

Lafourche Parish School District

Developing Lifelong Learners



Title I Schoolwide Plan 2025-26

Jordan Dufrene

PreK-1st Grade

700 East 7th Street, Thibodaux, Louisiana

Jordan Dufrene

985-446-6116

jordufrene@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	Jordan Dufrene	Counselor	Janel Casebonne
Administrator	Tessie Johnson	Parent	John Warren
Teacher/Grade	Ashley Dempster/PreK	Parent/Community Member	Lindsey Orgeron
Teacher/Grade	Ashley Montgomery/Kindergarten	Parent of Subgroup	Jenny Martinez
Teacher/Grade	Erica Richard/First Grade	Other	Hernika Campbell (Dean of Students)
Special Education Teacher/Grade	Kimberly Boudreaux/Kindergarten	Other	
PAC Member	Amanda Robertson	Other	
Curriculum Coach(s)	Mandi St. Germaine, Mary Gros	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. Thibodaux Elementary 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:
 - EL Plan Meetings
 - IEP Meetings
 - Parental Advisory Committee
 - Email address for feedback on SIP located on school website
2. Thibodaux Elementary School will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by:
 - Present plan at Open House
 - Provide a copy for viewing in the front lobby/office
 - Make available on the school website
3. Thibodaux Elementary 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:
 - Presenting information at Open House
 - Engaging families in activities on campus related to the curriculum and progress monitoring
 - Read With Me
 - Math With Me

4. Thibodaux Elementary 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:
 - Communication through school status
 - Communication through OnCourse
 - Communication through weekly folders
 - Communication through the TES Facebook page
 - Parent Meetings
5. The school will provide assistance to parents of students served by the school, as appropriate, in understanding the following topics:
 - o The state's academic content standards
 - o The state and local academic assessments including alternate assessments
 - o How to monitor their child's progress
 - o How to work with educatorsThibodaux Elementary School will assist parents by:
 - o Translators for non-English speaking parents
 - o Sign language interpreters for hearing impaired parents
 - o Conference calls when parent is unable to make it to scheduled meetings
 - o Video conferences when parent is unable to make it to scheduled meeting using Zoom or Google Meet or other platform
 - o Translated documents
 - o Weekly agendas
 - o Weekly test papers
 - o Outdoor kiosk/marquee with information that is updated regularly
 - o Open door policy to parents/guardians with concerns
 - o OnCourse Communication Messages in first language
 - o Social Media Facebook
 - o Social Media School Website
 - o School Status
 - o Email to get materials if the parent was unable to attend an event, meeting, etc.
 - o Hold meetings at various times
 - o Support for OnCourse Parent Portal for parents to access grades, attendance, discipline
6. Thibodaux Elementary School 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:
 - Engaging parents in curriculum-rich family activities on campus
 - Sending home "home connect" letters to parents through weekly newsletters and folders
 - Thibodaux Elementary School Facebook page
 - Translating information into other languages to make accessible to all parents
7. Thibodaux Elementary 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:

- Conducting teacher collaboration meetings focused on communication
 - Curriculum coaches and administrators helping guide effective and productive communication with parents
 - Developing opportunities for parents and teachers to connect and collaborate around their child's education
8. Thibodaux Elementary 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:
 - Hosting activities at school
 - Providing a bank of resources to be checked out from the school
 - Providing Headstart students and future students tours and informational sessions about the school
 - Hosting transition meetings and partnering with community organizations for school events.
 9. Thibodaux Elementary 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:
 - Providing translation services and translated documents if needed
 - Including a bilingual parent on the school's parental advisory committee
 - Using Language Line when needed
 - Providing handheld translators when needed
 10. Thibodaux Elementary 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 Thibodaux Elementary School grade – level compacts distributed to ALL parents on or before **September 19, 2025.**
 - Copies upload to Title I Crate
 12. Examples of changes made to the schoolwide plan based on input from families, parents, and stakeholders include:
 - Creation and utilization of a spanish parent handbook
 - More family engagement opportunities throughout the school year
 - More communication of progress monitoring as the year progresses

