Lafourche Parish School District

Developing Lifelong Learners



Title I Schoolwide Plan 2026-27

W.S. Lafargue Elementary School

2nd and 3rd Grade

700 Plantation Rd. Thibodaux, LA

LauraMae Zeringue

985-447-9292

lzeringue@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	LauraMae Zeringue, Principal	Counselor	Christy Chiasson
Administrator	Celeste Plaisance, Assistant Principal	Parent	Erin Lirette
Teacher/Grade	Charity Robin, 2nd Grade	Parent/Community Member	Chelsea Voclain
Teacher/Grade	Kerrie Kinkle, 3rd Grade	Parent of Subgroup	Tiffany Lofton
Teacher/Grade	Kecia Smith, Intervention	Other	Danielle Poimbouef, Dean of Students
Special Education Teacher/Grade	Kristine Zvirzdinis	Other	
PAC Member	Alicia Melancon	Other	
Curriculum Coach(s)	Kallie Thibodaux	Other	

Element 1.1 Family and Stakeholder Engagement

Family and stakeholder engagement is critical to developing a schoolwide program. A diverse group of families/parent leaders (including parents of English Learners and students with disabilities) will provide input on the development of the schoolwide plan by offering or connecting families/parents to training to enhance the instructional program and academic achievement of all students at the school. The school will make changes to the schoolwide plan based on input from families/parents.

Description of How Schools Will Implement Required Family and Stakeholder Engagement SIP Components

1. W.S. Lafargue 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:
    - Providing family engagement events that provide resources for parents to assist their children at home.
    - Create a PTO that will include parents/guardians of diverse groups.

2. W.S. Lafargue will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by:
    - The plan will be addressed at Open House and throughout the year. Parents will be informed of the interventions and enrichments the school provides.
    - The plan will also be addressed throughout social media, by events and topics being posted and discussed.

3. W.S. Lafargue 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:
    - Teachers will keep parents informed of curriculums and assessment results through School Status
    - The plan will be addressed at Open House and throughout the year. Parents will be informed of the interventions and enrichments the school provides.
    - The plan will also be addressed throughout social media, by events and topics being posted and discussed.

4. W.S. Lafargue 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:
    - Meetings will be scheduled by parents contacting the school for one.
    - Meetings will also be scheduled by teachers who want to address student concerns.
    - MTSS, IEP's, and IAP's will be scheduled to address student progress.

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

    W.S. Lafargue will assist parents by:
    - Translators for non-English speaking parents
    - Sign language interpreters for hearing impaired parents
    - Conference calls when parent is unable to make it to scheduled meetings
    - Video conferences when parent is unable to make it to scheduled meeting using Zoom or Google Meet or other platform
    - Translated documents
    - Weekly agendas
    - Weekly test papers
    - Open door policy to parents/guardians with concerns
    - OnCourse Communication Messages in first language
    - Social Media Facebook
    - Social Media School Website
    - School Status
    - Email to get materials if the parent was unable to attend an event, meeting, etc.
    - Hold meetings at various times
    - Support for OnCourse Parent Portal for parents to access grades, attendance, discipline

6. W.S. Lafargue will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and numeracy training by:
    - Hardcopies will be sent home to inform parents of events and information from the school
    - Facebook post will be done to inform parents of events and information from the school
    - SchoolStatus messages will be sent to inform parents of events and information from the school
    - Open House

7. W.S. Lafargue, 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:
    - Providing Professional Development meetings to provide information on programs and services that will assist the student's parents.

8. W.S. Lafargue 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:
    - Having Family Engagement Nights throughout the year
    - Open House
    - Community Trunk R Treat

9. W.S. Lafargue 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:
    - Hardcopies will be sent home to inform parents of events and information from the school
    - Facebook post will be done to inform parents of events and information from the school
    - SchoolStatus messages will be sent to inform parents of events and information from the school
    - Open House

10. W.S. Lafargue 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 W.S. Lafargue grade – level compacts distributed to ALL parents on or before **September 18, 2026.**
    - ___Copies upload to Title I Crate

12. Examples of changes made to the schoolwide plan based on input from families, parents, and stakeholders include:
    - Teachers at school provide support when students are falling behind. W.S. Lafargue will strategically target students CLC and After School Tutoring but will also improve remediation and enrichment through intentional pre-teaching innovations with frontloading sessions provided by additional personnel funded by the LDOE's CLSD UIN Grant. This initiative is focused on improving the school's weakness in literacy. Students will receive High Dosage Tutoring based on LEAP and DIBELS
    - Student behavior is a problem. W. S. Lafargue will continue to apply multi-tiered approaches to intervene and reduce the discipline referrals with additional maximization of the internal capacity of our school counselor as well as external resources such as agencies like Gulf Coast Social Services providing Life Skills. PBIS plan will be more detailed to address behaviors that the data provided. Main referrals are falling under "Habitually violating rules".
    - Teacher growth will be a huge focus at WSL. Using the LEADS rubric model to increase more proficient instruction, curriculum, and management in the classroom will help students grow.
    - Parental involvement is an issue. WSL will create a PTO to have volunteers and more parents involved in their student's education.

