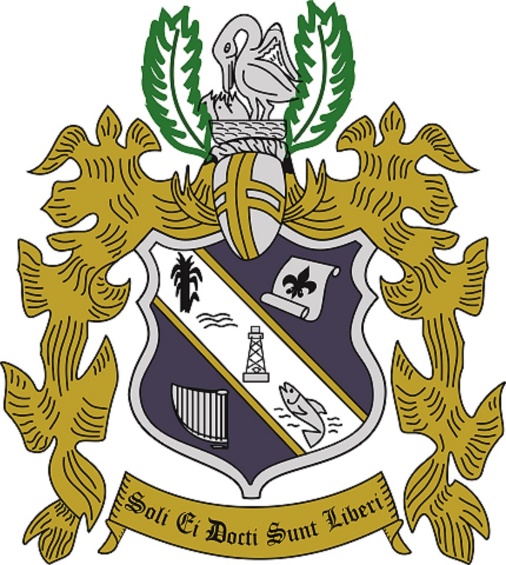
Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2020-21

W. S. Lafargue Elementary School

700 Plantation Road

Monica Tauzin

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Element 1: Comprehensive Needs Assessment

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; English Language Learners (ELs) and migrant students.

School Leadership Team

|  |  |  |  |
| --- | --- | --- | --- |
| Administrator | Monica Tauzin, Principal | Parent | Holly Dawson |
| Administrator | Paula A. Clement, Assistant Principal | Parent | Autumn Owens |
| Teacher | Lindsey Boudreaux, Master Teacher | Other | Celeste Fontz, Administrative Asst. |
| Teacher | Buffy Borne, Mentor Teacher | Community Member | Dr. Sarah Bergeron |
| Teacher | Connie Caro, Special Education Mentor Teacher | Other |  |

Faculty and Staff

|  |  |  |
| --- | --- | --- |
| Name | Position (Teachers and Paras) | Grade Level and Subject |
| Kayla Leonard | Teacher | 2nd/ELA |
| Cindy Roth | Teacher | 2nd/ELA |
| Michelle Bates | Teacher | 2nd/ELA |
| Hannah Lecompte | Teacher | 2nd/ELA |
| Blakley Fields | Teacher | 2nd/ELA |
| Donna Blanchard | Teacher | M/M |

Faculty and Staff cont.

|  |  |  |
| --- | --- | --- |
| Name | Position (Teachers and Paras) | Grade Level and Subject |
| Kristen Champagne | Teacher | 2nd/Math and Social Living |
| Shelby Benoit | Teacher | 2nd/Math and Social Living |
| Danielle Besson | Teacher | 2nd/Math and Social Living |
| Courtney Cormier | Teacher | 2nd/Math and Social Living |
| Dianne Joyner | Teacher | 2nd/Math and Social Living |
| Shelly Ledet | Teacher | 3rd/ELA |
| Katie Hebert | Teacher | 3rd/ELA |
| Kelly Gustafson | Teacher | 3rd/ELA |
| Elizabeth Bergeron | Teacher | 3rd/ELA |
| Autumn Owens | Teacher | 3rd/Math and Social Living |
| Jenny Bonvillain | Teacher | 3rd/Math and Social Living |
| Destiny Gros | Teacher | 3rd/Math and Social Living |
| Susan Stagni | Teacher | 3rd/Math and Social Living |
| Lindsey Boudreaux | Teacher | Master |
| Buffy Borne | Teacher | Mentor |
| Connie Caro | Teacher | Special Education Mentor |
| Shelley Breaux | Teacher | Interventionist |
| Joan Clement | Teacher | Interventionist |
| Christy Chiasson | Counselor | Counselor |
| Katie Dehart | Para | Special Education |
| Crystal Duet | Para | Special Education |
|  | Faculty and Staff cont. |  |
| Name | Position (Teachers and Paras) | Grade Level and Subject |
| Delia Renee Blanchard | Para | Library |
| Meghan Lebeouf | Para | Special Education |
| Sharon Benoit | Para | General |
| Cheryl Gros | Para | ISS |
| Ana Elashry | Teacher | Special Education 2nd/3rd |
| TBA | Teacher | Special Education 2nd/3rd |

Student Demographic Data

Student Information: List the number of students in each area

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total At School** | **St w/ Disabilities** | **Gifted and Talented** | **504** | **EL** | **Homeless** | **Migrant** | **Indian Ed** |
| **375** | **43** | **1** | **39** | **9** | **9** | **0** | **1** |

