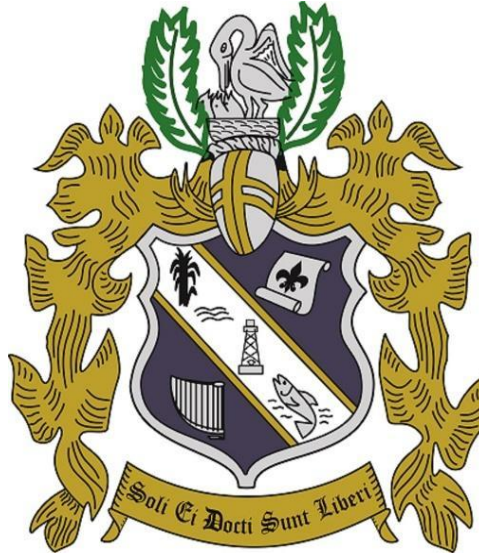


Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2023-24

Bayou Blue Elementary

1916 Bayou Blue Road

Tina Guidry

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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. **BBLES School** 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:
 - Gaining information from parent surveys and PTC meetings
2. **BBLES School** will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by:
 - Posting it to our website and Facebook page and posting in our front lobby for them to review.
3. **BBLES School** 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:
 - Parents Right to Know Letter
 - Open House power point
 - Plan posted in lobby
 - Parent conferences and letters home
4. **BBLES School** 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:
 - PTC minutes and through email correspondence to suggestions
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

BBLES School will assist parents by:

 - PTC meetings
 - Parent conferences
 - Letters home
6. **BBLES School** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training by:
 - Parent and Family Engagement Activities

7. **BBLES School**, 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:
 - Beginning of the year PD
 - During the year PLCs
8. **BBLES School** 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 1 PFE activity per quarter
9. **BBLES School** 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:
 - Letter sent home
 - Facebook posts
 - Website posts
 - JCampus/ School Status call outs
10. **BBLES School** 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 **BBLES School** grade – level compacts distributed to ALL parents on or before September 22, 2023.
 - Copies upload to Title I Crate
12. Examples of changes made to the schoolwide plan based on input from families, parents, and stakeholders include:
 - Parent survey
 - PTC meetings
 - Parent volunteers' input

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.

School Leadership Team

Administrator	Tina Guidry		Curriculum Coach(s)	Rhea Wescovitch
Administrator	Kelly Tullis		Counselor	Kacey Lirette
Teacher/Grade	Rhyannon Thibodaux- 2 nd grade		Parent	Heidi Pitre
Teacher/Grade	Rebecca Luke- Kindergarten		Parent/Community Member	
Teacher/Grade	Alice Gregory- 1 st grade		Other	Andrea Rogers- Interventionist
Special Education Teacher/Grade	Regina Walker- 1 st grade Sped.		Other	

Faculty and Staff

Name	Position	Grade Level and Subject
Brittany Salter	Teacher	Pre K
Dina Gilles	Teacher	Pre K
Tonya Clause	Teacher	Pre K
Melissa Legendre	Teacher	Pre K
Brooke Cheramie	Teacher	Kindergarten- ELA
Rebecca Luke	Teacher	Kindergarten- ELA
Jessica Babin	Teacher	Kindergarten- Math
Courtney Kern	Teacher	Kindergarten- ELA
Cassie Westerman	Teacher	Kindergarten- Math
Heidi Pitre	Teacher	Kindergarten- Math
Alyse Larose	Teacher	First Grade- ELA
Hannah Lecompte	Teacher	1 st Grade- ELA
Adrianne Landry	Teacher	First Grade- Math

