

Lafourche Parish School District

Developing Lifelong Learners



Title I Schoolwide Plan 2025-26

Raceland Upper Elementary School

Grades 3-5

3750 Highway 308
Raceland, Louisiana 70394

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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	Lisa Boudreaux, Principal	Counselor	Kayla Tappin
Administrator	Tai Holacka, Assistant Principal	Parent	Allie Porche
Teacher/Grade	Laura Eschete, mentor teacher	Parent/Community Member	Stella Mitchell
Teacher/Grade	Crystal Gannon, 3rd grade	Parent of Subgroup	Heather Troxler
Teacher/Grade	Claudia Landry, 4th grade	Other	
Special Education Teacher/Grade	Shannon Dumas, SPED Mentor	Other	
PAC Member	Courtney Creppel	Other	
Curriculum Coach(s)	Kallie Thibodeaux	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. Raceland Upper Elementary will prepare a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by:
 - holding an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs.)
 - If the school-wide programs plan for Title I, Part A is not satisfactory to the parents of participating students, the school will submit any parent comments with the plan when the school submits the plan to the Lafourche Parish School District.
2. Raceland Upper Elementary will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by:
 - Meeting with Parents to develop and reviewing the Family Engagement Plan
 - Display Plan on Website and entrance of building
3. Raceland Upper Elementary will provide parents of participating students information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
 - Open House
 - Literacy Plan (posted on webpage)
 - School Report Card (access through web page)
 - LEAP Night

4. Raceland Upper Elementary will provide opportunities for parent meetings, when requested, to formulate suggestions and to participate, as appropriate, in decisions about the education for their children. The school will respond to any such suggestions as soon as practicably possible by:
 - MTSS Meetings
 - SBLC Meetings
 - Parent Conferences
5. The school will provide assistance to parents of students served by the school, as appropriate, in understanding the following topics:
 - o The state's academic content standards
 - o The state and local academic assessments including alternate assessments
 - o How to monitor their child's progress
 - o How to work with educatorsRaceland Upper Elementary will assist parents by:
 - o Translators for non-English speaking parents
 - o Sign language interpreters for hearing impaired parents
 - o Conference calls when parent is unable to make it to scheduled meetings
 - o Video conferences when parent is unable to make it to scheduled meeting using Zoom or Google Meet or other platform
 - o Translated documents
 - o Providing pertinent information during Open House
 - o Encouraging families to participate during Family Nights (4 per year)
 - o Parent Conferences
 - o MTSS/SBLC Meetings
 - o Providing open and available communication between staff and parents via School Status
 - o Weekly agendas
 - o Weekly test papers
 - o Outdoor kiosk/marquee with information that is updated regularly
 - o Open door policy to parents/guardians with concerns
 - o OnCourse Communication Messages in first language
 - o Social Media Facebook
 - o School Website
 - o Support for OnCourse Parent Portal for parents to access grades, attendance, discipline
6. Raceland Upper Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and numeracy training by:
 - Inviting parents to participate in Open House where information about academic achievement will be provided.
 - Inviting parents to Family Nights (4 per year) where information about academic achievement will be provided.
 - Parent Conferences will be held as needed
 - Parents will be invited to attend SBLC Meetings/IEP meetings
7. Raceland Upper Elementary, with the assistance of its parents, will educate its teachers, support personnel, and school leaders in the value of parents/families, and in how to reach out to, communicate, and work with parents, as equal partners, to build ties between the parents and the school by:

- Getting all stakeholders to participate in Family Nights (4 per year).
 - Holding Parent Conferences.
 - Updating School Website/Facebook Page
8. Raceland Upper Elementary will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers by:
 - Holding a Meet and Greet at the start of the school year
 - Inviting guest speakers
 - Working together with the Wallace Center/Foundation to coordinate programs.
 9. Raceland Upper Elementary will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent, practicable, in a language the parents can understand by:
 - Holding a Meet and Greet at the start of the school year
 - Inviting guest speakers
 - Working together with the Wallace Center/Foundation to coordinate programs.
 10. Raceland Upper Elementary will provide other reasonable support for parental engagement activities under Title I, Part A at parent(s) request.
 11. As a component of the school-level parental engagement component of the schoolwide plan, each school will jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
 - A copy of the Raceland Upper Elementary grade – level compacts distributed to ALL parents on or before **September 19, 2025**.
 - Copies upload to Title I Crate
 12. Examples of changes made to the schoolwide plan based on input from families, parents, and stakeholders include:
 - Open door policy to parents/guardians with behavior or academic concerns for students.
 - Increased accessibility to counselor and social-emotional lessons for students with emotional concerns.
 - Consistent communication amongst all staff with parents/guardians through School Status, Face Book, etc.

