	<ul style="list-style-type: none"> ● §1116: Each School-wide plan must: <ul style="list-style-type: none"> ○ Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employees, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; ○ Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs; 	Action Plan Goals

	<ul style="list-style-type: none"> ○ Conduct, with the meaningful involvement of parents and family members, an annual evaluation for the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying – <ul style="list-style-type: none"> i. Barriers to greater participation by parents in activities authorized by this 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); ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and iii. Strategies to support successful school and family interactions; ○ Use the findings of such evaluation in subparagraph to design evidence-based strategies for more effective parental involvement, and to revise if necessary, the parent and family engagement policies described in this section; and ○ Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. 	
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Element 1.4: 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.

Plan of Action

Content Area: ELA	
Goal 1	Performance Objective:

	South Larose Elementary School will raise its ELA index from 76.59 to an overall 87 as evident by the Spring 2023 LEAP 2025 assessment				
Evidence Based Strategy(ies)	Check all that Apply: <input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> Teacher Collaboration Support/PLC's/Clusters <input checked="" type="checkbox"/> Cross Curricula Collaboration <input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input checked="" type="checkbox"/> RTI / MTSS/ CLCs <input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum <input checked="" type="checkbox"/> Summarization Strategies Across the Curriculum <input checked="" type="checkbox"/> Graphic Organizers in Core Content <input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners <input checked="" type="checkbox"/> Quarterly Parent Conferences		<input checked="" type="checkbox"/> Before/After School tutoring <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Engagement Strategies <input checked="" type="checkbox"/> Instructional Leadership Team Support <input checked="" type="checkbox"/> Teaching Standards Support <input type="checkbox"/> Principal Standards Support <input type="checkbox"/> Career Pipeline Support <input checked="" type="checkbox"/> mClass Intervention <input type="checkbox"/> FastBridge <input checked="" type="checkbox"/> AIM – Science of Reading <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____		
Action Steps	Persons Responsible	Target Date(s) Timeline s	Funding Source(s)	Documentation Success Criteria	
1. Curriculum and Instruction: <ul style="list-style-type: none"> <u>Core Teachers:</u> <ul style="list-style-type: none"> Lesson Plans will include differentiation to address the individual needs of all students including subgroups of students for whole group and small group instruction. Lesson Plans will include strategies from AIM – Science of Reading co-hort 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 <u>Title I Interventionists</u> <ul style="list-style-type: none"> 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 	Teachers Teachers Interventionist Teacher Interventionist Part Time Teachers Para	2022-23 2022-23 2022-23	General Fund General Fund General Fund/ Title I	Lesson Plans Lesson Plans Reports	

	<ul style="list-style-type: none"> ○ 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 ● <u>Curriculum Coaches, TAP Master & Mentor Teachers</u> <ul style="list-style-type: none"> ○ will support teachers with Tier I curriculum implementation though planning, one-on-one coaching, co-teaching, modeling and providing feedback. ● <u>Instructional Materials</u> <ul style="list-style-type: none"> ○ Amplify CKLA Materials of Instruction ○ Amplify Reading Materials of Instruction ○ Sonday ● <u>Instructional Programs</u> <ul style="list-style-type: none"> ○ mClass Intervention ○ KidBiz ○ AR 	<p>Curriculum Coach</p> <p>Interventionist Title I Para Part Time Teachers</p>	<p>2022-23</p> <p>2022-23</p>	<p>ESSA</p> <p>General Fund/ Title I</p>	<p>Reports</p> <p>Reports</p>
2.	<p>Monitoring of Student Data and Performance: MTSS/Rtl meets monthly to review data including district assessments, Tier I documentation, and progress monitoring. MTSS monitors student progress and refers students to SBLC if there is a need. Lauren Walker is the MTSS chairperson and Scarlet Griffin leads SBLC.</p>	<p>Rtl Chairperson SBLC Chairperson</p>	<p>2022-23</p>	<p>General Fund</p>	<p>Intervention Reports</p>
3.	<p>Programs/Technology: Accelerated Reader, Smarty Ants, Kid Biz, online tools training, online testing, Language!, Project Read, Sonday, mclass, and Imagine Learning</p>	<p>Teachers Interventionist Para Interventionist</p>	<p>2022-23</p>	<p>General Fund Special Ed. IT</p>	<p>Reports and documentati on</p>
4.	<p>Professional/Staff Development: (Teacher Collaboration Support, PLC's, Clusters) PLC Groups, Curriculum Coach, and TOTs will provide PD on data analysis, lesson planning, aligned instruction and assessments, literacy strategies, classroom management, student engagement, questioning, student choice, and technology to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.</p>	<p>Teachers Administration Curriculum Coach</p>	<p>2022-23</p>	<p>General Fund ESSA</p>	<p>Reports and documentati on</p>
5.	<p>Parental and Family Engagement (Academic):</p> <ul style="list-style-type: none"> ● 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 ELA Parent Night ● Parents will receive monthly newsletters & calendars. ● Teachers will conduct parent/teacher conferences in person or by phone. 	<p>Teachers</p> <p>Teachers Teachers</p> <p>Teachers</p>	<p>2022-23</p> <p>2022-23 2022-23</p> <p>2022-23</p>	<p>General Fund</p> <p>Title I Title I</p> <p>General Fund</p>	<p>Sign in Sheets</p> <p>Sign in Sheets Copies of Calendars</p>