Jennifer Dusenbery	Teacher	First Grade- ELA
Alice Gregory	Teacher	First Grade- Math
Sydney Stein	Teacher	First Grade- Math
Sadie Simmons	Teacher	2 nd Grade- Math
Rubylin Forbes	Teacher	2 nd Grade- Math
Jessica Ledet	Teacher	2 nd Grade- Math
Nina Ordoyne	Teacher	2 nd Grade- ELA
Rhyannon Thibodaux	Teacher	2 nd Grade- ELA
Holly Derouen	Teacher	2 nd Grade- Self-contained
Hollie Crabtree	Teacher	2 nd Grade- ELA
Danielle Adams	Teacher	Special Education- Kinder
Regina Thomas Walker	Teacher	Special Education- 1 st Grade
Lexi Delatte	Teacher	Special Education- Pre K
Jaslyn Johnson	Teacher	Special Education- 2 nd Grade
Lacey Stevens	Para	Library
Andrea Rogers	Teacher	Enrichment/Intervention
Carla Carlier	Teacher	French
Jo Maxim	Para	Intervention
Kelly Adams	Para	Intervention
Kacey Lirette	Counselor	
Cheryl Gagneaux	Teacher	Pre-School
Shana Daigle	Teacher	Speech
Jackie Lirette	Teacher	Speech

Ellen Breaux	Teacher	Speech
Kim	Nurse	
	Teacher	Visually Impaired
Brooke Hebert	Para	Kinder Sped.
Kelly Pellegrin	Para	First Grade Sped.
Katina Frazier	Para	2 nd Grade Sped.
Janie Naccio	Para	2 nd Grade Sped.
Chloe Guidry/ Brandy Guidry	Paras	Pre K
Alayna Frye/ Sunni Gaudet	Paras	Pre K

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: *Bayou Blue Elementary will provide all students with a quality education that will help them to become lifelong learners, realize their full potential, and lead them to overall success.*

Mission: *Bayou Blue Elementary will prepare all students for academic success.*

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.

Student Demographic Data

Student Information: List the number of students in each area

Total Enrollment	Students w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant	Neglect and Delinquent	Indian Ed	Foster Care	Immigrant
494	28	0	14	15	17	4	0	27	3	0

Subgroups: List the number of students in each area

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
274	220	355	35	59	2	43	0	270

Identify Data Sources– Upload all data to Title I Crate

State Assessment Data:

School Performance Score (SPS)		
2018- 2019 Score: 82.9 Letter Grade: B	2021- 2022 (Raw Data) Score: 62. 3 Letter Grade: C	2022- 2023* Score: Letter Grade:
Student Performance		
2018- 2019 Score: Letter Grade:	2021- 2022 Score: Letter Grade:	2022- 2023* Score: Letter Grade:
Student Progress		
2018- 2019 Score: Letter Grade:	2021- 2022 Score: Letter Grade:	2022- 2023* Score: Letter Grade:

***2022-2023 Data added when received (estimated date: November 2023)**

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
N/A	N/A

Other Student Performance Data:

2022- 23 ELA District Assessment Data		2022- 23 Math District Assessment Data	
Kindergarten	83.5	Kindergarten	84
1 st Grade	84.5	1 st Grade	85
2 nd Grade	81.5	2 nd Grade	82
3 rd Grade		3 rd Grade	
4 th Grade		4 th Grade	
5 th Grade		5 th Grade	
6 th Grade		6 th Grade	
7 th Grade		7 th Grade	
8 th Grade		8 th Grade	

2022-23 TS Gold Data End of the Year Data			
	Percentage at Below	Percentage at Meeting	Percentage at Exceeding
Pre-Kindergarten- Literacy	2	51	26
	Below	Meeting	Exceeding
Pre-Kindergarten- Numeracy	5	41	33

2022- 23 DIBELS Assessment Spring Data				
	Percentage at Above	Percentage at Benchmark	Percentage at Below	Percentage at Well Below
Kindergarten	30 (22%)	40 (29%)	22 (16%)	45 (33%)
1 st Grade	38 (25%)	35 (23%)	32 (21%)	45 (31%)
2 nd Grade	23 (16%)	41 (29%)	26 (18%)	53 (37%)
3 rd Grade	0	0	0	0
4 th Grade	0	0	0	0
5 th Grade	0	0	0	0

2022- 23 Imagine Math Benchmark Spring Data					
	Percentage at Advance	Percentage at Proficient	Percentage at Basic	Percentage at Below Basic	Percentage at Far Below Basic
Kindergarten	1 %	80 %	12%	7%	1%
1 st Grade	8%	86%	4%	1%	1%
2 nd Grade	9%	83%	3%	5%	0
3 rd Grade	0	0	0	0	0
4 th Grade	0	0	0	0	0
5 th Grade	0	0	0	0	0

