Lafourche Parish School District

Developing Lifelong Learners

Title I Schoolwide Plan 2026-27

Bayou Blue Elementary

Pre-K to 2nd grade

1916 Bayou Blue Rd.Houma,LA 70364

Tina Guidry

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Schoolwide Planning Team

Members should include school and district administrators, teachers representing each grade level and/or content areas, school guidance counselors, PAC member, parent, community member and/or curriculum coach. The school's PAC Members are asked to sign the planning team page. They are encouraged to provide feedback to the team throughout the school year.

Administrator	Tina Guidry- Principal	Counselor	Kacey Lirette
Administrator	Andrea Rogers- Assistant Principal	Parent	Farron Portero
Teacher/Grade	Jessica Ledet 2nd grade	Parent/Community Member	
Teacher/Grade	Alice Gregory 1st grade	Parent of Subgroup	Mary Carter
Teacher/Grade	Jessica Babin Kindergarten	Other	Jo Maxim- Interventionist
Special Education Teacher/Grade	Regina Walker 1st grade Sped.	Other	
PAC Member		Other	
Curriculum Coach(s)	Candy Chaisson	Other	

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. Describe how the the school prepared 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 offering or connecting families/parents to training on analyzing data or curriculum and assessment:

   Gained information from parent surveys and family engagement meetings. We sent out a survey in December to ignite our Parent/Teacher committee with new members to get the best times of day to have meetings and whether to meet in person or via Zoom and who would be interested in joining. We received 26 parents who would join. We will have monthly meetings beginning in September to get input and collaborate as a team to make schoolwide decisions. Core group: H. Price, H.Lecompte, R. Walker, K.Leboeuf,J. Dusenbery, A. Lopez.

2. Provide examples of changes made to the schoolwide plan based on input from families/parents:
   - Made changes to some of the parent engagement activities provided to parents via their feedback as well as made additions to ideas for PBIS rewards and parties.

3. 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 BBLES Pre-K to 2nd grade – level compacts distributed to ALL parents on or before **September 18, 2026.**
   - Copies upload to Title I Crate

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.

Faculty and Staff

Name	Position	Grade Level and Subject
Heidi Pitre	Teacher	Pre K
Dina Gilles	Teacher	Pre K
Tonya Clause	Teacher	Pre K
Heather Boudreaux	Teacher	Pre K
Brooke Cheramie	Teacher	Kindergarten- self-contained
Lauren Gregory	Teacher	Kindergarten-self-contained
Jessica Babin	Teacher	Kindergarten- self-contained
Brooke Cormier	Teacher	Kindergarten- self-contained
Cassie Westerman	Teacher	Kindergarten- self-contained
Sunni Gaudet	Teacher	Kindergarten- self-contained
Nina Breaux	Teacher	First Grade- ELA
Judy Plaisance	Para	K Child Specific Sped
Hannah Lecompte	Teacher	First Grade- ELA
Adrianne Landry	Teacher	First Grade- Math
Jennifer Dusenbery	Teacher	First Grade- ELA
Alice Gregory	Teacher	First Grade- Math
Sydney Stein	Teacher	First Grade- Math
Kali Oldham	Teacher	2nd Grade- Math

Jessica Ledet	Teacher	2nd Grade- Math
Kennedy Thibodeaux	Teacher	2nd Grade- ELA
Madi Leblanc	Teacher	2nd Grade- ELA
Holly Derouen	Teacher	2nd Grade- Math
Hollie Crabtree	Teacher	2nd Grade- ELA
Lauryn Smith	Teacher	Special Education- Pre-K and Kinder
Regina Thomas Walker	Teacher	Special Education- 1st Grade
Hannah Molaison	Teacher	Special Education- 2nd Grade
Todd Guilliot	Teacher	Special Education- RISE room K-2
Lacey Stevens	Para	Library
Jo Maxim	Teacher	Enrichment/Intervention
Patrice Fornies	Teacher	French
Katina Frazier	Para	Intervention
Kelli Adams	Para	Intervention
Elizabeth Curole	Teacher	P.E.
Kacey Lirette	Counselor	
Cheryl Gagneaux	Teacher	Pre-School
Shana Daigle	Teacher	Speech
Ellen Breaux	Teacher	Speech
Allison Maiocchi	Nurse	
Malik Carter	Para	2nd grade Sped.
Kelly Pellegrin	Para	First Grade Sped.
Kelsey Lebeouf	Para	Kinder Sped.
Katelynn Freeman	Para	Pre-K Sped. para

Kailey Bergeron	Para	RISE room Sped.
Brandy Guidry/Heather Price	Paras	Pre-K
Minnie Doughty/ Tanna Henry	Paras	Pre-K

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: Bayou Blue Elementary will provide all students with a quality education that will help them to become lifelong learners, realize their full potential, and lead them to overall success.