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
Lee Rodrigue	Teacher	1 st Grade ELA
Zoe Cortez	Teacher	1 st Grade ELA
Erica Richard	Teacher	1 st Grade Math
Pennie Himel	Teacher	1 st Grade Math
Tricia Jenkins	Teacher	1 st Grade Math
Lauren Clement	Teacher	1 st Grade ELA
Alyssa Molaison	Teacher	1 st Grade Math
Calista Hebert	Teacher	1 st Grade ELA
Judy Loflin	Teacher	1 st Grade Math
Maria Templet	Teacher	1 st Grade ELA
Angelique Legendre	Teacher	1st Grade Math
Mary Gros	Teacher	KN

Laurn Smith	Teacher	KN
Allyson Gaubert	Teacher	KN
Monique Dehart	Teacher	KN
Ashley Montgomery	Teacher	KN
Shannon Pitre	Teacher	KN
Shayla Martinez	Teacher	KN
Mary Duet	Teacher	KN
Erin Verdin	Teacher	KN
Taylor Domangue	Teacher	KN
Jenna Farve	Teacher	KN
Masyn Webre	Teacher	Pre-K
Sally Boudreaux	Teacher	Pre-K
Ashley Dempster	Teacher	Pre-K

Alexie Richard	Teacher	Pre-K
Brandy Thibodeaux	Teacher	Pre-K
Michelle Bilello	Teacher	Pre-K
Sarah Granier	Teacher	Pre-K
Mandi St. Germaine	Coach	Schoolwide
Chrissy Callahan	Interventionist	Schoolwide
Mandy Hyatt	Interventionist/SBLC	Schoolwide
Judith Owens	Interventionist	Schoolwide
Kathryn Lirette	H&PE teacher	Schoolwide
Amanda Glorioso	Sped Teacher	Pre-k
Layla Benoit	Sped Teacher	KN
Kimberly Boudreaux	Sped Teacher	KN
Arlinda Robinson	Sped Teacher	1 st Grade

Kristie Boudreaux	SPED Teacher	1st Grade
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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: *Thibodaux Elementary School is committed to building a strong academic foundation in reading and math for all students to empower them to become lifelong learners.*

Mission: *Thibodaux Elementary School will ensure all students achieve academic success.*

Community Demographics

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

Student Demographic Data

Student Information: List the number of students in each area

Total Enrollment	Economically Disadvantaged	Students w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant	Neglect and Delinquent	Indian Ed	Foster Care	Military - Affiliated
544	403	64	0	7	15	7	1	0	5	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
266	264	178	288	40	0	1	0	23

State Assessment Data:

School Performance Score (SPS)					
2022- 2023 Score: 57.9 Letter Grade: D		2023- 2024 Score: 58.9 Letter Grade: D		2024 – 2025 Score: 0 Letter Grade: A	
Raw Student Achievement Index					
2022- 2023		2023- 2024		2024 – 2025	
ELA	0	ELA	0	ELA	0
Math	0	Math	0	Math	0
Science	0	Science	0	Science	0
Social Studies	0				
Early Childhood Performance Rating (PK)					
2022- 2023 Performance Score: 5.66 Rating: High Proficient		2023- 2024 Performance Score: 5.57 Rating: High Proficient		2024- 2025 Performance Score: 0 Rating:	

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

If yes, complete the table below

Subgroup	Intervention Label
Economically Disadvantaged	Urgent Intervention Needed
Black or African American	Urgent Intervention Needed
Hispanic/Latino	Urgent Intervention Needed
Homeless	Urgent Intervention Needed
Students With Disabilities	Urgent Intervention Needed
Two or More Races	Urgent Intervention Needed

Other Student Performance Data:

2024- 25 ELA District Assessment Data		2024- 25 Math District Assessment Data	
Kindergarten	81.99	Kindergarten	80.13
1 st Grade	77.94	1 st Grade	81.89

2024- 25 TS Gold Data End of the Year Data			
	Percentage at Below	Percentage at Meeting	Percentage at Exceeding
Pre-Kindergarten – Literacy	4.5	70.2	25.4

Pre-Kindergarten – <i>Numeracy</i>	9.7	58.2	32.1
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2024- 25 DIBELS Assessment Spring Data					
	Percentage at Above	Percentage at Benchmark	Percentage at Below	Percentage at Well Below	
Kindergarten	27	28	14	31	
1 st Grade	23	31	13	32	
2024- 25 Imagine Math Benchmark Spring Data					
	Percentage at Advance	Percentage at Proficient	Percentage at Basic	Percentage at Below Basic	Percentage at Far Below Basic
Kindergarten	0	63	21	15	0
1 st Grade	3	85	3	7	1

