

Lafourche Parish School District
Developing Life Long Learners



Title I Schoolwide Plan 2022-23

Golden Meadow Middle School

630 South Bayou Drive (temp. at 124 N. 3rd St), Golden Meadow, LA

Hennessy T. Melancon

985-475-7314

hmelancon@mylpsd.com

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. **GMMS** 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:
 - Put out a form for schedule review days for parent input on academics.
 - Present results for open house in 1st hour class (teacher can show it on the board—better but in coming from their child's teacher). Ask for sign up to be on a parent committee

2. **GMMS** will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by:
 - Make Available online
 - Copies in office
 - Cite ways to view at open house

3. **GMMS 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:
 - Open House
 - Online with school webpage

4. **GMMS 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:
 - Accept recommendations
 - Leadership team to consider recommendation
 - Actions to amend plans or reject requests.

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**GMMS** will assist parents by:
 - Open House
 - Back to School Night
 - Resources Online
 - Parent Progress Center Portal

6. **GMMSI** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training by:
 - **Back to School Night's**
 - **Parent Teacher Conference**

7. **GMMS**, 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:
 - **Open House**
 - **Home Page Resources**
 - **School Status**
 - **School Compact**

8. **GMMS** 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:
 - **Back to School Night**
 - **Parent Teacher Conference Night**

9. **GMMSI** 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:
 - **Calendar Home**
 - **Translated Letters**
 - **Social Media and school home page**

10. **GMMS** 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 **GMMS** 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:
 -

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	Hennessy Melacnon	Curriculum Coach(s)	
Administrator	Kelly Young	Counselor	Brett Stall-Licona
Teacher/Grade	Vali Cantrelle 6th	Parent	Jamie Pitre
Teacher/Grade	Emily Plaisance 7 th	Parent/Community Member	Damien St. Pierre
Teacher/Grade	Angie Plaisance 8 th	Other	Annette Raines (Intervention Teacher)
Special Education Teacher/Grade	Desi Sanders 6-8	Other	Jeff Guidry (Intervention Teacher)

Faculty and Staff

Name	Position	Grade Level and Subject
Michelle Lafont	Teacher	7 th Science
Mary Perez	Teacher	6 th Science
Brett Stall-Licona	Teacher	Counselor
Lana Fonseca-Vegas	Teacher	8 th ELA
Vali Cantrelle	Teacher	6 th Social Studies
Derek Brunet	Teacher	6 th -8 th Physical Education
Reggie Eserman	Teacher	6 th - 8 th Physical Education
Chantel Pitre	Teacher	6 th - 8 th Art & Keyboarding
Valerie Shaw	Media Specialist	Library/Key Boarding
Annette Raines	Title 1 Teacher	6 th - 8 th Title 1 Reading Intervention
Jeffrey Guidry	Teacher	6 th - 8 th Math Intervention
Desi Sanders	Sped. Teacher	Inclusion, Study Skills, Ac. Asst.

Caitlin Comeaux	Sped. Teacher	Inclusion, Study Skills, Ac. Asst.
Lisa Louviere	Sped. Teacher	CBT Classes
Braeli Eymard	Sped Teacher	Inclusion, Study Skills, Ac. Asst.
Rhonda Brunet	ISS PARA	6 th -8 th
Bryan Curole	Teacher	7 th Math
Emily Plaisance	Teacher	7 th ELA
Byron Robichaux	Teacher	7 th Social Studies
Lawrence Bonvillain	Teacher	8 th Social Studies
Mitzi Savoie	Teacher	6 th Math
Angie Plaisance	Teacher	8 th Science
Kaylee Rouse	Teacher	8 th Quest for Success & Keyboarding
Beth Vegas	SPED Para	6 th -8 th
Kristie Callais	SPED Para	6 th -8 th
Lori Pierce	SPED Para	CBT Class
Geddy Bienvenu	Band Teacher	Music Classes
Angelle Bienvenu	Band and Choir Teacher	Music Classes
Dawn Melancon	Teacher	8 th Math

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.

