

Lafourche Parish School District  
Developing Lifelong Learners



Title I Schoolwide Plan 2025-26

South Larose Elementary

Pre-K - 5th Grade

154 West 25th Street, Larose, LA 70373

Dana Gros, Principal

985-677-2761

[dlgros@mylpsd.com](mailto:dlgros@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	Dana Gros	Counselor	Margo Polkey
Administrator	Scarlet Griffin	Parent	Brandy Mayberry
Teacher/Grade	Hailey Kiger / 5th grade	Parent/Community Member	Hillary Danos
Teacher/Grade	Danielle Rodrigue / 4th Grade	Parent of Subgroup	Kelly Bouzigard
Teacher/Grade	Amy Pierce / 3rd Grade	Other	Billy Robichaux
Special Education Teacher/Grade	Lindsay Errington / blended & 5th grade	Other	Melissa Eymard
PAC Member	Rebekka Dunnipace	Other	Kim Jarreau
Curriculum Coach(s)	Rhea Wescovich	Other	Lanie Robert

### **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. South Larose 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:
  - Using Bullpup Club responses to increase family engagement
  - Schoolwide surveys
  - Open forum meetings to gain knowledge of parent expectations and needs for students.
  - Conversations between teachers, administrators, and parents
  - Core team meetings
2. South Larose Elementary will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by:
  - Hard copy of plan will be available in lobby
  - School website
  - Goals on home/school compact
3. South Larose 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:
  - Introduction to interventions letter
  - Conferences (either virtually, in person, or via phone)

- School compacts, including information on school website and on social media page
- Open House

4. South Larose 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:

- Brainstorming ideas to implement suggestions, if practical
- Conferencing with parents/stakeholders

5. The school will provide assistance to parents of students served by the school, as appropriate, in understanding the following topics:

- The state's academic content standards
- The state and local academic assessments including alternate assessments
- How to monitor their child's progress
- How to work with educators

South Larose Elementary will assist parents by:

- Presenting information at Parent Night
- Communicating with parents in the first semester
- Sending home information in regards to logging in to the Student Progress Center.
- Parents will also be encouraged to view tutorials purchased to aid in their understanding to better help their children.

6. South Larose Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training by:

- Literacy nights
- Homework help
- Parent/child workshops
- Parent Conferences

7. South Larose 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:

- Counselor presentations on PD days
- Timely articles sent to staff
- Faculty professional development.

8. South Larose 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:

- Providing pre-k/k transition, 5/6 transition
- Parent resource items
- Intervention programs
- Information sent to parents to view either teacher lessons or lessons from a purchased database.

9. South Larose 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:

- Sending notes home in the native language
- Providing translators if necessary.

10. South Larose 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 South Larose Elementary grade – level compacts distributed to ALL parents on or before September 20, 2024.
- Copies upload to Title I Crate

12. Examples of changes made to the schoolwide plan based on input from families, parents, and stakeholders include:

- More parental/family involvement activities including program/instructional education
- Focus on communication between staff
- Focus on student to student interaction in lessons

## **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
Jenna Alario	Teacher	2nd Math
Erica Bossier	Teacher	2nd Math
Holly Bouzigard	Teacher	Enrichment
Linsky Bruce	Paraprofessional	
Devon Cheramie	Paraprofessional	
Maggie Cheramie	Teacher	1st ELA
Gwen Chiasson	Paraprofessional	
Holly Dean	Paraprofessional	
Amber Deville	Teacher	3rd Self Contained
Janee Dorr	Teacher	PreK/K Special Ed