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

Community Demographics

Lafourche Parish spans approximately 1,067.8 square miles and has an estimated 2024 population of 95,342 residents. The Lafourche Parish School District serves roughly 13,000 students from ages 4 through 21. Current racial demographics for the parish indicate a population that is 74.22% White, 13.94% African American, 6.14% Hispanic, 2.74% Native American/Alaska Native, 0.90% Asian, and 2.06% of two or more races. About 10.9% of residents under age 65 report a disability. Educational attainment continues to improve, with 83.5% of adults holding at least a high school diploma and 21.1% earning a bachelor's degree or higher.

Student Demographic Data

Student Information: List the number of students in each area

Total Enrollment	Economically Disadvantaged	Students w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant	Neglect and Delinquent	Indian Ed	Foster Care	Military - Affiliated
454	201	51	0	4	22	0	5	0	21	2	0

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
228	226	306	49	62	2	24	0	11

Attendance				
Percentage of Average Daily Attendance 1st nine weeks	Percentage of Average Daily Attendance 2nd nine weeks	Percentage of Average Daily Attendance 3rd nine weeks	Percentage of Average Daily Attendance 4th nine weeks	Percentage of Average Daily Attendance 25-26 SY Total
94.23%	92.62%	93.13%	93.61%	93.40%

State Assessment Data:

School Performance Score (SPS)		
2023- 2024 Score: 80.9 Letter Grade: B	2024- 2025 Score: 83.4 Letter Grade: B	2025 – 2026 Score: 0 Letter Grade:

Raw Student Achievement Index

2023- 2024

ELA	70.92	
Math	65.52	
Science	64.28	
Social Studies	No score	

2024- 2025

ELA	78.51	
Math	77.1	
Science	66.7	
Social Studies	No Score	

2025 – 2026

ELA	0
Math	0
Science	0
Social Studies	0

Early Childhood Performance Rating (PK)		
2023- 2024 Performance Score: 0 Rating:	2024- 2025 Performance Score: 0 Rating:	2025- 2026 Performance Score: 0 Rating:

School is identified as a School in need of Intervention for a subgroup? ___ Yes _X No **(NOTE: CIR, UIR, or UIN)**

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:

2025- 26 ELA District Assessment Data		2025- 26 Math District Assessment Data	
Kindergarten	83	Kindergarten	87
1st Grade	81	1st Grade	87
2nd Grade	78	2nd Grade	82
3rd Grade	Assessments Average	3rd Grade	Assessments Average
4th Grade	Assessments Average	4th Grade	Assessments Average
5th Grade	Assessments Average	5th Grade	Assessments Average
6th Grade	Assessments Average	6th Grade	Assessments Average
7th Grade	Assessments Average	7th Grade	Assessments Average
8th Grade	Assessments Average	8th Grade	Assessments Average

2025- 26 TS Gold Data End of the Year Data			
	Percentage at Below	Percentage at Meeting	Percentage at Exceeding
Pre-Kindergarten – ***Literacy***	0%	28%	72%
Pre-Kindergarten – ***Numeracy***	.5%	61.5%	38%

2025- 26 DIBELS Assessment Spring Data				
	Percentage at Above	Percentage at Benchmark	Percentage at Below	Percentage at Well Below
Kindergarten	55%	27%	6%	12%
1st Grade	33%	40%	10%	17%
2nd Grade	32%	32%	15%	21%

3rd Grade	0	0	0	0
4th Grade	0	0	0	0
5th Grade	0	0	0	0

2025- 26 Imagine Math Benchmark Spring Data					
	Percentage at Advance	Percentage at Proficient	Percentage at Basic	Percentage at Below Basic	Percentage at Far Below Basic
Kindergarten	0%	84%	8%	8%	0
1st Grade	2%	93%	2%	2%	1%
2nd Grade	23%	72%	2%	0%	3%
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0

2025- 26 ELPT Data			
Grade	Percentage at Emerging	Percentage at Progressing	Percentage at Proficient
Kindergarten	0	0	0
1st Grade	0	0	0
2nd Grade	0	0	0
3rd Grade	0	0	0
4th Grade	0	0	0
5th Grade	0	0	0
6th Grade	0	0	0
7th Grade	0	0	0
8th Grade	0	0	0

2025 -2026 School–Wide Stakeholder Survey Data: Strengths			
	Parent Survey Data	Teacher Survey Data	Student Survey Data
1			N/A
2			N/A
3			N/A

2025 - 26 School–Wide Stakeholder Survey Data: Weaknesses			
	Parent Survey Data	Teacher Survey Data	Student Survey Data
1			N/A
2			N/A
3			N/A

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Describe the data analysis and needs assessment process that was used to inform the school goals.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points.

