

Lafourche Parish School District
Developing Life Long Learners



Title I Schoolwide Plan 2018-19

Chackbay Elementary School

450 Hwy 20

Robby J. Lee

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School Leadership Team

Administrator	<u>Robby Lee</u>	Parent	<u>Leigh Oncale</u>
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Administrator	<u>Lani Aucoin</u>	Parent	
Teacher	<u>Stephanie Molaison</u>	Other	
Teacher	<u>Angelique Rodrigue</u>	Other	
Teacher	<u>Monique Martinez</u>	Other	

Faculty and Staff

Name	Position (Teachers and Paras)	Grade Level and Subject
Alicia Gros	Teacher	Pre K
Kandy Cortez	Teacher	Pre K
Kathleen Caperton	Teacher	Kindergarten
Renee Ordoyne	Teacher	Kindergarten
Emily Szush	Teacher	Kindergarten
Leigh Thibodaux	Teacher	First Grade
Monique Martinez	Teacher	First Grade
Katie Kramer	Teacher	First Grade
Kim Lafleur	Teacher	Second Grade
Angelique Rodrigue	Teacher	Second Grade
Michelle Becnel	Teacher	Second Grade
Katy Becnel	Teacher	Third Grade/ELA
Bernadette Naquin	Teacher	Third Grade/Math
Chelsea Chaisson	Teacher	Third Grade
Stephanie Molaison	Teacher	Fourth Grade/ELA

Faculty and Staff cont.

Name	Position (Teachers and Paras)	Grade Level and Subject
Amanda Louque	Teacher	Fourth Grade/Math
Shannon Talbot	Teacher	Fifth Grade/Math

Michelle Loupe	Teacher	Fifth Grade/ELA
Leslie Talbot	Teacher	Special Education
Jean Lyons	Teacher	Special Education
Lisa Morvant	Teacher	Enrichment Teacher
Deborah Hebert	Teacher	Enrichment Teacher
Christine Maynard	Paraprofessional	Pre K
Pauline Benoit	Paraprofessional	Pre K
April Arceneaux	Paraprofessional	Special Education
Cheryl Verdin	Paraprofessional	In School Suspension Paraprofessional
Laura Pellegrin	Paraprofessional	Special Education
Penny Kraemer	Paraprofessional	Library Paraprofessional
Tammy Thibodaux	Paraprofessional	Special Education
Megan Luke	Teacher	Band

Student Demographic Data

Student Information: List the number of students in each area

Total At School	St w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant	Indian Ed
367	20	8	32	1	13	0	0

Subgroups:

Gender		Ethnicity						
Male	Female	White	Black	Hispanic	Am. Indian	Asian	Native Hawaiian/Pacific Islander	Two or More Races
181	186	322	38	2	5			

Lafourche Parish Public School System District Vision Statement

Vision: Lafourche Parish Schools are committed to helping ALL students become lifelong learners, realize their full potential, appreciate the relevance of their education, and become empowered for success.

School Vision and Mission Statement

Vision: All students will be proficient within their designated grade level standards.

Mission: Chackbay Elementary School's staff, parents, and community will prepare all students for academic success.

Goals

State of Louisiana Critical Goals: Louisiana Students will:

- CG1. Enter Kindergarten ready to learn.
- CG2. Be literate by 3rd grade.

- CG3. Arrive in 4th grade on time.
- CG4. Perform adequately in the area of English Language Arts by 8th grade.
- CG5. Have necessary numeracy skills by 8th grade.
- CG6. Graduate on Time.
- CG7. Enroll in post-secondary institution or workforce ready.
- CG8. Achieve these goals regardless of race or class.

School Goals:

ELA Goal: All students will be able to competently address the writing standards within their grade level.

Math Goal: All students will be able to effectively address mathematical reasoning and modeling items at their specific grade level.

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)).

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

Program Categories	ESSA Component Requirements of	Title I Documentation
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Title I Schoolwide Program		
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; 	Chackbay Elementary School Title I Schoolwide 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
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</p>	Mid and EOY District Monitoring

	monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;	
4. Access to the Title I SchoolwidePlan	Component 4 §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and	School Website, hard copy in front, District Website
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.	Principal's Report Card, Principal Profile Sheets, District Assessment Data, STAR Benchmark, Parent and Teacher Surveys
ESSA Components	ESSA Component Requirements of Title I Schoolwide Plan	

<p>1. Reform Strategies</p>	<p>Component 7 §1114(b)(7)(A)(i): The schoolwide plan activities include a description of:</p> <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. 	<p>Action Plan Goals 1 & 2</p>	

<p>2. Intervention and Enrichment</p>	<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. 	<p>Action Plan Goals 1 & 2</p>
<p>3. Activities that address the needs of at risk Students</p> <p>Culture and Climate</p> <p>High School (N/A)</p> <p>RTI (Monitoring of Student data and performance)</p> <p>Professional Development</p>	<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 	<p>Action Plan Goals 1, 2 & 3</p>

<p>Pre-K Transition</p>	<p>personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <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. 	
<p>4. Parent and Family Engagement</p>	<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 	<p>Action Plan Goal 3</p>