Mission: Lafourche Parish Public Schools strive to offer exemplary academic, career, co-curricular, and extra-curricular programs to develop in all students a strong sense of responsibility, citizenship, and respect for others in a safe and nurturing environment.

School Vision and Mission Statement

Vision: Golden Meadow Middle School promotes a positive school climate, which fosters academic learning, through physical, social and emotional growth, and creative problem-solving for the ever-changing world. Our Vision is to become an “A” rated school through Academic Growth.

Mission: The Mission statement of GMMS is to provide a high-quality education to all of our students so they are prepared to become life-long learners.

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
318	39	5	72	20	48	16	0	53	2	3

Subgroups: List the number of students in each area

Gender		Ethnicity						
Male	Female	White (0)	Black (1)	Hispanic (2)	Asian (3)	Native American / Alaskan Native (4)	Native Hawaiian / Pacific Islander (5)	Two or More Races
171	147	200	7	69	2	40	0	29

Identify Data Sources– Upload all data to Title I Crate

State Assessment Data: <https://louisianaschools.com/>

School Performance Score (SPS)		
2018- 2019 Score: 83.8 Letter Grade: B	2020- 2021 (Raw Data) Score: 77.3 Letter Grade: B	2021- 2022* Score: 0 Letter Grade: A
Student Performance		
2018- 2019 Score: 74.9 Letter Grade: C	2020- 2021 Score: 66.5 Letter Grade: C	2021- 2022* Score: 0 Letter Grade: A
Student Progress		
2018- 2019 Score: 96.1 Letter Grade: A	2020- 2021 Score: 88.9 Letter Grade: B	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
Subgroup #1 Name	Label
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	
6 th Grade	29.82	6 th Grade	49.48
7 th Grade	60.31	7 th Grade	71.92
8 th Grade	62.91	8 th Grade	64.12

2021- 22 ELA FastBridge Assessment Spring Data				
	Percentage at Advanced	Percentage at Low Risk	Percentage at Some Risk	Percentage at High Risk
6 th Grade	15	26	34	25
7 th Grade	17	21	35	27
8 th Grade	17	32	32	19

2021- 22 Math FastBridge Assessment Spring Data				
	Percentage at Advanced	Percentage at Low Risk	Percentage at Some Risk	Percentage at High Risk
6 th Grade	9	35	46	10
7 th Grade	7	28	44	20
8 th Grade	19	31	39	11

2021- 22 Achieve 3000 Data				
	Pretest Lexile	Post Test Lexile	Maximum Growth over time	Grade Equivalent Lexile
6 th	682	793	+111	4 th -5 th
7 th	738	844	+106	4 th -5 th
8 th	836	998	+162	6 th -8 th

2021- 22 STAR Math Assessment School Year Data				
	Percentage at Benchmark	Percentage on Watch	Percentage Intervention	Percentage Urgent Intervention
6 th	57% (53 students)	13% (12 students)	14% (13 students)	16% (15 students)
7 th	59% (61 students)	14% (15 students)	15% (16 students)	12% (12 students)
8 th	56% (61 students)	19% (20 students)	17% (18 students)	8% (9 students)

School – Wide Survey Data:

