**East Baton Rouge Parish School System**

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**Title I Schoolwide Program Plan**

**School Name:**

Pre-K through 5th

2000 College Drive

Baton Rouge, LA 70808

Catasha Edwards

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**2017-2018**

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# 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 eight required components as of a Schoolwide Plan:
  + (Component 1): Comprehensive Needs Assessment
  + (Component 2): Schoolwide Reform Strategies
  + (Component 3): High Quality and On-going Professional Development
  + (Component 4): Strategies to Increase Parental Involvement
  + (Component 5):Early Childhood Transition
  + (Component 6):Use of Academic Assessments
  + (Component 7): Effective and Timely Assistance to Struggling Students
  + (Component 8): Coordination and Integration of Federal, State, and Local Services and Programs
* I further certify that the information in this assurance is true and correct to the best of my knowledge.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Principal |  | Date |
| Executive Director |  | Date |
| Superintendent or Designee |  | Date |

# Louisiana Focus Areas:

* Early Childhood
* High Quality Classroom Teaching
* High School Pathways

**Goals**

**District Goals:** The East Baton Rouge Parish School System will be a top ten Louisiana district by 2020, building an innovative and globally-competitive educational choice for all families.

1. **Early Childhood Education**

The East Baton Rouge Parish School System (EBRPSS) will provide all pre-kindergarten children equal access to high-quality options that ensure young students enter kindergarten ready to learn.

1. **Academic Expectations**

All students in the EBRPSS will complete a comprehensive and rigorous academic curriculum that builds workforce and college preparedness, and cultivates an appreciation for knowledge.

1. **Governance/Accountability/Efficiency**

The EBRPSB will lead the EBRPSS to the 2020 goal of being a top ten school system by maintaining a focus on excellence and by holding accelerating student achievement as the priority focus of all governance policies, accountability mechanisms, and financial resource allocations.

1. **Culture and Safety/School Climate and Human Capital**

The EBRPSS will recruit and retain only those teachers, school leaders, and administrators who provide an excellent education to all students and crate a learning environment that drives high student achievement and safety. EBRPSS will identify and confront all barriers and constraints that prevent having an excellent teacher in every classroom and excellent leader in every school.

1. **Neighborhood Schooling/School Choice**

The EBRPSS will engage in an effort to re-create true neighborhood schools while maintaining students’ right to choose to attend any magnet or other school of choice in the district provided they can meet that school’s admission requirements.

1. **Community and Parental Involvement**

All EBRPSS schools will provide an inviting, trustworthy environment in which parents, families, and businesses can be involved in student learning and development.

**School Goal:** (A goal states the general education outcome for the school. Each goal should: 1) clearly state the direction for school improvement, 2) link to improving student learning, and 3) accurately address the school’s weaknesses as identified in the SPS indicators, percent proficient data, or other standardized assessments.)

**To improve student scoring mastery and advanced in the areas of ELA from to 92% in the spring of 2016 and 2017 to 94%in the spring of 2018 as we implement the 5 Pillars of effective magnet schools with fidelity.**

# East Baton Rouge Parish School System District Vision and Mission Statements

***Mission:*** The East Baton Rouge Parish School System, in partnership with our community, educates all students to their maximum potential in a caring, rigorous and safe environment.

***Vision:*** All East Baton Rouge Parish School System students will graduate with the knowledge, skills and values necessary to become active and successful members of a dynamic learning community.

# School Vision and Mission Statement

***Vision:***  WHAM’s vision is to educate the whole child -***academically, socially, emotionally, and physically-***

developing successful and productive citizens for a diverse and changing world.

***Mission:*** A child centered program nurturing academic and social success.

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**Data Portfolio** - **Title I Schoolwide Programs:** *Component 1*

**Comprehensive Needs Assessment Data**

# The types of data in the table should make up the Data Portfolio housed at school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stakeholder** | **Data Types** | | | |
| *Cognitive* | *Attitudinal* | *Behavioral* | *Archival* |
| *Administrators* |  | * *Administrator Interview* | Attendance Rate | Demographic Data |
| *Teachers* |  | Teacher Focus Group  * *Teacher Survey* | Classroom ObservationsWalkthroughsAttendance Rate | Demographic Data |
| *Students* | * + *iLEAP*   + *LEAP*   + *End-of-Course (EOC)*   + *ACT*   + *DIBELS*   + *DRA*   + *Benchmark Assessments*   + *STAR*   + *SRI*   + *Successmaker*   + *Etc.* | Student SurveyStudent Focus Group | Classroom ObservationsWalkthroughsDiscipline RatesAttendance Rates | School Report CardDemographic DataSubgroup Component Data |
| *Parents* |  | * *Parent Survey* * *Parent Focus Group* | * *Attendance Rates (school participation)* | Demographic Data |