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
Zeringue, LauraMae	Principal	NA
Plaisance, Celeste	Assistant Principal	NA
Poimboeuf, Danielle	Dean of Students	NA
Chiasson, Christy	Counselor	NA
Ledet, Tonya	Bookkeeper	NA
Olivier, Danielle	Nurse	NA
Kallie Thibodaux	Instruction Coach	NA
Prejean, Brae	Secretary	NA
Toups, Heather	Secretary	NA
McDonald, Ashley	Teacher	2nd Grade ELA
Carter, Deborah	Teacher	2nd Grade MATH/SL
Joy, Amber	Teacher	2nd Grade ELA
Robin, Charity	Teacher	2nd Grade MATH/SL
Lebouef, Meghan	Teacher	2nd Grade ELA
Besson, Danielle	Teacher	2nd Grade MATH/SL
Rios, Valery	Teacher	2nd Grade ELA
Brown, Denna	Teacher	2nd Grade MATH/SL
Rouge', Caitlin	Teacher	2nd Grade ELA
Voiron, Grace	Teacher	2nd Grade MATH/SL

Chellette, Alexandra	Teacher	3rd Grade ELA
Freeman, Haylee	Teacher	3rd GradeMATH/SL
Simmons, Brittany	Teacher	3rd GradeELA
Morris, Monique	Teacher	3rd GradeMATH/SL
Kinkle, Kerrie	Teacher	3rd GradeELA
Pellegrin, Brianna	Teacher	3rd GradeMATH/SL
Jackson, Chelsea	Teacher	3rd GradeELA
Chiasson, Kye	Teacher	3rd GradeMATH/SL
Solet, Chantelle	Teacher	3rd GradeELA
Bordelon, Jessica	Teacher	3rd GradeMATH/SL
Durocher, Leighanne	Teacher	Self Contained
Williams, Brian	Head Janitor	NA
Doiron, Ricky	Janitor	NA
Bergeron, Beth	Teacher	ENRICH/INTV
Gustafson, Kelly	Teacher	ENRICH/INTV
Smith, Kecia	Teacher	ENRICH/INTV
Coumare, Bissy	Teacher	French/PE
Ningbinnin, Bani	Teacher	French/Music
Landry, Annette	Cafeteria Manager	NA
Lagarde, Cindy	Cafeteria	NA
Landry, Annette	Cafeteria	NA
Young, Jennifer	Cafeteria	NA
Berger, Hope	Cafeteria	NA
Stagni, Susan	Teacher	Special Education Teacher
Zvirzdinis, Kristine	Teacher	Special Education Teacher
Ledet, Shelly	Teacher	Special Education Teacher

Orgeron, Alva	Teacher	Special Education Teacher
Albert, Maggie	Teacher	Special Education Teacher
Rodriguez, Casey	Paraprofessional 1	NA
Gros, Cheryl	Paraprofessional 2	ISS
Duet, Crystal	Paraprofessional 3	NA
Foret, Hollie	Paraprofessional 4	NA
Trochez, Jessica	Paraprofessional 5	NA
Duplantis, Maegan	Paraprofessional 6	Library
Matoes, Raelyn	Paraprofessional 7	NA
Batiste, Leslie	Paraprofessional 8	NA
Toups, Laken	Paraprofessional 9	NA
Austin, Brielle	Paraprofessional 10	NA
Robinson, Monica	Paraprofessional 11	NA

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:

Our school's vision is to empower EVERY child to learn, grow, and shine while becoming lifelong learners.

Mission:

W.S. Lafargue's mission is to provide a safe, nurturing, and engaging environment where all students are empowered to reach their fullest potential through high-quality instruction, strong family partnerships, and a culture of respect and responsibility.

Community Demographics

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

Student Demographic Data

Student Information: List the number of students in each area

Total Enrollment	Economically Disadvantaged	Students w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant	Neglect and Delinquent	Indian Ed	Foster Care	Military - Affiliated
464	377	69	0	34	25	0	0	0	0	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
227	237	102	293	37	4	2	0	26

Attendance				
Percentage of Average Daily Attendance 1st nine weeks	Percentage of Average Daily Attendance 2nd nine weeks	Percentage of Average Daily Attendance 3rd nine weeks	Percentage of Average Daily Attendance 4th nine weeks	Percentage of Average Daily Attendance 25-26 SY Total
95.2%	95%	92%	91.3%	92.6%

State Assessment Data:

<table>
<tr><th colspan="3">School Performance Score (SPS)</th></tr>
<tr><td>2023- 2024
Score: 58.8
Letter Grade: D</td><td>2024- 2025
Score: 36.3
Letter Grade: C</td><td>2025 – 2026
Score: 0
Letter Grade:</td></tr>
<tr><th colspan="3">Raw Student Achievement Index</th></tr>
<tr><td>2023- 2024
<table><tr><td>ELA</td><td>44.38</td></tr><tr><td>Math</td><td>45.07</td></tr><tr><td>Science</td><td>31.48</td></tr><tr><td>Social Studies</td><td>NA</td></tr></table></td><td>2024- 2025
<table><tr><td>ELA</td><td>43.7</td></tr><tr><td>Math</td><td>19.7</td></tr><tr><td>Science</td><td>10.7</td></tr><tr><td>Social Studies</td><td>12.9</td></tr></table></td><td>2025 – 2026
<table><tr><td>ELA</td><td>44.8</td></tr><tr><td>Math</td><td>25.9</td></tr><tr><td>Science</td><td>15</td></tr><tr><td>Social Studies</td><td>16.4</td></tr></table></td></tr>
<tr><th colspan="3">Early Childhood Performance Rating (PK)</th></tr>
<tr><td>2023- 2024
Performance Score: NA
Rating:</td><td>2024- 2025
Performance Score:NA
Rating:</td><td>2025- 2026
Performance Score: NA
Rating:</td></tr>
</table>