	<ul style="list-style-type: none"> The school website will have up to date information to keep parents abreast of school news. 	Webmastser	2022-23	General Fund	and Newsletters Sign in Sheet Webpage
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Content Area: Math

Goal 2 Performance Objective:
South Larose Elementary School will raise its Math Index from **79.19 to an overall 84** as evident by the Spring 2022 LEAP 2025 assessment.

Evidence Based Strategy(ies)	<u>Check all that Apply:</u> <input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> Teacher Collaboration Support/PLC's/Clusters <input checked="" type="checkbox"/> Cross Curricula Collaboration <input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input checked="" type="checkbox"/> RTI / MTSS/ CLCs <input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum <input checked="" type="checkbox"/> Summarization Strategies Across the Curriculum <input checked="" type="checkbox"/> Graphic Organizers in Core Content <input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners <input checked="" type="checkbox"/> Quarterly Parent Conferences	<input checked="" type="checkbox"/> Before/After School tutoring <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Engagement Strategies <input checked="" type="checkbox"/> Instructional Leadership Team Support <input checked="" type="checkbox"/> Teaching Standards Support <input type="checkbox"/> Principal Standards Support <input type="checkbox"/> Career Pipeline Support <input checked="" type="checkbox"/> mClass Intervention <input type="checkbox"/> FastBridge <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____
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Action Steps		Persons Responsible	Target Date(s) Timeline s	Funding Source(s)	Documentation Success Criteria
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1.	Curriculum and Instruction: <ul style="list-style-type: none"> Core Teachers <ul style="list-style-type: none"> 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 Curriculum Coaches, TAP Master & Mentor Teachers 	Teachers	2022-23	General Fund	Lesson Plans
		Curriculum Coach	2022-23	ESSA	Reports

	<ul style="list-style-type: none"> ○ will support teachers with Tier I curriculum implementation through planning, one-on-one coaching, co-teaching, modeling and providing feedback. ● Title I Interventionists <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Eureka (Book, Workbook, Online Tools) ○ Differentiated Lessons ● Instructional Programs <ul style="list-style-type: none"> ○ ZEARN ○ Imagine Math ○ Imagine Math Facts ○ iXL 	<p>Interventionist Teacher Part time teachers Interventionist Para</p>	2022-23	General Fund/ Title I	Intervention Reports
2.	<p>Monitoring of Student Data and Performance: MTSS/Rtl meets monthly to review data including district assessments, Tier I documentation, and progress monitoring. MTSS monitors student progress and refers students to SBLC if there is a need. Lauren Walker is the MTSS chairperson and Scarlet Griffin leads SBLC.</p>	<p>Rtl Chairperson SBLC Chairperson</p>	2022-23	General Fund	Intervention Reports
3.	<p>Programs/Technology: Online Tools, Eureka online programs, Imagine Math, Zearn, Equip</p>	<p>Teachers Interventionist Interventionist Para</p>	2022-23	General Fund Title I	Reports and Documentatio n
4.	<p>Professional/Staff Development: (Teacher Collaboration Support, PLC's, Clusters) PLC Groups, Curriculum Coach, and TOTs will provide PD on data analysis, lesson planning, aligned instruction and assessments, literacy strategies, classroom management, student engagement, questioning, student choice, and technology to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.</p>	<p>Teachers Administratio n Curriculum Coach</p>	2022-23	General Fund ESSA	Reports and documentatio n
5.	<p>Parental and Family Engagement (Academic):</p> <ul style="list-style-type: none"> ● 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 Math Parent Night ● Parents will receive monthly newsletters & calendars. 	<p>Teachers</p> <p>Teachers Teachers</p>	2022-23	General Fund	Sign in Sheets
			2022-23 2022-23	Title I Title I	Sign in Sheets