Based on the results of the need assessment, list the school's priorities.

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 schoolwide strategies that the school is implementing to:

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

Plan of Action

Content Area: ELA			
Goal 1	**School Goal:** K-2 will increase our Spring DIBELS EOY proficient readers (benchmark and above) from 73% 2026 to 80% 2027, and each grade level K-2 will have an ELA District Assessment Average of an 85% or above on the ELA Common District Assessments in Skills by the end of the school year 2026-27. **Teacher Goa**l: Teachers will use their knowledge of AIM Science of Reading, The Structured Literacy small group instruction focused on students individual areas of need, and the LER Best Practices to deliver core instruction using CKLA effectively and score a 3.5 or better on the LER, and they will meet their class DIBELS SLT goals at the end of the year 2027. **Student Goa**l: 80% of K-2 students will be benchmark or above on the DIBELS EOY 2027. The bottom 25% in each teacher's class will move up one level on the DIBELS EOY. EL students will move up a level on the ELPT. PK students will meet or exceed expectations on literacy and math T.S. Gold Spring Assessment and be Kindergarten ready on their HATCH program at the end of the year. **EL Goal**: 64% of our EL were progressing on the ELPT for 25-26 and 32% were proficient with only 25% emerging. Our goal for 26-27 will be for 50% of our EL students to be proficient and 40% to be progressing with only 10% to be emerging..		
Evidence Based Strategy(ies)	We will conduct weekly teacher collaboration meetings to look at student data, provide instructional support, student engagement strategies, and work on core content alignment with standards as well as backwards design with assessments. We also have an instructional coach to work with struggling teachers to model and co-teach. We will work to develop a pipeline of support with teacher mentors. We have teacher data sheets where we will track all student data (DIBELS, Imagine Math, District Assessments ELA and Math and DIBELS progress monitoring) and help scaffold instruction for students when needed by working on small group instructional plans following the structured literacy format of delivery in ELA and the I Do, You Do, We do in small group math plans to meet the students needs		We will provide students with extended learning for At-risk during the school day in small group reading block, interventions and with high dosage tutoring. We will do small group instruction will all students. We will use RTI/ MTSS process to meet about students regularly to discuss concerns. We will use The Writing Revolution to enhance student literacy. We will use graphic organizers, kinesthetic learning, and visuals to enhance core instruction. We will conduct parent conferences and Administrative conferences on students each nine weeks that have D's and F's in any subject. We will progress monitor in DIBELS to watch student progress and make changes in support as needed. Parents will also be informed of student progress on the DIBELS and Imagine Math benchmark scores by letter. Also after first and 2nd nine weeks parents are given a Renata D form to fill out

			with any concerns they have on their child's grades, and those are addressed by the teacher and if needed by SBLC.
Action Steps			**Measure of Effectiveness**
1.	**Strengthening the Academic Programs:** What specific instructional improvements (e.g., curriculum enhancements, intervention programs, professional development) are being implemented to address identified academic gaps? · Teacher Collaboration weekly meetings on Core and Small Group Lesson Planning that will follow the structured literacy components and include differentiation of activities and strategies to address the individual needs of all students including subgroups of students for whole group and small group instruction. Teachers that need support will be assigned to work with the Instructional coach and assigned a teacher mentor to work with. We will know that teachers are teaching to the rigor of the standard by tracking student performance on District Assessments and DIBELS and Imagine Math scores. A high level of proficiency would indicate they are teaching to mastery. · High quality professional learning for teachers will be planned for by the Leadership Team in ILT meetings · Teacher Mentors and Instructional Coach will work with teachers who need support to improve with co-teaching and modeling and feedback. · Weekly Walkthrough observations will be conducted and high quality feedback will be given to teachers to help each one solidify reinforcement areas and work on refinement areas. · Tutor/Enrichment/Intervention Teacher/Para - tutoring, intervention, and/or enrichment will be provided based on the students' needs. Intervention lesson plans and tutoring prescription sheets will be utilized to ensure alignment with the CORE Classroom and Lexia, Amira, and Accelerated reading will be used as curriculum enhancements to address identified academic gaps.	**Lesson plans- small group and core. TCM agendas and sign in sheets. ILT agendas and sign in sheets.** **Teacher Observations and feedback both walk throughs and formal observations- coaching plans** **Mentor logs and Coaching notes** **Intervention lesson plans and tutoring prescription sheets.** **CKLA Teacher manuals, CDA's, mClass data** **Lexia reports, Amira reports, AR reports**
2.	**Increasing the Amount of Quality of Learning Time:** Describe how your school ensures that additional learning time is purposeful, aligned with standards, and focused on improving student achievement. · **Teachers track student data on individual data sheets which include CDA's, DIBELS benchmarks, Lexia program, report card grades.** · **Teachers use the above data to see trends in missed items on CDAs, areas of struggle on DIBELS Benchmarks, and Lexia report data on**	**Student data sheets** **Small group lesson plans and data sheets** **Tutoring prescription sheets** **DIBELS progress monitoring data and graphs**