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
Crystal Gannon	Teacher	3rd Grade Math
Allie Ordoyne	Teacher	3rd Grade Math and Social Living
Anne-Marie Wells	Teacher	3rd Grade Social Living and Reading
Brandy Brown	Teacher	3rd Grade ELA
Courtney Cormier	Teacher	3rd Grade ELA
Danielle Benoit	Teacher	4th Grade ELA
Jennica Comardelle	Teacher	4th Grade ELA and Science
Claudia Landry	Teacher	4th Grade Math
Ashley LeBlanc	Teacher	4th Grade Science and Social Studies
Hannah Gautreaux	Teacher	4th Grade Social Studies and Math
Jessica Bordelon	Teacher	5th Grade Science
Jacqueline Robichaux	Teacher	5th Grade Math
Ann Plaisance	Teacher	5th Grade Social Studies
Kacy Reyna	Teacher	5th Grade ELA
Todd Guillot	Teacher	SPED Self-Contained (Significant)
Megan Chauvin	Teacher	SPED Inclusion
Darian Ledet	Teacher	SPED Inclusion, ELA
Shannon Dumas	Teacher	SPED Inclusion, Math
Rachel Scott	Teacher	Physical Education, Enrichment
Austin Matherne	Teacher	Art Enrichment
Ruth Arsene	Teacher	Reading Interventionist
Bambi Pertuit	Paraprofessional	SPED Inclusion (3-5)
Marilyn Hebert	Paraprofessional	SPED Inclusion (3-5) and Significant
Ashlyn Musso	Paraprofessional	SPED Inclusion (3-5)
Michelle Robichaux	Paraprofessional	SPED Inclusion (3-5)
Lelia Albert	Paraprofessional	ISS
Melissa Roddy	Title I Paraprofessional	SPED/Library

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: At Raceland Upper Elementary, everyone learns everyday through effective instruction.

Mission: Through effective instruction we will build foundations in order for our students to become well-rounded, solid students.

Community Demographics

Lafourche Parish spans about 1,000 square miles for area and has an estimated population of 95,870. The Lafourche Parish School District serves 13,377 students in grades PreK-12 which are 63.4% Caucasian, 21.7% African-American, 9.9%Hispanic, 1% Asian, and 4% Native American/Alaskan Native. Students range from 4 years old to 21 years old. About 8% of the student population has physical or mental disabilities. About 15% of the local adults never graduated from high school and 15.9% hold a bachelor's degree.

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
293	235	48	4	45	9	17	0	0	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
154	139	143	100	28	0	2	0	20

State Assessment Data:

School Performance Score (SPS)					
2022- 2023 Score: 63.6 Letter Grade: C		2023- 2024 Score: 78.1 Letter Grade: B		2024 – 2025 Score: 83.3 Letter Grade: B	
Raw Student Achievement Index					
2022- 2023		2023- 2024		2024 – 2025	
ELA	70	ELA	73.5	ELA	74.42
Math	64.2	Math	71.6	Math	79.4
Science	58.91	Science	61.9	Science	65.73
Social Studies	46.5			Social Studies	61.82

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

If yes, complete the table below

Subgroup	Intervention Label
Students with Disabilities	Urgent Intervention Needed

Other Student Performance Data:

2024- 25 ELA District Assessment Data		2024- 25 Math District Assessment Data	
3 rd Grade	71.78	3 rd Grade	77.38
4 th Grade	71.36	4 th Grade	73.0
5 th Grade	72.87	5 th Grade	72.5

2024- 25 DIBELS Assessment Spring Data					
	Percentage at Above		Percentage at Benchmark	Percentage at Below	Percentage at Well Below
3 rd Grade	27.5%		34.7%	23.5%	14.3%
2024- 25 Imagine Math Benchmark Spring Data					
	Percentage at Advance	Percentage at Proficient	Percentage at Basic	Percentage at Below Basic	Percentage at Far Below Basic
3 rd Grade	0	62%	20.7%	9.7%	7.6%
4 th Grade	5.5%	54.9%	23%	13.2%	3.2%
5 th Grade	1.2%	54.1%	20%	15.3%	9.4%

