East Baton Rouge Parish School System

Title I Schoolwide Program Plan

School Name

Grades 6-8
9147 Elm Grove Garden Drive
Baton Rouge, LA 70807
Shalika Scott
225-775-0776
sscott4@ebrschools.org

2019 - 2020
# Table of Contents

District Assurance ........................................................................................................................................................................3

Louisiana Focus Areas ......................................................................................................................................................................4

District Assurance ........................................................................................................................................................................4

Louisiana Focus Areas: ........................................................................................................................................................................6

East Baton Rouge Parish School System District Vision and Mission Statements ........................................................................7

School Vision and Mission Statement ................................................................................................................................................7

The types of data in the table should make up the Data Portfolio / Principal Profile housed at school .......................................................8

- Attendance Rate ........................................................................................................................................................................8
- Demographic Data ....................................................................................................................................................................8
- Teacher Focus Group ...................................................................................................................................................................8
- Classroom Observations .............................................................................................................................................................8
- Walkthroughs .............................................................................................................................................................................8
- Attendance Rate ........................................................................................................................................................................8
- Demographic Data ....................................................................................................................................................................8
- Student Survey ........................................................................................................................................................................8
- Student Focus Group ..............................................................................................................................................................8
- Classroom Observations .............................................................................................................................................................8
- Walkthroughs .............................................................................................................................................................................8
- Discipline Rates .........................................................................................................................................................................8
- Attendance Rates .........................................................................................................................................................................8
East Baton Rouge Parish School System – Title I Schoolwide Program Plan

- School Report Card ................................................................. 8
- Demographic Data ................................................................. 8
- Subgroup Component Data ...................................................... 8
- Demographic Data ................................................................. 8

Action Plan .............................................................................. 14

Instruction by Certified Teachers – Certified Teacher Recruitment .................................................................................................................. 24

Transition to Next Level School Programs .................................................. 25
District Assurance

- The plan 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
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format.
- 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.
  
  (Component 1): Comprehensive Needs Assessment  
  (Component 2): Evidence-Based Strategies  
  (Component 3): High Quality and On-going Professional Development  
  (Component 4): Strategies to Increase Parent and Family Engagement  
  (Component 5): Early Childhood Transition  
  (Component 6): Teachers Participate in Decision  
  (Component 7): Timely Assistance and Interventions  
  (Component 8): Coordination and Integration of Federal, State, and Local Services and Programs  
  (Component 9): Teacher Recruitment and Retention

- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal

Date

Executive Director

Date
## Faculty and Staff Review

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 2025, 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.

2. 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.

3. Governance/Accountability/Efficiency
   The EBRPSB will lead the EBRPSS to the 2025 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.

4. Culture and Safety/School Climate and Human Capital
   The EBRPSS will recruit and retain teachers, school leaders, and administrators who provide an excellent education to all students and create 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.

5. 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.

6. 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.
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:** Integrate a rigorous 21st century learning climate that cultivates independent thinkers and global leaders.

**Mission:** Cultivate a rigorous and relevant learning environment that will produce global learners in Science, Technology, Engineering, Arts and Mathematics.
### 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 / Principal Profile housed at school.

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Data Types</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administrator Interview</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Focus Group</td>
</tr>
<tr>
<td></td>
<td>Teacher Survey</td>
</tr>
<tr>
<td>Students</td>
<td>LEAP 2025</td>
</tr>
<tr>
<td></td>
<td>End-of-Course (EOC)</td>
</tr>
<tr>
<td></td>
<td>ACT</td>
</tr>
<tr>
<td></td>
<td>DIBELS</td>
</tr>
<tr>
<td></td>
<td>DRA</td>
</tr>
<tr>
<td></td>
<td>Benchmark Assessments</td>
</tr>
<tr>
<td></td>
<td>STAR</td>
</tr>
<tr>
<td></td>
<td>SRI</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Survey</td>
</tr>
<tr>
<td></td>
<td>Parent Focus Group</td>
</tr>
</tbody>
</table>

---

**Note:**

- **Cognitive:** Information related to intellectual and academic skills.
- **Attitudinal:** Information related to attitudes, beliefs, and values.
- **Behavioral:** Information related to behavior, discipline, and social skills.
- **Archival:** Information related to historical and archival data.

