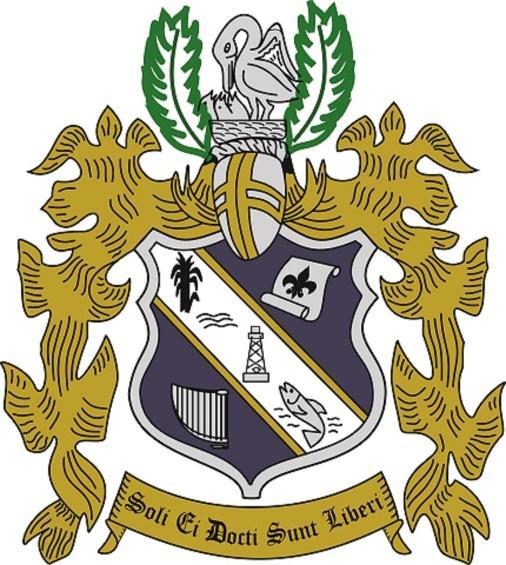
Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2021-22

Thibodaux Elementary School

700 East Seventh Street

Robin Bourgeois

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985-532-2846

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**Element 1: 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 | Robin Bourgeois | Curriculum Coach(s) | Kecia Smith |
| Administrator | Tessie Johnson | Counselor | Janel Casebonne |
| Administrator | Stephanie Delaune | Parent | Jimmie Pecor |
| Mentor | Chrissy Callahan | Parent/Community  Member | Alyssa Molaison |
| Teacher/Grade | Erica Richard/1st Grade | Teacher/Grade | Mary Gros/KN |
| Special Education Teacher/Grade | Kimberly Boudreaux | Teacher/Grade | Sarah (Sally) Boudreaux/PK |