2024- 25 ELPT Data			
Grade	Percentage at Emerging	Percentage at Progressing	Percentage at Proficient
3 rd Grade	0	100	0
4 th Grade	33.33	33.33	33.33
5 th Grade	0	100	0

2024 - 25 School–Wide Stakeholder Survey Data: Strengths			
Parent Survey Data		Teacher Survey Data	Student Survey Data
1	Raceland Upper has good relationships with students and families. 86% of our survey data showed that stakeholders feel like RUES builds positive relationships with families.	Survey data shows that 100% of staff feel like teachers and staff genuinely care deeply for students.	Students' survey data shows that 91.7% of students feel like staff at RUES genuinely care for them.

2	Parents/stakeholders feel invited to a variety of events about student learning.	Teachers and staff feel like rules are clear to students and students know the expectations.	Students responded that teachers/staff listen when students have problems.
3	Parents/stakeholders feel comfortable reaching out to teachers and administration if they have concerns.	Teachers and staff feel that administrators and teachers/staff support each other well and communicate effectively.	Students report having to work hard, rising to teachers' expectations, and being asked to explain their thinking.
2024 - 25 School-Wide Stakeholder Survey Data: Weaknesses			
Parent Survey Data		Teacher Survey Data	Student Survey Data
1	After a test or assignment, my child's teacher(s) provides my child with academic feedback and/or remediation on skills not mastered.	How often do students threaten and bully others?	How much do students respect others who are different?
2	What resources can the school provide to help you support your child academically? Homework help was mentioned by 28 respondents.	How many students try their best?	How often are students friendly with each other?
3	My child's school effectively conducts parent workshops that provide support to parents with resources to improve student learning.	How much do students respect other students who work hard in school?	How often do students help each other learn?

Prioritized Needs – Next steps based on Comprehensive Needs Assessment

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus
1	The percentage of students who are weak in writing is too high.	ELA	3-5
2	We need to decrease the number of students who are not proficient in math.	Math	3-5
3	We need to implement specific behavior interventions and increase students' time on task, in the classroom.	All	3-5
4	SPED population is in UI for multiple years.	ELA/Math	3-5
5			

School Goals:

The data analysis and needs assessment process was conducted by the leadership team and teacher leaders from all grade levels and our special education department. This assessment was used to determine the school goals and involved a deep dive into LEAP data, surveys, DiBELS data, CDA/spiral data, final grades, and observations. A writing weakness was identified in CDA data and on LEAP. This weakness affected LEAP performance scores and affects all subject areas, as constructed responses are standard in all subjects. Math scores increased and have been on a constant rise in the recent past. However, we still have too many students who are not proficient (basic and below).

Element 1.3: Strategies for Improvement

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

1. Increase the amount and quality of learning time
2. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education, and
3. Include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.
4. Use methods and instructional strategies that strengthen the academic program in the school
5. Include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all strategies.