2024- 25 ELPT Data			
Grade	Percentage at Emerging	Percentage at Progressing	Percentage at Proficient
Kindergarten	86	14	0
1 st Grade	29	71	0

2024 - 25 School–Wide Stakeholder Survey Data: Strengths		
Parent Survey Data	Teacher Survey Data	Student Survey Data
1 School Safety	Teachers Care	
2 Communication	Cleanliness of Building	
3 Teachers Care	Supportive Environment	
2024 - 25 School–Wide Stakeholder Survey Data: Weaknesses		

Parent Survey Data		Teacher Survey Data	Student Survey Data
1	Academics	Parent Workshops	
2	Extra-curricular offerings	Extra-Curricular Offerings	
3			

Prioritized Needs – Next steps based on Comprehensive Needs Assessment

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus
1	Improving DIBELS Proficiency	Reading	K-1
2	Improve Numeracy Screener Proficiency	Math	K-1
3	Increase ELA CDA Data	Reading	K-1
4	Increase Math CDA Data	Math	K-1
5			

School Goals:

To guide the school in its vision and goals creation, the school conducted a thorough needs assessment, which included an analysis of multiple data sources. The school's comprehensive leadership team, including the school administrators, curriculum coaches, faculty and staff, parents, pupil appraisal staff, counselors, and outside service providers analyzed Dibels benchmark data, TSGold PreK data, Lexia, DRDP for kindergarten, common district assessments, the phonics decoding assessments, and a culmination of progress monitoring data from the Amplify DIBELS 8 platform. The leadership team used the data sources to track trends in the school's data, specifically focusing on the literacy component of the data. In addition to the data analysis process, the school also conducted learning walks with the instructional leadership team and the Data and Accountability supervisor of the district. By the end of the needs assessment process and data analysis, the leadership team was able to identify key areas of need to help inform the school vision and goals.

Element 1.3: Strategies for Improvement

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

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

Element 1.4: Student Support Services

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

Plan of Action

Content Area: Reading	
Goal 1	• School Goal: (<i>ELA LEAP Index, DIBELS Screener</i>) ○ By the end of the 2025-2026 school year, Thibodaux Elementary school will have at least 70% of students scoring proficient or above on the end of year DIBELS benchmark assessment. • Teacher Goal: (<i>LER, CLASS, VAM</i>) ○ By the end of the 2025-2026 school year, Thibodaux Elementary school will increase the final evaluation average of reading teachers by at least .25 as measured by the NIET evaluation system. • Student Target Goals: (<i>CDA, TS GOLD, DIBELS Screener, LEXIA, etc.</i>) ○ PK Instructional Domain Goal: By the end of the 2025-2026 school year, at least 72% (5/7) of PreK teachers will score an average of a 6 in the instructional domain. ○ K-2 Literacy Goal: By the end of the 2025-2026 school year, Thibodaux Elementary school will have at least 70% of students scoring proficient or above on the end of year DIBELS benchmark assessment. ○ Bottom 25% Goal: By the end of the 2025-2026 school year, the bottom 25% of students will meet their individual growth target as measured by the EOY DIBELS benchmark assessment. ○ Proficiency % Goal: By the end of the 2025-2026 school year, the school will increase the percent of students scoring proficient by at least 16% as measured by the DIBELS Benchmark assessment. ○ EL Student Goal: By the end of the 2025-2026 school year, Thibodaux Elementary school will increase the number of EL students scoring in the “Early Intermediate” level of the ELPT assessment by 42% as measured by the ELPT assessment.
Evidence Based Strategy(ies)	What strategies and interventions do you plan to implement and how are they related to the identified teacher goal and student target goals? Based on the needs assessment conducted at the school, it was identified that the teachers are internalizing and planning for their instruction. However, through further analysis, it was determined that the teachers are delivering the lessons with poor execution. There are embedded opportunities for students to develop student learning at deep levels through the curriculum, but the teachers are often observed taking the learning away from students. The teachers hesitate to allow students to engage in productive struggle and jump straight to providing the highest level of support. Based on this information, the school will move towards using John Hattie’s Four Levels of Feedback. The teacher will be provided with ongoing professional development, and the long-range teacher collaboration meeting plan will focus on a slow rollout of this model of feedback. We will start with the first level of feedback and then move into the other levels as we see our teachers and students are ready for them. By the end of the school year, teachers will be developed in self level, task level, process level, and self regulation level feedback. Each level deepens the cognitive load for both the teacher and the student, so if we want our students doing more of the “heavy-lifting” of the lesson, then we need to move to more of a self-regulation level of feedback.