Faculty and Staff

|  |  |  |
| --- | --- | --- |
| Name | Position | Grade Level and Subject |
| Melaine Larousse | Interventionist/SBLC | Whole School |
| Donna Bergeron | Interventionist | Whole School |
| Gwen Becnel | Para | Whole School |
| Sarah Granier | teacher | 1st Grade/ELA |
| Erica Richard | teacher | 1st Grade/Math/SL |
| Lee Rodrigue | teacher | 1st Grade/ELA |
| Pennie Himel | teacher | 1st Grade/Math/SL |
| Judith Owens | teacher | 1st Grade/Math/SL |
| Tricia Jenkins | teacher | 1st Grade/ELA |
| Lauren Folse | teacher | 1st Grade/Math/SL |
| Charlene(Lucy) Freyou | teacher | 1st Grade/ELA |
| Lauren Clement | teacher | 1st Grade/ELA |
| Alyssa Molaison | teacher | 1st Grade/Math/SL |
| Mandy Clark | teacher | 1st Grade/self contained |
| Aimee Prejeant | teacher | KN |
| Taylor Morvant | teacher | KN |
| Mary Gros | teacher | KN |
| Mary Kathryn Bollinger | teacher | KN |
| Shayla Martinez | teacher | KN |
| Katelyn Hebert | teacher | KN |
| Kristi Boudreaux | teacher | KN |
| Taylor Prince Domangue | teacher | KN |
| Kelly Bruce | teacher | KN |
| Megan Landry | teacher | KN |
| Stephanie Millet | teacher | KN |
| Sarah(Sally) Boudreaux | teacher | PK |
| Brittani Hebert | teacher | PK |
| Ashley Dempster | teacher | PK |
| Alexie Richard | teacher | PK |
| Brandy Thibodaux | teacher | PK |
| Masyn Cortez | teacher | PK |
| Michelle Bilello | teacher | PK |
| Susan(Susie) Falgoust | teacher | PK |
| Kathryn Lirette | teacher | H&PE |
| Alicia B. Melancon | teacher | Sped |
| Amanda Glorioso | teacher | Sped |
| Brandy Falgoust | teacher | Sped |
| Kimberly Boudreaux | teacher | Sped |
| Sadie Poirier | teacher | Sped |
| Tylynn Henderson | paraprofessional | H&PE |
| Jessica Bordelon | paraprofessional | H&PE |
| Stacey Chauvin | paraprofessional | H&PE |
| Debbie Ordoyne | paraprofessional | H&PE |
| Raychelle Davis | paraprofessional | Sped |
| Maci Gaudet | paraprofessional | Sped |
| Laci Naquin | paraprofessional | Sped |
| Arlinda Robinson | paraprofessional | Sped |
| Cecilia Kelley | paraprofessional | Sped |
| Sarah Gaudet | paraprofessional | Sped |
| Wendy McGuin | paraprofessional | Sped |
| Lindsey Mire | paraprofessional | Sped |
| Kailan Thomas | paraprofessional | Sped |
| Shareka Thomas | paraprofessional | Sped |
| Samantha Oubre | paraprofessional | PK |
| Gilda Cooks | paraprofessional | PK |
| Shelly LeBlanc | paraprofessional | PK |
| Mona Boudreaux | paraprofessional | PK |
| Erin Toloudis | paraprofessional | PK |
| Maureen Griffin | paraprofessional | PK |
| Lisa Wooldridge | paraprofessional | PK |
| Tammy Loupe | paraprofessional | PK |
| Sara Yates | paraprofessional | Library |
| Renata Sawyer | paraprofessional | ISS |
| Lacie Fournier | Clerical | Wholeschool |
| Shellie Naquin | Clerical | Wholeschool |
| Jennie Chauvin | Bookkeeper | Wholeschool |
| Laura Daigle | Custodian | Wholeschool |
| Don Harley | Custodian | Wholeschool |
| Kolby Haughton | Custodian | Wholeschool |
| Diane Ledet | cafeteria manager | Wholeschool |
| Denise Edmond | child nutrition | Wholeschool |
| Alisha Williams | child nutrition | Wholeschool |
| Kristie Thibodaux | Child nutrition | Wholeschool |
| Sara LeBlanc | child nutrition | Wholeschool |
| Angela Gisclair | Sped Liaison | Wholeschool |
| Janna Ockman | APE | Wholeschool |
| Kristy Murillo | Speech | Wholeschool |
| Jamie Collins | Speech | Wholeschool |
| Georgia Ruttley | Speech | Wholeschool |
| Aline Folse | Speech | Wholeschool |
| Shelly Whitaker | Speech | Wholeschool |
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**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: Thibodaux Elementary is committed to building an academic foundation in reading and math for all students to empower them to become lifelong learners.***

***Mission: Thibodaux Elementary School will ensure all students achieve academic success.***

**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** |
| **644** | **77** | **2** | **0** | **17** | **15** | **0** | **0** | **0** | **0** | **0** |

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** |
| 344 | **300** | **242** | **355** | **29** | **6** | **12** | **0** | **0** |

Identify Data Sources– Upload all data to Title I Crate

State Assessment Data**:**

|  |  |
| --- | --- |
| **School Performance Score (SPS)** | |
| 2018- 2019  Score: **65.1**  Letter Grade: C | 2020- 2021 \*  Score: **65.1**  Letter Grade: |
| **Student Performance** | |
| 2018- 2019  Score: **58.8**  Letter Grade: | 2020- 2021 \*  Score: **58.8**  Letter Grade: |
| **Student Progress** | |
| 2018- 2019  Score: **84**  Letter Grade: | 2020- 2021 \*  Score: **84**  Letter Grade: |

**\*2020-2021 Data added when received (estimated date: November 2021)**

**School is identified as a School in need of Intervention for a subgroup? \_\_x\_ Yes \_\_\_ No**

If yes, complete the table below

|  |  |
| --- | --- |
| Subgroup | Intervention Label |
| Subgroup #1Economically Disadvantaged |  |
| Subgroup #2 Special Education |  |
| Subgroup #3 McKinney-Vento Homeless |  |
|  |  |