	students grade level and progress to make decisions on small group instruction and need for intervention to support student access to the Core. **We know the students are mastering the material by their report card grades, grades on CDAs, and proficiency in DIBELS. If they master the material the teacher will differentiate the classroom IP with early finisher work and push them in accelerated reading and on their Lexia program to move up a grade level. If they are not mastering the material then the teacher will pull the students into small group to do a small group lesson for an extra 20 minutes of reading support during class time, and the student will be placed in a pull out reading intervention program for an extra 30 minutes daily during teacher planning time. This additional learning time will be following the CKLA skills for the week using the structured literacy approach and students will be progress monitored every two weeks to see that progress is being made and if not will make changes to the students instruction and document the change and monitor to see in two weeks if the student is making progress and achieving their reading goals.**	**CDA's, DIBELS benchmark scores, Lexia program data, and report card grades, and A/R progress.**
3.	**Instruction- Student Capacity Building:** How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively? · RTI/SBLC Process – Students are identified through Teacher referral, DIBELS Benchmark results and District Assessment scores. Tier II and III students are progress monitored every 2 weeks with DIBELS. These assessments are monitored by the intervention teacher, MTSS team, and SBLC committee as well as the regular education or Special education teacher. · **9 weeks parental contacts on all students with D and F grades and referral to SBLC as needed through the RTI process**	**MTSS and SBLC agendas and notes** **DIBELS benchmark results and progress monitoring graphs** **Teacher small group data** **D/F call logs turned in by 9 weeks logging parent contact, action steps, and decisions.**
4.	**Increasing Achievement for Underperforming Subgroups:** How is your school determining strategies, based on themes from the needs assessment, to meet projected short- and long-term goals for identified underperforming subgroups? **Our school is using a multisensory approach to teaching reading based on needs assessment to meet the short and long term goals for underperforming subgroups as well as placing them in a small group that is catered to meeting the needs and level of the students identified.**	Structured Literacy plans, hands on manipulatives like felt, salt, elkonin boxes and chips, white boards and markers, picture support when needed and leveled small group assignments and decodable readers.

5.	**Enriching and Accelerating the Curriculum:** What steps has the school taken to ensure that enrichment and acceleration opportunities are accessible to all students, including those from at-risk or historically underserved groups? Every teacher has early finisher assignments or a must do and can do options on independent practice in class to accelerate and enrich all students at their pace. Also students who score higher on benchmark assessments are placed in a leveled high group for reading block time where the activities include reading higher leveled books and literature circle discussions. Also Lexia, Amira and Accelerated Reading are based on the students reading level and fluency and progress the student forward as they master the different levels of the program.	Students independent work as well as early finisher assignments. Small group work Lexia, Amira, and A/R reports
6.	**Parental and Family Engagement- Literacy Engagement:** What strategies will you use to collaborate with community partners to support school-wide literacy goals? · 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 during PTC meetings monthly. · Parents & students will participate in Quarterly Title I Parental Engagement Activities such as Literacy/ Math Night, Challenge Island STEM activity, Family Nutrition Night. Parents will be provided with resources such as websites to assist them in helping their child with reading and math. · Parents will receive DIBELS benchmark results. · Parents will receive weekly classroom newsletters & monthly school calendars. · Teachers will conduct parent/teacher conferences for students with failing grades every nine weeks. · The school website and Facebook will have up to date information to keep parents abreast of school news. · Parents have access to communicate on a daily basis with all staff through School Status, email, and phone calls for two way communication.	**Meeting agendas and sign in sheets** **Facebook posts** **DIBELS reports and student improvement each benchmark** **Monthly calendar and newsletters** **School website and School Status communication log**