**ESSA Schoolwide Plan Requirement 1:** *Conduct a Comprehensive Needs Assessment (CNA)*

**Comprehensive Needs Assessment Summary Report for SY 2017-2018 Title I Schoolwide Planning**

* Strengths and Weaknesses are derived from cognitive student data: the “**what**.” Strengths and Weaknesses determine areas of focus – lead to goals objectives.
* Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why**.” Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).

A schoolwide program shall include a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in Public Law 107-110 - Section 1111(b)(1). The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

**STRENGTHS**

**Part Ia:** **Strengths** - Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

|  |  |  |
| --- | --- | --- |
| **STRENGTHS** | | **DATA SOURCE/INSTRUMENT** |
| 1. | 100% Proficiency in ELA for 3rd and 5th  grade ILEAP | School Performance Report-iLEAP |
| 2. | 100% Proficiency in Math for 3rd and 5th grade ILEAP | School Performance Report-iLEAP |
| 3. | 80 % of students in grades 3-5 scored at levels of Advanced and Mastery in Science.  (66%- 3rd, 90% - 4th Grade, and 83%- 5th grade) | School Performance Report-iLEAP |

**Part IIa:** **Contributing Factors to Strengths based on Data Triangulation** (must list at least three findings to justify a contributing factor) **-** List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified strengths:

|  |  |
| --- | --- |
| **Contributing Factor: :** Implementation of Junior Great Books and Inquiry-Based Learning in grades 1-3 has provided students opportunities to expand their Reading and analyzing abilities. | |
| Domain: 500  Sub domain: 510, 520, 550 | |
| **Instrument(s):** **):** School Performance Reports, LEAP and ILEAP Data, 2015-2016 ; Archived data from LEAP, iLEAP and PARCC; Classroom Observations and Walkthroughs | |
| **Data Type:**  1. Archival  2. Cognitive  3. Behavaioral | **Findings**  1. Archived data for iLEAP, LEAP, and PARCC data for 7 years indicates that students performed at 94% or higher proficiency in ELA  96% or higher proficiency in Math.  2. 94% of students in grades 3-5 had strong command of the major content of the mathematical standards as indicated by 2015-2016  iLEAP and LEAP data.  3. During Collaborative planning sessions, student work samples indicated a strong understanding of mathematical practices. |

|  |  |
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| **Contributing Factor: :** The Implementation of the Louisiana State Standards for science aligned with the inquiry-based instruction in the classroom and science lab settings have provided students with a deeper understanding and ability to apply science content. | |
| Domain: 500  Sub domain: 510, 520, 550 | |
| **Instrument(s):** | |
| **Data Type:**  1. Archival  2. Cognitive  3. Behavioral | **Findings**  1.Trend data for iLEAP, LEAP, and the past four years indicate 96% or higher proficiency in Science  2. The school average score for the science and environment content standard was 87% on the 2016 iLEAP and LEAP assessments.  3. COMPASS observations of science classes indicated high levels of students engaged in authentic learning. |

|  |  |
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| **Contributing Factor:** The Implementation of the Louisiana State Standards for science aligned with the inquiry-based instruction in the classroom and science lab settings have provided students with a deeper understanding and ability to apply science content. | |
| Domain: 500  Sub domain: 510, 520, 550 | |
| **Instrument(s):** | |
| **Data Type:**  1. Archival  2. Cognitive  3. Behavioral | **Findings**  1. Trend data for iLEAP, LEAP, and the past four years indicate 96% or higher proficiency in Science.  2. The school average score for the science and environment content standard was 87% on the 2016 iLEAP and LEAP assessments.  3. COMPASS observations of science classes indicated high levels of students engaged in authentic learning. |

\*Must list at least three findings to justify a Contributing Factor.

