

Lafourche Parish School District

Developing Life Long Learners



Title I Schoolwide Plan 2023-24

Chackbay Elementary

450 Hwy 20, Thibodaux

Lacy McKinney

985-633-2348

lmckinney@mylpsd.com

Element 1.1 Family and Stakeholder Engagement

Family and stakeholder engagement is critical to developing a schoolwide program. A diverse group of families/parent leaders (including parents of English Learners and students with disabilities) will provide input on the development of the schoolwide plan by offering or connecting families/parents to training to enhance the instructional program and academic achievement of all students at the school. The school will make changes to the schoolwide plan based on input from families/parents.

Description of How Schools Will Implement Required Family and Stakeholder Engagement SIP Components

1. Chackbay Elementary will prepare a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by:
 - EL Plan Meetings and IEP Meetings
 - Email address for feedback provided next to SIP posting on school website
2. Chackbay Elementary will involve parents in the process of reviewing their Schoolwide Improvement Plan (SIP) by:
 - Presenting at Open House
 - Providing a copy for viewing in the front office
 - Presented in Principal's Report at PTC meetings
 - Available on School Website
3. Chackbay Elementary will provide parents of participating students information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
 - Information sent home at beginning of school year
 - Presented at Open House
4. Chackbay Elementary will provide opportunities for parent meetings, when requested, to formulate suggestions and to participate, as appropriate, in decisions about the education for their children. The school will respond to any such suggestions as soon as practicably possible by:
 - Communication through School Status
 - Communication through the CES Facebook page
 - Parent/Teacher conferences
 - SBLC and IEP Meetings
5. The school will provide assistance to parents of students served by the school, as appropriate, in understanding the following topics:
 - The state's academic content standards
 - The state and local academic assessments including alternate assessments
 - How to monitor their child's progress
 - How to work with educatorsChackbay Elementary will assist parents by:
Providing online resources from school and parish website on resource tabs, Google Classroom links, Communication in School Status

6. Chackbay Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training by:
 - Weekly test folders and agenda with behavior comments to be signed and returned
 - Information available in Google Classroom
 - Parent/Teacher Conferences
 - Communication through School Status
 - Family Engagement Activities
7. Chackbay Elementary, with the assistance of its parents, will educate its teachers, support personnel, and school leaders in the value of parents/families, and in how to reach out to, communicate, and work with parents, as equal partners, to build ties between the parents and the school by:
 - Support by administration, instructional coach, and school counselor throughout the year as needed regarding PimPoints, School Status, Google Classroom, CES Facebook page, etc.
 - A representative from each grade level/teacher team will attend a PTC meeting
8. Chackbay Elementary will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers by:
 - Hosting parent activities at school/virtual, parent resources can be checked out, providing tours for Head Start and future students and new families, hosting transition meetings and partnering with community businesses for school events/involvement
9. Chackbay Elementary will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent, practicable, in a language the parents can understand by:
 - Providing translation services as needed
 - Papers sent in more than one language as needed
 - School Status communication offered in the language of parent's choice
10. Chackbay Elementary will provide other reasonable support for parental engagement activities under Title I, Part A at parent(s) request.
11. As a component of the school-level parental engagement component of the schoolwide plan, each school will jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
 - A copy of the Chackbay Elementary grade – level compacts distributed to ALL parents via School Website on or before September 22, 2023.
 - Copies available in front office
12. Examples of changes made to the schoolwide plan based on input from families, parents, and stakeholders include:
 - Input/Feedback requested at PTC meetings held 3 times per year

Element 1.2: Comprehensive Needs Assessment

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; English Language Learners (ELs) and migrant students.