---

**Additional Information:****

- **Administrator Interview:**
- **Attendance Rate:**
- **Demographic Data:**

---

**Stakeholder Data Types:**

- **Administrators:**
  - Administrator Interview
  - Attendance Rate
  - Demographic Data

- **Teachers:**
  - Teacher Focus Group
  - Teacher Survey
  - Classroom Observations
  - Walkthroughs
  - Attendance Rate
  - Demographic Data

- **Students:**
  - LEAP 2025
  - End-of-Course (EOC)
  - ACT
  - DIBELS
  - DRA
  - Benchmark Assessments
  - STAR
  - SRI
  - Etc.
  - Student Survey
  - Student Focus Group
  - Classroom Observations
  - Walkthroughs
  - Discipline Rates
  - Attendance Rates
  - School Report Card
  - Demographic Data
  - Subgroup Component Data
  - Tableau Reports

- **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 Assessments for SY 2019-2020 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):

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>DATA SOURCE/INSTRUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2017-2018 7th grade LEAP 2025 ELA data increased by 37 percentage points</td>
<td>LEAP 2025 data</td>
</tr>
<tr>
<td>2. 2017-2018 overall 41 more students scored mastery or advanced compared to last year</td>
<td>LEAP 2025 data</td>
</tr>
<tr>
<td>3. Throughout the school year, attendance ranged from 90-95%</td>
<td>District Attendance Report</td>
</tr>
</tbody>
</table>

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: Devisement of a Master Schedule that allows every student to see all core content areas daily.

- Domain: 200
- Sub domain: 260

Instrument(s): AdvancEd Staff Survey, 2018 LEAP 2025 scores, AdvancEd Parent Survey
### Findings

1. **Data Type:**
   - **Attitudinal**
   - The staff survey indicated 86% believe the instructional strategies at the school are aligned with both the goals and expectations for student learning.

2. **Data Type:**
   - **Cognitive**
   - LEAP 2025 data- Findings indicate a 37% increase in 7th grade ELA scores.

3. **Data Type:**
   - **Attitudinal**
   - 75% of parents believe the teachers are providing rigorous instruction which increases depth of knowledge according to the parent survey.

### Contributing Factor:

**Domain:** 500

**Sub domain:** 510

**Instrument(s):**

1. **Data Type:**
   - **Behavioral**
   - Walkthroughs showed students working in collaborative groups to form a consensus and provide knowledge beyond simple recall.

2. **Data Type:**
   - **Cognitive**
   - The 7th grade ELA LEAP 2025 percent proficient scores are above the district and state scores.

3. **Data Type:**
   - **Attitudinal**
   - Administrative survey indicates that the staff aligns assessments specifically to serve the instructional needs of the students and analyze data in weekly PLCs meetings.

### Contributing Factor:

**Domain:** 200

**Sub domain:** 260

**Instrument(s):**

1. **Data Type:**
   - **Cognitive**
   - All students entered SPEMA with a Basic or above on their most recent standardized tests.

2. **Data Type:**
   - **Attitudinal**
   - The parent survey stated that school is extremely respectful, supportive, and helpful to the parents and students at the school.

3. **Data Type:**
   - **Behavioral**
   - Over 80% of students who attended in SPEMA 2016-2017, remained at SPEMA for the 2017-2018 school year.
*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):

<table>
<thead>
<tr>
<th>WEAKNESSES</th>
<th>DATA SOURCE/INSTRUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2017-2018 LEAP 2025 8th grade Math data decreased 13% proficient from previous year.</td>
<td>LEAP 2025 2017-2018 data</td>
</tr>
<tr>
<td>2. 2017-2018 LEAP 2025 6th grade Math data indicated a slight proficiency increase of only 5 percentage points.</td>
<td>LEAP 2025 2017-2018 data</td>
</tr>
<tr>
<td>- Only 10% if students scored Mastery or Advanced on test.</td>
<td></td>
</tr>
<tr>
<td>3. 2017-2018 LEAP 2025 7th grade Math data indicated an increase of 8% proficiency.</td>
<td>LEAP 2025 2017-2018 data</td>
</tr>
<tr>
<td>- Only 10% of students scored Mastery or Advanced on the test.</td>
<td></td>
</tr>
</tbody>
</table>

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 are deficient in specific 8th Grade Mathematics State Standards.

<table>
<thead>
<tr>
<th>Domain: 500</th>
<th>Sub domain: 510</th>
</tr>
</thead>
</table>

**Instrument(s):** AdvancEd Student Survey, 2017-2018 LEAP 2025 data, AdvancED School Monitoring Survey

**Data Type:**
1. Cognitive
2. Attitudinal
3. Attitudinal

**Findings**
1. 8th Grade- 60% of students received a score of non-proficient in the area of “Expressing Mathematical Reasoning” on the LEAP 2025 exam.
2. According to the student survey, teachers provide clear objectives and expect students to synthesis and explain responses.
3. The school monitoring survey indicated the school defines measurable goals focused on improving student learning.