**WEAKNESSES**

**Part Ib:** **Weaknesses** - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

|  |  |  |
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| **WEAKNESSES** | | **DATA SOURCE/INSTRUMENT** |
| 1. | 29 % of students in grades 3-5 scored moderate or weak in the area of Vocabulary. (29%- 3rd, 22% -4th, 36% -5th ) | 2016 LEAP Assessment |
| 2. | 54% of students in grade 3 scored moderate or weak in the sub claim of written expression. | 2016 LEAP Assessment |
| 3. | Students in grade 5 scored lower on the computer based benchmark assessment in the Fall of 2016 than on the paper-based assessment administered in the Fall of 2105. | District Benchmark Pre-test |

**Part IIb:** **Contributing Factors to Weaknesses based on Data Triangulation** (must list at least three findings to justify a contributing factor) **-** List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

|  |  |
| --- | --- |
| **Contributing Factor:** Students need more opportunities to read grade level appropriate text and provide written/verbal responses to address rigorous standards-based questions in grades K-3. | |
| Domain: 500  Sub domain: 510, 520, 550 | |
| **Instrument(s):** School Performance Reports, iLEAP and LEAP Data, 2014- 2015; Archived data from iLEAP and LEAP; Classroom Observations and Walkthroughs | |
| **Data Type:**  .  2. Cognitive  3. Behavioral | **Findings**   1. 1. **Over a 4 year period, students have scored lower on written/verbal response items than multiple choice items.** 2. 2. 54% of students in grade 3 scored moderate or weak in the sub claim of written expression. 3. During PLCs it has been observed that teachers assessment practices have been centered on more multiple choice level questions (DoK1 and DOK 2) than more open ended rigorous written responses in grades k-3 (DOK 3 and D |

|  |  |
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| **Contributing Factor: Students need additional strategies and experiencing in applying vocabulary skills across the curriculum** | |
| Domain: 500  Sub domain: 510, 520, 550 | |
| **Instrument(s):** **):** School Performance Reports, LEAP and ILEAP Data, 2015-2016 ; Archived data from LEAP, iLEAP, Classroom Observations and Walkthroughs | |
| **Data Type:**  1. Archival  2. Cognitive  3. Behavioral | **Findings**  1. For the past two years students have scored lower in the area of vocabulary on standardized assessments.  2. 29 % of students in grades 3-5 scored moderate or weak in the area of Vocabulary on the 2016 LEAP Assessment.  3. In Grade Level conversations teachers have observed the increased rigor associated with vocabulary application necessary to master the Louisiana State Standards. |

\*Must list at least three findings to justify a Contributing Factor.

Action Plan

**Title I Schoolwide Program Components:** 1, 2, 3, 4, 6, 7, 8

**ESSA Schoolwide Plan Requirements 2 and 3:** *Prepare a comprehensive Schoolwide Plan. Annually evaluate the Schoolwide Plan*

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| --- | --- | --- | --- |
| **Content Area(s): *ELA, Math, Science, Social Studies*** | | | |
| **Weakness(es):** | Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each core content area as appropriate.*** | | |
| **Objective(s):** | An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. ***Identify objectives for each core content area as appropriate.***  29 % of students in grades 3-5 scored moderate or weak in the area of Vocabulary.  (29%- 3rd, 22% -4th, 36% -5th )  54% of students in grade 3 scored moderate or weak in the sub claim of written expression. | | |
| **Research-Based Strategy(ies):** | Each strategy should:   * Be aligned and designed to achieve the objective(s) * Address underlying causes of strengths & weaknesses * Be appropriate for the needs of targeted student population * Be implemented with available fiscal and human resources * Have clear curricula, instruction, and classroom assessment for targeted content areas | ***NOTE: Select additional strategies as appropriate*** | |
| Core 6 Strategies | Universal Design for Learning |
| Technology Integration | Meaningful Engaged Learning |
| Data-Driven Decision Making | Curriculum Alignment |
| Response to Intervention | Strategic Instruction Model |
| Job-Embedded PD |  |

