

Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2017

Chackbay Elementary School

101 School Lane

Robby Lee

985-633-2348

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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. __13__ 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. 		
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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
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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

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 type="checkbox"/> Whole Brain Teaching <input type="checkbox"/> Other (Specify) _____				
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s) and Cost	Documentation
1.	Parent and Family Engagement Activities <ul style="list-style-type: none"> ○ 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. ○ Parental Involvement activities will be held each nine weeks. ○ Students will be recognized through an Awards Day each nine weeks held at Chackbay Elementary School. ○ Chackbay Elementary School will host a Meet and Greet to welcome all students and parents to our school. ○ Parents are invited to lunch with their children in the cafeteria. ○ CES will implement the Family Engagement Program, Successful Innovations. ○ Chackbay Elementary School will host an Open House for each grade level. ○ CES will host a Pre Kindergarten Orientation to welcome new parents and students with pertinent information. 	Core Teachers, Administrators, Professional School Counselor	August 2017 - May 2018		Parent Surveys, sign in sheets, agendas

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

	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.

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