### Contributing Factor: Students are deficient in specific 6th Grade Mathematics State Standards.

<table>
<thead>
<tr>
<th>Domain: 500</th>
<th>Sub domain: 510</th>
</tr>
</thead>
</table>

**Instrument(s):** AdvancEd Student Survey, 2017-2018 LEAP 2025 data, AdvancED School Monitoring Survey
### Data Type: Findings

1. **Cognitive**
   - 6th Grade: 61% of students received a score of non-proficient in the area of “Rational Number/Multiply & Divide Fractions” on the LEAP 2025 exam.

2. **Attitudinal**
   - According to the student survey, teachers provide clear objectives and expect students to synthesis and explain responses.

3. **Attitudinal**
   - The school monitoring survey indicated the school defines measurable goals focused on improving student learning.

---

### Contributing Factor: In-depth data analysis to target students’ specific needs.

**Domain:** 500  
**Sub domain:** 510

**Instrument(s):** AdvancEd School Monitoring Survey, 2017-2018 LEAP 2025 data

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attitudinal</td>
<td>1. The monitoring survey stated that the assessments at the school are used in both a fair and equitable manner that eliminates any source of bias and distortion which might interfere with the accuracy of results.</td>
</tr>
<tr>
<td>3. Attitudinal</td>
<td>3. The survey suggests goals are measurable and focused on improving student learning.</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Core Academics: <strong>ELA, Math, Science, Social Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weaknesses: Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <strong>List weaknesses for each Core Academic area and the subgroups.</strong></td>
</tr>
<tr>
<td>2017-2018 LEAP 2025 8th grade Math data decreased 13% proficient from previous year.</td>
</tr>
<tr>
<td>2017-2018 LEAP 2025 6th grade Math data indicated a slight proficiency increase of only 5 percentage points.</td>
</tr>
<tr>
<td>- Only 10% if students scored Mastery or Advanced on test.</td>
</tr>
<tr>
<td>2017-2018 LEAP 2025 7th grade Math data indicated an increase of 8% proficiency.</td>
</tr>
<tr>
<td>- Only 10% of students scored Mastery or Advanced on the test.</td>
</tr>
<tr>
<td>Objectives: An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <strong>Identify objectives for each Core Academic area and the subgroups.</strong></td>
</tr>
<tr>
<td>To increase percent proficient by 5 percentage points in each core content area (Math, Science, Social Studies, and English Language Arts).</td>
</tr>
</tbody>
</table>

### Evidence-Based Strategies:
- [x] Data-Driven Decision Making
- [ ] Response to Intervention
- [ ] Job-Embedded PD
- [x] Technology Integration
- [ ] Other:
### CORE ACADEMICS - ELA

#### Tier 1 Resources:
6th - 8th: myPerspectives

<table>
<thead>
<tr>
<th>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</th>
<th>Persons Responsible</th>
<th>Target Date(s)/Timeline</th>
<th>Funding Source(s) and Cost</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| **Instruction:**  
  - 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.  
  - 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 instructional strategies including vocabulary development, DOK, student engagement, and technology integration  
  - Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities. Specific core content programs will be used accordingly.  
    - Achieve3000 (All Subjects)  
    - Edulastic (All Subjects)  
    - Discovery Education (All Subjects)  
    - Accelerated Reader (All Subjects)  
  - 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  
  - The instructional specialist will team teach and participate in collaborative instructional sessions. | Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff | August 2019-May 2020 | Title I SW $119,556 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies) | Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents |

---

**DELETE INFO THAT DOES NOT APPLY.**
Include assessment frequency in parenthesis behind each assessment.

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):
6th - 8th: LEAP 360 (At least three times including beginning diagnostic and two interim assessments throughout the year), Assessments Embedded in myPerspectives (Formative and summative assessments such as bi-monthly CFAs and benchmark assessment results will be analyzed to determine students’ weaknesses in content area to plan for instruction, interventions, remediation, and enrichment. Teachers will conduct protocols for analyzing students’ data and work, and implement common formative assessments in department meetings).
## CORE ACADEMICS - Mathematics