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| **Action Steps (aligned to the Strategy(ies) selected)** | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Curriculum** (what will be taught)**:**  State standards will be implemented, as appropriate, for each core content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized.  The schools will effectively implement the Louisiana Standards for ELA, math, science, and social studies as outlined by the LADOE and EBR Schools’ Dept. of Curriculum by looking at textual resources and text complexity; focusing on building student ability to read and understand grade level complex text and express that understanding clearly through writing and speaking across all content areas. An emphasis will be on the development of curriculum built around the 5 Pillars (Diversity, Innovative Curriculum and Professional Development, Academic Excellence, High Quality Instructional Systems, and Family and Community Partnerships) of effective Magnets Schools. Additional and supplemental learning materials will be purchased to support the Louisiana State Standards. | Principal  Magnet Site Coordinator, Literacy Specialist, Instructional Specialist, Dean of Students  All Teachers | August 2017- May 2018 (Daily) | Curriculum Support Materials  Ready Louisiana Test Prep  $4,193.00,T1SW  Additional Support Materials  $4,185.00, T1SW | Analysis of student writing across all content areas during weekly Professional Learning Communities.  Weekly writing instruction for students in grades 2-5 by the Literacy Specialist. |
| **Instruction** (what it will look like in the classroom)**:**  Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.  *Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including the use of Core 6 Strategies: Reading for Meaning, Compare and Contrast, Inductive Learning, Circle of Knowledge, Write to Learn, and Vocabulary’s Code.*  Additional strategies that will be utilized include:  Standards based technology infused instruction through the lens of the Magnet Foci and built around the 5 Pillars of effective Magnet Schools.  The “Bump up” tutoring program will be utilized to support students in grades 3-5 to address academic needs for students.  Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. (***Identify core content interventions as appropriate).***   * Standards-based remediation and interventions will be provided * Target “bubble students” to increase proficiency levels.   Each month, teachers will use a different Core Values topic to engage students in   * Discussions based on open-ended prompts * Supplemental activities such as art and journaling * Infuse technology throughout the school (i.e. robotics, STEAM activities, etc.) | Literacy Specialist, Instructional Specialist,  All Teachers | August 2017- May 2018 (Daily) | Instructional  Technology  Purchases  Brain pop,  Weather Bug  Electronic Devices  $15,000.00, T1SW | Weekly Lesson Plans,  Classroom Walkthroughs, Students Assessment Results |
| **Formative Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**  The school will design and implement common formative assessments in writing and across the curriculum, for grades K-2 that are aligned to the Louisiana Student Standards. Students in grades 3-5 will be assessed using rubrics. | Literacy Specialist, Magnet Site Coordinator, All Teachers | August 2017- May 2018 (Daily) | Edulastic  $1,000.00 T1 SW | Common Formative Assessments created through Edulastic, and Teacher made |
| **Professional/Staff Development** (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments)**:**  Administrators, teachers, and other instructional leaders will participate in district and non-district workshops and conferences on utilizing research-based instructional strategies. The initial, follow-up and/or update trainings includes such topics / activities as   * Core 6 Strategies * Technology Integration * ***Next Generation Science Standards***   During weekly team meetings, teachers will utilize student data to collaboratively develop activties and lesson plans that incorporate varied instructional strategies into the curriculum.  Areas of support identified through student achievement, classroom walkthroughs and PLC’s will be utilized to develop a school-wide professional development calendar. Teachers will attend state, regional, and national conferences to gain knowledge about current best practices in education. | Principal,  Magnet Site Coordinator, Instructional Specialist, Dean of Students Selected Teachers | August 2017- May 2018 (Daily) | In/Out of Parish Travel for Conferences  $7,500.00 T1,SW | Agendas for PLCs  Conference |
| **Parental and Family Engagement:**  Topics such as the school calendar, home-school partnerships, and the A3 + C initiative will be shared with parents in such activities as   * Orientation / Back to School Bash * Workshops for parents, family, and the community * Newsletters and school website * Monthly parental involvement activities have been placed on the school calendar by collaboration of teachers, parents, and staff. * School App will be purchased to increase parent communication   Additional parent and family engagement activities include (***Identify additional activities as appropriate)*** | Principal, Teachers, Staff, Parents, Volunteers | August 2017- May 2018 (Daily | School Info/ App  $1, 232.00 T1, SW |  |
| **Summative Assessments**: All students will complete the district Benchmark Assessments and state. Students in grades 3-5 will complete state assessments. Classroom teachers will create unit assessments aligned to the Louisiana State Standards. | | | | |