Element 1.4: Student Support Services

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

Plan of Action

Content Area: ELA		
Goal 1	<p>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. .</p> <ul style="list-style-type: none"> • School Goal: <i>(ELA LEAP Index, DIBELS Screener)</i> <ul style="list-style-type: none"> ○ RUES will increase writing achievement levels and reading performance on LEAP, increasing overall percent proficient. Through deep analysis of student writing with a rubric, we expect to see growth each CDA. • Teacher Goal: <i>(LER, CLASS, VAM)</i> <ul style="list-style-type: none"> ○ Teachers will increase academic feedback on all written assignments to enhance student performance (as evidenced by teacher feedback on student writing/academic feedback). Teachers will intervene with students who perform poorly on writing portions of Common District Assessments. (Use of district Walk-through forms for observing teacher intervening and formal observations will measure compliance and effectiveness.) Small Group instruction will be used to target areas of comprehension deficits. Teachers will be tiered based on professional development needs. • Student Target Goals: <i>(CDA, TS GOLD, DIBELS Screener, LEXIA, etc.)</i> <ul style="list-style-type: none"> ○ Bottom 25% Goal: Students will increase efficiency and productivity on writing prompts. Teachers will support with academic feedback on every written assignment by creating scaffolding processes during lessons. ○ Proficiency % Goal: The amount of students achieving “weak” status will decrease. ○ EL Student Goal: English Language Learners will increase the amount of academic vocabulary with the help of teachers’ scaffolding and academic feedback in order to increase writing proficiency. 	
Evidence Based Strategy(ies)	Students will practice writing throughout all curriculums. Teachers will utilize scaffolding and consistent academic feedback in order to increase student performance. Teachers will work on evaluating student writing in Teacher Collaboration Meetings in order to ensure that students in all areas are given the same quality feedback and standardized scoring that aligns to LEAP standards.	
Action Steps		Measure of Effectiveness
1.	<p>Effective Workforce- Teacher Capacity Building: How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning-teacher collaboration and observation/feedback cycles?</p> <p>Teachers will receive guidance and professional development in a cycle during Teacher Collaboration Meetings. Teachers will bring actual student work from all levels of performance to compare and contrast to other students and other classrooms. During</p>	<p>TCMs Agendas/Sign-ins Increased Performance - writing samples/assessments results Small Group instruction observations</p>

	<p>observation cycles, administrators and coaches will observe and evaluate student writing in order to see growth and momentum towards the goal. Teachers who struggle to meet the expectations will have one-on-one coaching with Curriculum Coach in addition to PGP and administrative support.</p>	
2.	<p>Instruction- Student Capacity Building: How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?</p> <p>Through our observation cycles, administration and coaches will assess teacher needs in order to plan effective interventions to guide teachers during Teacher Collaboration Meetings. By analyzing student data (CDAs and writing samples from all subjects) and teacher annotations/lesson plans, administration will be able to determine if the rigor level of the classwork and supports match the rigor of the standards assessed in the CDAs.</p>	
3.	<p>System Supports- Student Work Analysis Protocol (SWAP), Formative Assessments: How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals?</p> <p>During TCM, teachers will discuss writing portions of CDA. This will allow teachers to identify gaps in learning and skills that need to be addressed in comparison to the writing rubric. By using this process, teachers will be able to hone in on specific student needs during core, while enhancing individual students' writing during academic feedback and small group.</p>	<p>Data improvement from analysis of CDAs Observation Feedback</p>
4.	<p>Parental and Family Engagement- Literacy Engagement: What strategies will you use to collaborate with community partners to support school-wide literacy goals?</p> <p>Our community and families will be aware of our goal and its basis (weakness ratings on LEAP in writing). Teachers will keep them aware of student progress through goals and feedback on CDAs. Parents/guardians can read teachers' feedback on OnCourse and use this to guide their children, as teachers will be doing in the classroom.</p>	<p>Open House Topics/Agendas Literacy Night Agendas</p>

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

	<p>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. .</p> <ul style="list-style-type: none"> • School Goal: <i>(Math LEAP Index, Math Screener)</i> <ul style="list-style-type: none"> ○ By 25-26, the percent of students attaining proficiency on LEAP will increase with focus on areas of solving time, area, measurement, and estimation problems (3rd grade); solving multi math problems (4th grade), and interpreting fractions, place value and scaling (5th grade) ○ Teacher Goal: <i>(LER, CLASS, VAM)</i> ○ During the 25-26 school year, teachers will implement Eureka Math Squared daily as our Core curriculum, supported by intensive, intentional, purposeful small group instruction. Imagine Math benchmark Scores and Zearn progress will increase by at least 10% as a result of efforts. ○ Small Groups will be utilized ○ Tiered teacher support will occur with our math mentor teacher who supports teachers during TCMs and in the classroom with small groups. Goals will be set for each student to ensure that students are working to their potential. Goals will be shared with HDT. ○ Through formal observations, walk-through data, and CDA/program data, leadership will be aware of students' progress towards standards. Data will be compared between teachers in TCMs as well. • Student Target Goals: <i>(CDA, TS GOLD, Math Screener, etc.)</i> <ul style="list-style-type: none"> ○ Bottom 25% Goal: Students in the bottom 25%, including students in special education, will increase LEAP score. ○ Proficiency % Goal: An increase of 25% of students scoring Basic will reach mastery or advanced on the spring 2026 LEAP test. 	
Evidence Based Strategy(ies)	<p>What strategies and interventions do you plan to implement and how are they related to the identified teacher goal and student target goals?</p> <p>Teachers will utilize CDA and Spiral assessment data in order to identify deficits in student learning. These deficits will be addressed in intensive small group instruction in the classroom and during High Dosage Tutoring. Teachers will track students' next spiral assessment on each topic in order to determine if interventions are supporting the student sufficiently in order to meet the goal of the standard.</p>	
Action Steps		Measure of Effectiveness
1.	<p>Effective Workforce- Teacher Capacity Building: How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning-teacher collaboration and observation/feedback cycles?</p> <p>Teachers will implement a new tracking system which will be introduced and discussed during Teacher Collaboration Meetings (TCM). Teachers will be observed during core and small group instruction and provided with actionable feedback. Student data (exit</p>	<p>In order to measure effectiveness of action steps, our Instructional Leadership Team (ILT) will analyze data of CDA and Spirals. We expect to see an increase in proficient scores on these assessments. We will also analyze Imagine Math and Zearn Data quarterly to determine if interventions are providing the needed growth to students.</p>