Strengths		
	Parent Survey Data	Teacher Survey Data
1	<p>Domain: Supportive Administration and Governance (SAG): Is the school's governance consistent, fair, and supportive, and is responsibility distributed in a positive way? Subscale: Supportive Context: Description: Do school leaders actively monitor school activities? Do students and teachers feel like disorganization impedes learning? Your Rating: 80.7</p>	<p>Domain: Communalinity (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Racial Climate: Description: Do students of different racial/ethnic backgrounds get along well? Do they have frequent, meaningful, and positive interactions? Your Rating: 87.5</p>
2	<p>Domain: Communalinity (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Collective Orientation: Description: Do students and teachers value the common good of the school community? Is the school inclusive? Your Rating: 76.7</p>	<p>Domain: Holistic Development (HD): Does the school support students' civic and socio-emotional development? Subscale: Justice: Description: What factors contribute to inequities in the school? Are rules enforced equitably across all student groups? Your Rating: 77.5</p>
3	<p>DDomain: Holistic Development (HD): Does the school support students' civic and socio-emotional development? Subscale: Civic Formation: Description: How do teachers talk about government? Do students feel comfortable discussing difficult topics? Is community service honored? Your Rating: 75.8</p>	<p>Domain: Organizational Identity (OI): Do the members of the school community have a shared understanding of the school's mission, and do the school's practice reflect the mission? Subscale: Understanding of Mission: Description: Is the mission clear? Do students and teachers share a common understanding of the purpose of the school? Your Rating: 72.3</p>

Weaknesses		
	Parent Survey Data	Teacher Survey Data
1	<p>Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Trust: Description: Do teachers trust and respect one another? Do students and teachers genuinely value and listen to each other? Your Rating: 53.7.</p>	<p>During our analysis we found some areas where Golden Meadow Middle School's performance was weaker; they are as follows: Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Wider Community Engagement: Description: What does teacher contact with parents look like? Does the school value and welcome outside input? Your Rating: 49.7</p>
2	<p>Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Wider Community Engagement: Description: What does teacher contact with parents look like? Does the school value and welcome outside input? Your Rating: 55.2</p>	<p>Domain: Holistic Development (HD): Does the school support students' civic and socio-emotional development? Subscale: Civic Formation: Description: How do teachers talk about government? Do students feel comfortable discussing difficult topics? Is community service honored? Your Rating: 50.9</p>
3	<p>Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Connection: Description: Do teachers and students feel part of the school community? Do teachers and students participate in voluntary school activities? Your Rating: 55.3</p>	<p>Domain: Communality (COM): Do the members of the school community experience the school as a positive community in which they are engaged, known, and supported? Subscale: Collective Orientation: Description: Do students and teachers value the common good of the school community? Is the school inclusive? Your Rating: 51.3</p>

Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus
1	Major Content	Math	6th
2	Modeling and Application	Math	8th
3	Reading Literary Text	ELA	6th
4	Reading Literary Text	ELA	7th
5	Reading Vocabulary	ELA	6th to 8th
6	Rational Numbers/Multiply and divide fractions	Math	6th to 8th

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"> o The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or o 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; 	GMMS Title I Schoolwide Plan
2. Include All Stakeholders in development of Title I Schoolwide Plan	<p>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;</p>	Signature Page Leadership Team Meetings Uploaded to Title I Crate
3. District Monitoring of Title I Schoolwide Plan	<p>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;</p>	Mid and EOY District Monitoring Site Visit Documentation
4. Access to the Title I SchoolwidePlan	<p>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</p>	School Website, hard copy in front office, School Website
5. Coordination of Services	<p>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);</p>	Action Plan and Budgets
6. Comprehensive Needs Assessment	<p>Component 6 §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing,</p>	Element 1.2 of SIP

	or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.	
ESSA Components	ESSA Component Requirements of Title I Schoolwide Plan	
1. Reform Strategies	<p>Component 7 §1114(b)(7)(A)(i): The schoolwide plan activities include a description of:</p> <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, which may include programs, activities, and courses necessary to provide a well-rounded education. 	Action Plan Goals
<p>3. Activities that address the needs of at risk Students</p> <p>Culture and Climate</p> <p>High School (N/A)</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"> o Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; o 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); o 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.); o 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 o 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 	Action Plan Goals

	<p>education agency programs and other federal programs that will be consolidated in the schoolwide program.</p>	
<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"> o 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; o 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; o 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; o 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 o 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. 	<p>Action Plan Goals</p>