Content Area: Math			
Goal 2	School Goal: Each Grade level K-2 will have a Math District Assessment Average of an 87% or above on the Math Common District Assessments by the end of the school year 2026-27. We will also increase our Imagine Math EOY		

	benchmark from 95% of the students being proficient or above in 2026 to a 96% of the students being proficient or above for 2027. Teacher Goal: The teachers will use their knowledge of the LER Best Practices to deliver effective core instruction using Eureka Math Squared and the Eureka instructional support tool by scoring a 3.5 on the LER and by meeting their Math SLTs by students reaching proficiency or above on Imagine Math Spring Benchmark as well as completing 90 Zearn lessons for the year. Student Goal: K-2 Students will score 87% or above average on their math District Assessments as well as reach proficient or above on the end of year Imagine Math Benchmark. Pre-K students will meet or exceed expectations on the math T.S. Gold assessment. The bottom 25% of the students in math will move up a proficiency level on Imagine Math and improve their District Assessment average from BOY to EOY. They will also complete their 90 lessons for the year in Zearn.		
Evidence Based Strategy(ies)	What strategies and interventions do you plan to implement and how are they related to the identified teacher goal and student target goals? We will conduct weekly teacher collaboration meetings to provide instructional support, student engagement strategies, and work on core content alignment with standards as well as backwards design with assessments. We also have an instructional coach to work with struggling teachers to model and co-teach. We will work to develop a pipeline of support with teacher mentors. We have teacher data sheets where we will monitor all student data and help scaffold instruction for students when needed by working on small group instructional plans that reflect data from exit tickets, spirals, and CDAs.		

Action Steps		**Measure of Effectiveness**
1.	**Strengthening the Academic Programs:** What specific instructional improvements (e.g., curriculum enhancements, intervention programs, professional development) are being implemented to address identified academic gaps? We will provide students with extended learning for At-risk during the school day in interventions and with high dosage tutoring. We will do small group instruction with all students. We will use RTI/ MTSS process to meet on students regularly to discuss concerns. We will use Zearn to enhance student learning. We will use math language and manipulatives to enhance core instruction. We will conduct parent conferences and Administrative conferences on students each nine weeks that have D's and F's in any subject. We will document small group instruction and spiral data to watch student progress and make changes in support as needed.	Zearn progress reports Instructional walk thrus Math District Assessment grades Spiral data

2.	**Increasing the Amount of Quality of Learning Time:** Describe how your school ensures that additional learning time is purposeful, aligned with standards, and focused on improving student achievement. We ensure additional learning time is purposeful by monitoring the learning time during instructional walk thrus and discussing small group instruction documentation during administrative conferences and looking at student work and grade progress in weekly TCMs. We make sure the additional learning is aligned to the standards on the week small group lesson plans that are turned in to administration and we track student data to see improvement on student achievement.	Walk thru data Small group documentation Student work analysis Progress reports and report cards Lesson plans CDA data charts and student data charts
3.	**Instruction- Student Capacity Building:** How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively? We make sure our school schedule has the state mandated minutes of instruction for each subject in the instructional day along with allotted time for small group instruction to meet the students varying needs. We provide professional development to teachers in TCM based on walk thru data to strengthen instructional approaches for more effectiveness as needed.	Master Schedule Small group lesson plans TCM agendas and sign in sheets Walk thru data
4.	**Increasing Achievement for Underperforming Subgroups:** How is your school determining strategies, based on themes from the needs assessment, to meet projected short- and long-term goals for identified underperforming subgroups? RTI/SBLC Process – Students are identified through Teacher referral and District Assessment scores. Tier II and III students are progress monitored through the small group work weekly from exit tickets and documented by student success. These assessments are monitored by the RTI team, and SBLC committee as well as the regular education or Special education teacher. We also track student District Assessment averages in math and look at student missed items to make sure that instruction is implemented with fidelity. **9 weeks parental contacts on all students with D and F grades and referral to SBLC as needed through the RTI/MTSS process**	**MTSS and SBLC agendas and notes** **District Assessment results and Math program data** **Teacher small group data** **D/F call logs turned in by 9 weeks logging parent contact and decisions.**
5.	**Enriching and Accelerating the Curriculum:** What steps has the school taken to ensure that enrichment and acceleration opportunities are accessible to all students, including those from at-risk or historically underserved groups?	Zearn computer reports Small group lessons and documentation District CDAs