	<p>improving the academic quality of all schools served under this part, including identifying –</p> <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; <ul style="list-style-type: none"> ○ 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. 	
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Part B. Comprehensive Needs Assessment

State Assessment Data: school report card on LDOE website

Other Student Performance Data:

Google Sheets for 17-18 District Assessments:

17-18 STAR Benchmark Report per grade level

Perception Data:

Parent Surveys

Teacher Surveys

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

Summary of Data Collection:

Areas of Strength		
Strengths		Data Source
1		LEAP
2		LEAP
3		LEAP
4		LEAP
5		LEAP
Areas of Improvement		
Weaknesses		Data Source
1		LEAP
2		LEAP
3		LEAP
4		LEAP
5		LEAP

Summary of Subgroup Data:

Areas of Strength		
Strengths		Data Source
1		
2		
3		
Areas of Improvement		
Weaknesses		Data Source
1		
2		
3		

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

Summary of Survey Data:

Strengths		
	Parent Survey	Teacher Survey
1		
2		
3		
4		
5		
Weaknesses		
	Parent Survey	Teacher Survey
1		
2		
3		
4		
5		

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

Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus for
1			
2			
3			
4			
5			

Part C. Plan of Action

Content Area: ELA	
Goal 1	By 2017-2018, CES will progress 3.67 points on the ELA LEAP state assessment for a 124.35 ELA index.
Evidence Based Strategy(ies)	<input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> RTI <input type="checkbox"/> Before/After School tutoring

	<input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> PLC's/Clusters <input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum <input checked="" type="checkbox"/> Graphic Organizers in Core Content Areas <input type="checkbox"/> Quarterly Parent Conferences <input checked="" type="checkbox"/> Other Mid Year At Risk Parent Conferences <input type="checkbox"/> Other(Specify) _____	<input checked="" type="checkbox"/> Quarterly Progress Monitoring <input type="checkbox"/> Cross Curricula Collaboration <input type="checkbox"/> Summarization Strategies Across the Curriculum <input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners <input type="checkbox"/> Kagan/Engagement Strategies
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	Action Steps	Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation
1.	Curriculum and Instruction: <ul style="list-style-type: none"> • Core Teachers <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, 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 ○ Vocabulary ○ T-chart • Title I Interventionists <ul style="list-style-type: none"> ○ One part time paraprofessional will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in ELA through small group instruction, & interventions targeting reading comprehension & fluency • Instructional Materials <ul style="list-style-type: none"> ○ Journeys Materials of Instruction (Basal, Leveled Readers, Reader's Notebook) ○ Journeys Intervention Kit ○ Write In Readers 	CES Staff, Administration, Arlene Trosclair	August 18-May 19		Achieve 3000 Rubric, Renaissance STAR Reports, Assessments

	<ul style="list-style-type: none"> ● Instructional Programs <ul style="list-style-type: none"> ○ AR ○ KidBiz ○ Smarty Ants 				
2.	Monitoring of Student Data and Performance: Weekly grade level PLC's that consist of reviewing and analyzing data RTI meetings held twice a nine weeks Weekly SBLC meetings	CES Staff, Administration	August 18-May 19		Sign-In Sheets, RTI Documentation
3.	Programs/Technology: Achieve 3000 (Smarty Ants, KidBiz) Renaissance Learning (STAR Reading, AR) Keyboarding Without Tears Online Test Tools Training	Core Teachers, Administration	August 18-May 19		Achieve 3000 Rubric, Renaissance STAR Reports
4.	Professional/Staff Development: (PLC's, Clusters) PD on Achieve 3000 program to ensure that instruction is effective and program is implemented correctly and with fidelity in order to increase student achievement. PD for vertical alignment and cross curricular collaboration The leadership team will collaborate reviewing data. Weekly PLCs	Lisa Morvant, CES Staff and Administration	August 18-May 19	SW Budget (100)	Sign-In Sheets
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 Meet and Greet, LEAP activity, AR Literacy Night, Parental Engagement Activity. Parents will be provided with resources and websites, reading and writing strategies, and PCR exemplars. ● Parents will participate in quarterly Title I Parental Involvement activities (PCR writing, Reading Strategies, Literacy Night, Parental Engagement Activity) ● Parents will receive monthly newsletters & calendars. ● Teachers will conduct parent/teacher conferences. 	CES Staff, Administration	August 18-May 19		Sign-In Sheets

	<ul style="list-style-type: none"> 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	By 2018-2019, CES will progress 5.34 points on the Math LEAP assessment for a 112.62 Math index.
Evidence Based Strategy(ies)	<input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> RTI <input type="checkbox"/> Before/After School tutoring <input type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> Quarterly Progress Monitoring <input checked="" type="checkbox"/> PLC's/Clusters <input type="checkbox"/> Cross Curricula Collaboration <input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum <input type="checkbox"/> Summarization Strategies Across the Curriculum <input type="checkbox"/> Graphic Organizers in Core Content Areas <input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners <input type="checkbox"/> Quarterly Parent Conferences <input type="checkbox"/> Other (Specify) _____ <input checked="" type="checkbox"/> Other _Mid-Year At Risk Parent Conferences _____ <input type="checkbox"/> Kagan/Engagement Strategies