Ana Doucet	Teacher	3rd ELA
Marcy Duet	Teacher	K Math
Betsy Dufrene	Paraprofessional	
Lindsay Errington	Teacher	Blended/5th Special Ed
Melissa S. Eymard	Teacher	4 Math
Angelle Galjour	Teacher	Physical Education
Cindy Gisclair	Secretary	
Amber Griffin	Teacher	3-4 Special ED
Jerry Griffin	Custodian	
Scarlet Griffin	Assistant Principal	
Dana L. Gros	Principal	
Nikki Guidry	Food Service	
Renee Guillory	Food Service	
Kim Jarreau	Teacher	5 Science & Social Studies
Hailey Kiger	Teacher	
Ashley Lafont	Food Service	
Hannah Lasseigne	Teacher	1-2 Special ED
Tanya Lasseigne	Paraprofessional	
Carol Ledet	Paraprofessional	
Emily Ledet	Speech Pathologist	
Rebecca Ledet	Speech Pathologist	
Abbie Lee	Teacher	Pre K
Mazie Leger	Teacher	2 ELA
Dena Martin	Paraprofessional	
Kelsie Mejia	Teacher	Pre K
Duane Orgeron	Custodian	
Mitzi Parr	Food Service	
Amy Pierce	Teacher	3 Math & Social Living
Patton Pierce	Teacher	Adaptive Physical Education
Katie Pinell	Teacher	5 Math
Margo Polkey	Professional School Counselor	
Lanie Robert	Teacher	K ELA
Billy Robichaux	Teacher	4 ELA
Danielle Rodrigue	Teacher	4 Social Studies and Science
Heather Savoie	Paraprofessional	
Janelle Smith	Teacher	2 Social Living/ELA
Rhea Updegraff	Paraprofessional	
Lauren Walker	Teacher	Intervention
Melissa Webre	Nurse	

Rhea Wescovich	Instructional Coach	
Michelle Worley	Secretary	

## **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: South Larose Elementary School Will Provide a Safe and Respectful Environment Where Students Can Maximize Growth in Order to be Successful, Life-Long Learners***

***Mission: Every Child, Every Chance, Every Day***

### **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
360	239	52	5	16	24	33	7	0	9	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	
177	176	224	22	55	10	9	0	33	

State Assessment Data:

School Performance Score (SPS)																														
2022- 2023 Score: <b>70.4</b> Letter Grade: C			2023- 2024 Score: <b>74.6</b> Letter Grade: B				2024 – 2025 Score: <b>83.4</b> Letter Grade: B																							
Raw Student Achievement Index																														
2022- 2023			2023- 2024				2024 – 2025																							
<table border="1"> <tr> <td>ELA</td> <td>59.5</td> </tr> <tr> <td>Math</td> <td>60.7</td> </tr> <tr> <td>Science</td> <td>52.5</td> </tr> <tr> <td>Social Studies</td> <td>42.4</td> </tr> </table>			ELA	59.5	Math	60.7	Science	52.5	Social Studies	42.4	<table border="1"> <tr> <td>ELA</td> <td>65</td> </tr> <tr> <td>Math</td> <td>68</td> </tr> <tr> <td>Science</td> <td>56</td> </tr> </table>				ELA	65	Math	68	Science	56	<table border="1"> <tr> <td>ELA</td> <td>71.6</td> </tr> <tr> <td>Math</td> <td>81.2</td> </tr> <tr> <td>Science</td> <td>60.3</td> </tr> </table>				ELA	71.6	Math	81.2	Science	60.3
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Science	60.3																													
Early Childhood Performance Rating (PK)																														
2022- 2023 Performance Score: <b>5.17</b> Rating:			2023- 2024 Performance Score: <b>5.46</b> Rating: High Proficient				2024- 2025 Performance Score: Rating:																							

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:

2024- 25 ELA District Assessment Data		2024- 25 Math District Assessment Data	
Kindergarten	86.34	Kindergarten	81.87
1 <sup>st</sup> Grade	93.24	1 <sup>st</sup> Grade	88.82
2 <sup>nd</sup> Grade	86.10	2 <sup>nd</sup> Grade	87.58
3 <sup>rd</sup> Grade	74.32	3 <sup>rd</sup> Grade	72.89
4 <sup>th</sup> Grade	71.39	4 <sup>th</sup> Grade	77.08
5 <sup>th</sup> Grade	80.93	5 <sup>th</sup> Grade	80.20

2024- 25 TS Gold Data End of the Year Data			
	Percentage at Below	Percentage at Meeting	Percentage at Exceeding
Pre-Kindergarten – <b>Literacy</b>	2	30	68
Pre-Kindergarten – <b>Numeracy</b>	10	45	45

2024- 25 DIBELS Assessment Spring Data				
	Percentage at Above	Percentage at Benchmark	Percentage at Below	Percentage at Well Below
Kindergarten	46	36	7	11
1 <sup>st</sup> Grade	60	23	13	4
2 <sup>nd</sup> Grade	23	40	23	14
3 <sup>rd</sup> Grade	35	23	16	26