Subgroups:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | | **Ethnicity** | | | | | | |
| **Male** | **Female** | **White** | **Black** | **Hispanic** | **Am. Indian** | **Asian** | **Native Hawaiian/Pacific Islander** | **Two or More Races** |
| **187** | **188** | **120** | **230** | **21** | **0** | **2** | **2** | **17** |

Community Demographics

Lafourche Parish spans about 1,000 square miles for area and has an estimated population of 98,426. The Lafourche Parish School District serves 14,586 students in grades PreK-12 which are 64.9% Caucasian, 21.7% African-American, 7.7%Hispanic, 1% Asian, and 4.7% Native American/Alaskan Native. Students range from 4 years old to 21 years old. About 8% of the student population has physical or mental disabilities. Forty-six percent of the student population has grandparents as caregivers and 37% live in single parent homes of which 67% are below the poverty level. At least 22% of children aged 0-5 and 18% of children aged 6-17 live in poverty. About 29.7% of the local adults never graduated from high school and 16.2% hold a bachelor’s degree.

**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.

**School Vision and Mission Statement**

*Vision: W.S. Lafargue’s vision is to provide a quality education to all students!*

*Mission: W.S. Lafargue’s mission is to achieve optimal success for all!*

Element 4: Student Opportunities

The evaluation of postsecondary education and the workforce is noted as a consideration when developing activities for improvement in the schoolwide plan. Preparation for and awareness of opportunities for postsecondary education credit while still in high school (such as advanced placement, industry based, dual or concurrent enrollment, or early college high schools), are all worthy of consideration when addressing the needs of all students, particularly at risk students.

Goals

State of Louisiana Critical Goals: Louisiana Students will:

CG1. Enter Kindergarten ready to learn.

CG2. Be literate by 3rd grade.

CG3. Arrive in 4th grade on time.

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

CG5. Have necessary numeracy skills by 8th grade.

CG6. Graduate on Time.

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

CG8. Achieve these goals regardless of race or class.

School Goals:

The School Performance Score (SPS) will increase from 59.3 to 70.0 for the 2018-19 school year based on the end of year statewide assessments.

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

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

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

***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)).

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

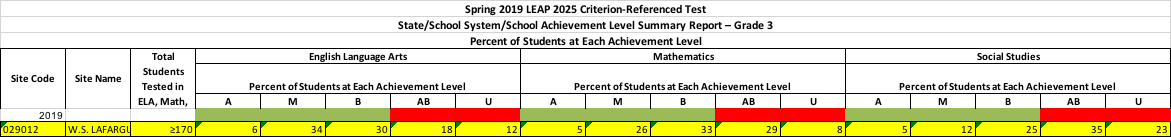
|  |  |  |  |
| --- | --- | --- | --- |
| **Program Categories** | **ESSA Component Requirements of**  **Title I Schoolwide Program** | **Title I Documentation** | |
| 1. **Comprehensive Plan** | **Component 1** §1114(b)(1) An eligible school operating a schoolwide program shall develop a comprehensive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

**Part B. Comprehensive Needs Assessment**

**State Assessment Data:** [**https://louisianaschools.com/schools/29012#about-our-school**](https://louisianaschools.com/schools/29012#about-our-school)

[**http://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance**](http://www.louisianabelieves.com/resources/library/elementary-and-middle-school-performance)

**2019**

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**2018**

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**Other Student Performance Data:**

Google Sheets for 18-19 District Assessments: Attach saved Google Sheet or type See Google Sheets

18-19 STAR Benchmark Report per grade level (attach to SW Plan - save PDF from RenLearn and attach here)

**Perception Data:**

Parent Surveys: Parent Surveys: Attach saved Google Sheet or type See Google Sheets

Teacher Surveys: Attach saved Google Sheet or type See Google Sheets

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

If yes, complete the table below

|  |  |
| --- | --- |
| Subgroup | Intervention Label |
|  |  |
|  |  |
|  |  |
|  |  |