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

If yes, complete the table below

Subgroup	Intervention Label
Students with Disabilities	Urgent Intervention Needed
Students who are well below in math	Urgent Intervention Needed
Students who are well below in reading	Urgent Intervention Needed
Students on Free or Reduced Lunch	Urgent Intervention Needed

Other Student Performance Data:

2025- 26 ELA District Assessment Data		2025- 26 Math District Assessment Data	
2nd Grade	72.9%	2nd Grade	70%
3rd Grade	67.4%	3rd Grade	58.5%

2025- 26 DIBELS Assessment Spring Data				
	Percentage at Above	Percentage at Benchmark	Percentage at Below	Percentage at Well Below
2nd Grade	12%	37%	22%	29%
3rd Grade	24%	35%	24%	17%

2025- 26 Imagine Math Benchmark Spring Data					
	Percentage at Advance	Percentage at Proficient	Percentage at Basic	Percentage at Below Basic	Percentage at Far Below Basic
2nd Grade	13%	75%	8%	3%	1%
3rd Grade	0%	41%	35%	8%	16%

2025- 26 ELPT Data			
Grade	Percentage at Emerging	Percentage at Progressing	Percentage at Proficient
2nd Grade	37.5%	62.5%	0
3rd Grade	18.18%	63.64%	18.18%

2025 - 26 School–Wide Stakeholder Survey Data: Strengths			
	Parent Survey Data	Teacher Survey Data	Student Survey Data
1	W.S. does an amazing job with the importance of academics.	Teachers caring about their students	NA
2	Community involvement is amazing	Teacher and students listening to each other	NA
3	Climate and Culture of the school	Teachers feel students try their best	NA
2025 - 26 School–Wide Stakeholder Survey Data: Weaknesses			
	Parent Survey Data	Teacher Survey Data	Student Survey Data
1	I think if it's a matter of needing a better way, it would be to empower parents with being more proactive in working with the school and seeing the school as a resource. But that's a culture change that needs to be made within the parents, as our child benefited from what W.S. Lafargue provided.	Teacher, Staff, and Administration Communication	NA
2	To find ways on why some kids are struggling even when the parents are involved to help them so strongly on academic grades and pushing them to higher education.	Teacher, Staff, and Administration functioning as a team	NA
3	Reach out to the parents a little more if they notice grades going down.	Students Threaten or Bullied	NA

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

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

The process for determining the goals for WSL 2026-2027 school year was based on demographics, assessment data, and surveys. Although CDA, LEAP, and DIBELS Data showed growth and higher numbers, the breakdown of the LEAP data showed that our students struggle in major content areas in Math and ELA.Our students are also struggling on writing components on LEAP. Our students are missing concepts of reading and writing along with mathematical fluency skills.When it comes to DIBELS, we still have a large number of students who are testing below or well below. Our population shows that we have a huge number of homelessness students and economically disadvantaged students. Utilizing our school days to help enhance student learning is needed for our students to be successful. The growth of the teachers in the curriculum plays a huge role for our students. From the schedule, Teacher Collaboration Meetings, and Unit Studies, the content knowledge for teachers will be addressed daily. Intervention and extra support will be placed in classrooms to help hit the areas of weakness in our students from LEAP data.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points.
The results from these assessments showed that our students are low in the following areas for LEAP: Writing Performance, Mathematical Reasoning and Major Content, Investigating for science, and examining claims for social studies. DIBELS showed us that we still have an amount of students who are below or well below for screening.

Based on scores and explanation, the drop of the scores is based on the State's new formula. Data actually shows that WSL is growing as a school. We do have UIN subgroups due to the intervention process not being effective. This year, we adopted the district intervention manual at our school and will utilize the programs.

Based on the results of the need assessment, list the school's priorities.
Our priorities will always be based on student growth. In order to have students growth we will focus on the following goals:

- By May 2027, student achievement on assessments will increase by 5% through effective instruction and consistent implementation of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom.
- By May 2027, student growth on writing tasks will increase by 5% through effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings.
- By May 2027, behavior referrals will decrease by 25% through self monitoring charts in the classroom that will help reduce behavior problems and create a better learning environment for student achievement.

