Lafourche Parish School District

Developing Lifelong Learners

Title I Schoolwide Plan 2026-27

Cut Off Elementary

PreK-5th Grade

177 West 55th St., Cut Off, LA 70345

Kristine Collins

(985) 632-3116

kgcollins@mylpsd.com

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	Kristine Collins	Counselor	Jennifer Le
Administrator	Betsy Capeheart	Parent	
Teacher/Grade	Haley Walker/Interventionist/SBLC/MTSS	Parent/Community Member	Ashley Archer
Teacher/Grade	Bree Orgeron, Kindergarten	Parent of Subgroup	Ron Coleman
Teacher/Grade	Rebecca Comeaux, 5th	Watch DOGS Chair	Matthew Bascle
Special Education Teacher/Grade	Brittany Aucoin, 1st-2nd	PTC Coordinator	Heidi Rupert
PAC Member		Other	
Curriculum Coach	Kristy Adams	Community Partner	John Danos

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:
    - Targeted workshops
    - Connecting families to specialized resources from groups like the Louisiana Department of Education or local family centers to build skills in reviewing curriculum rubrics and student achievement data

2. Provide examples of changes made to the schoolwide plan based on input from families/parents:
    - Increased the amount of enrichment, extra curricular and parent engagement activities both during and after school.
    -

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 Cut Off Elementary 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
Haley Walker	Teacher	Interventionist
Jennifer Le	Professional School Counselor	PreK-5th Grade
Megan Frazier	Teacher	PreK Self Contained
Rachel Guidry	Teacher	PreK Self Contained
Crystal Bonvillian	Teacher	Kindergarten Self Contained
Amy Dantin	Teacher	Kindergarten Self Contained
Bree Orgeron	Teacher	Kindergarten Self Contained
Erin Danos	Teacher	1st Grade ELA
Isabelle McCullough	Teacher	1st Grade Math
Alicia Rebstock	Teacher	1st Grade Social Living
Clara Allemand	Teacher	2nd Grade Math/Social Living
Alyce Charpentier	Teacher	2nd Grade ELA
Taylor Boughamer	Teacher	3rd Grade Science/Social Studies
Ashley Cheramie	Teacher	3rd Grade Math
Myra Terrebonne	Teacher	3rd Grade ELA
Danielle Bouvier	Teacher	4th Grade Math/Social Studies
Deann Breaux	Teacher	4th Grade ELA/Science
Rebecca Comeaux	Teacher	5th Grade ELA/Science
Jennifer Walker	Teacher	5th Grade Math/Social Studies
Lacey Hebert	Teacher	K-5 PE
Kaitlyn Landry	Teacher	5th Grade Band
Tressa Williams	Teacher	Special Education PreK-Kindergarten
Brittany Aucoin	Teacher	Special Education 1st-2nd
Anna Katherin McLafferty	Teacher	Special Education 1st-2nd
Hannah Lasseigne	Teacher	Special Education 3rd-5th
Pamela Stout	Teacher	Special Education Significant Disabilities
Erin Callais	Teacher	Special Education APE

Amber Griffin	Teacher	Special Education Playgroup
Erica Theriot	Teacher	Special Education Playgroup
Angelle Arceneaux	Teacher	Speech Therapy
Nicole Orgeron	Teacher	Speech Therapy
Madison Foret	Title I Paraprofessional	K-5 Intervention ELA/Math
Sunshine Cheramie	Media Specialist Paraprofessional	PreK-5th Grade
Susan Bruce	Paraprofessional	PreK
Gina O'Neal	Paraprofessional	PreK
Megan Bagala	Paraprofessional	K-5 PE/Art
Rhoda Billiot	Paraprofessional	PreK-5 Special Education
Gwen Bradberry	Paraprofessional	PreK-5 Special Education
Lani Guidry	Paraprofessional	PreK-5 Special Education
Evelyn Molaison	Paraprofessional	PreK-5 Special Education
Brooke Pitre	Paraprofessional	PreK-5 Special Education
Lacey Plaisance	Paraprofessional	PreK-5 Special Education
Tonia Tobias	Paraprofessional	PreK-5 Special Education
Jamie Guidry	Secretary	School Wide
Juliette Carb ajal	Clerk	School Wide
Marlon Guidry	Head Custodian	School Wide
Daisy Folder	Custodian	School Wide
Ali Fontane	Nurse	School Wide

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: Cut Off Elementary will empower students to achieve success and ensure that ALL students learn at grade level or higher.

