

Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2017

Chackbay Elementary School

101 School Lane

Robby Lee

985-633-2348

rlee@mylpsd.com

School Leadership Team

| | | | |
|---------------|------------------------|--------|------------------------|
| Administrator | <u>Robby Lee</u> | Parent | <u>April Arceneaux</u> |
| Administrator | <u>Lani Aucoin</u> | Parent | |
| Teacher | <u>Lisa Morvant</u> | Other | |
| Teacher | <u>Debbie Hebert</u> | Other | |
| Teacher | <u>Allison Passman</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 |
| Stephanie Molaison | Teacher | Fourth Grade/ELA |
| Amanda Louque | Teacher | Fourth Grade/Math |

Faculty and Staff cont.

| Name | Position (Teachers and Paras) | Grade Level and Subject |
|-------------------|-------------------------------|--|
| Shannon Talbot | Teacher | Fifth Grade/Math |
| Michelle Loupe | Teacher | Fifth Grade/ELA |
| Chelsea Chaisson | Teacher | Fifth Grade |
| 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 |
| | | |
| | | |
| | | |
| | | |

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 |
|-----------------|--------------------|---------------------|-----|----|----------|---------|-----------|
| 358 | 20 | 5 | 32 | 0 | 13 | 0 | 0 |

Subgroups:

| Gender | | Ethnicity | | | | | | |
|--------|--------|-----------|-------|----------|------------|-------|----------------------------------|-------------------|
| Male | Female | White | Black | Hispanic | Am. Indian | Asian | Native Hawaiian/Pacific Islander | Two or More Races |
| 185 | 173 | 87% | 10% | 4% | 1% | | | |

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 student will be proficient within their designated grade level standards.

Mission: Chackbay Elementary 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 (pg. 3-4)

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)).

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

| Program Categories | ESSA Component Requirements of Title I Schoolwide Program | Title I Documentation |
|---|---|---|
| <p>1. Comprehensive Plan</p> | <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; | <p>Chackbay Elementary School Title I Schoolwide Plan</p> |
| <p>2. Include All Stakeholders in development of Title I Schoolwide Plan</p> | <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> | <p>Plan pg numbers <u> 17-21 </u></p> |

| | | |
|---|---|--|
| <p>3. District Monitoring of Title I Schoolwide Plan</p> | <p>Component 3 §1114(b)(3) The schoolwide plan remains in effect for the duration of the school’s participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students needs to ensure that all students are provided opportunities to meet the challenging State academic standards;</p> | <p>Mid and EOY District Monitoring</p> |
| <p>4. Access to the Title I SchoolwidePlan</p> | <p>Component 4 §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and</p> | <p>School Website, hard copy in front, District Website</p> |
| <p>5. Coordination of Services</p> | <p>Component 5 §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);</p> | <p>Action Plan and Budgets</p> |
| <p>6. Comprehensive Needs Assessment</p> | <p>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.</p> | <p>Plan pgs. <u>13</u> Principal's Report Card, Principal Profile Sheets, District Assessment Data, STAR Benchmark, Parent and Teacher Surveys</p> |

| 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><input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment (Goal _1,2___, Act_2_,2_)</p> <p><input checked="" type="checkbox"/> RTI (Goal _1,2___, Act_2,2___)</p> <p><input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day (Goal 1___, Act_2___)</p> <p><input type="checkbox"/> Before/After School tutoring (Goal ____, Act___)</p> <p><input checked="" type="checkbox"/> Quarterly Progress Monitoring (Goal_1,2___, Act_2,2___)</p> <p><input checked="" type="checkbox"/> PLC's/Clusters (Goal __1,2_, Act__2,2_)</p> <p><input checked="" type="checkbox"/> Cross Curricula Collaboration(Goal _1,4___, Act_2,4___)</p> <p><input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments (Goal _1,2___, Act_2,2___)</p> <p><input checked="" type="checkbox"/> Literacy and Writing Across the Curriculum (Goal _1___, Act_1___)</p> <p><input type="checkbox"/> Summarization Strategies Across the Curriculum (Goal ____, Act___)</p> <p><input checked="" type="checkbox"/> Graphic Organizers in Core Content Areas (Goal _1___, Act__1_)</p> <p><input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners (Goal _1,2___, Act 1,3,3___)</p> <p><input type="checkbox"/> Quarterly Parent Conferences (Goal ____, Act___)</p> <p><input type="checkbox"/> Kagan/Engagement strategies (Goal ____, Act___)</p> <p><input type="checkbox"/> Other (Specify) _____ (Goal ____, Act___)</p> |