School Leadership Team

Administrator	Lacy McKinney	Curriculum Coach(s)	Tiffany Thibodaux
Administrator	Stephanie Molaison	Counselor	Allison Passman
Teacher/Grade	Taylor Morvant/PreK	Parent	Dodie Fuselier
Teacher/Grade	Taylor Morvant/Kindergarten	Parent/Community Member	Debbie Hebert
Teacher/Grade	Monique Martinez/1st	Teacher/Grade	Michelle Loupe/2nd
Special Education Teacher/Grade	Angelique Rodrigue/Significant Disabilities	Teacher/Grade	Tiffany Thibodaux/3rd
Teacher/Grade	Ashley Hebert/4th	Teacher/Grade	Michelle "Shelly" Becnel/5th

Faculty and Staff

Name	Position	Grade Level and Subject
Lacy McKinney	Principal	
Stephanie Molaison	Administrative Assistant	
Allison Passman	Professional School Counselor	
Dorothy Adams	Secretary	
Tiffany Thibodaux	Curriculum Coach	
Shelly Bergeron	Teacher	PreK
Kandy Cortez	Teacher	PreK
Taylor Morvant	Teacher	Kindergarten
Renee Ordoyne	Teacher	Kindergarten
Emily Szush	Teacher	Kindergarten
Anna Trosclair	Teacher	1 st Grade
Monique Martinez	Teacher	1 st Grade
Katie Kramer	Teacher	1 st Grade
Shannon Talbot	Teacher	2 nd Grade
Morghan Chiasson	Teacher	2 nd Grade
Michelle Loupe	Teacher	2 nd Grade
Katy Becnel	Teacher	3 rd Grade
Chelsea LaGrange	Teacher	3 rd Grade

Tiffany Thibodaux	Teacher	3 rd Grade
Megan Ernestine	Teacher	4 th Grade
Ashley Hebert	Teacher	4 th Grade
Mandy Arceneaux	Teacher	4 th Grade
Shelly Becnel	Teacher	5 th Grade
Lauren Folse	Teacher	5 th Grade
Kristen Champagne	Teacher	5 th Grade
Leslie Talbot	Teacher	Special Education
Angelique Rodrigue	Teacher	Special Education
Katie Rivault	Teacher	Special Education
Amanda Louque	Teacher	Intervention and Enrichment
Lisa Morvant	Teacher	Intervention and Enrichment
Cynthia Owens	Teacher	French
Megan Luke	Teacher	Band
Keith Ledet	Teacher	Band
Denise Benoit	Para	PreK
Mitzi Rodrigue	Para	PreK
Laura Pellegrin	Para	ISS
Penny Kraemer	Para	Library
April Arceneaux	Para	Special Education
Tammy Thibodaux	Para	Special Education
Katie Vicknair	Para	Special Education
Leigh Oncale	Para	Special Education
Elizabeth Dierich	Speech	
Christy Robichaux	Speech	
Angie LeBouef	School Nurse	
Vicki Ordoyne	School Technology Assistant	
Ariel Lirette	Bookkeeper	
Elizabeth Nuccio	Head Custodian	
Ada Legendre	Custodian	
Hazel Benoit	Bus Driver	2223
Glenn Murry	Bus Driver	2240
Delores Holmes	Bus Driver	160
Jennifer Morvant	Bus Driver	2227

Dawn Cone	Bus Driver	45
Julie Guidry	Bus Driver	2207
Adrienne Viator	Educational Diagnostician	
Christy Jones	Social Worker	
Michelle Sykes	School Psychologist	
Kim Badeaux	APE Teacher	
Georgia Elfert	Teacher of Visually Impaired	
Lynn Breaux	Audiologist	
Leslie Bland	Occupational Therapist	
Tonya Tabor	Physical Therapist	
Lani Aucoin	TAG Teacher	
Rachel Klaus	Music TAG Teacher	
Angie Benoit	Art TAG Teacher	
Nadine Nelson	Special Education Program Effectiveness Liaison	
Brittany Bourque	Theatre TAG Teacher	

Lafourche Parish Public School System District Vision Statement

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

Mission: Lafourche Parish Public Schools strive to offer exemplary academic, career, co-curricular, and extra-curricular programs to develop in all students a strong sense of responsibility, citizenship, and respect for others in a safe and nurturing environment.