Part B (cont.) **State Assessment and Other Performance Data**

Summary of Data Collection:

|  |  |  |
| --- | --- | --- |
| Areas of Strength | | |
| Strengths | | Data Source |
| 1 | 1st grade students maintained an average of 83% on Reading Common district Assessments | Common District Assessment Data |
| 2 | 3rd Grade students scored an average of 79% on Math Common district Assessments | Common District Assessment Data |
| 3 | 1st grade students maintained an average of 85% & 2nd grade students maintained an average of 74% on Math District Assessments | Common District Assessment Data |
| 4 | 2nd grade students increased Star Math grade equivalency by 0.9 from 1.7 to 2.6 | Star Math Summary Report |
| 5 | 3rd grade students increased Star Math grade equivalency by 0.9 from 2.8 to 3.7 | Star Math Summary Report |
| Areas of Improvement | | |
| Weaknesses | | Data Source |
| 1 | Social Studies declined (42.48 to 40.29) | LEAP 2025 |
| 2 | 104 students out of 166 (63%) 3rd grade students scored below pathway to proficiency on the Spring Star | Star Reading State Performance Report – District Louisiana LEAP 2025 |
| 3 | 111 students out of 167 (66%) 3rd grade students scored below pathway to proficiency on the Spring Star | Star Reading State Performance Report – District Louisiana LEAP 2025 |
| 4 | 3rd Grade students increased Star Reading grade equivalency by only 0.6 from 2.8 to 3.4 | Star Reading Annual Progress Report  District Louisiana LEAP 2025 |
| 5 | 2nd and 3rd Grade students scored an average of 71%-73% Common district Assessments | Common District Assessment Data |

Summary of Subgroup Data:

|  |  |  |
| --- | --- | --- |
| Areas of Strength | | |
| Strengths | | Data Source |
| 1 | 2nd CLC Intervention students increased Star Math grade equivalency by .7 from 1.3 to 2.0 | Star Math Growth Report CLC |
| 2 | 3rd CLC Intervention students increased Star Math grade equivalency by .8 from 2.2 to 3.0 | Star Math Growth Report CLC |
| 3 |  |  |
| Areas of Improvement | | |
| Weaknesses | | Data Source |
| 1 | 2nd CLC Intervention students increased Star Reading grade equivalency by .7 from 1.1 to 1.7 | Star Reading Growth Report CLC |
| 2 | 3rd CLC Intervention students increased Star Reading grade equivalency by .3 from 2.1 to 2.4 | Star Reading Growth Report CLC |
| 3 | Discipline data for 8 students comprises 80% of the referrals. | Discipline Frequency Report |

Part B (cont.) **Perception Data (Survey Data)**

Summary of Survey Data:

|  |  |  |
| --- | --- | --- |
| Strengths | | |
| Parent Survey | | Teacher Survey |
| 1 | 3.88 Teachers notice when students are absent | 3.83 Teachers notice when students are absent. |
| 2 | 3.81 Teachers tell students when they do a good job. | 3.74 Teacher are respectful to administration. |
| 3 | 3.81 My school keeps parents well informed about student progress. | 3.64 Teachers work to help students with their schoolwork when they need it. |
| Weaknesses | | |
| Parent Survey | | Teacher Survey |
| 1 | 2.78% Students are offered many opportunities for extra-curricular activities | 1.74% Students are offered many opportunities for extra curricula activities |
| 2 | 2.90% Student behavior is not disruptive to student learning | 2.55 Student behavior is disruptive to learning |
| 3 | 3.01% Students are respectful to adults | The hallways and bathrooms at my school are clean and in good condition. |

**Part B (cont.) Summary of State Assessment Data, Other Performance Data and Perception Data**

Prioritized Needs

|  |  |  |  |
| --- | --- | --- | --- |
| Prioritized Student Performance Needs | | | |
| Priority | Student Performance Needed | Subject Area | Grade Level Focus for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1 | Improve performance on ELA Assessments | ELA | 2nd and 3rd  Grade |
| 2 | Eureka Math Assessments | Math | 2nd and 3rd  Grade |
| 3 | Increase Star Reading & Star Math grade equivalency by at least one year’s growth | ELA & Math | 2nd-3rd  Grade |
| 4 | Improve written responses on assessments | All Subjects | 2nd and 3rd  Grade |
| 5 | Increase 3rd grade Math index scores on state assessments | Math | 3rd Grade |
| 6 | Improve subgroup performance on ELA & Math District Assessment | ELA & Math | 2nd and 3rd  Grade |
| 7 | Increase 3rd grade Social Studies index scores on state assessments | Social Studies | 3rd Grade |

Element 5: Tiered Intervention

Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. Schoolwide tiered model to prevent and address behavior issues: 2nd steps, Weekly behavior meetings to discuss tier 2 and 3 students for interventions needed with resources to provide and support needs.