Element 1.3: Strategies for Improvement

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

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

Plan of Action

Content Area: ELA	
Goal 1	● **<u>School Goal:</u>** *(ELA LEAP Index, DIBELS Screener)* ○ By May 2027, WSL 3rd grade students will increase their LEAP ELA scores by 5%, 44% to 49 along with 2nd Grade students increasing their DIBELS screener performance by 5%, 49% to 54% through effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings and effective instruction and consistent implementation of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom. ● **<u>Teacher Goal:</u>** *(LER, CLASS, VAM)* ○ By May 2027, teachers will increase their LER observation by 10% and ELA CDA averages by 5% through effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings and effective instruction and consistent implementation of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom. ● **<u>Student Target Goals:</u>** *(CDA, TS GOLD, DIBELS Screener, LEXIA, etc.)* ○ By May 2027 2nd and 3rd grade literacy screener will increase by one level on DIBELS through effective instruction given in small groups and core subjects. ○ By May 2027, Bottom 25% will meet their SMART goal on LEAP through effective instruction given in small groups and core subjects. ○ By May 2027, students will increase their LEAP ELA scores by 5%, 44% to 49 along with 2nd Grade students increasing their DIBELS screener performance by 5%, 49% to 54% through effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings and effective instruction and consistent implementation of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom. ○ By May 2027, EL Students will increase the percentage at progressing from 62-63% to 75% through effective instruction provided in small groups/ intervention.
Evidence Based Strategy(ies)	At WSL we believe that teacher growth leads to student growth. Teachers at WSL will use lesson design annotations, 4 squares in the classroom, and analyze student work to improve the delivery of content to the students. Annotation guidance will be given in TCM's and PD days. Teachers will then have a criteria for annotating lessons that will be checked every Wednesday. Teachers will then be tiered and walkthroughs will begin to monitor effective teaching. Teachers will also display their 4-squares on the board which will include, Objective, Standard, Agenda, and Essential Question. This will be displayed for both the teacher and student to always follow back too. This will provide evidence on teacher preparation. We will also utilize specific-grade level small group lesson plans for intervention and enrichment. Within these lessons, all core teachers will incorporate writing revolution so that students are writing more. Teachers will then take a task question and analyze the

	information twice a month in TCM. We will map out TCM so that every week of the month covers one topic (Data, Instruction/Curriculum, and Discipline). Student work samples will reflect cognitively engaged lessons that are being implemented daily. Students will read, write, and speak the academic content with accuracy. Walk Through Observations will indicate work samples and class activities will reflect active engagement. Teacher collaboration meetings will focus on lesson design strategies such as annotating lessons, building vocabulary skills, assessment techniques, and analyzing student work. CDA data will be tracked and intervention through small groups and planning periods will provide students with intervention and enrichment. Building teacher capacity of instructional strategies with support based on refinement and walkthrough data will be used. Interventions for students will be based on analysis of students' work to grow student academic performance. ILT and TC will focus on ELA instructional and student needs.	
Action Steps		**Measure of Effectiveness**
1.	**Strengthening the Academic Programs:** WSL will utilize TCM's to implement instructional improvements this year. Our teachers last year focused on standards and curriculum. This year we will focus on connecting the two things to create an effective lesson. It will start with TCM's. In TCM's we will go over basic teaching strategies and incorporate standard base studies. Teachers will then utilize an annotation process to pull pieces out of their curriculum. These will be monitored every Wednesday. WSL will also require 4-squares to be up in the classroom. This will help remind the teachers and students of the objective for the day and provide an essential question to help with discussion and engagement in the classroom. Teachers will then use Student Work Analysis Protocol in the classroom and in TCM's. In doing so, teachers will focus on a writing piece in all core classes to analyze. Our student's struggle with writing when it came to the LEAP test. In TCM's we will use days to go over Writing Revolution concepts that all core teachers will use in their class. Teachers will analyze data twice a week. This will then allow for more specific intervention programs, like Spire and Structured Literacy, to be used in the classroom. MTSS will keep data on all assessments to determine what students will push in or out.	● **Student work analysis protocol forms** ● **Annotated Lessons** ● **Student growth and data collection** ● **Student work samples** ● **Sign in Sheets from TCM and PD** ● **Agendas** ● **Walkthrough Data** ● **CDA Scores** ● **DIBELS Scores** ● **LEXIA reports**
2.	**Increasing the Amount of Quality of Learning Time:** Every minute counts at WSL. A detailed and specific schedule was made for every teacher to effectively utilize their minutes.Teacher are assigned time for both core instruction and small group instruction. Interventions and elective times are included and never taken from core. Teachers will meet once a week in TCM, during planning time. There, they will receive the information needed to provide an effective lesson to students.	● **Student work analysis protocol forms** ● **Annotated Lessons** ● **Student growth and data collection** ● **Student work samples** ● **Sign in Sheets from TCM and PD** ● **Agendas** ● **Walkthrough Data** ● **CDA Scores** ● **DIBELS Scores** ● **LEXIA reports**
3.	**Instruction- Student Capacity Building:** WSL will focus on a few enhancements to make sure that implementation is effective and timely. WSL has identified that effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings and effective instruction and consistent implementation of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom. There will be one piece of material delivered to the teachers weekly so that they can focus and build on	● **Student work analysis protocol forms** ● **Annotated Lessons** ● **Student growth and data collection** ● **Student work samples** ● **Sign in Sheets from TCM and PD** ● **Agendas** ● **Walkthrough Data**