School Vision and Mission Statement

Vision: 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.

Community Demographics

Lafourche Parish spans about 1,000 square miles for area and has an estimated population of 98,426. The Lafourche Parish School District serves 14,586 students in grades PreK-12 which are 64.9% Caucasian, 21.7% African-American, 7.7%Hispanic, 1% Asian, and 4.7% Native American/Alaskan Native. Students range from 4 years old to 21 years old. About 8% of the student population has physical or mental disabilities. Forty-six percent of the student population has grandparents as caregivers and 37% live in single parent homes of which 67% are below the poverty level. At least 22% of children aged 0-5 and 18% of children aged 6-17 live in poverty. About 29.7% of the local adults never graduated from high school and 16.2% hold a bachelor’s degree.

Student Demographic Data

Student Information: List the number of students in each area

Total Enrollment	Students w/ Disabilities	Gifted and Talented	504	EL	Homeless	Migrant	Neglect and Delinquent	Indian Ed	Foster Care	Immigrant
400	22	13	35	5	15	0	0	3	0	0

Subgroups: List the number of students in each area

Gender		Ethnicity						
Male	Female	White (0)	Black (1)	Hispanic (2)	Asian (3)	Native American / Alaskan Native (4)	Native Hawaiian / Pacific Islander (5)	Two or More Races
209	191	360	28	2	3	0	0	6

Identify Data Sources– Upload all data to Title I Crate

State Assessment Data:

School Performance Score (SPS)		
2018- 2019 Score: 92.2 Letter Grade: A	2021-2022 Score: 93.5 Letter Grade: A	2022-2023* Score: TBA Letter Grade: TBA

Student Performance		
2018- 2019 Score: 88.9 Letter Grade: B	2021-2022 Score: 86.5 Letter Grade: B	2022-2023* Score: TBA Letter Grade: TBA
Student Progress		
2018- 2019 Score: 101.9 Letter Grade: A	2021-2022 Score: 101.9 Letter Grade: A	2022-2023* Score: TBA Letter Grade: TBA

***2022-2023 Data added when received (estimated date: November 2023)**

School is identified as a School in need of Intervention for a subgroup? ___ Yes ___√___ No

If yes, complete the table below

Subgroup	Intervention Label
Subgroup #1 Name	Label

Other Student Performance Data:

2022- 23 ELA District Assessment Data		2022- 23 Math District Assessment Data	
Kindergarten	87.6	Kindergarten	84.15
1 st Grade	89.14	1 st Grade	93.26
2 nd Grade	85.93	2 nd Grade	85.76
3 rd Grade	78.41	3 rd Grade	79.77
4 th Grade	75.87	4 th Grade	79.61
5 th Grade	81.59	5 th Grade	80.42

2022-23 TS Gold Data End of the Year Data			
	Percentage at Below	Percentage at Meeting	Percentage at Exceeding
Pre-Kindergarten - Literacy	0	30.5	69.5
Pre-Kindergarten - Math	5	76.5	21

2022- 23 DIBELS Assessment Spring Data				
	Percentage at Above	Percentage at Benchmark	Percentage at Below	Percentage at Well Below
Kindergarten	38	33	7	22
1 st Grade	26	45	18	11
2 nd Grade	31	32	20	17
3 rd Grade	44	17	17	22
4 th Grade	26	28	23	23
5 th Grade	53	19	13	15

2022- 23 Imagine Math Benchmark Spring Data					
	Percentage at Advance	Percentage at Proficient	Percentage at Basic	Percentage at Below Basic	Percentage at Far Below Basic
Kindergarten	2	81	13	4	0
1 st Grade	14	86	0	0	0
2 nd Grade	38	63	0	0	0
3 rd Grade	2	76	14	5	3
4 th Grade	0	60	30	4	6
5 th Grade	0	48	29	19	4