Other Student Performance Data:

|  |  |  |  |
| --- | --- | --- | --- |
| 2020- 21 ELA District Assessment Data | | 2020- 21 Math District Assessment Data | |
| KN | 72 | Grade Level | Assessment Average |
| 1st Grade | 77.5 | 1st Grade | 82.7 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2020- 21 STAR Early Literacy Assessment Spring Data | | | | |
|  | Percentage at Benchmark | Percentage on Watch | Percentage Intervention | Percentage Urgent Intervention |
| Kindergarten Data | 58% | 13% | 14% | 15% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2020- 21 STAR Reading Assessment Spring Data | | | | |
|  | Percentage at Benchmark | Percentage on Watch | Percentage Intervention | Percentage Urgent Intervention |
| 1st Grade | 33% | 11% | 21% | 35% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2020- 21 STAR Math Assessment Spring Data | | | | |
|  | Percentage at Benchmark | Percentage on Watch | Percentage Intervention | Percentage Urgent Intervention |
| 1st Grade | 54% | 19% | 9% | 18% |

|  |  |  |
| --- | --- | --- |
| **Strengths** | | |
| Parent Survey | | Teacher Survey |
| 1 | School Safety | Teacher Care |
| 2 | Communication Methods | Cleanliness of Building |
| 3 | Teacher’s Care | Supportive Environment |
| **Weaknesses** | | |
| Parent Survey | | Teacher Survey |
| 1 | Extra curricular offered | Extra curricular offered |
| 2 | Parent Workshops | Parent Workshops |
| 3 |  |  |

**Prioritized Needs**

|  |  |  |  |
| --- | --- | --- | --- |
| Prioritized Student Performance Needs | | | |
| Priority | Student Performance Needed | Subject Area | Grade Level Focus |
| 1 | Read, Comprehend and Respond | ELA | 1st |
| 2 | Represent and Solve Problems involving addition and subtraction | Math | 1st |
| 3 | Instructional Support | All | Pre-k |
| 4 |  |  |  |
| 5 |  |  |  |

**Element 2: Strategies for Improvement**

Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will:

1. Provide opportunities for all children including each subgroup of students, to meet state standards,
2. use effective methods and instructional strategies that strengthen the academic program,
3. increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education, and
4. include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.

**ESSA Required Components of A Title I School Wide Program and Plan**

|  |  |  |
| --- | --- | --- |
| **Program Categories** | **ESSA Component Requirements of**  **Title I Schoolwide Program** | **Title I Documentation** |
| 1. **Comprehensive Plan** | **Component 1** §1114(b)(1) An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that:   * is developed during a 1 year period unless….   + The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or   + The school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section; | Thibodaux Elementary School Title I Schoolwide Plan |
| 1. **Include All Stakeholders in development of Title I Schoolwide Plan** | **Component 2** §1114(b)(2) The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school; | Signature Page  Leadership Team Meetings Uploaded to Title I Crate |
| 1. **District Monitoring of Title I Schoolwide Plan** | **Component 3** §1114(b)(3) The schoolwide plan remains in effect for the duration of the school’s participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards; | Mid and EOY District Monitoring  Site Visit Documentation |
| 1. **Access to the Title I SchoolwidePlan** | **Component 4** §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and | School Website, hard copy in front office, District Website |
| 1. **Coordination of Services** | **Component 5** §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d); | Action Plan and Budgets |
| 1. **Comprehensive Needs Assessment** | **Component 6** §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency. | Element I 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:   * Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards. | **Action Plan Goals** |
| 1. **Intervention and Enrichment** | * §1114(b)(7)(ii): Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. | **Action Plan Goals** |
| 1. **Activities that address the needs of at risk Students**   **Culture and Climate**  **High School (N/A)**  **RTI (Monitoring of Student data and performance)**  **Professional Development**  **Pre-K Transition** | * §1114(b)(7)(iii): Schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—   + Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;   + Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);   + Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);   + Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and   + Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program. | **Action Plan Goals** |
| 1. **Parent and Family Engagement** | * §1116: Each School-wide plan must: * Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employees, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; * Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs; * Conduct, with the meaningful involvement of parents and family members, an annual evaluation for the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying –  1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and 3. Strategies to support successful school and family interactions;  * Use the findings of such evaluation in subparagraph to design evidence-based strategies for more effective parental involvement, and to revise if necessary, the parent and family engagement policies described in this section; and * Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. | **Action Plan Goals** |

**Element 3: Student Support Services**

ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results.