	tickets, spirals, and Common District Assessments) will be analyzed for student growth and alignment to standards.	
2.	<p>Instruction- Student Capacity Building: How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?</p> <p>Our Instructional Leadership Team (ILT) will conduct frequent walk-throughs and observations during math core instruction and small group instruction. Timely, actionable feedback will be provided to the teacher and next steps will be discussed during TCM. Follow up observations will occur to ensure that next steps are being implemented by the teacher.</p>	This cycle of observations with coaching will allow our ILT to identify if deficits are being corrected and addressed. Increase in student achievement will be a measure of teacher efficacy.
3.	<p>System Supports- Student Work Analysis Protocol (SWAP), Formative Assessments: How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals?</p> <p>Teachers will analyze weekly Formative Assessments and use this for small group instruction. They will also look at and analyze CDA data with plans for improvement</p>	Data reviews
4.	<p>Parental and Family Engagement- Math Engagement: What strategies will you use to collaborate with community partners to support school-wide math goals?</p> <ul style="list-style-type: none"> • Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. • Parents & students will participate in instructional activities such as. LEAP night and Literacy Night. Parents will be provided with resources such as websites, reading & writing strategies, etc.) • Parents will participate in quarterly Title I Parental Involvement activities such as Math Night, LEAP Night, etc. • Parents will receive monthly calendars. • Teachers will conduct parent/teacher conferences. • The school website and FB will have up to date information to keep parents abreast of school news. 	

Content Area: Climate and Culture		
Goal 3	<p>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.</p> <ul style="list-style-type: none"> • School Goal: <i>(Behavior Referrals, Parent Survey Data, TFI Scores, Attendance Data)</i> <ul style="list-style-type: none"> ○ Raceland Upper Elementary School will build a positive culture and climate by continuing to enhance a school environment that is positive, welcoming, friendly, safe, and orderly. We will utilize our Positive Behavior Plans and our counselor to build students' social-emotional well-being in order to lower discipline referral rates. Our discipline referrals will reduce by 10% for the year. This allows more time in class for students and more time on task for all. Students with frequent absences will be put on a contract with incentives for attending school. Three volunteers will monitor these students daily with a sign-in calendar. The goal is to increase our attendance rate to 95% or higher for the 2025-2026 school year. • Teacher Goal: <i>(LER, PBIS)</i> <ul style="list-style-type: none"> ○ Teachers will use RUES' school-wide PBIS expectations and procedures in order to treat misbehavior fairly. Teachers will use engagement strategies and positive reinforcement to keep students engaged in order to avoid misbehaviors during instructional time. • Student Target Goals: <i>(Behavior Referrals, Screener Data)</i> <ul style="list-style-type: none"> ○ Increase % of PBIS Student Participation: Student participation in PBIS activities will increase 10% (from 70% to 80%) during the 2025-2026 school year. ○ Increase % of Daily Attendance: Daily attendance will increase by 10%. ○ Decrease % of Major Referrals: Major referrals will decrease by 25% during the 2025-2026 school year. ○ Decrease % of Minor Referrals: Minor referrals (conduct slips) will decrease by 10% during the 2025-2026 school year. 	
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?	
Action Steps		Measure of Effectiveness
1.	Effective Workforce- Teacher Capacity Building: How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning-teacher collaboration and observation/feedback cycles?	Effectiveness of action steps will be evident in a reduction of referrals and conduct slips, as well as an increase in eligibility to attend PBIS celebrations.