<ul style="list-style-type: none"> Teachers will conduct parent/teacher conferences in person or by phone. The school website will have up to date information to keep parents abreast of school news. 	Teachers Webmastser	2022-23 2022-23	General Fund General Fund	Copies of Calendars and Newsletters Sign in Sheet Webpage
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Culture and Climate					
Goal 3	Performance Objective South Larose Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly.				
Evidence Based Strategy(ies)	<u>Check all that Apply:</u> <input checked="" type="checkbox"/> PBIS <input type="checkbox"/> RTI / MTSS/ CLCs <input checked="" type="checkbox"/> Instructional Support Services <input checked="" type="checkbox"/> Mentoring Services	<input checked="" type="checkbox"/> Engagement Strategies <input checked="" type="checkbox"/> Counseling <input type="checkbox"/> School-based mental health programs <input checked="" type="checkbox"/> Other (Specify) <u>Social Emotional Learning</u> <input type="checkbox"/> Other (Specify) _____			
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Success Criteria
1.	Parent and Family Engagement Activities <ul style="list-style-type: none"> Open house Social Media Safety Workshop Homework Assistance Workshop Parent Link and Resources Workshop 	Teachers Admininstration	2022-23	General Fund	Sign in Sheets
2.	PBIS <ul style="list-style-type: none"> To set expectations for student behavior To establish rewards for behavior and consistent consequences for other behaviors Rewards consist of PAW Bucks, Monthly celebrations, dress up days, prize pulls, bell to bell award, end of the year award 	Assistant Principal	2022-23	PBIS	Logs
3.	Strategies in the Classroom and for teachers <ul style="list-style-type: none"> Whole brain teaching Student Engagement Students tracking progress Social Emotional Learning 	Teachers	2022-23	General Fund/ Title I	Lesson Plans

Element 1.5: Student Opportunities

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

State of Louisiana Critical Goals: Louisiana Students will:

- Students enter kindergarten ready
- Students will achieve Mastery level on third-grade assessments and enter fourth grade prepared for grade-level content
- Students will achieve Mastery level on eighth-grade assessments and enter ninth grade prepared for grade-level content
- Students will graduate on time
- Graduates will graduate with a college and/or career credential
- Graduates will be eligible for a TOPS award

The educational priorities include the following:

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships

School Goals:

- Current year student SPS is 83.7 and will meet or exceed this index by 90.
- Current ELA index is 76.59 and will meet or exceed 81 in 2022.
- Current math index is 79.19 and will meet or exceed 84 in 2022.

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. § 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. § 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)).

Element 1.6: Multi - Tiered Systems of Support for Behavior

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. It may be wise to coordinate Title I behavior and early intervening services with already existing programs such as those in existence under IDEA.

Schoolwide tiered model to prevent and address behavior issues:

List process/activities: **PBIS** –

- Tier I Activities: Classroom instruction on expectations and guidance lessons
- Tier II Activities: Individual and Group guidance lessons; check in/check out
- Tier III Activities: Parent/Student communication; school based behavior plan

2021-22 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
0	7	0	7

SWPBIS Tiered Fidelity Inventory 2021-22 – **Uploaded into Title I Crate**

Core Feature	Points Award	Percentage of SWPBIS Implementation
Tier I	<u>28</u> / 30	93%
Tier II	<u>0</u> / 26	0%
Tier III	<u>0</u> / 34	0%

Not a need for II & III

Element 1.7: 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.

Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2022-23, those dates are August 1 - 4, September 6, and October 11. All school personnel participate in meaningful opportunities based on district/school needs. Sign in sheets and agendas **uploaded to Title I Crate** to maintain a record of Professional Development activities and participants.

Schoolwide Professional Development:

- PLC's, weekly
- Leadership Team, monthly
- Subject based PLC's, once per nine weeks

Element 1.8: Student Transition

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

ESSA Required Transition Activities

Select all that apply:

Pre-School to Kindergarten

Lower Elementary to Upper Elementary

Elementary to Middle School

Middle School to High School

Action Steps - Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.	Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Upload to Title I Crate
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Head Start brings students to visit the school and become familiar with the layout and teachers	Head Start personnel	April 2023	School Funds	Sign In
5 th grade students spend an afternoon on the middle school campus learning about expectations, touring the campus and meeting administration and counselors.	Teachers Administration	May 2023	School Funds	Sign in

Element 1.9: 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.

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.

School Assurance:

- The plan referenced in the Schoolwide Plan template was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana’s challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

Element 2.0: Adoption

This schoolwide plan has been developed jointly with, and in agreement with family and stakeholders of students at South Larose Elementary, a Title I school, as evidenced by the list of parent participants below:

- Lerin Rogers
- Bianca Ledet
- Anaka Compeaux
- Diane Cheramie
- Erica Montoya

This schoolwide plan adopted by South Larose Elementary on [redacted], and will be in effect for the 2022-2023 school year. Schoolwide plans remain in effect for the duration of the school’s participation in Title I, except that schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards. Lastly, schoolwide plans must be available to the school system, parents, and the public. The information contained in the plan should be in a language that the parents and the public can understand.

The schoolwide plan will be on the school website and will be available in the school office no later than September 24, 2022.

Federal Programs Supervisor’s Signature

Principal’s Signature

ESSA Compliance Executive Coordinator’s Signature

Parent and Family Stakeholder Participant Signature – NOT an employee of LPSD

Title I and Parental and Family Engagement Budget