Mission: Cut Off Elementary is committed to increasing student achievement through rigorous, high quality instructional practices.

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
358	202	62	8	18	28	20	188	0	27	0	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
182	176	238	10	75	8	11	0	16

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
93.43%	92.12%	93.21%	89.89%	92.17%

State Assessment Data:

<table>
<tr><th colspan="3">School Performance Score (SPS)</th></tr>
<tr><td>2023- 2024
Score: 80.4
Letter Grade: B</td><td>2024- 2025
Score: 84.2
Letter Grade: B</td><td>2025 – 2026
Score: 0
Letter Grade: x</td></tr>
<tr><th colspan="3">Raw Student Achievement Index</th></tr>
<tr><td>2023- 2024
<table><tr><td>ELA</td><td>71.2</td></tr><tr><td>Math</td><td>73.2</td></tr><tr><td>Science</td><td>65.4</td></tr><tr><td>Social Studies</td><td></td></tr></table></td><td>2024- 2025
<table><tr><td>ELA</td><td>69.49</td></tr><tr><td>Math</td><td>77.3</td></tr><tr><td>Science</td><td>60.39</td></tr><tr><td>Social Studies</td><td></td></tr></table></td><td>2025 – 2026
<table><tr><td>ELA</td><td>0</td></tr><tr><td>Math</td><td>0</td></tr><tr><td>Science</td><td>0</td></tr><tr><td>Social Studies</td><td>0</td></tr></table></td></tr>
<tr><th colspan="3">Early Childhood Performance Rating (PK)</th></tr>
<tr><td>2023- 2024
Performance Score: 5.94
Rating: Proficient</td><td>2024- 2025
Performance Score: 5.39
Rating: Proficient</td><td>2025- 2026
Performance Score: 0
Rating:</td></tr>
</table>

School is identified as a School in need of Intervention for a subgroup? **___ Yes ___ 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	89.1%	Kindergarten	89.5%
1st Grade	69.9%	1st Grade	76.1%
2nd Grade	79.8%	2nd Grade	78.9%
3rd Grade	76.1%	3rd Grade	81.5%
4th Grade	73%	4th Grade	80.9%
5th Grade	78.3%	5th Grade	76.6%

2025- 26 TS Gold Data End of the Year Data			
	Percentage at Below	Percentage at Meeting	Percentage at Exceeding
Pre-Kindergarten – ***Literacy***	2.50	50	47.5
Pre-Kindergarten – ***Numeracy***	15	52.5	32.5

2025- 26 DIBELS Assessment Spring Data				
	Percentage at Above	Percentage at Benchmark	Percentage at Below	Percentage at Well Below
Kindergarten	38	31	7	24
1st Grade	23	35	7	35
2nd Grade	27	36	10	27
3rd Grade	44	28	14	14
4th Grade	23	22	11	14
5th Grade	51	13	16	20

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	65	22	13	0
1st Grade	2	85	2	4	7
2nd Grade	23	66	7	2	3
3rd Grade	0	68	20	5	7
4th Grade	0	55	25	16	4
5th Grade	0	52	20	17	11

2025- 26 ELPT Data			
Grade	Percentage at Emerging	Percentage at Progressing	Percentage at Proficient
Kindergarten	60	40	0
1st Grade	14	72	14
2nd Grade	22	33	44
3rd Grade	33	33	33
4th Grade	0	66	33
5th Grade	0	100	0
School Wide	29	51	20