	effective teaching to enhance student success. WSL will also focus on building teacher leaders to help deliver the material to their peers. In small group, students wil be required to write every day.	● **CDA Scores** ● **DIBELS Scores** ● **LEXIA reports**
4.	**Increasing Achievement for Underperforming Subgroups:** Through LEAP and DIBELS data, it was determined that our students struggle with writing. When it comes to the groups who scored well below on DIBELS or Unsat on LEAP they will be pulled for Tier 3 during small group time. Tier 3 will be provided SPIRE for intervention. They will receive 20 minutes of Tier 2, Structured Literacy, time during elective time after receiving 30 minutes of PE. Students who do not receive Tier 3 will receive Tier 2 as needed.	● **Student work analysis protocol forms** ● **Annotated Lessons** ● **Student growth and data collection** ● **Student work samples** ● **Sign in Sheets from TCM and PD** ● **Agendas** ● **Walkthrough Data** ● **CDA Scores** ● **DIBELS Scores** ● **LEXIA reports**
5.	**Enriching and Accelerating the Curriculum:** WSL students who need enrichment will be individually pushed through small group time twice a week focusing on their levels. They will also be pushed with Lexia.	● **Student work analysis protocol forms** ● **Annotated Lessons** ● **Student growth and data collection** ● **Student work samples** ● **Sign in Sheets from TCM and PD** ● **Agendas** ● **Walkthrough Data** ● **CDA Scores** ● **DIBELS Scores** ● **LEXIA reports**
6.	**Parental and Family Engagement- Literacy Engagement:** Teachers at WSL will send weekly letters home to inform parents of events and information needed for their child.The will include what the student is learning and how they can assist them at home. Report Cards and Progress Reports will be sent home. Family Engagement nights will take place to provide information on progress with the school and content specific.	● **Family Engagement Agenda** ● **Monthly Calendars** ● **Feedback forms from parents**

Content Area: Math	
Goal 2	● **<u>School Goal:</u>** *(Math LEAP Index, Math Screener)* ○ By May 2027, WSL 3rd grade students will increase their LEAP Math scores by 5%, 25.9% to 30.9% along with 60% 2nd Grade students scoring proficient on the KITE screener through effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings and effective instruction and consistent implementation of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom. ● **<u>Teacher Goal:</u>** *(LER, CLASS, VAM)* ○ By May 2027, teachers will increase their LER observation by 10% and Math CDA averages by 5% through effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings and effective instruction and consistent implementation

	of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom. ● **<u>Student Target Goals:</u>** *(CDA, TS GOLD, Math Screener, etc.)* ○ By May 2027 2nd and 3rd grade math screener will increase by one level on DIBELS through effective instruction given in small groups and core subjects. ○ By May 2027, Bottom 25% will meet their SMART goal on LEAP through effective instruction given in small groups and core subjects. ○ By May 2027, students will increase their LEAP Math scores by 5%, 25.9% to 30.9% along with 60% 2nd Grade students scoring proficient on the KITE screener through effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings and effective instruction and consistent implementation of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom.
Evidence Based Strategy(ies)	At WSL we believe that teacher growth leads to student growth. Teachers at WSL will use lesson design annotations, 4 squares in the classroom, and analyze student work to improve the delivery of content to the students. Annotation guidance will be given in TCM's and PD days. Teachers will then have a criteria for annotating lessons that will be checked every Wednesday. Teachers will then be tiered and walkthroughs will begin to monitor effective teaching. Teachers will also display their 4-squares on the board which will include, Objective, Standard, Agenda, and Essential Question. This will be displayed for both the teacher and student to always follow back too. This will provide evidence on teacher preparation. We will also utilize specific-grade level small group lesson plans for intervention and enrichment. Within these lessons, all core teachers will incorporate writing revolution so that students are writing more. Teachers will then take a task question and analyze the information twice a month in TCM. We will map out TCM so that every week of the month covers one topic (Data, Instruction/Curriculum, and Discipline). Student work samples will reflect cognitively engaged lessons that are being implemented daily. Students will read, write, and speak the academic content with accuracy. Walk Through Observations will indicate work samples and class activities will reflect active engagement. Teacher collaboration meetings will focus on lesson design strategies such as annotating lessons, building vocabulary skills, assessment techniques, and analyzing student work. CDA data will be tracked and intervention through small groups and planning periods will provide students with intervention and enrichment. Building teacher capacity of instructional strategies with support based on refinement and walkthrough data will be used. Interventions for students will be based on analysis of students' work to grow student academic performance. ILT and TC will focus on Math instructional and student needs.

Action Steps		**Measure of Effectiveness**
1.	**Strengthening the Academic Programs:** WSL will utilize TCM's to implement instructional improvements this year. Our teachers last year focused on standards and curriculum. This year we will focus on connecting the two things to create an effective lesson. It will start with TCM's. In TCM's we will go over basic teaching strategies and incorporate standard base studies. Teachers will then utilize an annotation process to pull pieces out of their curriculum. These will be monitored every Wednesday. WSL will also require 4-squares to be up in the classroom. This will help remind the teachers and students of the objective for the day and provide an essential question to help with discussion and engagement in the classroom.	● **Student work analysis protocol forms** ● **Annotated Lessons** ● **Student growth and data collection** ● **Student work samples** ● **Sign in Sheets from TCM and PD** ● **Agendas** ● **Walkthrough Data** ● **CDA Scores** ● **ZEARN reports**