4 <sup>th</sup> Grade	36	31	20	13
5 <sup>th</sup> Grade	58	16	11	15

#### 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
Kindergarten	2	67	18	13	0
1 <sup>st</sup> Grade	6	94	0	0	0
2 <sup>nd</sup> Grade	21	74	2	2	0
3 <sup>rd</sup> Grade	0	70	18	7	5
4 <sup>th</sup> Grade	2	49	25	14	10
5 <sup>th</sup> Grade	0	62	15	13	11

#### 2024- 25 ELPT Data

Grade	Percentage at Emerging	Percentage at Progressing	Percentage at Proficient
Kindergarten	40	60	0
1 <sup>st</sup> Grade	40	60	0
2 <sup>nd</sup> Grade	20	40	40
3 <sup>rd</sup> Grade	50	25	25
4 <sup>th</sup> Grade	0	100	0
5 <sup>th</sup> Grade	0	90	10

#### 2024 - 25 School-Wide Stakeholder Survey Data: Strengths

Parent Survey Data		Teacher Survey Data	Student Survey Data
1	Academics	Helps student believe they can be successful	Students are expected to work hard
2	Communication	Students pushed to do their best	Teachers care
3	Student Incentives	Listens to parents concerns & students	Asked to explain thinking

#### 2024 - 25 School-Wide Stakeholder Survey Data: Weaknesses

Parent Survey Data	Teacher Survey Data	Student Survey Data
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1	Student Incentives	Functioning as a Team	Students being friendly with each other
2	Parental Engagement	Communication	Teachers helping students get excited about learning
3	Parent help with homework	Students knowing rules	Students being threatened by other students

**Prioritized Needs** – Next steps based on Comprehensive Needs Assessment

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus
1	Raising proficiency rate in ELA on LEAP 2025	ELA	3, 4, 5
2	Raising proficiency rate in Math on LEAP 2025	Math	3, 4, 5
3	Increase DIBELS proficiency	ELA	K-5
4	Increase Imagine Math proficiency	Math	K-5
5	Increase LEAP 2025 proficiency for Students with Disabilities	ELA/Math	4, 5

**School Goals:**

School data (LEAP, Dibels, parent surveys) were analyzed by the school instructional leadership team. The data was broken down and strengths and weaknesses were pointed out and shared with a group of teachers and parents. As a collaborative effort the following areas were identified to be the goal for 25-26. Through the use of small group instruction and high dosage tutoring South Larose will center instruction based on students lacking from LEAP and end of year screeners in order to raise performance scores in both ELA and Math. Based on the schools needs assessment, more parental involvement activities will be scheduled to bring families on to campus to experience the school day with students and offer parent workshops to help parents understand how to assist their children at home. SLES sets its school goals as follows:

- SLES will increase student proficiency on DIBELS screener from 71 % to 76% as evidenced by End of Year Benchmark
- SLES will increase Imagine Math proficiency from 75% to 80% according to the End of Year Benchmark.
- SLES will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly.