	Students are able to work at their own level and pace on Zearn computer program to ensure that students can accelerate as quickly as they master the lessons which includes at-risk students. We also utilize small group instruction to be able to meet students at every level to enrich or remediate daily.	
6.	**Parental and Family Engagement- Literacy Engagement:** What strategies will you use to collaborate with community partners to support school-wide math goals? · Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. · Parents & students will participate in Quarterly Title I Parental Engagement Activities such as Math night, Challenge Island STEM activity, and homework help. · Parents will receive Zearn math updates through the program · Parents will receive weekly teacher newsletters & monthly calendars. · Teachers will conduct parent/teacher conferences as needed. · The school website and Facebook will have up to date information to keep parents abreast of school news. · Parents have access to communicate on a daily basis with all staff through School Status Connect, email, and phone calls for two way communication	**Meeting agendas and sign in sheets** **Facebook posts** **Zearn reports** **Monthly calendar and weekly newsletters** **School Status connect messages and emails**

Content Area: Climate and Culture	
Goal 3	Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) goals of the plan to achieve the vision described above. Plan goals must focus on student outcomes, not on adult actions. These should include annual targets tied to specific accountability framework metrics as well as other leading indicators (inputs and/or outputs). Include baseline data and expected outcomes in the SMART goal statements below. ● **School Goal:** *(Behavior Referrals, Parent Survey Data, TFI Scores, Attendance Data)* ○ **Bayou Blue Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe, and orderly by implementing the Ron Clark House System and reduce behavior referrals by 10% from last year and increase attendance by 3% from last year** ● **Teacher Goal:** *(LER, PBIS)* ○ **Teachers will follow the schoolwide RCA Bantie Feathers, House rules and points system to reward and give consequences with consistency and fairness and track daily attendance and monthly attendance to house parties to aid in reduction of behavior referrals and increase attendance. The teachers will perform the delivery of house points on a weekly basis as well as nine weeks points and hold once a month house meetings to build team comradery and inclusiveness to promote positive behavior and learn SEL skills per month. The counselor will track student attendance to parties monthly and provide monthly SEL lessons to help with students' self regulation.**

	• **Student Target Goals:** *(Behavior Referrals, Screener Data)* ○ Increase 5% of PBIS Student Participation in House parties: ○ Increase 3% of Daily Attendance from 93% to 95% or more which is the District attendance goal: ○ Decrease 10% of Major Referrals from last year: ○ **Students will learn their house chants, compete for individual and house points, and celebrate one another's victories as 6 houses one family which will increase their desire to attend school regularly and decrease negative behavior.**	
Evidence Based Strategy(ies)	We will implement the Ron Clark House System as our strategy for inclusiveness and good behavior. We have been implementing positive behavior intervention support system. We use a marking system for behavior that has consequence steps along the way to deter negative behavior and a daily conduct grade to inform parents of behavior for their support in helping with behavior as well as determining if a student gets the monthly behavior party reward. We have other interventions for behavior that take place through MTSS for Tier II and III behaviors like check in and out for students with behavior plans in place to help students become more successful in meeting their behavioral goals.	**This is related to the teacher and student goals as everyone is involved in this process.**

Action Steps		**Measure of Effectiveness**
1.	**Strengthening the Academic Programs:** How is your school improving climate and culture through intentional strategies, such as inclusive practices, positive behavior supports, professional learning, or culturally responsive approaches, to address needs identified in the climate and culture data? See above	% of students going to the House parties % decrease in major referrals Parent survey results at the end of the year.
2.	**Increasing the Amount of Quality of Learning Time:** Describe how your school ensures that additional or extended learning time occurs in a positive, supportive environment that promotes student engagement, emotional safety, and consistent expectations that strengthen school climate and culture. Our extended learning time is called WIN- What I need When I need it time which supports positive and supportive learning at the students level and addressing the students needs. Due to small group numbers that supports engagement and emotional safety in that it is a group of peers that are at the same level as they are.	WIN student schedules and lesson plans.
3.	**Instruction- Student Capacity Building:** How is your school identifying and building student capacity to engage positively with peers and adults, including the implementation of social–emotional learning, leadership opportunities, and practices that support responsible decision-making and respectful behavior?	House meeting schedule Character building lessons monthly Counselor schedule of lessons and lesson plans House points app Student behavior charts