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		<p>ELA: All students will demonstrate proficiency in key measures of academic performance by the end of 8th grade.</p> <p>A. GMMS's academic assessment index will grow from 66.5 C to an 74.9 B.</p> <p>B. 75% of students will average at least 60% (raw) on ELA district assessment.</p>			
Evidence Based Strategy(ies)		<p><u>Check all that Apply:</u></p> <p>Initial Screening and Benchmark Assessment</p> <p><input type="checkbox"/> Extended Learning for At-Risk During the School day</p> <p>Teacher Collaboration Support/PLC's/Clusters</p> <p><input type="checkbox"/> Cross Curricula Collaboration</p> <p>Core Content Alignment with Standards and Assessments</p> <p>RTI / MTSS/ CLCs</p> <p>Literacy and Writing Across the Curriculum</p> <p><input type="checkbox"/> Summarization Strategies Across the Curriculum</p> <p><input type="checkbox"/> Graphic Organizers in Core Content</p> <p>Enrichment Activities for Advanced Learners</p> <p><input type="checkbox"/> Quarterly Parent Conferences</p>	<p>Before/After School tutoring</p> <p>Progress Monitoring</p> <p>Engagement Strategies</p> <p>Instructional Leadership Team Support</p> <p><input type="checkbox"/> Teaching Standards Support</p> <p><input type="checkbox"/> Principal Standards Support</p> <p><input type="checkbox"/> Career Pipeline Support</p> <p><input type="checkbox"/> mClass Intervention</p> <p>FastBridge</p> <p><input type="checkbox"/> AIM – Science of Reading</p> <p>Other (Specify) __IXL Language__</p> <p>Other(Specify) __Use Achieve 3000__</p> <p><input type="checkbox"/> Other(Specify) _____</p>		
Action Steps		Persons Responsible	Target Date(s) Timeline s	Funding Source(s)	Documentation Success Criteria
1.	<p>Curriculum and Instruction:</p> <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. 	Teacher	2022-23	District, State, Federal, and School	Lesson Plans District Scope and Sequence Documents

	<ul style="list-style-type: none"> Progress reports and report card monitoring 				
3.	Programs/Technology: <ul style="list-style-type: none"> ACHIEVE 3000 IXL Language 	ELA Teacher, Intervention teacher, RTI Team	2022-23	District, State, Federal	Data Reports, RTI and SBLC Documentation
4.	Professional/Staff Development: (Teacher Collaboration Support, PLC's, Clusters) GMMS will provide PD in August, PLC meetings, and district PD days to ensure that instructional effectiveness and programs are implemented correctly and with fidelity in order to increase student achievement.	ELA Teachers and Intervention teacher, Admin	2022-23	District, State, Federal	Agenda, sign ins, pictures
5.	Parental and Family Engagement (Academic): <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 and stakeholders provide input on the development of the schoolwide plan. Parents will participate in a back to school night. Parents will participate in quarterly Title I Parental Involvement activities (give examples - Successful Innovations, PCR writing, etc.) Parents will receive monthly newsletters & calendars. Teachers will conduct parent/teacher conferences and communication throughout the year.. The school website will have up to date information to keep parents abreast of school news. 	Faculty, Staff, Admin	2022-23	School	Agenda, sign in, pictures