2025 - 26 School–Wide Stakeholder Survey Data: Strengths			
	Parent Survey Data	Teacher Survey Data	Student Survey Data
1	Parents strongly agree that the school builds positive relationships with families.	Teachers/Staff believe they closely work with parents to help students when they have problems.	Students believe they have to work hard.
2	Parents feel well informed about school events in a timely manner.	Teachers/Staff communicate well with parents.	Students believe teacher/staff listen to students when they have problems.
3	Parents are comfortable with reaching out to their child's teachers regarding academic performance.	Teachers/Staff believe students feel safe at school.	Students loved the PBIS activities of the Glow Party and the SLHS athletes coming to school to play with them.
2025 - 26 School–Wide Stakeholder Survey Data: Weaknesses			
	Parent Survey Data	Teacher Survey Data	Student Survey Data
1	Parents don't use or know how to effectively use OnCourse.	Teachers/Staff believe that students only sometimes listen to each other's ideas	Students don't believe students are friendly to each other.
2	Parents want more tutoring to help support their child academically.	Teachers/Staff believe teachers, staff and administration don't consistently function as a team.	Students don't believe that students feel happy at school.
3	Parents want more enrichment, extra curricular and parent engagement activities both during and after school.	Teachers/Staff believe that teachers, staff and administration don't communicate well.	Students don't believe that students learn or listen to ideas from each other.

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.

The data analysis and needs assessment process used to inform school goals involved several structured steps to ensure that goals are rooted in evidence and directly respond to the school's specific areas for improvement. After gathering a variety of quantitative data sources, including LEAP assessment results, DIBELS scores, Imagine Learning Benchmark data. Qualitative survey data from parents/guardians, students and faculty/staff. The school leadership team broke down the data to identify trends, strengths, gaps, and areas of concern, and prioritized needs to develop goals and established a method to monitor and continuously adjust strategies and methods if required.

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

SPS-waiting on this data from the state

Student Achievement Index shows 48.7% in Math, 53.5% in ELA, 34.9% in Science, and 42.4% in Social Studies.

Childhood Performance Rating

District ELA assessment data average for kindergarteners at 89.1%, 1st graders at 69.9%, 2nd graders at 79.8%, 3rd graders at 76.1%, 4th graders at 73%, and 5th graders at 78.3%District Math assessment data average for kindergarteners at 89.5%, 1st graders at 76.1%, 2nd graders at 78.9%, 3rd graders at 81.5%, 4th graders at 80.9%, and 5th graders at 76.6%.

TS Gold data shows that 97.5% of students are meeting or exceeding literacy goals and 85% of students are meeting or exceeding numeracy goals.

DIBELS data shows that at the end of the year 69% of kindergarteners, 58% of 1st graders, 63% of 2nd graders, 72% of 3rd graders, 45% of 4th graders, and 64% of 5th graders were at benchmark or above.

Imagine Math Assessment data shows that at the end of the year 65% of kindergarteners, 87% of 1st graders, 89% of 2nd graders, 68% of 3rd graders, 55% of 4th graders, and 52% of 5th graders were at percentage proficient or advanced.

ELPT scores show schoolwide that 29% were emerging, 51% were progressing and 20% were at proficient

Parental surveys show parents strongly agree that the school builds positive relationships with families, feel well informed about school events in a timely manner, and are comfortable with reaching out to their child's teachers regarding academic performance. Parents also don't use or know how to effectively use OnCourse, want more tutoring to help support their child academically, and want more enrichment, extra curricular and parent engagement activities both during and after school. Staff surveys show that they closely work with parents to help students when they have problems, communicate well with parents, and believe students feel safe at school. Faculty/staff also believe that students only sometimes listen to each other's ideas, believe teachers, staff and administration don't consistently function as a team, believe that teachers, staff and administration don't communicate well.
Student surveys show that they have to work hard, believe teachers/staff listen to students when they have problems and loved the PBIS activities of the Glow Party and the SLHS athletes coming to school to play with them. Students also believe students are not friendly to each other, don't believe that students feel happy at school, and don't believe that students learn or listen to ideas from each other.

The school's average daily attendance for the 25-26 school year was 92.17% with a significant decrease in the fourth nine weeks of 89.89%.

Behavioral data shows 32 students were assigned to in school suspension and 11 students were assigned to out of school suspension.