	We have monthly house meetings to build student capacity to engage with peers positively and adults and that includes a character building lesson during this meeting time. Teachers assign student helpers weekly to build leadership opportunities that support responsible decision making and students are awarded house points for great work and respectful behaviors that shine. The counselor also meets with each grade level of students once a month to cover SEL lessons. **Interventions are also given in a timely fashion at every behavior mark, at every referral, and with targeted behavior plans**	
4.	**Increasing Achievement for Underperforming Subgroups:** How is your school determining climate and culture strategies based on themes from the needs assessment to meet short- and long-term goals for improving belonging, safety, engagement, and support for underperforming or historically underserved subgroups? Our House system addresses all of these short and long term goals for improving belonging to a house color and a school family. We practice safety drills monthly and quarterly to build security in knowing what to do in crisis circumstances. We provide WIN time and HDT and afterschool tutoring to help increase achievement for underperforming subgroups.	House points House meetings Safety drills verification forms Tutoring monitoring logs
5.	**Enriching and Accelerating the Curriculum:** What steps has the school taken to ensure that enrichment and acceleration opportunities are accessible to all students, including those from at-risk or historically underserved groups, to promote a positive and inclusive school climate? Every student can progress at their own pace for enrichment or acceleration in Lexia reading and Zearn math programs, through early finisher work in class provided by the teacher, and in WIN time for small group instruction.	Zearn and Lexia reports Walk thru data Small group documentation and progress monitoring
6.	**Parental and Family Engagement- Literacy Engagement:** What strategies will your school use to collaborate with families and community partners to support school-wide climate and culture goals, build relationships, and strengthen home–school connections? · **Parent meetings and engagement activities** · **Survey data** · **House involvement/ parties volunteering** · **PTC** · **Facebook shout outs and pictures of student involvement** · **Daily behavior grades sent home** · **School Status messages about student behavior** · **Student of the Month recognition** · **Monthly behavior party tickets go home to invite students with good behavior.**	Sign in sheets Monthly School calendar Parent survey School Facebook page Daily behavior logs School Status messages Student of the Month sign Monthly party attendance

	· **Parent conferencing available at teacher planning times to discuss behavior.**	

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. Under ESSA requirements,the school should implement strategies to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Louisiana Education Priorities.

Describe how your school identifies students' social-emotional needs, selects appropriate support services, and implements classroom-based strategies to foster engagement, inclusion, and positive social-emotional outcomes. Explain how your school evaluates the impact on students' progress toward social-emotional skill development.

i.e.: Classroom Management, Inclusive Classroom Culture, Model and Encourage Emotional Regulation, Teach and Practice Active Listening, Incorporate Collaborative Learning Activities, Encourage Reflection and Self-Assessment, and Establish Regular Check-Ins.

Students are identified for social/emotional needs by the teacher to the counselor and goes through the MTSS process to select appropriate support services in conjunction with parental feedback and support. If needed a student may have a behavior support plan that implements classroom based strategies to foster positive social and emotional outcomes. These plans are tracked by the teacher and provide data to the MTSS committee to determine the impact on the students progress toward SEL development and changes are made as needed and the goals are increases as the students are successful.

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.

LDOE educational priorities include the following:

- Early Childhood Readiness: Ensuring children enter kindergarten prepared, with a focus on high-quality early childhood programs.
- Literacy and Math Foundation: Aligning instruction to the Science of Reading and ensuring mastery in foundational math skills.
- Meaningful High School Experience: Redesigning high school to include more work-based learning, industry credentials, and college credit opportunities.
- Educator Support: Investing in the teacher workforce, reducing administrative burdens, and providing high-quality professional development.

- Educational Choice: Expanding options for families, including public charters, non-publics, and home-study programs to reduce reliance on failing schools.
- Targeted Support: Providing intensive support for struggling schools and closing achievement gaps.

Lafourche Parish School District educational priorities include the following:

- Excellent Instruction: Build teacher and school leader capacity to effectively implement high-quality curricula with integrity through rigorous and intentional systems of support in order to ensure academic rigor for all students.
- Focus on Academic Consistency: Provide additional academic opportunities and support to meet students' diverse needs and interests.
- Thriving School Communities: Adopt and implement curricular material, assessments, and practices that drive student and adult wellness in order to build positive and sustainable school culture.
- Engaged and Invested Families: Strengthen family and community relationships through intentional practices that acknowledge a diverse community and allow for authentic, two-way communication and engagement.
- Strong Leaders, Strong Teams: Develop leaders to independently support the growth and success of their school-based teams and teachers.

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)).