| | | <input type="checkbox"/> Other (Specify) _____ (Goal ____, Act____) | |
|--|---|---|----------------------------------|
| | | Goal(s) | Activity(ies) |
| 2. Intervention and Enrichment | <ul style="list-style-type: none"> §1114(b)(7)(ii): Schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. | 1 2 | 1 1 |
| 3. Activities that address the needs of at risk Students Culture and Climate High School (N/A) RTI (Monitoring of Student data and performance) | <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 | 3 3 3 | 3 3 1 |

| | | | |
|---|--|---|---|
| <p>Professional Development</p> <p>Pre-K Transition</p> | <p>Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <ul style="list-style-type: none"> ○ 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. | | |
| <p>4. Parent and Family Engagement</p> | <ul style="list-style-type: none"> ● §1116: Each Schoolwide 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 | <p style="text-align: center;">3 2 1</p> | <p style="text-align: center;">1 5 5</p> |

| | | | |
|--|--|--|--|
| | <p>the parent and family engagement policy in 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. | | |
|--|--|--|--|



SIP DATA.pdf

Part B. Comprehensive Needs Assessment

State Assessment Data:

Use 2015-2016 School Profiles for Principals (attach to SW Plan)

Use 2015-2016 Principal's Report Card:

<http://www.louisianabelieves.com/data/reportcards/2016/>

Other Student Performance Data:

Google Sheets for District Assessments (attach to SW Plan)

STAR Benchmark Report per grade level (attach to SW Plan)

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 | Vocabulary | LEAP |
| 2 | Reading Performance Trend | LEAP |
| 3 | ELA Informational Text | LEAP |
| 4 | Modeling and Application Trend | LEAP |
| 5 | | |
| Areas of Improvement | | |
| | Weaknesses | Data Source |
| 1 | Vocabulary | LEAP |
| 2 | ELA Literary Text | LEAP |
| 3 | ELA Reading Informational Text | LEAP |
| 4 | Expression Mathematical Reasoning Trend | LEAP |
| 5 | Additional and Supporting Content Trend | 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 | The school has security procedures that are consistently followed and I feel my child is safe at school. | I know what to do in the event of an emergency at my school. |
| 2 | My child's school uses a variety of communication methods that includes notes, emails, newsletters, phone calls, conferences, automated phone system, websites, etc. | My school effectively communicates with parents through a variety of communication methods that include notes, emails, newsletters, phone calls, conferences, automated phone system, websites, etc. |
| 3 | I feel my child's school does an adequate job with involving parents in school activities that celebrate student successes and showcase students' talents. | School report card and explained the schools performance scores in ELA and Math in a meaningful manner. |
| 4 | I feel my child's teacher adequately promotes Vocabulary Development and Independent Reading both at school and with home learning activities. | I promote Vocabulary Development and Independent Reading both at school and with home learning activities. |
| 5 | The school my child attends is clean and well maintained. | The school informs parents (at the start of the school year) of its' School Improvement Plan and Parental Involvement Plan in a meaningful manner. |
| Weaknesses | | |
| Parent Survey | | Teacher Survey |
| 1 | My child's school operates a school website that is informative and user friendly. | The school operates a school website that is informative and user friendly. |

| | | |
|---|--|--|
| 2 | I am aware of the variety of instruction resources available to parents on the Lafourche Parish District Homepage and the Louisiana Department of Education website. | The school is clean and well maintained. |
| 3 | My child's teacher adequately provides remediation/intervention when my child does not master reading and math skills. | |
| 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 | Written Expression Trend | ELA | 3 rd and 5 th Grade |
| 2 | Reading Vocabulary | ELA | 4 th Grade |
| 3 | Reading Informational Text | ELA | 3 rd Grade |
| 4 | Additional and Supporting Content Trend | Math | 4 th , 5 th Grade |
| 5 | Expression Mathematical Reasoning Trend | Math | 3 rd , 4 th , 5 th Grade |