**Plan of Action**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area: ELA** | | | | | | | |
| **Goal 1** | | Performance Objective:80% of the students at TES will maintain an average of 75% or higher or increase 10% on the District Assessments. | | | | | |
| **Evidence Based Strategy(ies)** | | ☐Initial Screening and Benchmark Assessment  ☐ Extended Learning for At-Risk During the School day  ☐ Teacher Collaboration Support/PLC’s/Clusters  ☐Cross Curricula Collaboration  ☐Core Content Alignment with Standards and Assessments  ☐ RTI / CLCs  ☐Literacy and Writing Across the Curriculum  ☐Graphic Organizers in Core Content  ☐Enrichment Activities for Advanced Learners  ☐ Parent Conferences | ☐ Progress Monitoring  ☐ Engagement Strategies  ☐ Instructional Leadership Team Support  ☐ Teaching Standards Support  ☐ Principal Standards Support  ☐ Career Pipeline Support  ☐ mClass Intervention  ☐Other (Specify)\_\_\_Quarterly Progress Monitor  ☐Other(Specify) \_\_mid 9 weeks checks\_  ☐Other(Specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **Action Steps** | | | | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)** | **Documentation**  **Success Criteria** |
| **1.** | Curriculum and Instruction:   * Core Teachers:   + Lesson Plans will include differentiation to address the individual needs of all students including subgroups of students for whole group and small group instruction.   + Tier I Core Classroom Instruction - will provide differentiated instruction for high, average, at-risk, subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in ELA through whole group instruction, small group instruction, guided reading, enrichment, & interventions * Title I Interventionists   + will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students students based on individual needs in ELA through small group instruction, & interventions targeting reading comprehension & fluency   + Tutor/Enrichment/Intervention Teacher/Para - tutoring, intervention, and/or enrichment will be provided based on the students needs. Intervention Prescription Sheets will be utilized to ensure alignment with the CORE Classroom * Curriculum Coaches, TAP Master & Mentor Teachers   + will support teachers with Tier I curriculum implementation though planning, one-on-one coaching, co-teaching, modeling and providing feedback. * Instructional Materials   + Amplify CKLA Materials of Instruction   + Amplify Reading Materials of Instruction   + Additional * Instructional Programs   + mClass Intervention | | | **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, and Mentor**  **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, and Mentor**  **Master, Mentor,**  **Principal and Administrators**  **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, and Mentor** | **Weekly**  **August2021-**  **May 2022**  **Weekly**  **2021-**  **May**  **2022**  **Agendas,**  **Sign ins,**  **Schedules**  **August**  **2021-**  **May 2022** | **TES Funds**  **TES funds,**  **Title 1 funds**  **Title 1 funds, TES Funds**  **Title 1 funds, LPSD funds,**  **TES Funds** | **Weekly lesson plans**  **Weekly Lesson Plans**  **Weekly**  **Schedules**  **Quarterly Reports** |
| **2.** | **Monitoring of Student Data and Performance:**  RTI/SBLC Process - indicate how the RTI process is carried out at your school, data instruments, by whom this will be monitored, and frequency  **The SBLC chairperson and RTI Chairperson will monitor data every 4 weeks and meet with teachers every 9 weeks to discuss student data.** | | | **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, Mentor(RTI) Chairperson)**  **and SBLC chairperson** | **May 2021-May 2022** | **Title 1 funds, TES funds,**  **LPSD funds** | **Mid 9 weeks reports and Quarterly reports** |
| **3.** | **Programs/Technology:**  mClass Intervention, Kid Biz, online tools training, Amplify Reading, AR | | | **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, Mentor(RTI) Chairperson)**  **and SBLC chairperson** | **August 2021-May 2022** | **Title 1 funds, TES funds, and LPSD funds** | **Mid 9 weeks reports, Quarterly reports, and 10 day reports** |
| **4.** | **Professional/Staff Development: (Teacher Collaboration Support, PLC’s, Clusters)**  Thibodaux Elementary School will provide PD on data analysis, lesson planning, aligned instruction and assessments, literacy strategies, classroom management, student engagement, questioning, and technology to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement. | | | **Teachers, LPSD**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, Mentor(RTI) Chairperson)**  **and SBLC chairperson** | **August 2021-May 2022** | **Title 1 funds, TES funds, LPSD funds** | **Agenda and sign ins** |
| **5.** | **Parental and Family Engagement (Academic):**   * Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. * Parents & students will participate in Literacy Night,Book Bingo, and Meet and Greet night. Parents will be provided with resources such as websites, reading & writing strategies, tips .) * Parents will participate in quarterly Title I Parental Involvement activities (Successful Innovations, Eureka Math Nights, Strategy nights) * Parents will receive monthly newsletters & calendars. * Teachers will conduct parent/teacher conferences. * The school website will have up to date information to keep parents abreast of school news. | | | **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, Mentor** | **August 2021-May 2022** | **Title 1 funds and TES funds** | **Agenda , Sign ins and calendars** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area: Math** | | | | | | | |
| **Goal 2** | | Performance Objective:  80% of the students at TES will maintain a 75% or higher or increase 10% on the District Assessments. | | | | | |