### **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>South Larose Elementary will increase student performance with the following actions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>School Goal:</u></b> (ELA LEAP Index, DIBELS Screener) <ul style="list-style-type: none"> <li><input type="checkbox"/> SLES will increase student proficiency on DIBELS screener from 71% to 76% as evidenced by End of Year Benchmark and LEAP AI from 71.6 to 77 (TBA depending on new scoring system)</li> </ul> </li> <li><input type="checkbox"/> <b><u>Teacher Goal:</u></b> (LER, VAM) <ul style="list-style-type: none"> <li><input type="checkbox"/> SLES ELA teachers will demonstrate proficiency through indicators on the NIET rubric as evidenced by 2025-2026 evaluations.</li> <li><input type="checkbox"/> To analyze student work to drive instruction</li> <li><input type="checkbox"/> To grow the bottom 25% of students on EOY assessments.</li> <li><input type="checkbox"/> Teachers will provide and document Tier 2/3 instruction targeted on students below proficiency.</li> </ul> </li> <li><input type="checkbox"/> <b><u>Student Target Goals:</u></b> (CDA, TS GOLD, DIBELS Screener, LEXIA, etc.) <ul style="list-style-type: none"> <li><input type="checkbox"/> PK Instructional Domain Goal: Will raise from at 5.46 to a 5.6 by EOY</li> <li><input type="checkbox"/> K-2 Literacy Goal: Will raise from 76% proficient and above to 80% on Dibels Screener EOY</li> <li><input type="checkbox"/> Bottom 25% Goal: To grow to the achievement level set by growth to mastery target on LEAP 2026</li> <li><input type="checkbox"/> Proficiency % Goal: To meet the goal set by Dibels on the End of Year Screener &amp; Raise from 42% to 50% proficient on LEAP</li> <li><input type="checkbox"/> EL Student Goal: To raise one level on ELPT test</li> </ul> </li> </ul>
Evidence Based Strategy(ies)	<p>The following strategies will be used to record and maintain student achievement throughout the year. Beginning, Middle and End of Year benchmarking along with progress monitoring. Intervention and High Dosage Tutoring will be delivered to students during the school day for students non proficient on screener and/or classwork. Teachers will use only high quality materials to deliver instruction. Programs used will include Heggerty, Lexia, and Amira. Administration and Instructional Coach will collaborate with teachers to help maintain high quality instruction as evidenced by teacher observations.</p>
Action Steps	Measure of Effectiveness
1. <b>Effective Workforce- Teacher Capacity Building:</b> 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>TCM sign in and collaboration log ILT documentation log Observation/walkthrough data Coaching plans Curriculum Coach documentation</p>

	<p>Setting clear expectations with feedback using the NIET rubric, using data collected from observations to set coaching plans (PGP's), using an instructional coach along with administration to develop collaboration time and topics for teachers on a weekly basis, supporting teachers in areas they struggle. Teachers are tiered according to need and observation schedules are set accordingly.</p>	
2.	<p><b>Instruction- Student Capacity Building:</b> How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?</p> <p>Using staff strengths to help build both teacher capacity and student capacity. Title I monies will be utilized to increase the number of students who can receive specialized help with the use of an intervention paraprofessional. Using programs to enrich and remediate students not meeting the criteria to receive intervention services(Lexia, Amira, AR). Utilizing the leadership team to support teachers in delivering small group instruction. Providing technology in the classrooms for students to share work.</p>	<p>HDT tutoring log Intervention data CDA's Dibels reports</p>
3.	<p><b>System Supports- Student Work Analysis Protocol (SWAP), Formative Assessments:</b> 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 meet monthly to analyze student work to ensure that student grading and instruction is cohesive throughout the school and small group and whole group instruction is based upon improving student work. Students will receive extra writing instruction every other week.</p>	<p>Student Work samples CDA's LEAP Scores</p>
4.	<p><b>Parental and Family Engagement- Literacy Engagement:</b> What strategies will you use to collaborate with community partners to support school-wide literacy goals?</p> <p>Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. Parents and stakeholders provide input on the development of the schoolwide plan. Parents &amp; students will participate in LEAP preparation meetings, open house, and academic conferences. Parents will be provided with resources such as websites, programs, and reading and writing strategies throughout the school year. Parents will participate in quarterly Title I Parental Involvement activities in ELA, classroom observations, book fairs, and transitions meetings. Parents will receive monthly newsletters &amp; calendars. Teachers will conduct parent/teacher conferences. The school website will have up to date information to keep parents abreast of school news.</p>	<p>Sign in sheets Agenda</p>