# Instruction by Certified Teachers – Certified Teacher Recruitment

**(Title I Schoolwide Component 3)**

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| --- | --- | --- | --- | --- | --- |
| **District Goal(s):** |  | | | | |
| **School Objective(s):** |  | | | | |
|  | | | | | |
| **Action Steps** | | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Evidence of Effectiveness**  **(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)** |
| **The Principal team will conduct monthly walkthroughs.** | | **Principal, Administrative Staff** | August 2017- May 2018 |  | **EBR Walkthrough Form and Data** |
| **The Principal will conduct two Compass evaluations yearly** | | **Principal, Administrative Staff** | August 2017- May 2018 |  | **Compass Observations** |
| **The teachers will attend professional development opportunities provided by the district and school to stay current on best practices.** | | **Principal, Administrative Staff** | August 2017- May 2018 |  | **Professional development sign- In sheets** |
| **The principal and administrative will attend yearly job fairs to recruit highly qualified teachers.** | | **Principal, Administrative Staff** | August 2017- May 2018 |  | **File of resumes for highly qualified applicants** |

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# Additional Parent and Family Engagement Activities

(Other than those included in Academic Goals)

**(Title I Schoolwide Component 6)**

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| **District Goal(s):** | The district will work to:   1. Ensure that parents have the necessary knowledge and skills to be proactive advocates for their children. 2. Provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready. 3. Provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families. | | | | |
|  | | | | | |
|  | **Action Steps** | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Evidence of Effectiveness**  **(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)** |
| **Weakness(is):**  **Objective(s):** | **Parental Involvement/Instruction** (Identify each activity according to the Epstein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community)**:**  PTO- Open House (DM)  Room Parents (V)  Wiz Givers (CC, V)  Student of the Month Luncheon (C)  LEAP Olympics (V,C,CC)  Wild Life Warrior (V, CC)  Garden Workdays (CC, C)  School Carpool (D, M)  Green Week (V, CC)  STEAM Night (L@ H, P, V, CC)  Moonlight in the Gardens (CC, P, V) | PTO, Principal, Clerk, Secretary, Parents, Classroom Teachers, Volunteers | August 2017- May 2018 (Daily |  | Computer Log Sign In  Event Sign In Sheets  Parent Survey Results |

# Transition to Next Level School Programs

**(Title I Schoolwide Component 7)**

**Choose Appropriate Level**  **Preschool to Elementary School**

**Elementary School to Middle School**

**Middle School to High School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Other:** |  | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Evidence of Effectiveness**  **(indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)** |
| **Weakness(is):**  **Objective(s):** | Preschool teachers will vertically articulate with kindergarten teachers for a minimum of 3 times a year to support the pre-K to kindergarten transition.  Middle School magnet programs visit WHAM during the 5th grade recruitment week to learn about the offerings of the different programs. | Pre-K/ K Teachers  Magnet Site Coordinator | August 2017- May 2018  October 2017 |  | Vertical Alignment PLCs  Recruitment week agenda |

**ESSA - Schoolwide Plan Requirements**

ESSA requires three actions that are essential for effective implementation of a schoolwide program:

**Schoolwide Program Requirements**

1. Conduct a comprehensive needs assessment

2. Prepare a comprehensive schoolwide plan

3. Annually evaluate the schoolwide plan

**Steps to Developing a**

**Comprehensive Schoolwide Program Plan**

1. Collaboration: Develop with the involvement of parents, community and school personnel

2. Monitoring and Revising: SW plan will remain in effect for duration of school’s Title I participation

3. Accessibility: Make SW Plan available to LEA, parents and public in an understandable format and (as practicable) in a language parents

understand

4. Coordination: Develop in coordination and integration with other Federal, State, and

local services including ESSA programs, violence prevention programs, nutrition

programs, housing programs, Head Start, adult education programs, career and

technical education programs. The plan must also incorporate any Comprehensive or

Targeted Support & Improvement activities required.

5. Comprehensive Needs Assessment: CNA must be based on academic achievement

information about all students in the school, particularly the needs of those children

failing/at-risk of failing to meet challenging state academic standards. The intent of this

assessment is to help the school understand the subjects and skills for which teaching

and learning need to be improved.