| **Evidence Based Strategy(ies)** | | ☐Initial Screening and Benchmark Assessment  ☐ Extended Learning for At-Risk During the School day  ☐ Teacher Collaboration Support/PLC’s/Clusters  ☐Cross Curricula Collaboration  ☐Core Content Alignment with Standards and Assessments  ☐ RTI/ CLCs  ☐Literacy and Writing Across the Curriculum  ☐Summarization Strategies Across the Curriculum  ☐Graphic Organizers in Core Content  ☐Enrichment Activities for Advanced Learners  ☐ Parent Conferences | ☐ Progress Monitoring  ☐ Engagement Strategies  ☐ Instructional Leadership Team Support  ☐ Teaching Standards Support  ☐ Principal Standards Support  ☐ Career Pipeline Support  ☐ mClass Intervention | | | | |
| **Action Steps** | | | | **Persons Responsible** | **Target Date(s) Timelines** | **Funding**  **Source(s)** | **Documentation**  **Success Criteria** |
| **1.** | **Curriculum and Instruction:**   * **Core Teachers**   + Lesson Plans will include differentiation to address the individual needs of all students including subgroups of students for whole group and small group instruction.   + Tier I Core Classroom Instruction - will provide differentiated instruction for high, average, at-risk, subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in Math through whole group instruction, small group instruction, AM, enrichment, & interventions * **Curriculum Coaches, TAP Master & Mentor Teachers**   + will support teachers with Tier I curriculum implementation though planning, one-on-one coaching, co-teaching, modeling and providing feedback. * **Title I Interventionists**   + will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students students based on individual needs in Math through small group instruction, & interventions targeting skill 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**   + Eureka (Book, Workbook, Online Tools)   + Differentiated Lessons * **Instructional Programs**   + ZEARN   + Imagine Math   + Imagine Math Facts   + Freckle | | | **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, Mentor**  **Principal, Assistant**  **Principal,**  **Administrative Assistant,**  **Master, and Mentor**  **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, and Mentor**  **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, and Mentor** | **Weekly**  **August**  **2021-**  **May 2022**  **Agendas,**  **Sign ins,**  **Schedule**  **Weekly**  **August 2021-May 2022** | **Title 1 funds, TES Funds**  **Title 1 funds and TES funds**  **Title 1 funds and TES funds** | **Weekly lesson plans**  **Weekly schedules**  **Weekly lesson plans**  **Quarterly Reports** |
| **2.** | **Monitoring of Student Data and Performance:**  RTI/SBLC Process - **The SBLC chairperson and RTI Chairperson will monitor data every 4 weeks and meet with teachers every 9 weeks to discuss student data.** | | | **Teachers**  **Principal,**  **Assistant**  **Principal,**  **Administrative Assistant, Master, Mentor(RTI) Chairperson)**  **and SBLC chairperson** | **May 2021-**  **May 2022** | **Title 1 funds and TES funds** | **Quarterly reports and mid 9 week reports** |
| **3.** | **Programs/Technology:**  . ZEARN, Imagine Math, Imagine Math Facts, online tools training | | | **Principal, Assistant Principal, Administrative Assistant, Master, Mentor, Teachers** | **May 2021-2022** | **Title 1 funds, parish funds** | **Reports** |
| **4.** | **Professional/Staff Development: (Teacher Collaboration Support, PLC’s, Clusters)**  Thibodaux Elementary will provide PD on data analysis, lesson planning, aligned instruction and assessments, math strategies, classroom management, student engagement, small groups, questioning, and technology to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement. | | | **Principal, Assistant Principal, Administrative Assistant, Master, and Mentors** | **August 2021-2022** | **School Funds** | **Agendas, sign in sheets** |
| **5.** | **Parental and Family Engagement (Academic):**   * Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. * Parents & students will participate in literacy days/nights. Also list if parents will be provided with resources such as websites, reading & writing strategies, etc.) * Parents will participate in quarterly Title I Parental Involvement activities * Parents will receive monthly newsletters & calendars. * Teachers will conduct parent/teacher conferences. * The school website will have up to date information to keep parents abreast of school news along with our facebook page. | | | **Principal, Assistant Principal, Administrative Assistant, Master, Mentor, and Counselor** | **August 2021-2022** | **Title 1 Parental Involvement, School Funds** | **Agenda, Calendars, sign in sheets** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Culture and Climate** | | | | | | |
| **Goal 3** | | Thibodaux Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly. If High Discipline – add a goal about lowering discipline referral rate.) | | | | |
| **Evidence Based Strategy(ies)** | | ☐ PBIS  ☐ RTI / MTSS/ CLCs  ☐ Engagement Strategies  ☐Other (Specify)\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **Action Steps** | | | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)** | **Documentation**  **Success Criteria** |
| **1.** | **Parent and Family Engagement Activities**   * Parent Meet and Greet(July) * Parent Orientation/Open House * Parent Center * Literacy Nights(Math/ELA) | | **Principal, Assistant Principal, Administrative Assistant, Master, Mentor, Staff** | **August**  **2021-**  **May 2022** | **Title 1 Parental Involvement, School Funds** | **Sign ins, Agenda, Calendars, Post** |
| **2.** | **PBIS**   * Classroom use of Whole Brain Strategies * School Wide PBIS plan * Monthly behavior celebrations(EX. snowballs, king cake making,H&PE rotations,etc.) | | **Principal, Assistant Principal, Administrative Assistant, Master, Mentor, Staff** | **August**  **2021-**  **May**  **2022** | **School Funds** | **Calendars, Plan** |
| **3.** | **Strategies in the Classroom and for teachers**   * **Conscious Discipline** * **Whole Brain Strategies** * **Student Engagement strategies in daily lessons** | | **Principal, Assistant Principal, Administrative Assistant, Master, Mentor, Staff** | **August**  **2021-**  **May**  **2022** | **School Funds** | **Weekly lessons, Walk through observations, formal observations** |