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<b>Content Area: Math</b>		
<b>Goal 2</b>	<p>South Larose Elementary will increase student performance with the following actions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>School Goal:</b> <i>(Math LEAP Index, Math Screener)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> SLES will increase student proficiency on Imagine Math screener from 75% to 80% as evidenced by End of Year Benchmark and LEAP AI from 81.2 to 87 (TBA depending on new scoring system)</li> </ul> </li> <li><input type="checkbox"/> <b>Teacher Goal:</b> <i>(LER, CLASS, VAM)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> SLES Math teachers will demonstrate proficiency through indicators on the NIET rubric as evidenced by 2025-2026 evaluations.</li> <li><input type="checkbox"/> To analyze student work to drive instruction</li> <li><input type="checkbox"/> To grow the bottom 25% of students on EOY assessments.</li> <li><input type="checkbox"/> Teachers will provide and document Tier 2/3 instruction targeted on students below proficiency.</li> </ul> </li> <li><input type="checkbox"/> <b>Student Target Goals:</b> <i>(CDA, TS GOLD, Math Screener, etc.)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> PK Instructional Domain Goal: Will raise from at 5.46 to a 5.6 by EOY</li> <li><input type="checkbox"/> K-2 Math Goal: Will raise from 88% proficient and above to 91% on Imagine Math Screener EOY</li> <li><input type="checkbox"/> Bottom 25% Goal: To grow to the achievement level set by growth to mastery target on LEAP 2026</li> <li><input type="checkbox"/> Proficiency % Goal: To raise proficiency rate to 80% school wide on End of Year Screener and raise from 53% proficient to 60% on LEAP 2026</li> </ul> </li> </ul>	
<b>Evidence Based Strategy(ies)</b>	<p>The following strategies will be used to record and maintain student achievement throughout the year. Beginning, Middle and End of Year benchmarking along with progress monitoring. Intervention and High Dosage Tutoring will be delivered to students during the school day for students non proficient on screener and/or classwork. Teachers will use only high quality materials to deliver instruction. Programs used will include Zearn and Imagine Math. Administration Instructional Coach will collaborate with teachers to help maintain high quality instruction as evidenced by teacher observations.</p>	
<b>Action Steps</b>	<b>Measure of Effectiveness</b>	
1. <b>Effective Workforce- Teacher Capacity Building:</b>	TCM sign in and collaboration log ILT documentation log	

	<p>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>Setting clear expectations with feedback using the NIET rubric, using data collected from observations to set coaching plans (PGP's), using an instructional coach along with administration to develop collaboration time and topics for teachers on a weekly basis, supporting teachers in areas they struggle. Teachers are tiered according to need and observation schedules are set accordingly.</p>	<p>Observation/walkthrough data Coaching plans Curriculum Coach documentation</p>
<p><b>2. Instruction- Student Capacity Building:</b></p>	<p>How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?</p> <p>Using staff strengths to help build both teacher capacity and student capacity. Title I monies will be utilized to increase the number of students who can receive specialized help with the use of an intervention paraprofessional. Using programs to enrich and remediate students not meeting the criteria to receive intervention services (Zearn, Imagine Math, Flame, Accelerate). Utilizing the leadership team to support teachers in delivering small group instruction. Providing technology in the classrooms for students to share work.</p>	<p>HDT tutoring log Intervention data CDA's Zearn and Imagine reports</p>
<p><b>3. System Supports- Student Work Analysis Protocol (SWAP), Formative Assessments:</b></p>	<p>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 meet monthly to analyze student work to ensure that student grading and instruction is cohesive throughout the school and small group and whole group instruction is based upon improving student work. Students will complete a problem of the week as teachers will guide them on parts of the problem that need to be corrected.</p>	<p>Student Work samples CDA's LEAP Scores</p>
<p><b>4. Parental and Family Engagement- Math Engagement:</b></p>	<p>What strategies will you use to collaborate with community partners to support school-wide math goals?</p> <p>Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. Parents and stakeholders provide input on the development of the schoolwide plan. Parents &amp; students will participate in LEAP preparation meetings, open house, and academic conferences. Parents will be provided with resources such as websites, programs, and Math strategies throughout the school year. Parents will participate in quarterly Title I Parental Involvement activities in Math, classroom observations, book fairs, and</p>	<p>Sign in sheets Agenda</p>