2022- 23 ELPT Data			
Grade	Percentage at Emerging	Percentage at Progressing	Percentage at Proficient
Kindergarten	0	100% (2 students)	0
1 st Grade	0	66% (2 students)	33% (1 student)
2 nd Grade	0	0	0
3 rd Grade	100% (1 student enrolled March 2023)	0	0
4 th Grade	0	100% (1 student also 504)	0
5 th Grade	0	0	0

2022-23 School – Wide Survey Data:

2022- 23 Strengths			
Parent Survey Data		Teacher Survey Data	Student Survey Data
1	The school provides a safe environment for students 94.3%	Fair expectations for student behavior 100%	Students often/always work hard 92.7%
2	Parents fell well informed about school 94.2%	Clear expectations for student behavior 100%	Teachers/staff care about students 92.6%
3	School regularly communicates with parents 91.3%	Students are pushed to do their best 100%	Teachers help students believe they can succeed 91.6%
2022- 23 Weaknesses			
Parent Survey Data		Teacher Survey Data	Student Survey Data
1	Effectively conducts parent workshops that provide support to parents with resources to improve student learning 56.8%	Enrichment Activities: P.E. 42.4%	Enrichment Activities: French 76.8%
2	Parents don't know how to use the Student Progress Center 46.2%	Enrichment Activities: French 42%	Students are safe in the hallways 40%
3	School helps my family connect with community resources that we need 32.7%	Students sometimes threaten and bully others 30.3%	Teachers help students get excited about learning 32.7%

Prioritized Needs

Prioritized Student Performance Needs			
Priority	Student Performance Needed	Subject Area	Grade Level Focus
1	Increase DIBELS EOY Percentage of Students At/Above Benchmark and ELA Assessment Index	ELA	K-5th
2	Increase Imagine Math EOY Percentage of Students At/Above Proficient and Math LEAP Assessment Index	Math	3 rd -5 th
3	Subgroup-EL students' score Proficient on ELPT	All	K-5th
4	Decrease number of suspensions	All	All
5	Increase participation in P.E.	All	All

School Goals:

- ELA Goal: All students will be able to competently address the reading and 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.
- Science Goal: All students will be able to apply content knowledge, investigate, evaluate, and reason scientifically, and connect idea across disciplines.
- Social Studies Goal: All students will be able to build knowledge of the world by examining and evaluating information from an array of sources.

Element 1.3: Strategies for Improvement

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

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

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
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 Title I Schoolwide Plan

2. Include All Stakeholders in development of Title I Schoolwide Plan	Component 2 §1114(b)(2) The schoolwide plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determine by the school;	Signature Page Leadership Team Meetings Uploaded to Title I Crate
3. District Monitoring of Title I Schoolwide Plan	Component 3 §1114(b)(3) The schoolwide plan remains in effect for the duration of the school's participation under this part, except the plan and its implementation shall be regularly monitored and revised as necessary based on students' needs to ensure that all students are provided opportunities to meet the challenging State academic standards;	Mid and EOY District Monitoring Site Visit Documentation
4. Access to the Title I Schoolwide Plan	Component 4 §1114(b)(4) The schoolwide plan is available to the local education agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand; and	School Website, hard copy in front office, School Website
5. Coordination of Services	Component 5 §1114(b)(5) The schoolwide plan, if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start Programs, adult education programs, career and technical programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d);	Action Plan and Budgets
6. Comprehensive Needs Assessment	Component 6 §1114(b)(6): A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.	Element 1.2 of SIP
ESSA Components	ESSA Component Requirements of Title I Schoolwide Plan	
1. Reform Strategies	Component 7 §1114(b)(7)(A)(i): The schoolwide plan activities include a description of: <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. 	Action Plan Goals
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. 	Action Plan Goals