Action Steps		Measure of Effectiveness
1.	Effective Workforce- Teacher Capacity Building: How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning-teacher collaboration and observation/feedback cycles? The school's theory of action, as it relates to ensuring we have effective instructional leaders, is by constantly reflecting and refining our practices based on evidence. Teachers on campus will reflect on their instruction throughout the year by videoing parts of their lesson and rewatching themselves with the instructional coach. The instructional coach on campus will create "look fors" to identify during the video. After observing their own teaching, the coach and teacher will develop a coaching plan based on direct needs observed from the lesson. Additionally, teachers will analyze student work samples from the lesson observation to determine the teacher actions versus the student reactions (student work samples). This will help the teacher identify key strategies from the lesson that proved to be effective based on student work samples.	• NIET Final Evaluations (Observations and Student Learning Targets)
2.	Instruction- Student Capacity Building: How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively? To ensure instructional approaches are implemented timely and effectively, teachers and interventionists will submit structured literacy lesson plans to google drive each week. The instructional leadership will track lessons being turned in each week, and provide feedback to teachers and interventionists on their instruction. The leadership team will need to identify if the lesson is being turned in, if the lesson is being implemented effectively, and if the lesson is appropriate for each group of students. Based on trends in the feedback, the coaches will provide individualized coaching support on structured lesson plans and planning for the individual groups of students on a daily basis.	• DIBELS Benchmark Assessments • CDA Assessments • Progress Monitoring • Student Work Samples
3.	System Supports- Student Work Analysis Protocol (SWAP), Formative Assessments: How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals? Themes from the needs assessment indicate the school needs to identify strategies that will increase student engagement, increase the effectiveness of lesson internalization, and create a more effective process for analyzing DIBELS assessment data. The school will determine strategies by first having teachers video themselves teaching a lesson and analyzing teacher actions versus student actions. After videoing, the coach will meet	• Lesson Observations focusing on teacher actions versus student actions- Quantify this as a tool of measurement

	with the teacher to watch the video and determine the ratio of teacher and student actions during the lesson. From there, the coach and teacher will internalize a lesson together. Specifically, they will internalize a lesson together to plan for student actions throughout the lesson. Once the lesson is internalized, somebody from the instructional leadership team will observe the lesson to identify if students are doing more of the heavy lifting after effective internalization.	
4.	Parental and Family Engagement- Literacy Engagement: What strategies will you use to collaborate with community partners to support school-wide literacy goals? Moving into next school year, the school is in the process of developing a parental advisory committee. The goal of the committee is to meet once a nine weeks so that the ILT can communicate school goals and progress towards school goals with various stakeholders. This will also give stakeholders the opportunity to give the school feedback across all areas. At this time, the school has ten key members, and the parents represent a variety of students on campus (Special education, various demographics, 504, etc.). There are three main ways the school will make the CSI plan available to the school, parents, and the public in a form that is understandable and uniform. The school will post a copy of the plan to the school website for anybody with internet access to view. We will also keep a hard copy in the front office for parents to view if they do not have access to a device. Lastly, we will send home a one page flyer outlining the key details from the parents in a way that is understandable and uniform. Through these three ways, the school feels confident that it can communicate the plan with various stakeholders. The school will conduct an annual process of reviewing, sharing progress publicly, and as necessary, revising its CSI plan by revisiting the plan each nine weeks during a leadership team meeting. As a leadership team, we will review the steps outlined in the plan and assess progress towards each step. Additionally, this plan will be directly shared with the parental advisory committee to solicit feedback on the plan and for the school to communicate progress with the stakeholders. We will also utilize all communication platforms to share with a wider audience of stakeholders throughout the year.	● Parental Advisory Committee Agendas ● ILT Agendas ● Documentation of plan access to the community