2022- 23 ELA FastBridge Assessment Spring Data				
	Percentage at Advanced	Percentage at Low Risk	Percentage at Some Risk	Percentage at High Risk
6 th Grade	0	0	0	0
7 th Grade	0	0	0	0
8 th Grade	0	0	0	0

2022- 23 Math FastBridge Assessment Spring Data				
	Percentage at Advanced	Percentage at Low Risk	Percentage at Some Risk	Percentage at High Risk
6 th Grade	0	0	0	0
7 th Grade	0	0	0	0
8 th Grade	0	0	0	0

2022- 23 ELPT Data			
Grade	Percentage at Emerging	Percentage at Progressing	Percentage at Proficient
Kindergarten	20%	80%	0
1 st Grade	16%	67%	17%
2 nd Grade	0	71%	29%
3 rd Grade	0	0	0
4 th Grade	0	0	0
5 th Grade	0	0	0
6 th Grade	0	0	0
7 th Grade	0	0	0
8 th Grade	0	0	0

School – Wide Survey Data:

<u>Strengths</u>		
Parent Survey		Teacher Survey
1	Adults are respectful to students	At my school, I feel safe
2	Teachers encourage students to improve, no matter how successful they are.	Teachers clearly communicate student academic expectations
3	I feel like I am a valued part of my child's school	Administrators are respectful to teachers
<u>Weaknesses</u>		
Parent Survey		Teacher Survey
1	Students are offered many opportunities for extra-curricular activities	Student are offered many opportunities for extra-curricular activities

Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus
1	Know letter sounds and names and be able to blend the sounds to form words	ELA	Pre K- K
2	Know and apply grade level phonics	ELA	1-2
3	Read with sufficient accuracy and fluency to support comprehension	ELA	1-2
4	Understand numbers and number sense	Math	Pre K-K
5	Understand addition and subtraction and place value	Math	1-2

School Goals:

- School Goal 1
- School Goal 2
- School Goal 3

Element 1.3: Strategies for Improvement

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

1. Increase the amount and quality of learning time
2. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education, and
3. Include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.

4. Use methods and instructional strategies that strengthen the academic program in the school
5. Include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all strategies.

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	<p>Component 1 §1114(b)(1) An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that:</p> <ul style="list-style-type: none"> • is developed during a 1 year period unless.... <ul style="list-style-type: none"> ○ 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; 	Bayou Blue Elementary Title I School-wide Plan
2. Include All Stakeholders in development of Title I Schoolwide Plan	<p>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;</p>	Signature Page Leadership Team Meetings Uploaded to Title I Crate
3. District Monitoring of Title I Schoolwide Plan	<p>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;</p>	Mid and EOY District Monitoring Site Visit Documentation
4. Access to the Title I SchoolwidePlan	<p>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</p>	School Website, hard copy in front office, School Website
5. Coordination of Services	<p>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</p>	Action Plan and Budgets


	technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);	
6. Comprehensive Needs Assessment	Component 6 §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.	Element 1.2 of SIP
ESSA Components	ESSA Component Requirements of Title I Schoolwide Plan	
1. Reform Strategies	Component 7 §1114(b)(7)(A)(i): The schoolwide plan activities include a description of: <ul style="list-style-type: none"> Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards. 	Action Plan Goals
2. Intervention and Enrichment	<ul style="list-style-type: none"> §1114(b)(7)(ii): Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. 	Action Plan Goals
3. Activities that address the needs of at risk Students Culture and Climate High School (N/A) MTSS (Monitoring of Student data and performance) Professional Development Student Transition	<ul style="list-style-type: none"> §1114(b)(7)(iii): Schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include— <ul style="list-style-type: none"> Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school 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 	Action Plan Goals

	<ul style="list-style-type: none"> ○ 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. 	
4. Parent and Family Engagement	<ul style="list-style-type: none"> ● §1116: Each School-wide plan must: <ul style="list-style-type: none"> ○ 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 – <ul style="list-style-type: none"> i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); ii. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and iii. Strategies to support successful school and family interactions; ○ 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 Goals

Element 1.4: Student Support Services

ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and 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.