<p>3. Activities that address the needs of at-risk Students</p> <p>Culture and Climate</p> <p>High School (N/A)</p> <p>MTSS (Monitoring of Student data and performance)</p> <p>Professional Development</p> <p>Student Transition</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 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>Action Plan Goals</p>
<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 	<p>Action Plan Goals</p>

	<p>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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Element 1.4: Student Support Services

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

Plan of Action

Content Area: ELA		
Goal 1	<p>School Goal: Increase ELA Assessment Index from 92.33 to 95 on 2024 LEAP Assessment Teacher Goal: Increase ELA NIET Average from 3.54 to 3.60 on observation conducted during the 2023-24 school year Student Goal: Increase percentage scoring At Benchmark or higher on DIBELS Spring Benchmark in April/May 2024 by 5% (Kindergarten 76%, 1st Grade 76%, 2nd Grade 68%, 3rd Grade 66%, 4th Grade 59%, 5th Grade 77%)</p>	
Evidence Based Strategy(ies)	<p><u>Check all that Apply:</u> ✓ Initial Screening and Benchmark Assessment</p>	<p>✓ Before/After School tutoring ✓ Progress Monitoring</p>

	<ul style="list-style-type: none"> • <u>Instructional Materials</u> <ul style="list-style-type: none"> ○ Amplify CKLA Materials of Instruction ○ Amplify Reading Materials of Instruction • <u>Instructional Programs</u> <ul style="list-style-type: none"> ○ mClass ○ KidBiz ○ AR ○ DIBELS ○ Project Read ○ Soliday ○ Amplify Reading ○ iReady ○ After School Tutoring ○ Heggerty 	Homeroom Teachers	Ongoing		Lesson Annotation/Program Reports
2.	<p>Monitoring of Student Data and Performance: MTSS/RTI/SBLC Process - Data Instruments (frequency): Benchmark screening with DIEBELS (BOY, MOY, & EOY) Grade Level PLCs (conducted weekly) Report Card Grades (monitored quarterly) Progress Monitoring (bi-weekly) District Assessments (according to district pacing guide) Monitored by Administration, Interventionists/RTI Chair, SBLC Chair, and Core Classroom Teachers</p>	Administration, RTI Chair, SBLC Chair	Weekly/Quarterly	District Funds	Meeting Records with Date & Signatures
3.	<p>Programs/Technology: mClass Intervention – ELA teachers, Interventionists, SPED teachers Amplify Reading – ELA teachers Illuminate – 3rd-5th Grade teachers Accelerated Reader – Library Para Imagine Language and Literacy – Interventionists Amira – Interventionists Language Power – Interventionists Phonics Boost – Interventionists iReady – SPED teachers Online tools training – 3rd-5th Grade Teachers DIBELS – Interventionists, Homeroom Teachers</p>	Library Para Interventionists Homeroom Teachers	August 2023-May 2024	District and/or School Funds	Program Reports
4.	<p>Professional/Staff Development: Curriculum Coach and Administration will provide teacher collaboration and PLCs on data analysis, lesson planning/annotation, and aligned instruction to ensure that</p>	Curriculum Coach and Administration	Weekly/Ongoing	District and/or School Funds	Agendas and Sign In Sheets

	instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.				
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 and stakeholders provide input on the development of the schoolwide plan. Parents will participate in quarterly Title I Family Engagement activities, PTC meetings, Grandparent's Day Activity, Grade Level Activities, etc. 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. 	Administration School Counselor	Monthly/ Quarterly	School Funds	Calendars Newsletters Agendas/Sign In Sheets School Website and Facebook Page School Status