Subgroups
K-2 64% proficient in literacy
Bottom 25% Math 55% and ELA 47.4% showed growth.
ELPT

Answer Here

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

Answer Here

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	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:** *(ELA LEAP Index, DIBELS Screener)* ○ By the end of the 2026-2027 school year, Cut Off Elementary will increase its ELA % Proficient from 41% to 46% or higher based on the end of the year state assessments ELA LEAP index and DIBELS Screener. ● **Teacher Goal:** *(LER, CLASS, VAM)* ○ By the end of May 2027, ELA teachers at Cut Off Elementary will score "effective: proficient" on the LEADS evaluation rubric based on formal observations and student outcomes. ● **Student Target Goals:** *(CDA, TS GOLD, DIBELS Screener, LEXIA, etc.)* ○ PK Instructional Domain Goal: By the end of the 2026-2027 school year, PK will increase their TS Gold Literacy domain from 47% of students exceeding Literacy Goals to 52%. ○ K-2 Literacy Goal: By the end of the school year 2026-2027, K-2 students will increase their proficiency from 64% to 70% proficient or above on the end of the year DIBELS benchmark assessment. ○ Bottom 25% Goal: By the end of the school year 2026-2027, students in the bottom 25% will meet their individual growth target as measured by the EOY DIBELS benchmark assessment. ○ Proficiency % Goal: By the end of the school year 2026-2027, Cut Off Elementary students will increase their proficiency in reading on grade level or above from 65% to 70% based on the EOY DIBELS assessment. ○ EL Student Goal: By the end of the school year 2026-2027, 100% of EL students will demonstrate measurable growth in language acquisition as measured by the ELPT, with at least 60% advancing more or more proficiency levels in one or more language domains (Listening, Speaking, Reading, Writing).
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? Teachers will effectively utilize the High Quality Instructional CKLA curriculum with its systematic and explicit instruction that builds foundational reading skills alongside deep content knowledge. This curriculum is structured around the Science of Reading, dividing instruction into foundational decoding skills and rich background knowledge. To support teacher goals, each week during collaboration meetings, teachers will use formative assessments and student work samples to plan data informed instruction. With ongoing professional development within the coaching cycle focusing on success criteria, teachers will develop success criteria and exemplars to assess students'

	progression towards mastery. Students will use criteria to guide and monitor their learning progression towards mastery and to provide peer to peer feedback in deepening metacognition and self-regulated learning. As the quality of instructional planning, delivery and assessment improves, student learning will accelerate and close achievement gaps.	
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? Cut Off Elementary provides high quality professional development through an ongoing, job-embedded process that aligns to student needs, instructional priorities and teacher refinement goals. Weekly collaboration meetings focus on intentional planning for student mastery. Teachers define and plan for mastery through alignment of standards, objectives, teaching methods/strategies and assessment that ensures the progression of student mastery with a focus on the development and utilization of success criteria. Coaching plans are aligned to teacher and school goals include focused observations and targeted feedback. Achievement gaps are identified and targeted interventions for Tier II and III students include Structure Literacy Lessons that utilize support materials from CKLA and the SPIRE program. School leadership develops and supports teachers through frequent walkthroughs with actionable feedback, coaching meetings and data reviews and students' goal progression. Weekly instructional team meetings ensure the alignment of professional development, instructional expectations and student outcomes.	• Professional Development Agendas & sign in sheets • TCM agenda and sign in sheets • Coaching plans • Observation data of reinforcement & refinement areas • Walk through communication logs with specific feedback • Lesson plan annotations • Benchmark data • SLT • Scoreboards • ILT agendas and sign in sheets
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. Answer Here	• Classroom schedules • Pacing submitted • Annotated lesson-planning to Mastery • Walkthrough data • TCM agendas
3.	**Instruction- Student Capacity Building:** How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively? PD ILT	• Structured Literacy plans • Benchmark Data • Progress monitoring • Annotated lesson-planning to Mastery • Walkthrough data