2019-2020 Discipline Data

|  |  |  |  |
| --- | --- | --- | --- |
| Total ISS  39 | Total OSS  23 | Total Alt Site  2 | Total of All  62 |

See attached data.

Element 6: Professional Development

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

**Professional Development**

Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2020-21, those dates are August 5-6, September 3, October 15, and January 21. All school personnel participate in meaningful opportunities based on district/school needs. Sign in sheets and agendas are kept on file to maintain a record of Professional Development activities and participants.

Schoolwide Professional Development: Can add any additional school specific information (optional)

Element 7: Early Childhood Transition

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

**ESSA Required Transition Activities**

Select all that apply:

\_\_\_\_\_\_Pre-School to Kindergarten

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)** | **Documentation** |
| **Transitional Activity:** W.S. Lafargue Elem. will provide transition activities for students entering 2nd and 3rd grades.   * General parent meeting, classroom expectations specific to each grade level, curriculum, assessments (state assessments-3rd grade) & tour of school (2nd grade) | SIP Team  Classroom teachers | May 2021 | Title I-PI  (Series 600) | \*Sign-in Sheet  \*Agenda |

Element 2: Strategies for Improvement

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

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

Element 3: Student Support Services

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

Element 8: Supplement not Supplant

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

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

**Part C. Plan of Action**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Content Area: ELA** | | | | | | |
| **Goal 1** | | **75% of 2nd grade students** **(278.25/371 students) will maintain an average of 75% on the 2nd grade ELA District Assessments.**  **75% of 3rd grade students (278.25/371 students) will maintain an average of 75% on the 3rd grade ELA District Assessments.**  **\*Tap Goals: Increase Star Reading grade equivalency by at least one year’s growth**  **Field Testing: Written Expression** | | | | |
| **Evidence Based Strategy(ies)** | | Initial Screening and Benchmark Assessment  RTI  Before/After School tutoring  Extended Learning for At-Risk During the School day Quarterly Progress Monitoring PLC’s/Clusters Cross Curricula Collaboration  Core Content Alignment with Standards and Assessments  Literacy and Writing Across the Curriculum Summarization Strategies Across the Curriculum  Graphic Organizers in Core Content Areas Enrichment Activities for Advanced Learners  Quarterly Parent Conferences Kagan/Engagement Strategies  Other (Specify)\_\_\_\_\_\_\_  Other(Specify) \_\_\_\_\_\_\_\_\_ | | | | |
| **Action Steps** | | | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)** | **Documentation** |
| **1.** | **Curriculum and Instruction:**   * **Core Teachers**   + **Lesson Plans will include differentiation to address the individual needs of all students including subgroups of students for whole group and small group instruction.**   + **Tier I Core Classroom Instruction - will provide differentiated instruction for high, average, at-risk, subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in ELA through whole group instruction, small group instruction, guided reading, enrichment, & interventions** * **Title I Interventionists**   + **will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in ELA through small group instruction, & interventions targeting reading comprehension & fluency**   + **Tutor/Enrichment/Intervention Teacher/Para - tutoring, intervention, and/or enrichment will be provided based on the students’ needs. Intervention Prescription Sheets will be utilized to ensure alignment with the CORE Classroom and CLC.** * **Instructional Materials**   + **Journeys Materials of Instruction (Basal, Leveled Readers, Reader’s Notebook**   + **Journeys Intervention Kit**   + **Write In Readers**   + **Executive Functioning/Sensory Activities** * **Instructional Programs**   + **AR**   + **KidBiz**   + **Smarty Ants**   + **Imagine**   + **Keyboarding Without Tears**   + **Illuminate**   + **Google classroom** | | **Leadership Team** | **August 2020-May 2021** | **Title I (Series 100 & 200)**  **Title I (Series 100 & 200)**  **Title I (Series 300,600 and 500)** | * **Lesson Plans** * **Observations** * **Walk-through (snapshots)** * **Lesson Plans** * **Observations** * **Walk-through (snapshots)** * **Lesson Plans** * **Observations** * **Walk-through (snapshots)** * **Reports** |
| **2.** | **Monitoring of Student Data and Performance: (RTI/SBLC/CLC Process)**   * **Monitor Star Reading Assessment Data (3x/year)** * **Monitor Common district Reading Assessments (Weekly)** * **Progress Monitor intervention students (Bi-Weekly)** * **Report card grades (Quarterly)** | | **Leadership Team**  **& Joan Clement, Shelly Breaux** | **August 2020-May 2021** | **Title I (Series 600)** | * **Star Benchmarking Report** * **Google Sheets** * **Progress Monitoring Reports** |
| **3.** | **Programs/Technology:**  **AR, Smarty Ants, Kid Biz, online tools training, Google Classroom, Illuminate, imagine learning, Keyboarding without Tears)** | | **Leadership Team** | **August 2020-May 2021** | **Title I (Series 300 & 500)** | **Reports** |
| **4.** | **Professional/Staff Development: (PLC’s, Clusters)**  **\_Leadership Team will provide PD on school identified needs of TAP refinement area and student data analysis (Power standards of grade level and differentiation) to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.** | | **Leadership Team** | **August 2020-May 2021** | **Title I (Series 600)** | * **Lesson Plans** * **Observations** * **Walk-through (snapshots)** * **Sign in sheets** * **Cluster Agendas** |
| **5.** | **Parental and Family Engagement (Academic):**   * **Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released.** * **Parents & students will participate in 3 types of instructional activities. (LEAP night, Literacy Night) to learn CKLAand LEAP prep strategies. Parents will participate in quarterly Title I Parental Involvement activities (CKLA trainings)** * **Parents will receive monthly newsletters & calendars.** * **Teachers will conduct quarterly parent/teacher conferences.** * **The school website will have up to date information to keep parents abreast of school news.** | | **Leadership Team** | **August 2020-May 2021**  **August, December 2020, February 2021,**  **& May 2021** | **Title I & PI (Series 600)**  **Title I & PI (Series 600)** | * **Sign in sheets** * **Cluster Agendas** * **CRATE** * **Website** * **Facebook** * **Sign in sheets** * **CRATE** * **Website** * **Facebook** |