Plan of Action

Content Area: ELA					
Goal 1		<p>School Goal: Each Grade level K-2 will have an ELA District Assessment Average of an 85% or above on the ELA Common District Assessments in Skills and Knowledge by the end of the school year 2023-24.</p> <p>Teacher Goal: Teachers will use their knowledge of AIM Science of Reading and the NIET Best Practices to deliver core instruction using CKLA.</p> <p>Student Goal: Students will come to school ready to learn daily and do their best of their District Assessments.</p>			
Evidence Based Strategy(ies)		<p><u>Check all that Apply:</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>X <input type="checkbox"/> Initial Screening and Benchmark Assessment</p> <p>X <input type="checkbox"/> Extended Learning for At-Risk During the School day</p> <p>X <input type="checkbox"/> Teacher Collaboration Support/PLC's/Clusters</p> <p>X <input type="checkbox"/> Cross Curricula Collaboration</p> <p>X <input type="checkbox"/> Core Content Alignment with Standards and Assessments</p> <p>X <input type="checkbox"/> RTI / MTSS/ CLCs</p> <p>X <input type="checkbox"/> Literacy and Writing Across the Curriculum</p> <p><input type="checkbox"/> Summarization Strategies Across the Curriculum</p> <p>X <input type="checkbox"/> Graphic Organizers in Core Content</p> <p><input type="checkbox"/> Enrichment Activities for Advanced Learners</p> <p>X <input type="checkbox"/> Quarterly Parent Conferences</p> </div> <div style="width: 48%;"> <p><input type="checkbox"/> Before/After School tutoring</p> <p>X <input type="checkbox"/> Progress Monitoring</p> <p>X <input type="checkbox"/> Engagement Strategies</p> <p>X <input type="checkbox"/> Instructional Leadership Team Support</p> <p>X <input type="checkbox"/> Teaching Standards Support</p> <p><input type="checkbox"/> Principal Standards Support</p> <p>X <input type="checkbox"/> Career Pipeline Support</p> <p>X <input type="checkbox"/> mClass Intervention</p> <p><input type="checkbox"/> FastBridge</p> <p><input type="checkbox"/> AIM – Science of Reading</p> <p><input type="checkbox"/> Other (Specify) _____</p> <p><input type="checkbox"/> Other (Specify) _____</p> <p><input type="checkbox"/> Other (Specify) _____</p> </div> </div>			
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Success Criteria
1.	 BBLES Literacy Plan.docx Curriculum and Instruction:	Classroom Teachers and	On Going	Title I and General Fund	Lesson plans, RTI/MTSS documentation sheets,

	<ul style="list-style-type: none"> • <u>Core Teachers:</u> <ul style="list-style-type: none"> ○ Lesson Plans will include differentiation to address the individual needs of all students including subgroups of students for whole group and small group instruction. ○ Lesson Plans will include strategies from AIM – Science of Reading co-hort ○ 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 • <u>Title I Interventionists</u> <ul style="list-style-type: none"> ○ 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 • <u>Curriculum Coaches, TAP Master & Mentor Teachers</u> <ul style="list-style-type: none"> ○ will support teachers with Tier I curriculum implementation through planning, one-on-one coaching, co-teaching, modeling and providing feedback. • <u>Instructional Materials</u> <ul style="list-style-type: none"> ○ Amplify CKLA Materials of Instruction ○ Amplify Reading Materials of Instruction ○ Additional • <u>Instructional Programs</u> <ul style="list-style-type: none"> ○ mClass Intervention ○ Amplify Reading ○ Imagine Learning ○ AR 	<p>Administrators</p> <p>Classroom Teachers/ Paras</p> <p>Interventionist</p> <p>Tutor</p> <p>Curriculum Coach</p>	<p>ongoing</p> <p>ongoing</p> <p>2nd and 3rd nine weeks</p> <p>ongoing</p>		<p>SBLC logs, Parent communication</p> <p>Observations</p> <p>Observations and Progress Monitoring data</p> <p>Prescription sheets and attendance</p> <p>PLC meeting binder/ walk thrus and observations</p>
2.	<p>Monitoring of Student Data and Performance:</p> <p>RTI/SBLC Process – Students are identified through Teacher referral, DIBELS Benchmark results and District Assessment scores. Tier II students are progress monitored every 2 weeks with mCLASS. Tier III students are progress monitored weekly with mCLASS assessment. These assessments are monitored by the</p>	<p>RTI & SBLC Chair, Administrator, Counselor, Interventionist</p>	<p>Aug.- 2021- May 2022</p>		<p>DIBELS results, program reports, RTI documentation sheets, SBLC logs,</p>