Content Area: Math		
Goal 2	School Goal: Increase Math Assessment Index from 87.22 to 90 on 2024 LEAP Assessment Teacher Goal: Increase Math NIET Average from 3.61 to 3.65 on observations conducted during the 2023-24 school year Student Goal: In Kindergarten, 3 rd Grade, 4 th Grade, and 5 th Grade, increase percentage scoring Proficient or higher on Imagine Math Spring Benchmark in April/May by 5% (Goals: Kindergarten 88%, 3 rd Grade 83%, 4 th Grade 65%, 5 th Grade 53%). In 1 st Grade and 2 nd Grade, increase percentage of students scoring Advanced on Imagine Math Spring Benchmark in April/May 2024 by 5% (Goals: 1 st Grade 19%, 2 nd Grade 43%)	
Evidence Based Strategy(ies)	<u>Check all that Apply:</u> <input checked="" type="checkbox"/> Initial Screening and Benchmark Assessment <input checked="" type="checkbox"/> Extended Learning for At-Risk During the School day <input checked="" type="checkbox"/> Teacher Collaboration Support/PLC's/Clusters <input checked="" type="checkbox"/> Cross Curricula Collaboration <input checked="" type="checkbox"/> Core Content Alignment with Standards and Assessments <input checked="" type="checkbox"/> RTI / MTSS/ CLCs <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 <input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners <input type="checkbox"/> Quarterly Parent Conferences	<input checked="" type="checkbox"/> Before/After School tutoring <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Engagement Strategies <input checked="" type="checkbox"/> Instructional Leadership Team Support <input checked="" type="checkbox"/> Teaching Standards Support <input type="checkbox"/> Principal Standards Support <input type="checkbox"/> Career Pipeline Support <input type="checkbox"/> mClass Intervention <input type="checkbox"/> FastBridge <input checked="" type="checkbox"/> Other (Specify) <u>Eureka Equip (Grades 4 & 5)</u> <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Other (Specify) _____

Action Steps	Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Success Criteria
<p>1. Curriculum and Instruction:</p> <ul style="list-style-type: none"> ● Core Teachers <ul style="list-style-type: none"> ○ Instruction 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, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in Math through whole group instruction, small group instruction, Imagine Math, enrichment, & interventions ● Curriculum Coach <ul style="list-style-type: none"> ○ will support teachers with Tier I curriculum implementation though planning, one-on-one coaching, co-teaching, modeling and providing feedback. ● Title I Interventionist/Tutors <ul style="list-style-type: none"> ○ will provide differentiated instruction for at-risk students, including economically disadvantaged, EL, Migrant, Homeless, Indian Ed, Foster Care, and 504, & 1508 students based on individual needs in Math through small group instruction, & interventions targeting skill deficits & fluency ○ Tutor/Enrichment/Intervention Teacher/Para - tutoring, intervention, and/or enrichment will be provided based on the students needs. Intervention Prescription Sheets will be utilized to ensure alignment with the CORE Classroom ● Instructional Materials <ul style="list-style-type: none"> ○ Eureka (Book, Workbook, Online Tools) ○ Differentiated Lessons ● Instructional Programs <ul style="list-style-type: none"> ○ ZEARN ○ Imagine Math ○ Imagine Math Facts ○ Eureka Equip ○ After School Tutoring ○ Early Numeracy Intervention Program 	<p>Homeroom Teachers</p> <p>Curriculum Coach</p> <p>Interventionists</p> <p>Homeroom Teachers Interventionists</p>	<p>August 2023-May 2024</p> <p>August 2023-May 2024</p> <p>August 2023-May 2024</p> <p>Ongoing</p>	<p>District and School Funds</p> <p>District and School Funds</p> <p>District & School Funds</p> <p>District and School Funds</p>	<p>Lesson Plans/Annotations Observations</p> <p>PLC Sign-In Sheets and Agendas</p> <p>Tutoring Payroll/Time clock Report Card Grades</p> <p>Lesson Plans Program Reports</p>
<p>2. Monitoring of Student Data and Performance: MTSS/RTI/SBLC Process - Data Instruments (frequency): Benchmark Screening with Imagine Math (BOY, MOY, & EOY)</p>	<p>Administration RTI Chair SBLC Chair</p>	<p>Weekly/ Quarterly</p>	<p>District Funds</p>	<p>Meeting Records with Dates and Signatures</p>