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| **Content Area: Math** | |
| **Goal 2** | **75% of 2nd grade students (278.25/371 students) will maintain an average of 80% on the 2nd grade Math District Assessments.**  **75% of 3rd grade students (278.25/371 students) will maintain an average of 80% on the 3rd grade Math District Assessments.**  **\*Tap Goals:**   * **Increase Star Reading grade equivalency by at least one year’s growth** * **Type 1 Major Content; Content Vocabulary** |
| **Evidence Based Strategy(ies)** | Initial Screening and Benchmark Assessment  RTI  Before/After School tutoring  Extended Learning for At-Risk During the School day Quarterly Progress Monitoring PLC’s/Clusters Cross Curricula Collaboration  Core Content Alignment with Standards and Assessments  Literacy and Writing Across the Curriculum Summarization Strategies Across the Curriculum  Graphic Organizers in Core Content Areas Enrichment Activities for Advanced Learners  Quarterly Parent Conferences Other (Specify)\_\_\_\_\_\_\_  Other(Specify) \_\_\_\_\_\_\_\_\_ Kagan/Engagement Strategies |

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| **Action Steps** | | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)** | **Documentation** |
| **1.** | **Curriculum and Instruction:**   * **Core Teachers**   + **Lesson Plans will include differentiation to address the individual needs of all students including subgroups of students for whole group and small group instruction.**   + **Tier I Core Classroom Instruction - will provide differentiated instruction for high, average, at-risk, subgroups of students including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in Math through whole group instruction, small group instruction, AM, enrichment, & interventions** * **Title I Interventionists**   + **will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in Math through small group instruction, & interventions targeting skill deficits & fluency**   + **Tutor/Enrichment/Intervention Teacher/Para - tutoring, intervention, and/or enrichment will be provided based on the students’ needs. (CLC) Intervention Prescription Sheets will be utilized to ensure alignment with the CORE Classroom** * **Instructional Materials**   + **Eureka/Envision Materials of Instruction (Book, Workbook, Online Tools)**   + **Differentiated Lessons in the Eureka/Envision Manuals**   + **Imagine Learning**   + **Executive Functioning/Sensory Activities** * **Instructional Programs**   + **AM**   + **Didax**   + **Eureka Math**   + **Imagine Learning**   + **Google Classroom**   + **Illuminate** | **Leadership Team** | **August 2020-May 2021** | **Title I (Series 100, 200, 600**  **Title I (Series 100, 200, 500 & 600)**  **Title I (Series 100, 200,500 & 600)**  **Title I (Series 500 & 600)** | * **Lesson Plans** * **Observations** * **Walk-through (snapshots)** * **Lesson Plans** * **Observations** * **Walk-through (snapshots)** * **Lesson Plans** * **Observations** * **Walk-through (snapshots)** * **Reports** |
| **2.** | **Monitoring of Student Data and Performance: (RTI/SBLC/CLC Process –**   * **Monitor Star Math Assessment Data (3x/year)** * **Monitor Common District Reading Assessments (weekly)** * **Progress Monitor Intervention Students (Bi-weekly)** * **Monitor Accelerated Math Progress (Mid 9 wks & End of 9 wks)** * **Report Card Grades (Quarterly)** | **Leadership Team** | **August 2020-May 2021** | **Title I (Series 600)** | **Reports** |
| **3.** | **Programs/Technology:**  **Imagine Math,online tools training, Google Classroom, Imagine Learning, Illuminate)** | **Leadership Team** | **August 2020-May 2021** | **Title I (Series 300 & 600)** | * **Reports** |