	Teachers will then use Student Work Analysis Protocol in the classroom and in TCM's. In doing so, teachers will focus on a writing piece in all core classes to analyze. Our student's struggle with writing when it came to the LEAP test. In TCM's we will use days to go over Writing Revolution concepts that all core teachers will use in their class. Teachers will analyze data twice a week. This will then allow for more specific intervention programs, like Spire and Structured Literacy, to be used in the classroom. MTSS will keep data on all assessments to determine what students will push in or out.	
2.	**Increasing the Amount of Quality of Learning Time:** Every minute counts at WSL. A detailed and specific schedule was made for every teacher to effectively utilize their minutes.Teacher are assigned time for both core instruction and small group instruction. Interventions and elective times are included and never taken from core. Teachers will meet once a week in TCM, during planning time. There, they will receive the information needed to provide an effective lesson to students.	• **Student work analysis protocol forms** • **Annotated Lessons** • **Student growth and data collection** • **Student work samples** • **Sign in Sheets from TCM and PD** • **Agendas** • **Walkthrough Data** • **CDA Scores** • **ZEARN reports**
3.	**Instruction- Student Capacity Building:** WSL will focus on a few enhancements to make sure that implementation is effective and timely. WSL has identified that effective implementation of Writing Revolution in the classroom and Student Work Analysis Protocol in Teacher Collaboration Meetings and effective instruction and consistent implementation of annotations done by the teachers utilizing the 5x5 framework and 4-Square Model in the classroom. There will be one piece of material delivered to the teachers weekly so that they can focus and build on effective teaching to enhance student success. WSL will also focus on building teacher leaders to help deliver the material to their peers. In small group, students wil be required to write every day.	• **Student work analysis protocol forms** • **Annotated Lessons** • **Student growth and data collection** • **Student work samples** • **Sign in Sheets from TCM and PD** • **Agendas** • **Walkthrough Data** • **CDA Scores** • **ZEARN reports**
4.	**Increasing Achievement for Underperforming Subgroups:** Through LEAP and DIBELS data, it was determined that our students struggle with writing. When it comes to the groups who scored well below on DIBELS or Unsat on LEAP they will be pulled for Tier 3 during small group time. They will receive 20 minutes of Tier 2 time during elective time after receiving 30 minutes of PE. Students who do not receive Tier 3 will receive Tier 2 as needed.	• **Student work analysis protocol forms** • **Annotated Lessons** • **Student growth and data collection** • **Student work samples** • **Sign in Sheets from TCM and PD** • **Agendas** • **Walkthrough Data** • **CDA Scores** • **ZEARN reports**
5.	**Enriching and Accelerating the Curriculum:** WSL students who need enrichment will be individually pushed through small group time twice a week focusing on their levels. They will also be pushed with Zearn.	• **Student work analysis protocol forms** • **Annotated Lessons** • **Student growth and data collection** • **Student work samples** • **Sign in Sheets from TCM and PD** • **Agendas** • **Walkthrough Data** • **CDA Scores** • **ZEARN reports**

6.	**Parental and Family Engagement- Literacy Engagement:** Teachers at WSL will send weekly letters home to inform parents of events and information needed for their child.The will include what the student is learning and how they can assist them at home. Report Cards and Progress Reports will be sent home. Family Engagement nights will take place to provide information on progress with the school and content specific.	● **Family Engagement Agenda** ● **Monthly Calendars** ● **Feedback forms from parents**

Content Area: Climate and Culture		
Goal 3	● **School Goal:** *(Behavior Referrals, Parent Survey Data, TFI Scores, Attendance Data)* ○ By May 2027, behavior referrals will decrease by 25% through self monitoring charts in the classroom that will help reduce behavior problems and create a better learning environment for student achievement. ● **Teacher Goal:** *(LER, PBIS)* ○ By May 2027, the teacher's LER observation scores will increase by 10% under the environment domain of the LER and decrease their referral rate by 25% through self monitoring charts in the classroom that will help reduce behavior problems and create a better learning environment for student achievement. ● **Student Target Goals:** *(Behavior Referrals, Screener Data)* ○ By May 2027, student participation will increase 25% of participation at PBIS Big Bashes through self monitoring charts in the classroom that will help reduce behavior problems and create a better learning environment for student achievement. ○ By May 2027, student attendance will increase from 92% to 95% on Daily Attendance: ○ By May 2027, Major Referrals will decrease by 25% through self monitoring charts in the classroom that will help reduce behavior problems and create a better learning environment for student achievement. ○ By May 2027, Minor Referrals/ Conduct Slips, will decrease by 25% through self monitoring charts in the classroom that will help reduce behavior problems and create a better learning environment for student achievement.	
Evidence Based Strategy(ies)	At WSL we believe that teacher growth leads to student growth. Teachers at WSL will use lesson design annotations, 4 squares in the classroom, and analyze student work to improve the delivery of content to the students. If there is no slack time, students will have less time to get off task. We will dedicate one Tuesday of the month in TCM's to focus on discipline/management. The PBIS committee will create incentives and events to reward good behavior. Teachers will also incorporate a self monitoring tool in the classroom, color charts. Each day, students will all start on green. Their actions will either move them up so they can receive incentives or down to receive consequences. MTSS will monitor behavior referrals and counseling group sessions.	
Action Steps		**Measure of Effectiveness**
1.	**Strengthening the Academic Programs:** During beginning of the year professional development days, teachers will receive PD on PBIS Handbook. PBIS out of town professional development days will also take place. PBIS meetings will be done once a month. If teachers	● **OnCourse Data** ● **PBIS Data specific to the number of students attending the events and not.** ● **Agendas from meetings**