**Element 4: 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.

Goals State of Louisiana Critical Goals: Louisiana Students will:

CG1. Enter Kindergarten ready to learn.

CG2. Be literate by 3rd grade.

CG3. Arrive in 4th grade on time.

CG4. Perform adequately in the area of English Language Arts by 8th grade.

CG5. Have necessary numeracy skills by 8th grade.

CG6. Graduate on Time.

CG7. Enroll in post-secondary institution or workforce ready.

CG8. Achieve these goals regardless of race or class.

School Goals:

* Pre-k Goal: 92% of all students will enter the blue band on the TS Gold ready to enter Kindergarten.
* KN Goal: 80% of the kindergarten students will maintain at least an average of 75% or increase 10% on the District Assessments.
* 1st Grade Goal: 80% of the 1st grade students will maintain at least an average of 75% or increase 10% on the District Assessments.

**Implementing a Schoolwide Program as defined in the USDOE Non-Regulatory Guidance, SUPPORTING SCHOOL REFORM BY LEVERAGING FEDERAL FUNDS IN A SCHOOLWIDE PROGRAM (pg. 3-4 and 7-8)**

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

* Conducting a **comprehensive needs assessment.**  To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and other root causes. (ESEA section 1114(b)(2); 34 C.F.R. ß 200.26(a). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
* Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students (ESEA section 1114(b)(7)(A)(i), (iii)). The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)). To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. **This plan may be integrated into an existing improvement plan.**
* **Annually evaluating the schoolwide plan,** using data from the State’s assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must **annually revise the plan**, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. ß 200.26(c)).