Content Area: Math

Goal 2

	• <u>School Goal:</u> (<i>Math LEAP Index, Math Screener</i>) ○ By the end of the 2025-2026 school year, Thibodaux Elementary school will increase end of year proficiency on the imagine math benchmark assessment from 77% to 85% as measured by the imagine math benchmark assessment. • <u>Teacher Goal:</u> (<i>LER, CLASS, VAM</i>) ○ By the end of the 2025-2026 school year, Thibodaux Elementary school will increase the final evaluation average of reading teachers by at least .25 as measured by the NIET evaluation system. • <u>Student Target Goals:</u> (<i>CDA, TS GOLD, Math Screener, etc.</i>) ○ PK Instructional Domain Goal: By the end of the 2025-2026 school year, at least 72% (5/7) of PreK teachers will score an average of a 6 in the instructional domain. ○ K-2 Math Goal: By the end of the 2025-2026 school year, Thibodaux Elementary will increase proficiency in imagine math by 8% as compared to the 2024-2025 school year, as measured by the imagine math benchmark assessment. ○ Bottom 25% Goal: By the end of the 2025-2026 school year, the school will increase the percent of students scoring proficient by at least 8% as measured by the Imagine Math Benchmark assessment. ○ Proficiency % Goal: By the end of the 2025-2026 school year, Thibodaux Elementary school will increase end of year proficiency on the imagine math benchmark assessment from 77% to 85% as measured by the imagine math benchmark assessment.
Evidence Based Strategy(ies)	What strategies and interventions do you plan to implement and how are they related to the identified teacher goal and student target goals? Based on the needs assessment conducted at the school, it was identified that the teachers are internalizing and planning for their instruction. However, through further analysis, it was determined that the teachers are delivering the lessons with poor execution. There are embedded opportunities for students to develop student learning at deep levels through the curriculum, but the teachers are often observed taking the learning away from students. The teachers hesitate to allow students to engage in productive struggle and jump straight to providing the highest level of support. Based on this information, the school will move towards using John Hattie's Four Levels of Feedback. The teacher will be provided with ongoing professional development, and the long-range teacher collaboration meeting plan will focus on a slow rollout of this model of feedback. We will start with the first level of feedback and then move into the other levels as we see our teachers and students are ready for them. By the end of the school year, teachers will be developed in self level, task level, process level, and self regulation level feedback. Each level deepens the cognitive load for both the teacher and the student, so if we want our students doing more of the "heavy-lifting" of the lesson, then we need to move to more of a self-regulation level of feedback.

Action Steps	Measure of Effectiveness
1. Effective Workforce- Teacher Capacity Building: How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning-teacher collaboration and observation/feedback cycles? The school's theory of action, as it relates to ensuring we have effective instructional leaders, is by constantly reflecting and refining our practices based on evidence. Teachers on campus will reflect on their instruction throughout the year by videoing parts of their lesson and rewatching themselves with the instructional coach. The instructional coach on campus will create "look fors" to identify during the video. After observing their own teaching, the coach and teacher will develop a coaching plan based on direct needs observed from the lesson. Additionally, teachers will analyze student work samples from the lesson observation to determine the teacher actions versus the student reactions (student work samples). This will help the teacher identify key strategies from the lesson that proved to be effective based on student work samples.	• NIET Final Evaluations (Observations and Student Learning Targets)
2. Instruction- Student Capacity Building: How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively? To ensure instructional approaches are implemented timely and effectively, teachers will submit math small group lesson plans to google drive each week. The instructional leadership will track lessons being turned in each week, and provide feedback to teachers on their instruction. The leadership team will need to identify if the lesson is being turned in, if the lesson is being implemented effectively, and if the lesson is appropriate for each group of students. Based on trends in the feedback, the coaches will provide individualized coaching support on effective small group plans and planning for the individual groups of students on a daily basis.	• Imagine Math Benchmark Assessments • CDA Assessments • Progress Monitoring • Student Work Samples • Zearn Data
3. System Supports- Student Work Analysis Protocol (SWAP), Formative Assessments: How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals? Themes from the needs assessment indicate the school needs to identify strategies that will increase student engagement, increase the effectiveness of lesson internalization, and create a more effective process for analyzing Imagine Math assessment data. The school will determine strategies by first having teachers video themselves teaching a lesson and analyzing teacher actions versus student actions. After videoing, the coach will meet with the teacher to watch the video and determine the ratio of teacher and student actions during the lesson. From there, the coach and teacher will internalize a	• Lesson Observations focusing on teacher actions versus student actions- Quantify this as a tool of measurement