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 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 checked="" 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"/> Kagan/Engagement Strategies <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other(Specify) _____ | | | |
| Action Steps | | Persons Responsible | Target Date(s) Timelines | Funding Source(s) and Cost | Documentation |
| 1. | Curriculum and Instruction: <ul style="list-style-type: none"> • Core Teachers Vocabulary implemented throughout the year T chart • Title I Interventionists One part time paraprofessional • Instructional Materials • Instructional Programs Achieve 3000 Accelerated Reading | CES Staff, Administration, Arlene Trosclair | August 17-May 18 | | Achieve 3000 Rubric, Renaissance STAR Reports, Assessments |
| 2. | Monitoring of Student Data and Performance: Weekly PLC's that consist of reviewing and analyzing data RTI meetings held twice a nine weeks | CES Staff, Administration | August 17-May 18 | | Sign In Sheets, RTI documentation |

| | | | | | |
|----|--|---|------------------------|-----------------------|---|
| | Progress monitoring throughout the year | | | | |
| 3. | Programs/Technology: Achieve 3000 STAR Reading | Core Teachers, Administration | August 17-May 18 | | Achieve 3000 Rubric, Renaissance STAR Reports |
| 4. | Professional/Staff Development: (PLC's, Clusters) Weekly PLC's PD in Achieve and Scientific Learning for PD Days PD for vertical alignment and cross curricular collaboration The leadership team will collaborate reviewing data. | CES Staff, Administration. Lisa Morvant | August 17-May 18 | SW Budget (100) | Sign In Sheets |
| 5. | Parental and Family Engagement (Academic): Parental Involvement Activities Grade K and 5 th Transitional meetings Family Literacy Night | CES Staff, Administration | August 17-May 18 | | Sign In Sheets |

Content Area: Math

| | | | | | |
|-------------------------------------|--|--|---|--|--|
| Goal 2 | By 2017-2018, 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 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 type="checkbox"/> Graphic Organizers in Core Content Areas <input type="checkbox"/> Quarterly Parent Conferences <input type="checkbox"/> Other(Specify) _____ | <input checked="" type="checkbox"/> RTI <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"/> Other (Specify)_____ | <input type="checkbox"/> Before/After School tutoring <input type="checkbox"/> Quarterly Progress Monitoring | | |

| Action Steps | Persons Responsible | Target Date(s) Timelines | Funding Source(s) and Cost | Documentation |
|--------------|---------------------|-----------------------------|-------------------------------|---------------|
|--------------|---------------------|-----------------------------|-------------------------------|---------------|

| | | | | | |
|----|--|------------------------------|------------------------|-----------------------|-----------------------------|
| 1. | Curriculum and Instruction: <ul style="list-style-type: none"> • Core Teachers Accelerated Math • Title I Interventionists • Instructional Materials • Instructional Programs <p>Math Time Drills</p> | CES Staff, Administration | August 17-May 18 | | Renaissance STAR Reports |
| 2. | Monitoring of Student Data and Performance: RTI meetings held twice per nine weeks Professional Learning Communities will meet weekly to discuss data. The Leadership Team will meet weekly to discuss action plans based on data. Progress monitoring throughout the year. | CES Staff, Administration | August 17-May 18 | | Sign In Sheets |
| 3. | Programs/Technology: Accelerated Math | Homeroom Teachers | August 17-May 18 | | 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 17-May 18 | SW Budget (100) | Sign In Sheets |
| 5. | Parental and Family Engagement (Academic): Parental Involvement Activities Transition Meetings | CES Staff | August 17-May 18 | | Sign In Sheets |

| | | | | | |
|----|--|--|-----------------------|--|--|
| 2. | PBIS <ul style="list-style-type: none"> ○ The PBIS team meets monthly to review discipline data and plan a monthly Cajun Bash (PBIS Party). ○ Parents are invited to PBIS parties throughout the school year. ○ Green tickets are given as a component of our PBIS plan to encourage positive behavior. Green tickets are pulled for prizes each Friday. ○ Dress down days are given for good behavior. | PBIS Team, Administrators, Core Teachers, Enrichment Teachers, CES Staff | August 2017- May 2018 | | Sign in Sheets, agendas, Cajun Bash Flyers |
| 3. | Strategies in the Classroom <ul style="list-style-type: none"> ○ Green tickets are given to encourage positive behavior. | CES Staff | August 2017- May 2018 | | 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) and Cost | 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 2018 | | 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 2017 | | Sign In Sheet |
| Fifth Grade students will attend Sixth Ward Middle School to tour the school. | Fifth Grade Teachers, administrators, | April 2018 | | Agenda |

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|--|--|--|--|--|
| | Professional School Counselor | | | |
|--|--|--|--|--|

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.

Superintendent’s Signature

Principal’s Signature

Title I Director’s Signature

School Leadership Team Chairperson’s Signature

Part E. Title I and Parental and Family Engagement Budget