	Report Card Grades (monitored quarterly) Progress Monitoring (bi-weekly) District Assessments (according to district pacing guide) Monitored by Administration, Interventionists/RTI Chair, SBLC Chair, and Core Classroom Teachers				
3.	Programs/Technology: Imagine Math – Math Teachers Imagine Math Facts – Math Teachers Illuminate – 3 rd -5 th Grade Math Teachers iReady – SPED Teachers ZEARN – Math Teachers Online tools training – 3 rd -5 th Grade Teachers	Interventionist Homeroom Teachers	August 2023-May 2024	District and School Funds	Program Reports
4.	Professional/Staff Development: Curriculum Coach and Administration will provide support through teacher collaboration and PLCs on data analysis, lesson planning/annotation, and aligned instruction to ensure that instruction is effective and programs are implemented correctly and with fidelity in order to increase student achievement.	Administration	Weekly/ Ongoing	District and School Funds	Agendas and 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 will participate in quarterly Title I Parental Involvement activities including PTC meetings, Grandparents' Day Activities, Grade Level Activities, etc. 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. 	Administration School Counselor	Monthly/ Quarterly	School Funds	Calendars Newsletters Agendas/Sign In Sheets School Website and Facebook Page School Status

Culture and Climate		
Goal 3	School Goal: Chackbay Elementary School will build a positive culture and climate by creating a school environment that is positive, welcoming, friendly, safe and orderly. Teacher Goal: Increase Expectations NIET Average from 3.71 to 3.75 on observations conducted during the 2023-24 school year. Student Goal: Meet the criteria to earn at least 80% of the monthly PBIS incentives.	
Evidence Based Strategy(ies)	<u>Check all that Apply:</u> <ul style="list-style-type: none"> ✓ PBIS ✓ RTI / MTSS/ CLCs ✓ Instructional Support Services 	<ul style="list-style-type: none"> ✓ Engagement Strategies ✓ Counseling <input type="checkbox"/> School-based mental health programs ✓ Other (Specify) <u>parent conferences</u>

		<input type="checkbox"/> Mentoring Services	<input type="checkbox"/> Other (Specify) _____		
Action Steps		Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Success Criteria
1.	Parent and Family Engagement Activities <ul style="list-style-type: none"> ○ Quarterly Grade Level Activities ○ Social Media Safety Workshop ○ Parent Link and Resources ○ Cajun Carnival ○ Field Trips ○ PTC Meetings ○ PTC sponsored activities 	Core Teachers Administrators School Counselor	August 2023- May 2024	School Funds	Calendars Flyers Sign in Sheets Facebook Posts School Status
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) ○ School Wide Expectations announced daily – C: Care for and respect others; E: Expect to reach excellence; S: Safety first ○ Shining Apples – Student of the Month ○ Terrific Kids Program (chosen quarterly) ○ Green Ticket Reward System 	PBIS Team CES Staff	August 2023- May 2024	School Funds	Sign In Sheets Agendas Cajun Bash Flyers Facebook Posts PBIS Book of Products
3.	Strategies in the Classroom and for teachers <ul style="list-style-type: none"> ○ Lesson Plans for Rules/Expectations ○ Each Grade Level has representative who attends monthly PBIS meeting and quarterly Crisis meeting. ○ Discipline Action Steps and Protocols ○ Google Folder with Resources ○ School Status 	CES Staff	August 2023- May 2024	School Funds	Observations Student planners/ Communication Folders

Element 1.5: Student Opportunities

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

State of Louisiana Critical Goals: Louisiana Students will:

- Students enter kindergarten ready
- Students will achieve Mastery level on third-grade assessments and enter fourth grade prepared for grade-level content

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

The educational priorities include the following:

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships

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

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

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

Safeguarding the Interests of Historically Underserved Populations

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

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

Element 1.6: Multi - Tiered Systems of Support for Behavior

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

Schoolwide tiered model to prevent and address behavior issues: All students are expected to meet criteria to earn the opportunity to attend the monthly PBIS incentive/party. Students who do not successfully meet this criteria receive

interventions from the school counselor. Students who exhibit repeated violations to the LPSD Student Code of Conduct receive Tier II and/or Tier III interventions.