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:

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior:
List process/activities: PBIS –

- Tier I Activities: House points,School wide behavior plan with steps and interventions at each step, House parties, Daily behavior charts that go home to the parents.
- Tier II Activities: referral to the MTSS committee, check in and out process, meeting with the counselor as scheduled for needs and possible referral to outside services

- Tier III Activities: referral to FINS, behavior support plan and tracking, referral to outside services

2025-26 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
3	14	0	17

SWPBIS Tiered Fidelity Inventory 2025-26 – Uploaded into Title I Crate

Core Feature	Points Award	Percentage of SWPBIS Implementation
Tier I	30 / 30	100%
Tier II	25 / 26	96%
Tier III	33 / 34	96%

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 2026-27, those dates are August 3rd and 4th, September 8th, October 13th, and January 4th. All school personnel participate in meaningful opportunities based on district/school needs. Sign in sheets and agendas uploaded to Title I Crate (5) to maintain a record of Professional Development activities and participants.

Schoolwide Professional Development: Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Teacher Collaboration Meetings examining student work and developing instructional strategies to help improve student results
Teacher Walk Thru feedback
Data tracking sheets and boards to monitor results
Leadership Team meetings to look at student progress monitoring and teacher results

We recruit and retain teachers through word of mouth, Facebook, and retain through team relationships, providing school mentors, Teacher treats, celebrating success, open door to access Administration for help, high expectations for staff and students, helping teachers understand

lesson planning and instruction and providing weekly feedback, helping teachers understand their data and helping them find strategies that work to help improve struggling students, and managing student behavior and helping communicate with parents.

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:

__X____ Preschool to Kindergarten

___X___ 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. Complete *applicable* row(s) for your school below.	**Persons Responsible**	**Target Date(s) Timelines**	**Documentation Upload to Title I Crate**
PK to K **The PK Teachers help with the transition for the next school year by bringing their students into the Kindergarten hallway and classrooms allowing them to talk to Kinder teachers about what Kinder is like. For newly enrolled Kindergarteners they have a meet and greet at the beginning of the year on PD day to meet their teacher, pick out the seat, and bring their supplies. We also do Special Education transition meetings with the Sped. teacher from those grades with the grade above Sped. Teacher. The EL teacher helps with the tour for those students at our school.**	**Pre-K and Kinder Teachers**	**May 2027**	**Pre K Teachers sign off on document stating transition was done and slide show.**
2nd to 3rd **The 2nd grade students take a bus to visit BBUES and tour the school and meet the 3rd grade staff. We also do Special Education transition meetings**	**2nd and 3rd grade teachers**	**May 2027**	**Agenda from BBUES**

with the Sped. teacher from our 2nd grade with the one from 3rd grade. The EL teacher gives a tour to those students at the school.			
5th to 6th			
8th to 9th			
Other Configurations			

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.

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…. 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	Bayou Blue Elementary Title I Schoolwide Plan

	amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section;	
2. Include All Stakeholders in development of Title I Schoolwide Plan	**Component 2** §1114(b)(2) The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;	Signature Page Leadership Team Meetings Uploaded to Title I Crate
3. District Monitoring of Title I Schoolwide Plan	**Component 3** §1114(b)(3) The schoolwide plan remains in effect for the duration of the school's participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;	Mid and EOY District Monitoring Site Visit Documentation
4. Access to the Title I Schoolwide Plan	**Component 4** §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and	School Website, hard copy in front office, School Website
5. Coordination of Services	**Component 5** §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);	Action Plan and Budgets
6. Comprehensive Needs Assessment	**Component 6** §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.	Element 1.2 of SIP
ESSA Components	**ESSA Component Requirements of Title I Schoolwide Plan**	
1. Reform Strategies	**Component 7** §1114(b)(7)(A)(i): The **schoolwide plan activities** include a description of: ● 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	● §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**
3. Activities that address the needs of at-risk Students Culture and Climate High School (N/A) MTSS (Monitoring of Student data and performance)	● §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— 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	**Action Plan Goals**

	Professional Development Student Transition	**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 education agency programs and other federal programs that will be consolidated in the schoolwide program.	
4.	Parent and Family Engagement	● §1116: Each School-wide plan must: 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 – 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.	Element 1.1 of SIP

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 Bayou Blue Elementary School, a Title I school, as evidenced by the list of parent participants below:

- Hannah Lecompte, Jessica Babin, Jennifer Dusenbery, Kelsey Leboeuf, and Regina Walker

This schoolwide plan was adopted by Bayou Blue Elementary School on *8/21/26*, and will be in effect for the 2025-2026 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 18, 2026.**

_____	Tina Guidry
Federal Programs Supervisor's Signature	Principal's Signature
_____	Laura Zeringue
ESSA Compliance Executive Coordinator's Signature	Parent and Family Stakeholder Participant Signature – NOT an employee of LPSD