	transitions meetings. Parents will receive monthly newsletters & calendars. Teachers will conduct parent/teacher conferences. The school website will have up to date information to keep parents abreast of school news.	
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<b>Content Area: Climate and Culture</b>		
<b>Goal 3</b>	<p>South Larose Elementary will increase student performance and participation with the following actions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b><u>School Goal:</u></b> <i>(Behavior Referrals, Parent Survey Data, TFI Scores, Attendance Data)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> SLES will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly.</li> <li><input type="checkbox"/> Increase % of PBIS Student Participation: raise monthly paws average from 50% to 60%</li> <li><input type="checkbox"/> Increase % of Daily Attendance: from 92.5 to 93%</li> <li><input type="checkbox"/> Decrease % of Major Referrals: to decrease from 2.6% to 1% of students with referrals</li> <li><input type="checkbox"/> Decrease % of Minor Referrals: to remain under 1% rate of students with minor referrals.</li> </ul> </li> <li><input type="checkbox"/> <b><u>Teacher Goal:</u></b> <i>(LER, PBIS)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> SLES teachers will teach and model school wide behavior expectations in all settings in the first and second semester of the school year, documented by lesson plans.</li> <li><input type="checkbox"/> Increase % of PBIS Student Participation: raise monthly paws average from 50% to 60%</li> <li><input type="checkbox"/> Increase % of Daily Attendance: from 92.5 to 93%</li> <li><input type="checkbox"/> Decrease % of Major Referrals: to decrease from 2.6% to 1% of students with referrals</li> <li><input type="checkbox"/> Decrease % of Minor Referrals: to remain under 1% rate of students with minor referrals.</li> </ul> </li> <li><input type="checkbox"/> <b><u>Student Target Goals:</u></b> <i>(Behavior Referrals, Screener Data)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase % of PBIS Student Participation: raise monthly paws average from 50% to 60%</li> <li><input type="checkbox"/> Increase % of Daily Attendance: from 92.5 to 93%</li> <li><input type="checkbox"/> Decrease % of Major Referrals: to decrease from 2.6% to 1% of students with referrals</li> <li><input type="checkbox"/> Decrease % of Minor Referrals: to remain under 1% rate of students with minor referrals.</li> </ul> </li> </ul>	
<b>Evidence Based Strategy(ies)</b>	The following strategies will be used to record and maintain student achievement, both academically and socially, throughout the year. Beginning, Middle and End of Year renaissance fundamentals surveys will be conducted along with counselors classes and small groups. Intervention and High Dosage Tutoring will be delivered to students during the school day for students non proficient on screener and/or classwork. Teachers will use only high quality materials to deliver instruction. PBiS flowchart will be followed. MTSS and instructional support	

	services will be utilized for both academics and behaviors. Student engagement strategies will be used to include all students in class discussion and activities.	
Action Steps	Measure of Effectiveness	
1. <b>Effective Workforce- Teacher Capacity Building:</b> 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?  Setting clear expectations with feedback using the NIET rubric, using data collected from observations to set coaching plans (PGP's), using an instructional coach along with administration to develop collaboration time and topics for teachers on a weekly basis, supporting teachers/counselor in areas they struggle. Teachers are tiered according to need and observation schedules are set accordingly.	<b>Lesson plans</b> <b>Observations</b> <b>Sign in sheets</b>	
2. <b>Instruction- Student Capacity Building:</b> How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?  Using staff strengths to help build both teacher capacity and student capacity. Title I monies will be utilized to increase the number of students who can receive specialized help with the use of an intervention paraprofessional. Using programs to enrich and remediate students not meeting the criteria to receive intervention services along with Social Emotional and Behavioral lessons delivered by the counselor. Utilizing the leadership team to support teachers in delivering small group instruction. Providing technology in the classrooms for students to share work. Monthly TCM's will address student work, areas identified as weakness will be focused on in small group instruction.	<b>Lesson plans</b> <b>Teacher collaboration agenda</b> <b>Sign in sheets</b>	
3. <b>System Supports- Survey Data:</b> How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals?  Teachers will meet monthly to analyze student work to ensure that student grading and instruction is cohesive throughout the school and small group and whole group instruction is based upon improving student work. Students will complete a problem of the week as teachers will guide them on parts of the problem that need to be corrected. Parent workshops will be held for curricular help. PBiS Committee meets once a nine week to plan out activities for the nine weeks and analyze data to focus on school needs. If students are struggling with issues as a class or grade level, the counselor will tailor lessons to suit the need.	<b>Small group documentation</b> <b>Sign in sheets</b>	
4. <b>Parental and Family Engagement- School Community Engagement:</b>		