List process/activities: PBIS –

- Tier I Activities: monthly PBIS meetings, green ticket weekly drawings, monthly Cajun Bash, Poppin In To See for Homework (popcorn), Bus Rider of the Week.
- Tier II Activities: Second Step Program
- Tier III Activities: behavior support plan

2022-23 Discipline Data

Total ISS	Total OSS	Total Alt Site	Total of All
30	3	0	33

SWPBIS Tiered Fidelity Inventory 2022-23 – Uploaded into Title I Crate

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

Element 1.7: Professional Development

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

Lafourche Parish School District embeds district wide Professional Development days in their school calendar. For 2023-24, those dates are August 3 - 4, September 5, and October 10. All school personnel participate in meaningful opportunities based on district/school needs. Sign in sheets and agendas uploaded to Title I Crate to maintain a record of Professional Development activities and participants.

Schoolwide Professional Development:

Leadership Team meetings will be held weekly on Tuesdays. PLC's will be conducted weekly on Thursdays. Each grade level/team has a representative on the Leadership Committee who is responsible for tasks and communication regarding Leadership.

Element 1.8: Student Transition

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

ESSA Required Transition Activities

Select all that apply:

- Pre-School to Kindergarten
- Lower Elementary to Upper Elementary
- Elementary to Middle School
- Middle School to High School

Action Steps - Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.	Persons Responsible	Target Date(s) Timelines	Funding Source(s)	Documentation Upload to Title I Crate
CES Kindergarten staff will host an Orientation for all students entering Kindergarten	Kindergarten Teachers Administration	August 2023	School Funds	Sign-In Sheet Agenda
Sixth Ward Middle School administration/counselor will visit CES to meet with 5 th grade students to discuss scheduling 5 th Grade students will attend Sixth Ward Middle School to tour the school	5 th Grade Teachers, School Counselor, Administration	May 2024	School Funds	Approved Permits/forms Scheduling forms

Element 1.9: Supplement not Supplant

To demonstrate compliance, the LEA must demonstrate that the methodology used to allocate State and local funds to each Title I school ensures the school receives all of the State and local funding it would otherwise receive if it were not receiving the Title I funds. The new ESSA requirement went into effect December 15, 2017. No LEA shall be required to:

- identify individual costs or services as supplemental; or provide services through a particular instructional method or setting to demonstrate compliance. The Secretary may not prescribe the specific methodology a LEA uses to allocate State and local funds to each Title I school.

District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I hereby certify that this plan contains the required components as mandated by the Every Student Succeeds Act.
 - **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.

School Assurance:

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

Element 2.0: Adoption

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

Candace Smith

This schoolwide plan adopted by Chackbay Elementary on June 6, 2023 and will be in effect for the 2023-2024 school year. Schoolwide plans remain in effect for the duration of the school's participation in Title I, except that schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards. Lastly, schoolwide plans must be available to the school system, parents, and the public. The information contained in the plan should be in a language that the parents and the public can understand.

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

Candace Smith

This schoolwide plan adopted by Chackbay Elementary on June 6, 2023 and will be in effect for the 2023-2024 school year. Schoolwide plans remain in effect for the duration of the school's participation in Title I, except that schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards. Lastly, schoolwide plans must be available to the school system, parents, and the public. The information contained in the plan should be in a language that the parents and the public can understand.

The schoolwide plan will be on the school website and will be available in the school office no later than September 22, 2023.

Federal Programs Supervisor's Signature



Principal's Signature

ESSA Compliance Executive Coordinator's Signature



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

Title I and Parental and Family Engagement Budget