	Our instructional leadership team (ILT) will consist of our principal, assistant principal, counselor, two instructional coaches, a math mentor, and a SPED mentor. These roles will combine to identify deficits in culture and behavior and plan meaningful professional development during Teacher Collaboration Meetings (TCM) to build teacher capacity with behavior management. The strategies learned in TCM will be observed by the ILT in the classroom. Monthly PBIS (Positive Behavior Interventions and Supports) meetings will analyze data by teacher in order to determine the need for additional professional development.	
2.	<p>Instruction- Student Capacity Building: How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?</p> <p>Teachers with a higher number of behavior concerns and a smaller number of students attending PBIS will need more support with instructional approaches to improve behavior. This will be reflected in the amount of ILT walk-through observations and an increase in actionable feedback.</p>	Effectiveness of action steps will be evident in a reduction of referrals and conduct slips, as well as an increase in eligibility to attend PBIS celebrations.
3.	<p>System Supports- Survey Data: How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals? PBIS/MTTS Teams analyze data and determine strategies that will positively impact short and long term goals.</p>	Improved areas of Needs Assessment
4.	<p>Parental and Family Engagement- School Community Engagement: What strategies will you use to collaborate with community partners to support school-wide climate and culture goals?</p> <ul style="list-style-type: none"> • Lessons from guidance counselor during planning times • Targeted skills groups with counselor to address specific needs • After School Tutoring Program to assist with homework and/or studying • Students of the Month Celebrations 	Involved students and families see a decreased amount of referrals and behavior interventions. By addressing issues before they happen, we can decrease the need for consequences.

Element 1.5: Student Opportunities

The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the schoolwide plan. Preparation for and awareness of opportunities for postsecondary education credit while still in high school (such as advanced

placement, industry based, dual or concurrent enrollment, or early college high schools), are all worthy of consideration when addressing the needs of all students, particularly at-risk students.

State of Louisiana Critical Goals states:

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

LDOE educational priorities include the following:

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

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 supports 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. § 200.26(a). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students (ESEA section 1114(b)(7)(A)(i), (iii)). The plan must also

contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)). To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. **This plan may be integrated into an existing improvement plan.**

- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must **annually revise the plan**, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Safeguarding the Interests of Historically Underserved Populations

Although a school may use Title I funds to serve all students in a schoolwide program, there are protections to ensure that low-achieving students and historically underserved populations of students do not get ignored.

- The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students. (ESEA section 1114).
- A comprehensive schoolwide plan must include strategies for — meeting the educational needs of all students, including each subgroup of students defined in section 1111(c)(2) (economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners). (ESEA section 1114(b)(7)(A)(i)); and addressing the needs of all students but particularly the needs of students who are failing, or are at risk of failing, to meet the challenging State academic standards. (ESEA section 1114(b)(6), (7)(A)(iii)).
- An LEA operating a schoolwide program must comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act, the Equal Educational Opportunities Act (EEOA), Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, LEAs must comply with the requirements under the IDEA with respect to children with disabilities. (ESEA sections 1114(a)(3)(B), 8306(a)(1)).³
- An LEA must ensure that each schoolwide program school receives funds from non-Federal sources to provide services that are required by law for students with disabilities and English learners before using Title I funds in the school. (ESEA section 1114(a)(2)(B)).
- If a schoolwide program school consolidates Federal funds, it must maintain records that demonstrate that it meets the intent and purposes of each Federal program whose funds it consolidates. (ESEA section 1114(a)(3)(C)).
- Before a schoolwide program school may consolidate Title I, Part C Migrant Education Program (MEP) funds, it must, in consultation with migrant parents, an organization representing those parents, or both, first meet the unique educational needs of migrant students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school. The school also must document that these needs have been met. (ESEA section 1306(b)(4); 34 C.F.R. § 200.29(c)(1)).
- Before a schoolwide program school may consolidate Title VI, Part A, Subpart 1 Indian education formula funds to LEAs, the LEA's Indian committee, composed of parents and family members of Indian children, representatives of Indian tribes on Indian lands located within 50 miles of a school that has Indian students, teachers, and if appropriate, high school students, must approve the inclusion of those funds and the LEA must identify how the consolidation of those funds will produce benefits to Indian students that would not be achieved if the funds were not used in a schoolwide program. (ESEA section 6115(c)).