Content Area: Math					
Goal 2		<p>All students will demonstrate proficiency in key measures of academic performance by the end of 8th grade.</p> <p>a. GMMS's academic assessment index will grow from 66.5 C to an 74.9 B.</p> <p>b. 75% of students will average at least 60% (raw) on Math district assessment</p>			
Evidence Based Strategy(ies)		<p><u>Check all that Apply:</u></p> <p>Initial Screening and Benchmark Assessment</p> <p><input type="checkbox"/> Extended Learning for At-Risk During the School day</p> <p>Teacher Collaboration Support/PLC's/Clusters</p> <p><input type="checkbox"/> Cross Curricula Collaboration</p> <p>Core Content Alignment with Standards and Assessments</p> <p>RTI / MTSS/ CLCs</p> <p><input type="checkbox"/> Literacy and Writing Across the Curriculum</p> <p><input type="checkbox"/> Summarization Strategies Across the Curriculum</p> <p><input type="checkbox"/> Graphic Organizers in Core Content</p> <p>Enrichment Activities for Advanced Learners</p> <p><input type="checkbox"/> Quarterly Parent Conferences</p>	<p>Before/After School tutoring</p> <p>Progress Monitoring</p> <p>Engagement Strategies</p> <p>Instructional Leadership Team Support</p> <p>Teaching Standards Support</p> <p><input type="checkbox"/> Principal Standards Support</p> <p><input type="checkbox"/> Career Pipeline Support</p> <p><input type="checkbox"/> mClass Intervention</p> <p>FastBridge</p> <p>Other (Specify) _____ IXL Math _____</p> <p><input type="checkbox"/> Other (Specify) _____</p> <p><input type="checkbox"/> Other (Specify) _____</p>		
Action Steps		Persons Responsible	Target Date(s) Timeline s	Funding Source(s)	Documentation Success Criteria
1.	<p>Curriculum and Instruction:</p> <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 	<p>Faculty, Staff, Admin, Counselor, Curriculum coaches and instructional coaches</p>	<p>2022-23</p>	<p>State, Local, and Federal</p>	<p>Lesson Plans, Agenda, Sign in, pictures, and social media posts, reports, and meetings.</p>

	<ul style="list-style-type: none"> ● Curriculum Coaches, TAP Master & Mentor Teachers <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 based on individual needs in Math through small group instruction, & interventions targeting skill deficits & 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 				
2.	<p>Monitoring of Student Data and Performance: RTI/SBLC Process -RTI/SBLC Process - Routinely meet to address Student Needs</p> <ul style="list-style-type: none"> ● Data tracking of District Assessments ● IXL ● Zearn ● Imagine Learning Data ● Fast Bridge Date ● DUA Test results 	Admin, RTI Chair, SBLC Chair, Teachers	2022-23	District, State, Federal	Data Reports, RTI and SBLC Documentation

3.	Programs/Technology: IXL Math Zearn Fast Bridge	Teacher Admin RTI Team SBLC Team Leadership Team	2022-23	District, State, Federal	Data Reports Student Performance
4.	Professional/Staff Development: (Teacher Collaboration Support, PLC's, Clusters) GMMS will provide PD in August, PLC meetings, and district PD days to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.	Admin Instructional Leadership Team	2022-23	District, State, Federal	PD Sign in PLC Agenda Leadership Team Evidence
5.	Parental and Family Engagement (Academic): <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 will participate in a back to school night. ● Parents will participate in quarterly Title I Parental Involvement activities (give examples - Successful Innovations, PCR writing, etc.) ● Parents will receive monthly newsletters & calendars. ● Teachers will conduct parent/teacher conferences and communication throughout the year.. ● The school website will have up to date information to keep parents abreast of school news. 	Faculty, Staff, Admin	2022-23	District, State, Federal	Sign in Agenda Pictures Activites

Culture and Climate					
Goal 3	Performance Objective GMMS 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 type="checkbox"/> PBIS <input type="checkbox"/> RTI / MTSS/ CLCs <input type="checkbox"/> Instructional Support Services <input type="checkbox"/> Mentoring Services	Engagement Strategies Counseling School-based mental health programs <input type="checkbox"/> Other (Specify) _____ <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"> o PBIS Parent/Caretaker Activity Events o Back to school curriculum night o Open house o 6th grade Orientation Parent Meeting o 8th grade SLHS parent scheduling meeting. 	Admin team, counselor, and PBIS	2022-23	State and Local	Sign ins, agenda, pictures of the event on social media
2.	PBIS <ul style="list-style-type: none"> o PBIS rewards and incentives o PBIS BASH o Student recognitions 	Faculty and Staff, PBIS team	2022-23	State and Local	Pictures of recognitions and celebrations, Discipline Data
3.	Strategies in the Classroom and for teachers <ul style="list-style-type: none"> • Increase parent communication using the school status program. 	Faculty	2022-23	State and local	School Status and Communication logs