	<p>intervention teacher, RTI team, and SBLC committee as well as the regular education or Special education teacher.</p> <p>9 weeks parental contacts on all students with D and F grades and referral to SBLC as needed through the RTI process</p>	nists, and all Homeroom Teachers			Parent communication logs, District Assessment data
3.	<p>Programs/Technology: Accelerated Reading, Imagine Learning, Amplify Reading</p>	Admin., All teachers, Title I paras, and interventionists	Aug. 2021-May 2022	Title I and Gen. Fund	Program Reports, Lesson Plans, RTI documentation sheets, SBLC logs, Parent communication logs
4.	<p>Professional/Staff Development: (Teacher Collaboration Support, PLC's, Clusters) The Leadership Team will provide PD during PLCs on a weekly basis and on designated PD days on data analysis, lesson planning, aligned instruction and assessments, literacy strategies, classroom management, student engagement, questioning, and technology) to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.</p>	Leadership Team and Administrators	Weekly	Title I and Gen fund	Agendas and sign in sheets
5.	<p>Parental and Family Engagement (Academic):</p> <ul style="list-style-type: none"> Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. Parents and stakeholders provide input on the development of the schoolwide plan. Parents & students will participate in Quarterly Title I Parental Engagement Activities such as holiday make and take activities like making unique pumpkins, disguising a turkey, making Mardi Gras floats, etc. Parents will be provided with resources such as websites to assist them in helping their child with reading and math. 	Family Engagement contact person, Administration, Parents	Ongoing	Title I and Gen fund	Agendas, sign in sheets, Website, Facebook page, monthly Calendars

	<ul style="list-style-type: none"> Parents will participate in quarterly Title I Parental Involvement activities like Open House, Grandparents Breakfast, Lunch with their child. Parents will receive monthly newsletters & calendars. Teachers will conduct parent/teacher conferences. The school website will have up to date information to keep parents abreast of school news. 				
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Content Area: Math					
Goal 2		<p>School Goal: Each Grade level K-2 will have a Math District Assessment Average of an 87% or above on the Math Common District Assessments by the end of the school year 2023-24.</p> <p>Teacher Goal: The teachers will use their knowledge of the NIET Best Practices to deliver core instruction using Eureka Math Squared.</p> <p>Student Goal: Students will come to school ready to learn daily and do their best of their District Assessments.</p>			
Evidence Based Strategy(ies)		<p><u>Check all that Apply:</u></p> <p>X <input type="checkbox"/> Initial Screening and Benchmark Assessment</p> <p>X <input type="checkbox"/> Extended Learning for At-Risk During the School day</p> <p>X <input type="checkbox"/> Teacher Collaboration Support/PLC's/Clusters</p> <p><input type="checkbox"/> Cross Curricula Collaboration</p> <p>X <input type="checkbox"/> Core Content Alignment with Standards and Assessments</p> <p>X <input type="checkbox"/> RTI / MTSS/ CLCs</p> <p><input type="checkbox"/> Literacy and Writing Across the Curriculum</p> <p><input type="checkbox"/> Summarization Strategies Across the Curriculum</p> <p>X <input type="checkbox"/> Graphic Organizers in Core Content</p> <p><input type="checkbox"/> Enrichment Activities for Advanced Learners</p> <p>X <input type="checkbox"/> Quarterly Parent Conferences</p>	<p><input type="checkbox"/> Before/After School tutoring</p> <p>X <input type="checkbox"/> Progress Monitoring</p> <p>X <input type="checkbox"/> Engagement Strategies</p> <p>X <input type="checkbox"/> Instructional Leadership Team Support</p> <p>X <input type="checkbox"/> Teaching Standards Support</p> <p><input type="checkbox"/> Principal Standards Support</p> <p>X <input type="checkbox"/> Career Pipeline Support</p> <p><input type="checkbox"/> mClass Intervention</p> <p><input type="checkbox"/> FastBridge</p> <p><input type="checkbox"/> Other (Specify) _____</p> <p><input type="checkbox"/> Other (Specify) _____</p> <p><input type="checkbox"/> Other (Specify) _____</p>		
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Success Criteria
1.	Curriculum and Instruction: <ul style="list-style-type: none"> Core Teachers 	Admin., All teachers	Ongoing	General fund	Lesson plans, RTI documentatio