Element 1.6: Multi - Tiered Systems of Support for Behavior

Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. It may be wise to coordinate Title I behavior and early intervening services with already existing programs such as those in existence under IDEA.

Schoolwide tiered model to prevent and address behavior issues:

List process/activities: PBIS –

- Tier I Activities: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings and locations. School policies and procedures describe and emphasize proactive, instructive, and restorative approaches to student behaviors and these are implemented consistently. Students are rewarded frequently for following rules and meeting expectations. During the first two days of school, every student on campus has a list of tasks to complete and review with their classroom teacher. During these tasks and activities, students will discuss, define, and role play our four expectations (Care for all people and property. Use safety. Be ready to learn. Show respect for all.)
- Tier II Activities: At risk students are provided a rapid response to behaviors in small group and individualized manners as needed to curb poor behavior choices. These interventions are provided by administrators, the counselor, or designee in small groups or individually. Teachers can request assistance at anytime via email, phone, or in person.
- Tier III Activities: Individual, struggling students are provided a rapid, intensive response to behavioral needs. Students are placed on individualized behavior plans which require daily check-ins with administrator, counselor, or designee. This is added to the students' routine after their first out-of-school suspension, but may be added earlier if leadership team in conjunction with the students' teachers deem it necessary.

2024-25 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
247	66	2	315

SWPBIS Tiered Fidelity Inventory 2024-25 – Uploaded into Title I Crate

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

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 2025-26, those dates are August 1st, 2nd, and 5th, September 3rd, and October 15th. 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:

- Teacher Collaboration Meetings Weekly: deep data analysis, comparing student writing (and determining where it falls in comparison to last year's LEAP level), determining if data from multiple sources match student achievement, etc.
- Professional Development at Raceland Upper

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 - What are your strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school. Complete <i>applicable</i> row(s) for your school below.	Persons Responsible	Target Date(s) Timelines	Documentation Upload to Title I Crate
PK to K			
2nd to 3rd	Counselor, Administration	May 2026	Agenda, Invitation

2nd grade transition meeting: 2nd graders from Raceland Lower Elementary take a tour of Raceland Upper and visit with the counselor and administration.			
5th to 6th 5th grade transition meeting and visit to Raceland Middle School	Counselor, 5th grade teachers	May 2026	Agenda, Invitation
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	<p>Component 1 §1114(b)(1) An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that:</p> <ul style="list-style-type: none"> • is developed during a 1 year period unless.... <ul style="list-style-type: none"> o The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or o The school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such 	Raceland Upper Elementary Title I Schoolwide Plan

	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	
1. Reform Strategies	Component 7 §1114(b)(7)(A)(i): The schoolwide plan activities include a description of: <ul style="list-style-type: none"> Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards. 	Action Plan Goals
2. Intervention and Enrichment	<ul style="list-style-type: none"> §1114(b)(7)(ii): Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, 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	<ul style="list-style-type: none"> §1114(b)(7)(iii): Schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include— <ul style="list-style-type: none"> Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school 	Action Plan Goals

<p>High School (N/A)</p> <p>MTSS (Monitoring of Student data and performance)</p> <p>Professional Development</p> <p>Student Transition</p>	<p>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);</p> <ul style="list-style-type: none"> o Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); o Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and o Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program. 	
<p>4. Parent and Family Engagement</p>	<ul style="list-style-type: none"> • §1116: Each School-wide plan must: <ul style="list-style-type: none"> o Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employees, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; o Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs; o Conduct, with the meaningful involvement of parents and family members, an annual evaluation for the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying – <ul style="list-style-type: none"> i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and iii. Strategies to support successful school and family interactions; o Use the findings of such evaluation in subparagraph to design evidence-based strategies for more effective parental involvement, and to revise if necessary, the parent and family engagement policies described in this section; and o Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. 	<p>Element 1.1 of SIP</p>

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 Raceland Upper Elementary, a Title I school, as evidenced by the list of parent participants below:

- Allie Porche
- Kris Chauvin
- Stella Mitchell

This schoolwide plan was adopted by Raceland Upper Elementary on 8/15/25 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 19, 2025.

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