***ReSafeguarding 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 5: Tiered Intervention**

Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. 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:Monthly activities(Snowballs, King cake decorating, water activity, fun play rotations, etc)
* Tier II Activities: Counselor teaches social skills
* Tier III Activities: None at this time(parent meeting with student and counselor/administrator)

2020-21 Discipline Data

|  |  |  |  |
| --- | --- | --- | --- |
| Total ISS | Total OSS | Total Alt Site | Total of All |
| 4 | 7 | 0 | 11 |

SWPBIS Tiered Fidelity Inventory 2020-21 – Uploaded into Title I Crate

|  |  |  |
| --- | --- | --- |
| Core Feature | Points Award | Percentage of SWPBIS Implementation |
| Tier I | \_\_27\_/ 30 | 90% |
| Tier II | \_\_24\_/ 26 | 92% |
| Tier III | \_\_31\_/ 34 | 91% |

**Element 6: Professional Development**

Under ESSA, professional development activities must minimally be designed to improve instruction, provide opportunities for teachers to utilize assessment data to drive decision making, and focus on the retention and recruitment of effective teachers in high-need subject areas. Professional development activities should continue to be: high-quality, sustainable, replicable, and included opportunities for job-embedded replication at the school level.

Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2021-22, those dates are August 2 -3, September 7, October 12, and January 18. 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: Cluster/PLC meetings

**Element 7: Early Childhood Transition**

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

ESSA Required Transition Activities

Select all that apply:

\_\_**X**\_\_\_Pre-School to Kindergarten

\_\_\_\_\_\_ Lower Elementary to Upper Elementary

\_\_\_\_\_\_Elementary to Middle School

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)** | **Documentation**  **Upload to Title I Crate** |
| **Transitional Activities:** |  |  |  |  |
| Head start teachers/student/parents will tour the campus to initiate a correspondence so they can prepare the students for an easy transition. The guidance counselor/Administrators will tour the students. May 2022 | **Principal,**  **Assistant Prinicpal, Administrative Assistant, Counselor, and Teachers** | **May 2022** |  | **Agenda**  **Sign in sheet** |
| Pre- Kindergarten and Kindergarten grade teachers will initiate a parent /guardian transition activity/meeting in May 2022 to assist the students with the transition from Pre-K to Kindergarten. | **Principal,**  **Assistant Prinicpal, Administrative Assistant, Counselor, and Teachers** | **May 2022** |  | **Agenda**  **Sign in sheet** |

**Element 8: Supplement not Supplant**

To demonstrate compliance, the LEA must demonstrate that the methodology used to allocate State and local funds to each Title I school ensures the school receives all of the State and local funding it would otherwise receive if it were not receiving the Title I funds. The new ESSA requirement went into effect December 15, 2017. No LEA shall be required to:

* identify individual costs or services as supplemental; or provide services through a particular instructional method or setting to demonstrate compliance. The Secretary may not prescribe the specific methodology a LEA uses to allocate State and local funds to each Title I school.

**District Assurance**

* I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
* I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
* I hereby certify that this plan contains the required components as mandated by the Every Student Succeeds Act.
  + **Component 1** §1114(b)(1) An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act that
    - is developed during a 1 year period unless….
      * The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
      * The school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section;
  + **Component 2** §1114(b)(2) The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;
  + **Component 3** §1114(b)(3) The schoolwide plan remains in effect for the duration of the school’s participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;
  + **Component 4** §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and
  + **Component 5** §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);
  + **Component 6** §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.
  + **Component 7** §1114(b)(7)(A)(i): The **schoolwide plan activities** include a description of:
    - Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards.
    - §1114(b)(7)(ii): Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - §1114(b)(7)(iii): Schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—
* Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
* Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
* Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
* Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
* Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

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Federal Programs Supervisor’s Signature Principal’s Signature

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