	<ul style="list-style-type: none"> 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 Curriculum Coaches, TAP Master & Mentor Teachers <ul style="list-style-type: none"> will support teachers with Tier I curriculum implementation through planning, one-on-one coaching, co-teaching, modeling and providing feedback. Title I Interventionists <ul style="list-style-type: none"> 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. Intervention Prescription Sheets will be utilized to ensure alignment with the CORE Classroom Instructional Materials <ul style="list-style-type: none"> Eureka (Book, Workbook, Online Tools) Differentiated Lessons Instructional Programs <ul style="list-style-type: none"> ZEARN Imagine Math Imagine Math Facts Freckle 	Curriculum Coach	Ongoing		<p>n sheets, SBLC logs, Imagine Math and Zearn reports</p> <p>Walk thru and observation data and feedback</p> <p>Zearn/ Imagine Math reports</p> <p>Prescription sheets/ attendance logs</p>
2.	Monitoring of Student Data and Performance: RTI/SBLC Process – Students are identified through Teacher referral and District Assessment scores. Tier II students are progress monitored every 2 weeks with Imagine Math. Tier III students are progress monitored weekly with Imagine Math. These assessments are monitored by the RTI team, and SBLC committee as well as the regular education or Special education teacher.	RTI Chair, SBLC Chair, Admin., All Teachers	Ongoing	General Fund and Title I	D/F call logs RTI documentation sheets, SBLC logs, Imagine Math reports

	9 weeks parental contacts on all students with D and F grades and referral to SBLC as needed through the RTI process				
3.	Programs/Technology: Imagine Math and Imagine Math Facts, ZEARN	Teachers RTI and SBLC Chairs	Ongoing	Title I and Gen. Fund	Reports
4.	Professional/Staff Development: (Teacher Collaboration Support, PLC's, Clusters) Leadership Team and Administrators will provide PD during PLCs on a weekly basis on data analysis, lesson planning, aligned instruction and assessments, math strategies, classroom management, student engagement, questioning, and technology) to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.	Leadership Team and Admin.	Ongoing		Sign in sheets and agendas
5.	Parental and Family Engagement (Academic): <ul style="list-style-type: none"> Annual School Report Card Meeting and Parents Guide to Understanding State Assessment Results will be held once the report card is released. Parents & students will participate in Quarterly Title I Parental Engagement Activities such as make and take , technology support, and homework help. Parents will participate in quarterly Title I Parental Involvement activities (give examples - Successful Innovations, PCR writing, 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. 	FE Contact person, Admin., Parents	Ongoing	Title I and Gen. Fund	Agendas, Sign in sheets, calendars, website, pictures from families of participation in make and take.

Culture and Climate	
Goal 3	School Goal: Bayou Blue Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe, and orderly. Teacher Goal: Teachers will follow the schoolwide PBIS plan utilizing rewards and consequences with consistency and fairness. Student Goal: Students will learn the expectations by setting at the school and follow the classroom rules daily to earn their daily behavior grade and ultimately earn the end of month reward.

Evidence Based Strategy(ies)		<u>Check all that Apply:</u> <input type="checkbox"/> PBIS <input type="checkbox"/> RTI / MTSS/ CLCs <input type="checkbox"/> Instructional Support Services <input type="checkbox"/> Mentoring Services		<input type="checkbox"/> Engagement Strategies <input type="checkbox"/> Counseling <input type="checkbox"/> School-based mental health programs <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____	
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Success Criteria
1.	Parent and Family Engagement Activities <ul style="list-style-type: none"> Teacher Meet and Greet Student of the Month Recognition Homework Assistance Workshop Parent make and take activities 	Admin., Staff, and Parents	Ongoing	T1	Sign in sheets, Facebook and website posts of pictures.
2.	PBIS <ul style="list-style-type: none"> Classroom behavior system to manage major and minor behaviors School counselor referral and referrals to manage major behaviors Monthly rewards- PBIS parties Monthly meetings conducted to review discipline data and plan PBIS rewards 	Admin., PBIS Chair, All staff	Ongoing	GF	Meeting agenda and records, behavior calendars sent home, reward schedules
3.	Strategies in the Classroom and for teachers- Kagan Strategies and NIET Best Practices and Conscious Discipline	All Staff	Ongoing	GF	Classroom Observations

