



District/LEA: 082-108 LOUISIANA R-II Year: 2023-2024

Funding Application: Plan - LEA Parent and Family Engagement Version: Revision 1 Status: Created

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

ESEA Plan Home Print Cancel Print Mode

LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- ☒ The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

LEA Parent and Family Engagement Policy

Policy Development

- ☒ The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

This year, we held a review meeting at the same time as our Title I informational night. Our hope was to meet with parents to discuss opportunities to improve our family engagement. Unfortunately, only one parent attending this event. So, we decided to set up a place at our first family event night and discuss with parent what they would like to see happen in our school district. We put out a survey at our first Title I Family Night to receive feedback on what the parents in the district would be interested in seeing as part of our parent and family engagement.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

The parents sign a form stating they have received the parent and family engagement policy at the annual enrollment.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

The parent and family engagement policy is included in the student handbook and given to parents at the annual enrollment.

Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- ☒ The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

At the beginning of the year we hold a Title I meeting to discuss plans and goals with parents. At this meeting, we have parents sign the parent compact. Three themed title nights take place with activities for math, reading, and science. We serve dinner to all guest who attend. At each of these Title I nights, we put out surveys to help parents provide the district with feedback to help improve communication and education within our district.

Check all that apply:

- ☒ No [Comprehensive Accountability](#) and [Targeted Accountability](#) schools have been identified in the LEA. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- ☐ The LEA will involve parents and family members in the development of [Comprehensive Accountability](#) Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
- ☐ The LEA will involve parents and family members in the development of [Targeted Accountability](#) Plans.

Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)

Capacity Building

The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

Louisiana Elementary works hard to identify students intervention needs and the best way of addressing them.

Prioritized needs for the building are:

1. Growth in shared leadership skills and collaborative practices gained through PLC (Professional Learning Community) training.
2. Professional development provided by the RPDC and providing guidance with aligning Louisiana Elementary School's curriculum with the Missouri Learning Standards. The tool we use is Build Your Own Curriculum.
3. Differentiated Instruction professional development for all faculty and staff with a focus on ELL (English Language Learners) and IEP (Individualized Education Plan) student instructional strategies.

Key issues identified from annual performance data and local assessments are:

- Over the past three years, the gap in performance between the super subgroup and the School Total has steadily decreased. This is certainly a strength for our school, and we can attribute the rise in the use of Response to Intervention (RTI), and the school wide intervention provided by the Title I Team and the LES School Team.

Continue with DATA teaming every 4-6 weeks. LES will continue to utilize data to track progress and make sounds decisions for the appropriate instructional strategies for each student.

A 2022-2023 Needs Assessment will be given the first week in November to plan for the 2023-2024 school year.

Coordination & Integration

- ☒ The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

ESEA

- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent
- ☒ Title II.A
- ☐ Title III EL
- ☐ Title III Immigrant
- ☒ Title IV.A
- ☒ Title V.B
- ☐ School Improvement Grant (g) (SIG)

Other Acts

- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☐ State and Local Funds
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☐ McKinney-Vento
- ☐ Adult Education and Family Literacy

☐ Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

Conduct a fall, winter, and spring Parent Title I Nights that will provide updates on parent readying levels. Provide reading incentives for students who continue to read over school breaks. Provide reading tips for parents in school newsletter.

Annual Evaluation

- ☒ The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

Prioritized needs for the building are:

1. Growth in shared leadership skills and collaborative practices gained through Professional Development and well as Professional Learning Communities.
2. Professional development provided by RPDC (Ltrs Training Volume I and II)
3. Differentiated Instruction professional development for all faculty and staff with a focus on ELL (English Language Learners) and IEP (Individualized Education Plan) student instructional strategies.
4. Continue with DATA teaming every 4-6 weeks. LES will continue to utilize data to track progress and make sounds decisions for the appropriate instructional strategies for each student.
5. Hold an annual evaluation meeting at the end of the year.
 - Review student achievement data:
 - Review Title parent compact
 - Review Parent Evaluation forms
 - Evaluate Parent/District Communication
 - Program Strengths and Weaknesses
 - Strength and Weaknesses of our Interventions

A 2022-2023 Needs Assessment will be given the first week in October to plan for the 2023-2024 school year.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- ☒ Barriers to greater participation by parents of participating children (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)

Describe method(s) for identifying barriers

We identify these barriers in several ways:

1. upon enrollment
2. Teacher communication
3. Counselor's concerns
4. Monthly Care Team Meetings
5. Free and reduced lunch applications

- ☒ The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

Parent/Teacher communication
Parent/Teacher conferences
Communication with school counselor
Care Team Meetings

- ☒ Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

We have used conferences, Ltrs Training, and family engagement nights to learn the best ways to engage parents. We listen to parent suggestions and develop instructional strategies to support the educational learning for each of our students. We also provide the following parent/student nights to engage our families in what the students are learning during the school year:

Fall Reading Night
Winter Math Night
Spring Science Night
Reading Incentives

- ☒ The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- ☒ The LEA will involve parents in the parent and family engagement activities of the Title I served schools (*which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.*) *Section 1116 (a)(2)(F)*

District/LEA Comments

DESE Comments

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