	<p>What strategies will you use to collaborate with community partners to support school-wide climate and culture goals?</p> <p>Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. Parents and stakeholders provide input on the development of the schoolwide plan. Parents &amp; students will participate in LEAP preparation meetings, open house, academic conferences, family parental involvement activities. Parents will be provided with resources such as websites, programs, and other resources to help their children as needed on an individual basis throughout the school year. Parents will participate in quarterly Title I Parental Involvement activities in core classrooms, book fairs, and transitions meetings. Parents will receive monthly newsletters &amp; calendars. Teachers will conduct parent/teacher conferences. The school website will have up to date information to keep parents abreast of school news.</p>	<p><b>Calendar</b>  <b>Sign in sheets</b>  <b>Copy of resources</b></p>
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## **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: Classroom instruction on expectations and guidance lessons
- Tier II Activities: Individual and group guidance lessons; check in/check out
- Tier III Activities: Parent/student communication; school based behavior plan

### **2024-25 Discipline Data**

Total ISS	Total OSS	Total Alt Site	Total of All
6	5	1	12

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 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup>, September 3<sup>rd</sup>, and October 15<sup>th</sup>. 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:**

With the new statewide School Performance Score calculation changing in 25-26, the school will place emphasis on advancing the performance bottom 25% on LEAP & Dibbles from 2024-25.

- Small Group instruction
- Tier 2/Tier 3 charting
- TCM's are focusing on teaching to mastery and student work
- High performing teachers will assist administration in observing other teachers and provide feedback to help improve instruction

## **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
<b>PK to K</b>  <b>Students from headstart and playgroup visit the school in late April/early May for 3-4 visits to acclimate to the school and setting. Students are assisted by interventionists while in the classrooms on the visit. Teachers meet with parents to convey expectations.</b>	Playgroup Early interventionist, Head Start coordinator, Principal, teachers	May 2026	letters/sign in sheet
<b>5th to 6th</b>  <b>5th grade students, with parents and teachers, attend orientation at the middle school in late May. An interpreter is available for non-English speaking students. Special Education teachers assist students in need.</b>	Middle school administration, Principal, Counselor	May 2026	letter/sign in sheet

### **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	<b>Component 1 §1114(b)(1)</b> 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: <ul style="list-style-type: none"> <li>• is developed during a 1 year period unless....</li> </ul>	South Larose Elementary School Title I Schoolwide Plan

	<ul style="list-style-type: none"> <li>o The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or</li> <li>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;</li> </ul>	
2. Include All Stakeholders in development of Title I Schoolwide Plan	<b>Component 2</b> §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	<b>Component 3</b> §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	<b>Component 4</b> §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	<b>Component 5</b> §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	<b>Component 6</b> §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
<b>ESSA Components</b>	<b>ESSA Component Requirements of Title I Schoolwide Plan</b>	
1. Reform Strategies	<b>Component 7</b> §1114(b)(7)(A)(i): The <b>schoolwide plan activities</b> include a description of: <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Action Plan Goals</b>
2. Intervention and Enrichment	<ul style="list-style-type: none"> <li>• §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.</li> </ul>	<b>Action Plan Goals</b>
3. Activities that address the needs of at-risk Students	<ul style="list-style-type: none"> <li>• §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—</li> </ul>	<b>Action Plan Goals</b>

<p>Culture and Climate</p> <p>High School (N/A)</p> <p>MTSS (Monitoring of Student data and performance)</p> <p>Professional Development</p> <p>Student Transition</p>	<ul style="list-style-type: none"> <li>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;</li> <li>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);</li> <li>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.);</li> <li>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</li> <li>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.</li> </ul>	
<p><b>4. Parent and Family Engagement</b></p>	<ul style="list-style-type: none"> <li>• §1116: Each School-wide plan must: <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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"> <li>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);</li> <li>ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and</li> <li>iii. Strategies to support successful school and family interactions;</li> </ul> </li> <li>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</li> <li>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</li> </ul> </li> </ul>	<p>Element 1.1 of SIP</p>

	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.	
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**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 South Larose Elementary School, a Title I school, as evidenced by the list of parent participants below:

- Kelly Bouzigard, Brandy Bergeron, Chelsea Kedzerski, Holly Ledet, Renee Creppel, Katrina Vizier
- Staff Members: Scarlet Griffin, Danielle Rodrigue, Melissa Eymard, Amy Pierce, Hailey Kiger

This schoolwide plan was adopted by South Larose Elementary School on July 25, 2025, 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 LPSC