Element 1.5: Student Opportunities

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

State of Louisiana Critical Goals: Louisiana Students will:

- Students enter kindergarten ready
- Students will achieve Mastery level on third-grade assessments and enter fourth grade prepared for grade-level content
- Students will achieve Mastery level on eighth-grade assessments and enter ninth grade prepared for grade-level content

- Students will graduate on time
- Graduates will graduate with a college and/or career credential
- Graduates will be eligible for a TOPS award

The educational priorities include the following:

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

School Goals:

- Each Grade level K-2 will have an ELA District Assessment Average of an 85% or above on the ELA Common District Assessments in Skills and Knowledge
- Each Grade level K-2 will have a Math District Assessment Average of an 85% or above on the Math Common District Assessments.
- **Bayou Blue Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe, and orderly.**

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

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

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

achieving students. Schools must **annually revise the plan**, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Safeguarding the Interests of Historically Underserved Populations

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

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

Element 1.6: Multi - Tiered Systems of Support for Behavior

Implementation of a schoolwide tiered model to prevent and address behavior issues is supported in ESSA as a means of helping students achieve academic success. In addition, early intervening services, coordinated with similar activities and services under IDEA, are supported as

well. Tiered behavior intervention and early intervening services are proactive ways of having procedures in place to address these topics at the school level. It may be wise to coordinate Title I behavior and early intervening services with already existing programs such as those in existence under IDEA.

Schoolwide tiered model to prevent and address behavior issues:

List process/activities: **PBIS** –

- **Tier I Activities:** Each grade level has a marking system where a student who had discipline problems moves from warning, to time out, to loss of recess or lunch detention, to punish work and parent phone call, and finally a referral. If a student maintains an A or B in conduct with no referrals on bus or at school for the month they earn the behavior reward party at the end of the month.
- **Tier II Activities:** If a student has 1 out of school suspension they move into Tier II where they are referred to RTI for behavior which often results in them being placed on check in and check out with the school counselor. They have a daily behavior goal they have to meet and can earn a daily reward if they meet their goal.
- **Tier III Activities:** If a student has 2 out of school suspensions they are referred to Families in Need of Services as well as we develop a behavior plan with targeted behaviors and charting a long with incentives for proper behavior. The School Psychologist is involved in setting up the plan with the counselor and doing student observations and collecting and graphing the data tracked to make further decisions if needed.

2022-23 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
0	19	0	19

SWPBIS Tiered Fidelity Inventory 2022-23 – Uploaded into Title I Crate

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

Element 1.7: Professional Development

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

Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2022-23, those dates are August 1 - 4, September 6, and October 11. All school personnel participate in meaningful opportunities based on district/school needs. Sign in sheets and agendas uploaded to Title I Crate to maintain a record of Professional Development activities and participants.

Schoolwide Professional Development:

- Training Teachers on NIET Best Practices rubric

Element 1.8: Student Transition

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

ESSA Required Transition Activities

Select all that apply:

☒ Pre-School to Kindergarten

☒ Lower Elementary to Upper Elementary

☐ Elementary to Middle 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.	Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Upload to Title I Crate
The Pre K Teachers help with the transition for the next school year by bringing their students into the Kindergarten hallway and classrooms and allowing them to talk to the Kinder teachers. For newly enrolled Kindergartners they have a meet and greet the PD day before students come to school to meet their teachers.	Pre K and Kinder Teachers	May 2024	GF	Pre K Teachers sign off on document stating transition was done.
Transitional Activities				

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.
 - **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.

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

- Heidi Pitre
- Jessica Babin

This schoolwide plan adopted by Bayou Blue Elementary School on 6/8/23, and will be in effect for the 2023-2024 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 22, 2023.

Federal Programs Supervisor's Signature

Tina Guidry
Principal's Signature

ESSA Compliance Executive Coordinator's Signature

Shannon Law
Parent and Family Stakeholder Participant Signature – NOT an employee of LPSD

Title I and Parental and Family Engagement Budget