	Staff Strength and skill analysis Professional Learning and Coaching Cycles Time and Schedule for Collaboration Data Driven Needs assessment Staff Capacity and Role alignment ILS Embedding PD and Coaching master-Schedule and Supports Implementations Flexible Grouping and Student Support Structures Resource readiness and material planning Monitoring and Feedback loops	
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? Data Review/Theme Identification Root Cause Analysis Goal alignments Strategic Selection and Action Planning-Tier 2 and 3 Implementation Timeline and Ownership Ongoing Monitoring and Adjustments	• Progress monitoring and adjustment reports • Short term TCM and ILT goals and plans • Long term TCM and ILT goals and plans
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?	• Literacy Enrichment lessons
6.	**Parental and Family Engagement- Literacy Engagement:** What strategies will you use to collaborate with community partners to support school-wide literacy goals? Cut Off Elementary School ensures the instructional programing and academic achievement of students by involving parents in all aspects of the school's activities. To support our school-wide literacy goals and strengthen family engagement, we are building strategic partnerships with community organizations, businesses, and local agencies. Our goal is to create a literacy-rich environment both inside and outside the school. We will host a Family Literacy Engagement in collaboration with local libraries, bookstores, and literacy nonprofits to offer interactive read-alouds, storytelling events, and book giveaways, provide parents with strategies to support reading at home (e.g., asking questions	• Literacy Engagement Agenda & sign in sheets • Calendar • School Status Reports • Parent Survey Results • School Report Card • Conference sign in • SIP

	before/during/after reading), share bilingual literacy resources to support our diverse families. We will offer parent workshops that teach effective home reading strategies, support families of English Learners with bilingual reading resources, and address how to build vocabulary and reading stamina at home. We will collaborate with businesses to offer incentives for reaching reading milestones. We will create a Family Literacy Advisory Group including parents, teachers, and community representatives to provide feedback on literacy initiatives, help shape culturally responsive programming, and ensure literacy events and resources are accessible to all families. An "Annual School Report Card Meeting & Parent Guide to State Assessment Results" meeting is held to provide explanation of results, the school's plan for improvement and strategies and resources for parents to support their child's learning. Parents and community stakeholders provide feedback and input to the development and monitoring of the school's improvement plan. Additional methods for open and clear communication include weekly/monthly newsletters and calendars sent home, school website and social media updated in a timely manner and utilizing School Status as an informational portal. Parent/teacher conferences are held to share student success and discuss student progress and to address areas of concern as needed.	

Content Area: Math	
Goal 2	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:** *(Math LEAP Index, Math Screener)* ○ By the end of the 2026-2027 school year, Cut Off Elementary will increase its Math % Proficient from 49% to 54% or higher based on the end of the year state assessments Math LEAP index and Numeracy Screener. ● **Teacher Goal:** *(LER, CLASS, VAM)* ○ By the end of May 2027, Math teachers at Cut Off Elementary will score "effective: proficient" on the LEADS evaluation rubric based on formal observations and student outcomes. ● **Student Target Goals:** *(CDA, TS GOLD, Math Screener, etc.)* ○ PK Instructional Domain Goal: By the end of the 2026-2027 school year, PK will increase their TS Gold Numeracy domain from 85% of students meeting or exceeding Numeracy Goals to 90%. ○ K-2 Math Goal: By the end of the school year 2026-2027, K-2 students will increase their proficiency in Math 10% from district BOY benchmark assessment to EOY benchmark assessment. ○ Bottom 25% Goal: By the end of the school year 2026-2027, students in the bottom 25% will increase their proficiency in Math 10% from district BOY benchmark assessment to EOY benchmark assessment ○ Proficiency % Goal: By the end of the school year 2026-2027, Cut Off Elementary students will increase their proficiency in Math 10% from district BOY benchmark assessment to EOY benchmark assessment.
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? Teachers will effectively utilize the High Quality Instructional Eureka Squared curriculum that balances evidenced based techniques of explicit instruction, guiding inquiring, concept development, systematic fluency practice and real world application. To support teacher goals, each week during collaboration meetings, teachers will use formative assessments and student work samples to plan data informed instruction with scaffolding and differentiated lessons and activities. With ongoing professional development within the coaching cycle focusing on success criteria, teachers will develop success criteria and exemplars to assess students' progression towards mastery. Students will use criteria to guide and monitor their learning progression towards mastery and to provide peer to peer feedback in deepening metacognition and engage in meaningful discourse to strengthen self-regulated learning. As the quality of instructional planning, delivery and assessment improves, student learning will accelerate and close achievement gaps.