	lesson together. Specifically, they will internalize a lesson together to plan for student actions throughout the lesson. Once the lesson is internalized, somebody from the instructional leadership team will observe the lesson to identify if students are doing more of the heavy lifting after effective internalization.	
4.	Parental and Family Engagement- Math Engagement: What strategies will you use to collaborate with community partners to support school-wide math goals? Moving into next school year, the school is in the process of developing a parental advisory committee. The goal of the committee is to meet once a nine weeks so that the ILT can communicate school goals and progress towards school goals with various stakeholders. This will also give stakeholders the opportunity to give the school feedback across all areas. At this time, the school has ten key members, and the parents represent a variety of students on campus (Special education, various demographics, 504, etc.). There are three main ways the school will make the CSI plan available to the school, parents, and the public in a form that is understandable and uniform. The school will post a copy of the plan to the school website for anybody with internet access to view. We will also keep a hard copy in the front office for parents to view if they do not have access to a device. Lastly, we will send home a one page flyer outlining the key details from the parents in a way that is understandable and uniform. Through these three ways, the school feels confident that it can communicate the plan with various stakeholders. The school will conduct an annual process of reviewing, sharing progress publicly, and as necessary, revising its CSI plan by revisiting the plan each nine weeks during a leadership team meeting. As a leadership team, we will review the steps outlined in the plan and assess progress towards each step. Additionally, this plan will be directly shared with the parental advisory committee to solicit feedback on the plan and for the school to communicate progress with the stakeholders. We will also utilize all communication platforms to share with a wider audience of stakeholders throughout the year.	• Parental Advisory Committee Agendas • ILT Agendas • Documentation of plan access to the community

Content Area: Climate and Culture	
Goal 3	Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) goals of the plan to achieve the vision described above. Plan goals must focus on student outcomes, not on adult actions. These should include annual targets tied to specific accountability framework metrics as well as other leading indicators (inputs and/or outputs). Include baseline data and expected outcomes in the SMART goal statements below. • <u>School Goal:</u> <i>(Behavior Referrals, Parent Survey Data, TFI Scores, Attendance Data)</i> ○ During the 2025-2026 school year, the school will decrease the number of behavior referrals written by 20% (383) as measured by OnCourse discipline data. • <u>Teacher Goal:</u> <i>(LER, PBIS)</i> ○ During the 2025-2026 school year, the school will observe teachers using the PBIS system 90% of the time when handling discipline incidents. • <u>Student Target Goals:</u> <i>(Behavior Referrals, Screener Data)</i> ○ Increase % of PBIS Student Participation: During the 2025-2026 school year, Thibodaux Elementary school will increase the percent of students participating in PBIS incentives by 20%, as measured by PBIS attendance data. ○ Increase % of Daily Attendance: During the 2025-2026 school year, Thibodaux Elementary will increase the daily attendance rate from 90.65% to 95%, as measured by OnCourse attendance data. ○ Decrease % of Major Referrals: During the 2025-2026 school year, the school will decrease the number of behavior referrals written by 20% as measured by OnCourse discipline data.
Evidence Based Strategy(ies)	What strategies and interventions do you plan to implement and how are they related to the identified teacher goal and student target goals? Positive Behavioral Interventions and Supports (PBIS) offers a multi-tiered framework that empowers teachers to proactively manage student behavior, reduce disruptions, and foster a positive learning environment. Instead of solely focusing on punishment, PBIS emphasizes teaching and reinforcing desired behaviors. Here's a summary of how teachers can implement new strategies and interventions through PBIS to stop behaviors: 1. Establish Clear Expectations and Routines (Tier 1 - Universal Support for All Students): * Define and Post Expectations: Teachers should collaboratively establish a small number of clear, positively stated behavioral expectations (e.g., "Be Respectful," "Be Responsible," "Be Safe"). These should be consistently displayed in the classroom and align with school-wide expectations. * Explicitly Teach Behaviors: Don't assume students know what these expectations mean. Teachers need to explicitly teach and model desired behaviors, providing examples and opportunities for students to practice in various contexts (e.g., how to line up quietly, how to ask for help).