	are having management issues, they will meet with the instructional coach twice a week. One Tuesday of the month will also be dedicated to discipline and management.	● **Parent contact on SchoolStatus** ● **Sign In from meetings** ● **PBIS event student list** ● **Counseling Group Lessons**
2.	**Increasing the Amount of Quality of Learning Time:** Teachers will go over expectations daily with students. There will be counseling groups done by the counselor weekly to help address the needs of our students. This all will be done during small group time.	● **OnCourse Data** ● **PBIS Data specific to the number of students attending the events and not.** ● **Agendas from meetings** ● **Parent contact on SchoolStatus** ● **Sign In from meetings** ● **PBIS event student list** ● **Counseling Group Lessons**
3.	**Instruction- Student Capacity Building:** The counselor and social worker will create interventions to address behaviors in the classroom. They will implement check in and out. There will also be daily, weekly, monthly, and yearly incentive events. Groups will be done weekly by the Counselor or Social Worker to collect data. MTSS for behavior will meet every Wednesday to address students with 3 or more referrals and come up with next steps for students. Students who meet their goals will have groups once a week. Students who do not meet their goals will continue to be monitored through check in and out with behavior plans created to address their individual goals.	● **OnCourse Data** ● **PBIS Data specific to the number of students attending the events and not.** ● **Agendas from meetings** ● **Parent contact on SchoolStatus** ● **Sign In from meetings** ● **PBIS event student list** ● **Counseling Group Lessons**
4.	**Increasing Achievement for Underperforming Subgroups:** WSL understands the importance of the safety and growth of students. When it comes to our students who have higher referral rates and expulsions from the previous year, a return to school meeting will take place. This team, along with the parent and student, will go over what the student needs and needs to do to have a successful year. These students will also start on check in and out at the start of the year.	● **OnCourse Data** ● **PBIS Data specific to the number of students attending the events and not.** ● **Agendas from meetings** ● **Parent contact on SchoolStatus** ● **Sign In from meetings** ● **PBIS event student list** ● **Counseling Group Lessons**
5.	**Enriching and Accelerating the Curriculum:** This year at WSL, we will have a student ambassador program. These students will be picked to be a part of leading events and ceremonies at our school. In order to be chosen, students have to have passing grades, no discipline issues, and leadership characteristics.	● **OnCourse Data** ● **PBIS Data specific to the number of students attending the events and not.** ● **Agendas from meetings** ● **Parent contact on SchoolStatus** ● **Sign In from meetings** ● **PBIS event student list** ● **Counseling Group Lessons**

6.	**Parental and Family Engagement- Literacy Engagement:** Teachers at WSL will send weekly letters home to inform parents of events and information needed for their child. The parents will receive a weekly conduct report grade on their child every Friday. Family Engagement nights will take place to provide information on progress with the school and content specific.	● **Family Engagement Agenda** ● **Monthly Calendars** ● **Feedback forms from parents**

Element 1.4: Student Support Services

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

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

At WSL we understand that all students are different. Our goal is to meet the needs of the whole child. When it comes to behavior we have a MTSS behavior documentation that keeps track of referrals and conducts. We meet once a month to address the needs of the students. From there support is provided in many ways. We have both a counselor and social worker here at WSL. Our social worker is on call for whenever a student is in distress. Our counselor does groups weekly to teach our students coping skills and daily life skills. She also does individual sessions with students who need support. We additionally provide support in the classroom when it comes to management.

Element 1.5: Student Opportunities

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

LDOE educational priorities include the following:

- Early Childhood Readiness: Ensuring children enter kindergarten prepared, with a focus on high-quality early childhood programs.
- Literacy and Math Foundation: Aligning instruction to the Science of Reading and ensuring mastery in foundational math skills.
- Meaningful High School Experience: Redesigning high school to include more work-based learning, industry credentials, and college credit opportunities.
- Educator Support: Investing in the teacher workforce, reducing administrative burdens, and providing high-quality professional development.
- Educational Choice: Expanding options for families, including public charters, non-publics, and home-study programs to reduce reliance on failing schools.

- Targeted Support: Providing intensive support for struggling schools and closing achievement gaps.

Lafourche Parish School District educational priorities include the following:

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

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

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

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

Safeguarding the Interests of Historically Underserved Populations

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

- The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students. (ESEA section 1114).