Action Steps		**Measure of Effectiveness**
1.	**Strengthening the Academic Programs:**	● Professional Development Agendas & sign in sheets ● TCM agenda and sign in sheets ● Coaching plans

	What specific instructional improvements (e.g., curriculum enhancements, intervention programs, professional development) are being implemented to address identified academic gaps?	• Observation data of reinforcement and refinement areas • Walk through communication logs with specific feedback • Lessons plan annotation • Benchmark 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. Answer Here	• Classroom schedules • Pacing submitted • Annotated lesson-planning to Mastery • Walkthrough data • TCM agendas
3.	**Instruction- Student Capacity Building:** How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively? Answer Here	• Numeracy small group plans • Benchmark Data • Progress monitoring • Annotated lesson-planning to Mastery • Walkthrough 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? Answer Here	Answer Here
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? Answer Here	Answer Here
6.	**Parental and Family Engagement- Literacy Engagement:** What strategies will you use to collaborate with community partners to support school-wide math goals? Cut Off Elementary School ensures the instructional programing and academic achievement of students by involving parents in all aspects of the school's activities. To support our school-wide math goals and increase math engagement among students and families, we are implementing several strategies in collaboration with community partners. We will host a *Family Math Engagement*. This event will include interactive math games and stations, real-world math demonstrations (e.g., budgeting, engineering challenges), and take-home	• Parent Sign in Sheets • School Calendars • School's Social Media • Websights • Parent Survey Results • School Status Communication Records • Engage activity handouts • School Report Card

	resources for families to support math learning at home. In addition, we will provide math tutoring in after-school programs and offer parent education sessions that explain current math strategies and how families can help at home. We will hold parent training sessions that break down new math standards and terminology, model problem-solving techniques, and empower parents to confidently assist their children with homework. In ongoing feedback and collaboration, we'll form a Math Engagement Committee that includes parents, teachers, and community partners to evaluate the effectiveness of engagement strategies, suggest new ideas based on family needs and sustain ongoing communication and alignment with school math goals. An "Annual School Report Card Meeting & Parent Guide to State Assessment Results" meeting is held to provide explanation of results, the school's plan for improvement and strategies and resources for parents to support their child's learning. Parents and community stakeholders provide feedback and input to the development and monitoring of the school's improvement plan. Additional methods for open and clear communication include weekly/monthly newsletters and calendars sent home, school website and social media updated in a timely manner and utilizing School Status as an informational portal. Parent/teacher conferences are held to share student success and discuss student progress and to address areas of concern as needed.	

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. ● **<u>School Goal:</u>** *(Behavior Referrals, Parent Survey Data, TFI Scores, Attendance Data)* ○ Cut Off Elementary will build a positive school culture and climate by fostering a learning environment that is welcoming, safe, inclusive and conductive to learning. This will be measured by reductions in behavior incidents, improvement in attendance and stakeholder perception. ● **<u>Teacher Goal:</u>** *(LER, PBIS) Environment Domain/Expectations: Students are encouraged to self-monitor their learning based on clearly established success criteria for the lesson.* ○ Goal Here ● **<u>Student Target Goals:</u>** *(Behavior Referrals, Screener Data)* ○ Increase % of PBIS Student Participation from 97% to 98% ○ Increase % of Daily Attendance from 92% to 95% ○ Decrease % of Major Referrals from 75% to 71% ○ Decrease % of Minor Referrals from 25% to 24%

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? To effectively address the teacher goal and student target goals that will build a positive climate and culture, the following combination of strategic interventions and coordinated efforts are planned. Regular and effective use of communication channels such as School Status, Social Media posts, and bilingual communication will keep parents informed. Quarterly family engagement events, conferences and volunteer opportunities will ensure consistent expectations for both home and school and increase accountability. Class attendance incentive goals and rewards are developed. The effective implementation of PBIS that teaches and reinforces expected behaviors. These strategies help teachers maintain a safe and respectful classroom environment and support students in learning self-regulation, conflict resolution, and positive social skills.	
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? The focus to support the teachers at Cut Off Elementary School will revolve around professional learning, collaboration, and feedback mechanisms. The Instructional Leadership Team will meet weekly to analyze data and develop tailored PD to address refinement areas. Each week, teachers will collaborate around student data, identify struggling students and share strategies, and plan consistent routines and parent outreach approaches. Leadership conducts non-evaluative walkthroughs focused on student engagement, classroom culture, and parent communication practices. Teachers receive quick, focused feedback aligned with their growth goals (e.g., how to better engage families or set positive behavior expectations).	Answer Here
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. Answer Here	Answer Here
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? Our school takes a proactive, data-driven approach to identifying and	Answer Here