Action Steps	Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation
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1.	Curriculum and Instruction: <ul style="list-style-type: none"> ● Core Teachers <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, 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 ● Instructional Materials <ul style="list-style-type: none"> ○ Go Math/Envision Materials of Instruction (Book, Workbook, Online Tools) ○ Differentiated Lessons in the Go Math/Envision Manuals ● Instructional Programs <ul style="list-style-type: none"> ○ AM ○ FASTT MATH 	CES Staff, Administration	August 18-May 19		Renaissance STAR Reports
2.	Monitoring of Student Data and Performance: Weekly grade level PLC's that consist of reviewing and analyzing data RTI meetings held twice a nine weeks Weekly SBLC meetings	CES Staff, Administration	August 18-May 19		Sign-In Sheets
3.	Programs/Technology: AM, FASTT Math, Math Facts in a Flash, online tools training, moodle district testing	Homeroom Teachers	August 18-May 19		Renaissance Reports
4.	Professional/Staff Development: (PLC's, Clusters) Weekly PLC's PD days to include cross curricular collaboration. The leadership team will collaborate reviewing data.	CES Staff. Administration	August 18-May 19	SW Budget (100)	Sign-In Sheets
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 Meet and Greet, LEAP activity, Parental Engagement Activity, online test tool 	CES Staff	August 18-May 19		Sign-In Sheets

	<p>training. Parents will be provided with resources and websites.</p> <ul style="list-style-type: none"> • Parents will participate in quarterly Title I Parental Involvement activities (Type 2 and type 3 tasks, Parental Engagement Activity) • 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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Culture and Climate					
Goal 3	Chackbay Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly.				
Evidence Based Strategy(ies)	<input checked="" type="checkbox"/> PBIS <input type="checkbox"/> Kagan/Engagement Strategies <input checked="" type="checkbox"/> RTI <input checked="" type="checkbox"/> Other Parent Conferences				
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation
1.	<p>Parent and Family Engagement Activities</p> <ul style="list-style-type: none"> o Communication between teachers and parents will be ongoing throughout the school year through the following methods: agendas, calendars, phone calls, JPAMS, and positive post cards. o Parental Involvement activities will be held each nine weeks. o Students will be recognized through an Awards Day each nine weeks held at Chackbay Elementary School. o Chackbay Elementary School will host a Meet and Greet to welcome all students and parents to our school. o Parents are invited to lunch with their children in the cafeteria. o CES will implement the Family Engagement Program and Successful Innovations. o Chackbay Elementary School will host an Open House for each grade level. 	Core Teachers, Administrators, Professional School Counselor	August 2018 - May 2019		Parent Surveys, Sign-In Sheets, Agendas

	<ul style="list-style-type: none"> o CES will host a Pre-Kindergarten Orientation to welcome new parents and students with pertinent information. 				
2.	PBIS <ul style="list-style-type: none"> o The PBIS team meets monthly to review discipline data and plan a monthly Cajun Bash (PBIS Party). o Parents are invited to PBIS parties throughout the school year. o Green tickets are given as a component of our PBIS plan to encourage positive behavior. Green tickets are pulled for prizes each Friday. o Dress down days are given for good behavior. 	PBIS Team, Administrators, Core Teachers, Enrichment Teachers, CES Staff	August 2018-May 2019		Sign-In Sheets, Agendas, Cajun Bash Flyers
3.	Strategies in the Classroom <ul style="list-style-type: none"> o Green tickets are given to encourage positive behavior. 	CES Staff	August 2018-May 2019		Requisitions of prizes

ESSA Required Transition Activities

Select all that apply:

Pre-School to Kindergarten

Elementary to Middle School

Middle School to High School

Action Steps	Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation
Transitional Activity: CES Kindergarten teachers will host a Pre-Kindergarten to Kindergarten transition activity for all returning and new Kindergarten students.	Kindergarten Teachers, Administrators	May 2019		Sign-In Sheet
CES Pre-K teachers will host a "Meet and Greet" and Orientation for all students entering Pre K.	Pre K Teachers, Administrators	August 2018		Sign-In Sheet
Fifth grade students will attend Sixth Ward Middle School to tour the school.	Fifth Grade Teachers,	April 2019		Agenda

	Administrators, Professional School Counselor			
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Part D. District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I hereby certify that this plan contains the required components as mandated by the Every Student Succeeds Act.
 - **Component 1** §1114(b)(1) An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act that
 - is developed during a 1 year period unless....
 - The local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - The school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provision of this section;
 - **Component 2** §1114(b)(2) The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;
 - **Component 3** §1114(b)(3) The schoolwide plan remains in effect for the duration of the school’s participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;
 - **Component 4** §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and
 - **Component 5** §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);
 - **Component 6** §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

- **Component 7 §1114(b)(7)(A)(i):** The **schoolwide plan activities** include a description of:
 - Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging state academic standards.
 - §1114(b)(7)(ii): Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - §1114(b)(7)(iii): Schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—
 - Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
 - Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
 - Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.