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

Element 1.6: Multi - Tiered Systems of Support for Behavior

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

Schoolwide tiered model to prevent and address behavior issues:

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

- Tier I Activities: PBIS, Social emotional Learning through Counselor Taught Classes as well as Outside Agencies, and contingent implementation of 2nd Steps Program
- Tier II Activities: Small Groups, De-escalation Training, School Counselor/PAC Sessions with emphasis on Mood and Self-Regulation, Communication, Sensory, Mentoring, Alternative Dispute and Conflict Resolution
- Tier III Activities: 2nd Steps Behavior Interventions, PBIS Modified Behavior Plans, CICO, School Counselor/PAC Interventions

2025-26 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
551	263	14	894

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

Core Feature	Points Award	Percentage of SWPBIS Implementation
Tier I	28/ 30	93%
Tier II	23/ 26	88%
Tier III	21/ 34	62%

Element 1.7: Professional Development

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

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

Schoolwide Professional Development: Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.
Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2026-27, those dates are August 3rd and 4th, September 8th, and October 13th, January 4th. All school personnel participate in meaningful opportunities based on district/school needs. Sign in sheets and agendas uploaded to Title I Crate (5) to maintain a record of Professional Development activities and participants. The Leadership Team will meet twice a week with teachers who are on a support plan to go over feedback. Mentoring will be done before and after school with a select number of teachers. This will be done twice a week.

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
_____ Preschool to Kindergarten
__X____ Lower Elementary to Upper Elementary
_____ Elementary to Middle School
_____ Middle School to High School

Action Steps - Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school. Complete *applicable* row(s) for your school below.	**Persons Responsible**	**Target Date(s) Timelines**	**Documentation Upload to Title I Crate**
1st to 2nd **Transition Meetings during the school day for students** **Transition Meetings during the evening for parents**	**Administrations, Counselor, Parents, Teachers, and Students**	**Spring 2027**	**Flyers and PPT Presentation**
3rd to 4th **Transition Meetings during the school day for students** **Transition Meetings during the evening for parents**	**Administrations, Counselor, Parents, Teachers, and Students**	**Spring 2027**	**Flyers and PPT Presentation**
SPED Students **Transition Meetings during the school day for students** **Transition Meetings during the evening for parents** **Field Trip to CMW for our 3rd to 4th Graders** **Field Trip to WSL for our 1st to 2nd Graders** **Summer Transition Days for Rise Room Students**	**Administrations, Counselor, Parents, Teachers, and Students**	**Spring 2027**	**Flyers and PPT Presentation**
ELPT Students **Transition Meetings during the school day for students** **Transition Meetings during the evening for parents**	**Administrations, Counselor, Parents, Teachers, and Students**	**Spring 2027**	**Flyers and PPT Presentation**

Element 1.9: Supplement not Supplant

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

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

District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I hereby certify that this plan contains the required components as mandated by the Every Student Succeeds Act.

Program Categories	ESSA Component Requirements of Title I Schoolwide Program	Title I Documentation
1. Comprehensive Plan	**Component 1** §1114(b)(1) An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that: ● is developed during a 1 year period unless…. o The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or **o** The school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section;	W.S. Lafargue Elementary Title I Schoolwide Plan
2. Include All Stakeholders in development of Title I Schoolwide Plan	**Component 2** §1114(b)(2) The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;	Signature Page Leadership Team Meetings Uploaded to Title I Crate
3. District Monitoring of Title I Schoolwide Plan	**Component 3** §1114(b)(3) The schoolwide plan remains in effect for the duration of the school's participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;	Mid and EOY District Monitoring Site Visit Documentation
4. Access to the Title I Schoolwide Plan	**Component 4** §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and	School Website, hard copy in front office, School Website
5. Coordination of Services	**Component 5** §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);	Action Plan and Budgets
6. Comprehensive Needs Assessment	**Component 6** §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.	Element 1.2 of SIP

ESSA Components	ESSA Component Requirements of Title I Schoolwide Plan	
1. Reform Strategies	**Component 7** §1114(b)(7)(A)(i): The **schoolwide plan activities** include a description of: ● Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards.	**Action Plan Goals**
2. Intervention and Enrichment	● §1114(b)(7)(ii): Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.	**Action Plan Goals**
3. Activities that address the needs of at-risk Students Culture and Climate High School (N/A) MTSS (Monitoring of Student data and performance) Professional Development Student 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— o Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; o Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); o Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); o Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and **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.	**Action Plan Goals**
4. Parent and Family Engagement	● §1116: Each School-wide plan must: o Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employees, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; o Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs; o Conduct, with the meaningful involvement of parents and family members, an annual evaluation for the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying – i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and iii. Strategies to support successful school and family interactions;	Element 1.1 of SIP

	o Use the findings of such evaluation in subparagraph to design evidence-based strategies for more effective parental involvement, and to revise if necessary, the parent and family engagement policies described in this section; and o Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.	

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 W.S. Lafargue Elementary School a Title I school, as evidenced by the list of parent participants below:

- Erin Lirette
- Chelsea Voclain
- Tiffany Lofton

This schoolwide plan was adopted by W.S. Lafargue Elementary School on ***August 6th, 2026***, and will be in effect for the 2025-2026 school year. Schoolwide plans remain in effect for the duration of the school's participation in Title I, except that schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards. Lastly, schoolwide plans must be available to the school system, parents, and the public. The information contained in the plan should be in a language that the parents and the public can understand.

The schoolwide plan will be on the school website and will be available in the school office no later than **September 18, 2026.**

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Federal Programs Supervisor's Signature Principal's Signature

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