| **4.** | **Professional/Staff Development: (PLC’s, Clusters)**  **\_Leadership Team will provide PD on school identified needs based on TAP refinement area and student data analysis to address grade level Power Standards and differentiation for school to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.** | **Leadership Team** | **August 2020-May 2021** | **Title I (Series 600)** | * **Lesson Plans** * **Observations** * **Walk-through (snapshots)** |
| **5.** | **Parental and Family Engagement (Academic):**   * **Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released.** * **Parents & students will participate in \_\_\_\_4\_\_\_(Open House, Literacy/Math Night, LEAP Night, Literacy Day). Parents will receive information about Eureka Math, Google Classroom, and LEAP test prep.** * **Parents will participate in quarterly Title I Parental Involvement activities (Eureka/LEAP Night etc.)** * **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.** | **Leadership Team** | **August 2020-May 2021** | **Title I & PI (Series 600)** | * **Sign in sheets** * **Cluster Agendas** * **CRATE** * **Website** * **Facebook** |

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| **Culture and Climate** | | | | | | |
| **Goal 3** | | **W. S. Lafaruge Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly.**  **If High Discipline – Decrease discipline referrals by 15% (286 referrals) or (24.53% students down to 20.85 of students)** | | | | |
| **Evidence Based Strategy(ies)** | | PBIS Kagan/Engagement Strategies  RTI  Other (Specify)\_\_2nd Steps\_\_\_\_ | | | | |
| **Action Steps** | | | **Persons Responsible** | **Target Date(s) Timelines** | **Funding Source(s)** | **Documentation** |
| **1.** | **Parent and Family Engagement Activities**   * **Quarterly Title I Family Engagement Activities:**   **Bullying/Discipline**  **Parent Teacher Conferences**   * **Communication:**   **Parent Link and Resources Workshop**  **Monthly newsletters and calendars**  **School websites will have up to date information to keep parents abreast of various strategies** | | **Leadership Team** | **August 2020-May 2021** | **Title I & PI (Series 600)** | * **Sign in sheets** * **CRATE** * **Website** * **Facebook** |
| **2.** | **PBIS**   * **Full implementation of 3 Tiered PBIS process** * **PD-school-wide discipline** * **Monthly meetings on 3 Tiers** * **Behavioral interventions (Counseling groups/SLC)** * **RIPPLES Effect** * **RTI & Request for Assistance (TIER 2)** * **Monthly Celebrations** * **Restorative Practice** * **2nd Step** * **Executive Functioning/Sensory Activities** | | **Leadership Team** | **August 2020-May 2021** | **Title I & PI (Series 500 and 600)** | * **Sign in sheets** * **CRATE** * **Website** * **Facebook** |
| **3.** | **Strategies in the Classroom**   * **2nd Step** * **Classroom management plans (positive reward system)** * **Flow chart SLC referrals** * **Classroom documentation forms** * **Kagan Strategies** * **RIPPLES Effect** * **PBIS World** * **Restorative Practices** * **Executive Functioning/Sensory Activities** | | **Leadership Team** | **August 2020-May 2021** | **Title I & PI (Series 500 and 600)** | * **Sign in sheets** * **Cluster Agendas** * **CRATE** * **Website** * **Facebook** |

**Part D. District Assurance**

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

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Federal Programs Supervisor’s Signature Principal’s Signature

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

Part E. Title I and Parental and Family Engagement Budget