	developing student capacity to ensure that instructional strategies are timely, responsive, and effective. To meet our priority goals—increasing parental involvement, improving student attendance, and decreasing negative behavior—we are integrating academic and social-emotional support systems directly into our instructional framework with early identification of student needs, weekly tiered SEL instruction, and established student leadership teams and goal setting activities	
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? Answer Here	Answer Here
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? Answer Here	Answer Here
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? Our school recognizes that building strong partnerships with families and community organizations is essential to creating a positive, inclusive, and supportive school climate. We are committed to working collaboratively with community partners to reinforce our culture and climate goals, particularly in the areas of increased parental involvement, improved student attendance, and decreased negative behavior. Our family resource center will include information that support families with attendance and behavior issues, house our food pantry and uniform closet and support literacy on behavior management at home, and navigating school systems. Our monthly collaborative parent meetings to discuss strategies and activities. To ensure Visibility and Shared Ownership, we will publicly celebrate and thank partners in newsletters, school events, and social media. During monthly meetings, we will develop goals that align.	Answer Here

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.

Answer Here

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: Quarterly classroom instruction of behaviors, Social Emotional Lessons taught by Professional School Counselor, Monthly Incentive Celebrations, Puppy Buck Store and Quarterly Prize Pull, Classroom discipline flow chart (rewards and consequences)
- Tier II Activities: Individual and group guidance lessons, Check In/Check Out, MTSS behavior meetings to review data
- Tier III Activities: Individual and group guidance lessons, Tier 3 interventions based on student needs

2025-26 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
32	11	0	43

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

Core Feature	Points Award	Percentage of SWPBIS Implementation
Tier I	29/ 30	97%
Tier II	__24/ 26	92%
Tier III	_32/ 34	94%

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.

Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2026-27, those dates are August 3rd, 4th, and 5th, September 8th, and October 13th and 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:

1. Each Wednesday, teachers will participate in grade level collaboration meetings
2. Bi-Monthly Leadership Team meetings
3. Once a month teachers will participate in SEL book study lead by the Professional School Counselor
4. Once a month teachers will participate in content level collaboration meetings

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:

_✓_ Preschool to Kindergarten

_____ Lower Elementary to Upper Elementary

_✓_ Elementary to Middle School

_____ Middle School to High School

Action Steps - Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school. Complete *applicable* row(s) for your school below.	**Persons Responsible**	**Target Date(s) Timelines**	**Documentation Upload to Title I Crate**
PK to K Kindergarten teachers will meet with PreK parents to review Kindergarten expectations and ideas of things to work on over the summer to ensure students are ready for Kindergarten. Students will visit Kindergarten classrooms.	PreK and Kindergarten teachers	May 2027	Information Sheet Agenda Sign In Sheets
5th to 6th 5th grade students attend a transition meeting at and hosted by LCOMS.	5th grade teachers and	May 2027	Sign In Sheets Agenda

	LCOMS orientation coordinator		Pictures

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	Cut Off Elementary Title I Schoolwide Plan

	o The school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section;	
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**	
5. 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**
6. 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**
7. 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.);	**Action Plan Goals**

Professional Development Student Transition	o Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and **o** Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.	
8. 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 Cut Off Elementary, a Title I school, as evidenced by the list of parent participants below:

- Heidi Rupert
- Ashley Archer
- John Danos

This schoolwide plan was adopted by Cut Off Elementary on _____, and will be in effect for the 2026-2027 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.**

_____ _____

Federal Programs Supervisor's Signature Principal's Signature

_____ _____

ESSA Compliance Executive Coordinator's Signature Parent and Family Stakeholder Participant Signature – NOT an employee of LPSD