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:

- 1. ELA: All students will demonstrate proficiency in key measures of academic performance by the end of 8th grade.**
 - a. GMMS's academic assessment index will grow from 66.5 C to an 74.9 B.**
 - b. 75% of students will average at least 60% (raw) on ELA district assessment.**

- 2. Math: All students will demonstrate proficiency in key measures of academic performance by the end of 8th grade.**
 - a. GMMS's academic assessment index will grow from 66.5 C to an 74.9 B.**
 - b. 75% of students will average at least 60% (raw) on Math district assessments**

- 3. GMMS School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly.**
 - a. Increase communication home to caretakers.**
 - b. Recognize and reward students for positive behavior**

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:

The RTI team monitors and implements interventions. The PBIS team has developed and implemented a school wide program to intervene with discipline and behavior.

- **Tier I Activities: School Wide Plan which includes incentives and rewards.**
- **Tier II Activities: Students on watch which may be assigned consequences, restorative practices, and/or modified check in/out with a faculty mentor/coach.**
- **Tier III Activities: Students on a full behavior support plan with counselor support.**

2021-22 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
62	33	2	148

SWPBIS SET Inventory Results for 21-22

<u>Feature</u>	<u>Score</u>
<u>Expectations Defined</u>	<u>100.0%</u>
<u>Expectations Taught</u>	<u>100.0%</u>
<u>Reward System</u>	<u>100.0%</u>
<u>Violations System</u>	<u>100.0%</u>
<u>Decision-Making</u>	<u>100.0%</u>
<u>Management</u>	<u>100.0%</u>
<u>Implementation Average</u>	<u>100.0%</u>

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:

- **Schoolwide Professional Development:** Teachers will participate in the PLC model to analyze student results, create action plans, and intervene and respond to the data. The RTI team will monitor data and advise administration on PD topics as the needs arise. PD will be developed to support the needs at the school and district level. **GMMS will have PD in August to address climate, culture, and academic data.**

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
<p>Transitional Activity:</p> <ol style="list-style-type: none"> 1. 5th grade scheduling 2. 6th grade Orientation 3. 8th grade scheduling and IGP 	<p>B. Stall-Licon, K. Young, H. Melancon, 6th grade teachers and 8th grade teachers</p>	<ol style="list-style-type: none"> 1. April and May 2023 2. July/August 2022 3. May 2023 	<ol style="list-style-type: none"> 1. Title 1 or School funds 2. School funds 3. School Funds 	<ol style="list-style-type: none"> 1. School Calendar and schedule forms 2. Social Media post, school web page 3. School calendar

Transitional Activity: 1. 5 th grade scheduling 2. 6 th grade Orientation 3. 8 th grade scheduling and IGP	B. Stall-Licono, K. Young, H. Melancon, 6 th grade teachers and 8 th grade teachers	1. April and May 2023 2. July/Aug ust 2022 3. May 2023	1. Title 1 or School funds 2. School funds 3. School Funds	1. School Calendar and schedule forms 2. Social Media post, school web page 3. School calendar
Transitional Activity: 1. 5 th grade scheduling 2. 6 th grade Orientation 3. 8 th grade scheduling and IGP	B. Stall-Licono, K. Young, H. Melancon, 6 th grade teachers and 8 th grade teachers	1. April and May 2023 2. July/Aug ust 2022 3. May 2023	1. Title 1 or School funds 2. School funds 3. School Funds	1. School Calendar and schedule forms 2. Social Media post, school web page 3. School calendar

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 **GMMS**, a Title I school, as evidenced by the list of parent participants below:

- **Jamie Pitre**

This schoolwide plan adopted by **GMMS** on **9/24/22**, 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