Action Steps	Measure of Effectiveness
1. Effective Workforce- Teacher Capacity Building: How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning-teacher collaboration and observation/feedback cycles? Building teacher capacity in behavior management is crucial for creating effective learning environments and reducing teacher burnout. Here's a comprehensive approach: 1. Foundational Knowledge and Training: * Evidence-Based Strategies: Provide professional development focused on research-backed behavior management techniques. This includes: * Proactive Strategies: Emphasizing prevention through clear expectations, routines, positive reinforcement, engaging lessons, and strong teacher-student relationships. * Response Strategies: Training on de-escalation, conflict resolution, logical consequences, and restorative practices. * Social-Emotional Learning (SEL): Integrating SEL into the curriculum to teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. * Tiered Systems of Support (MTSS/PBIS): Train teachers on the principles of Multi-Tiered Systems of Support (MTSS) or Positive Behavioral Interventions and Supports (PBIS), which provide a framework for addressing student behavior at universal, targeted, and intensive levels. * Cultural Responsiveness: Educate teachers on how cultural backgrounds can influence behavior and how to implement culturally responsive behavior management strategies.	● Informal and formal observations ● Referral/incident data through OnCourse ● Reduction in the number of administrator calls
2. Instruction- Student Capacity Building: How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively? Ongoing Support and Development: * Coaching and Mentorship: * Instructional Coaching: Provide ongoing, job-embedded coaching from experienced educators who can observe classrooms, offer targeted feedback, and model effective strategies. * Mentorship Programs: Pair new teachers with veteran teachers who can provide guidance, support, and a sounding board for behavior challenges. * Collaborative Learning:	● PBIS Incentive Attendance

	* Professional Learning Communities (PLCs): Create opportunities for teachers to collaborate, share best practices, analyze student behavior data, and collectively problem-solve. * Peer Observation and Feedback: Encourage teachers to observe each other's classrooms and provide constructive feedback on behavior management techniques. * Data-Driven Decision Making: Train teachers to collect and analyze student behavior data to identify patterns, evaluate the effectiveness of interventions, and adjust their strategies accordingly. * Reflection and Self-Assessment: Encourage teachers to regularly reflect on their own behavior management practices, identify areas for growth, and develop professional growth plans.	
3.	System Supports- Survey Data: How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals? Systemic Support from School Leadership: * Clear Expectations and Vision: School leaders must establish a clear vision for behavior management, communicating consistent expectations for both students and staff. * Positive School Culture: Foster a positive and supportive school culture where teachers feel empowered, valued, and supported in addressing behavior challenges. * Adequate Resources: Ensure teachers have access to necessary resources, including behavior specialists, counselors, and appropriate materials for implementing behavior interventions. * Protected Planning Time: Provide teachers with sufficient planning time to develop and implement behavior management plans, collaborate with colleagues, and engage in professional development. * Effective Teacher Evaluation Systems: Implement evaluation systems that provide meaningful feedback, coaching, and support for teachers' professional growth in behavior management. * Prioritize SEL: Integrate social-emotional learning into the school schedule and provide teachers with resources and training to implement SEL effectively.	• Teacher collaboration meeting agendas • ILT meeting agendas
4.	Parental and Family Engagement- School Community Engagement: What strategies will you use to collaborate with community partners to support school-wide climate and culture goals? Moving into next school year, the school is in the process of developing a	• Parental Advisory Committee Agendas • ILT Agendas • Documentation of plan access to the community

parental advisory committee. The goal of the committee is to meet once a nine weeks so that the ILT can communicate school goals and progress towards school goals with various stakeholders. This will also give stakeholders the opportunity to give the school feedback across all areas. At this time, the school has ten key members, and the parents represent a variety of students on campus (Special education, various demographics, 504, etc.). There are three main ways the school will make the CSI plan available to the school, parents, and the public in a form that is understandable and uniform. The school will post a copy of the plan to the school website for anybody with internet access to view. We will also keep a hard copy in the front office for parents to view if they do not have access to a device. Lastly, we will send home a one page flyer outlining the key details from the parents in a way that is understandable and uniform. Through these three ways, the school feels confident that it can communicate the plan with various stakeholders. The school will conduct an annual process of reviewing, sharing progress publicly, and as necessary, revising its CSI plan by revisiting the plan each nine weeks during a leadership team meeting. As a leadership team, we will review the steps outlined in the plan and assess progress towards each step. Additionally, this plan will be directly shared with the parental advisory committee to solicit feedback on the plan and for the school to communicate progress with the stakeholders. We will also utilize all communication platforms to share with a wider audience of stakeholders throughout the year.	
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Element 1.5: Student Opportunities

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

State of Louisiana Critical Goals states:

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

LDOE educational priorities include the following:

- Ensure every student is on track to a professional career, college degree, or service.

- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships

Lafourche Parish School District educational priorities include the following:

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

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

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

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

Safeguarding the Interests of Historically Underserved Populations

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

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

Element 1.6: Multi - Tiered Systems of Support for Behavior

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

Schoolwide tiered model to prevent and address behavior issues:

List process/activities: PBIS –

- Tier I Activities:
 - PBIS
 - Classroom management
 - Whole class rewards and systems
 - Daily behavior logs

- Tier II Activities:
 - o MTSS process
 - o Small group with counselor and student support specialist
- Tier III Activities:
 - o Social Worker
 - o Check in/Check out system
 - o Individual reward and contingency systems
 - o School Psychologist

2024-25 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
144	85	4	233

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

Core Feature	Points Award	Percentage of SWPBIS Implementation
Tier I	30 / 30	100%
Tier II	26 / 26	100%
Tier III	33 / 34	97%

Element 1.7: Professional Development

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

Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2025-26, those dates are August 1st, 2nd, and 5th, September 3rd, and October 15th. All school personnel participate in meaningful opportunities based on district/school needs. Sign in sheets and agendas uploaded to Title I Crate (5) to maintain a record of Professional Development activities and participants.

Schoolwide Professional Development:

- Add any additional school specific information such as PLC meeting, Leadership Team meeting, etc.
- Structured Literacy Small Group Lessons
- Effective Small group instruction in math
- MTSS practices and procedures
- SBLC practices and procedures
- Lesson Internalization
- Progress Monitoring
- Data Analysis
- English Language Learner
- CLASS Rubric/Evaluation system
- NIET/LEADS Evaluation System

Element 1.8: Student Transition

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

ESSA Required Transition Activities Select all that apply:

☒ Preschool to Kindergarten

☒ Lower Elementary to Upper Elementary

☐ Elementary to Middle School

☐ Middle School to High School

Action Steps - What are your strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school. Complete <i>applicable</i> row(s) for your school below.	Persons Responsible	Target Date(s) Timelines	Documentation Upload to Title I Crate
PK to K: The school will host a transition meeting for students and parents of incoming kindergarten students. The meeting will cover information regarding kindergarten and everything to expect in kindergarten. A tour of the school is also provided, and key introductions are made.	K Coach	May 2026	Sign-in Sheet and Agendas
1st to 2nd Students and parents are invited to a field trip to WSL for an informational pep rally. Students and parents are given information regarding the new school and grade that will be attended. WSL also hosts a transition night for future second grade families to attend.	WSL Administration /TES Administration	May 2026	Sign-In sheets and Agendas

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....	Thibodaux Elementary Title I Schoolwide Plan

	- 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;	
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	• §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—	Action Plan Goals

Culture and Climate High School (N/A) MTSS (Monitoring of Student data and performance) Professional Development Student Transition	- 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.	
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; - 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	Element 1.1 of SIP

	group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.	
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School Assurance:

- The plan referenced in the Schoolwide Plan template was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

Element 2.0: Adoption

This schoolwide plan has been developed jointly with, and in agreement with family and stakeholders of students at Thibodaux Elementary School, a Title I school, as evidenced by the list of parent participants below:

- Jenny Martinez
- Erica Burke
- Kayti Ferguson
- Lindsey Orgeron
- Mackensie Dufrene
- Kaselyn Jacquot
- Fraleisha Rovertson
- Ashley Carrier
- Ashley Edwards
- John Warren
- Tiffany Lofton
- Lexi Delatte

This schoolwide plan was adopted by Thibodaux Elementary School on August 7, 2025, and will be in effect for the 2025-2026 school year. Schoolwide plans remain in effect for the duration of the school's participation in Title I, except that schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards. Lastly, schoolwide plans must be available to the school system, parents, and the public. The information contained in the plan should be in a language that the parents and the public can understand.

The schoolwide plan will be on the school website and will be available in the school office no later than **September 19, 2025**.

Federal Programs Supervisor's Signature

Principal's Signature

ESSA Compliance Executive Coordinator's Signature

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