### Tier 1 Resources: Eureka

<table>
<thead>
<tr>
<th>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</th>
<th>Persons Responsible</th>
<th>Target Date(s)/Timeline</th>
<th>Funding Source(s) and Cost</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction:</strong></td>
<td>Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff</td>
<td>August 2019-May 2020</td>
<td>Title I SW $119,556 (instructional specialist, copier rental, web-based software, materials &amp; supplies, technology supplies)</td>
<td>Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
<td></td>
<td>General Funds $22,371.31 (copier rental, printing, materials and supplies)</td>
<td></td>
</tr>
<tr>
<td>• Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</td>
<td></td>
<td></td>
<td>Magnet $30,000 (ft/pt teachers for remediation, materials and supplies, technology)</td>
<td></td>
</tr>
<tr>
<td>• Weekly, in each core content area, teachers will use a variety of instructional strategies including vocabulary development, DOK, student engagement, and technology integration. Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities. Specific core content programs will be used accordingly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Achieve3000 (All Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Edulastic (All Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discovery Education (All Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Khan Academy (Math)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accelerated Reader (All Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Each month, teachers will use a different Core Values topic to engage students in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discussions based on open-ended prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supplemental activities such as art and journaling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The instructional specialist will team teach and participate in collaborative instructional sessions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Flying Classroom personnel will provide students with an interactive STEM field experience at the local airport.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The Guitar Center acquisitions – headphones, audio box, etc. - will be utilized to support the audio engineering class. This will work as a cross-curricular tool and add a component to the school’s engineering design theme which patterns to solving engineering challenges.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**East Baton Rouge Parish School System – SY 2018-19**

**Revised March 2019**

**Page 17**
- The Woodwind items and activities will be ongoing to support critical thinking skills, enhance mathematical concepts like fractions, and increase musical literacy.

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):
6th - 8th: LEAP 360 (At least three times including beginning diagnostic and two interim assessments throughout the year), Assessments Embedded in Eureka Math (Formative and summative assessments such as bi-monthly CFAs and benchmark assessment results will be analyzed to determine students' weaknesses in content area to plan for instruction, interventions, remediation, and enrichment. Teachers will conduct protocols for analyzing students' data and work, and implement common formative assessments in department meetings).
## CORE ACADEMICS – Science

<table>
<thead>
<tr>
<th>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</th>
<th>Persons Responsible</th>
<th>Target Date(s)/Timeline</th>
<th>Funding Source(s) and Cost</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| **Instruction:**  
- 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.  
- 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 instructional strategies including vocabulary development, DOK, student engagement, and technology integration  
- Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly.  
  - Achieve3000 (All Subjects)  
  - Edulastic (All Subjects)  
  - Discovery Education (All Subjects)  
  - Accelerated Reader (All Subjects)  
- 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  
- The instructional specialist will team teach and participate in collaborative instructional sessions.  
- Flying Classroom personnel will provide students with an interactive STEM field experience at the local airport. | Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff | August 2019-May 2020 | Title I SW $119,556 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies) General Funds $22,371.31 (copier rental, printing, materials and supplies) Magnet $30,000 (ft/pt teachers for remediation, materials and supplies, technology) | Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents |

 DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):
6th - 8th: Assessments Embedded in Open Sci Ed (Formative and summative assessments such as bi-monthly CFAs and benchmark assessment results will be analyzed to determine students’ weaknesses in content area to plan for instruction, interventions, remediation, and enrichment. Teachers will conduct protocols for analyzing students’ data and work, and implement common formative assessments in department meetings), District Benchmark (Pre and Post)

### CORE ACADEMICS – Social Studies

<table>
<thead>
<tr>
<th>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</th>
<th>Persons Responsible</th>
<th>Target Date(s)/Timeline</th>
<th>Funding Source(s) and Cost</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction:</td>
<td>Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff</td>
<td>August 2019-May 2020</td>
<td>Title I SW $119,556 (instructional specialist, copier rental, web-based software, materials &amp; supplies, technology supplies)</td>
<td>Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents</td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
<td></td>
<td>General Funds $22,371.31 (copier rental, printing, materials and supplies)</td>
<td></td>
</tr>
<tr>
<td>- Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</td>
<td></td>
<td></td>
<td>Magnet $30,000 (ft/pt teachers for remediation, materials and supplies, technology)</td>
<td></td>
</tr>
<tr>
<td>- Weekly, in each core content area, teachers will use a variety of instructional strategies including vocabulary development, DOK, student engagement, and technology integration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Achieve3000 (All Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Edulastic (All Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discovery Education (All Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Accelerated Reader (All Subjects)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Each month, teachers will use a different Core Values topic to engage students in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discussions based on open-ended prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Supplemental activities such as art and journaling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The instructional specialist will team teach and participate in collaborative instructional sessions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):
6th - 8th: Assessments Embedded in District Resources including Document Based Questions (DBQs) (Formative and summative assessments such as bi-monthly CFAs and benchmark assessment results will be analyzed to determine students’ weaknesses in content area to plan for instruction, interventions, remediation, and enrichment. Teachers will conduct protocols for analyzing students’ data and work, and implement common formative assessments in department meetings), District Benchmark (Pre and Post)

### CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies

<table>
<thead>
<tr>
<th>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</th>
<th>Persons Responsible</th>
<th>Target Date(s)/Timeline</th>
<th>Funding Source(s) and Cost</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| **Professional Development:**  
  - Teachers will participate in high quality Tier 1 professional development sessions which will be provided by  
    **ELA**  
    - 6th-8th: Teaching Lab and ELA Content Leaders  
    **Math**  
    - Great Minds (Eureka) and Math Content Leader  
    **Science**  
    - Open Sci Ed and Science Content Leader  
    **Social Studies**  
    - Document Based Resources, DBQs, and Social Studies Content Leader | Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches, Staff, District Leaders | August 2019-May 2020 | Title I $84,792.19 (ft/pt teacher stipend / presenter & planning pay, stipends, workshop seminar, conference expenses)  
Magnet $5,000 (conference expenses) | Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents |
During weekly team meetings, teachers will utilize student data to collaboratively develop activities and lesson plans that incorporate varied instructional strategies into the curriculum.

The instructional specialist will model and coach teachers on effective instructional processes.

Instructional and administrative personnel will attend various, state, regional and/or national conferences. The participants will then collaborate to redeliver and implement, as appropriate. The conferences that will be attended include:

- National Magnet Schools of America; TBA
- National Magnet Schools of America Technical Conference; TBA
- Magnet Regional Conference; TBA

Flying Classroom consultant will provide modeling, coaching, and support of its curriculum. Teachers will implement the curriculum as appropriate.
## CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies

<table>
<thead>
<tr>
<th>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</th>
<th>Persons Responsible</th>
<th>Target Date(s)/Timeline</th>
<th>Funding Source(s) and Cost</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Parental and Family Engagement:  
  - Orientation / Back to School Bash  
  - Workshops for parents, family, and the community  
  - Newsletters and school website  
  - PTO | Principals, Assistant Principals, Teachers, Instructional Coach, Magnet Coordinator, and Staff | August 2019-May 2020 | Title I PFE $3,304 (materials & supplies for parent workshops / communication) | Workshop agendas, school website, JCampus, Sign-in sheets |
**Instruction by Certified Teachers – Certified Teacher Recruitment**  
*(Title I Schoolwide Component 3)*

<table>
<thead>
<tr>
<th><strong>District Goal(s):</strong></th>
<th>To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Objective(s):</strong></td>
<td>To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Target Date(s)/Timeline</th>
<th>Funding Source(s) and Cost</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals and a team of teachers will collaboratively develop a display board, brochures, demonstration, etc. that will be used to attract and hire highly qualified teachers during job fairs and throughout the school year. Once a month, during team planning periods throughout the school year, on-site mentors &amp; / or the magnet lead teacher will meet with highly qualified mentee teachers to model/coach, to problem-solve, and to provide support. Once a month, throughout the school year administrators will meet with the new highly qualified teachers to provide support, guidance, and follow-up.</td>
<td>Principals, Assistant Principals, Parent Liaison, Instructional Coach, Magnet Lead Teacher</td>
<td></td>
<td></td>
<td>Sign-ins, pictures, board, agendas</td>
</tr>
</tbody>
</table>
**Transition to Next Level School Programs**
*(Title I Schoolwide Component 7)*

**Choose Appropriate Level**
- [ ] Preschool to Elementary School
- [x] Elementary School to Middle School
- [x] Middle School to High School
- [ ] High School to Post-Secondary

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Target Date(s)/Timeline</th>
<th>Funding Source(s) and Cost</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoming sixth grade students will participate in a transitional program during the month of June.</td>
<td>Principal, Sixth Grade Teachers, Grant Coordinator, Magnet Lead Teacher</td>
<td>August 2019-May 2020</td>
<td></td>
<td>Administrators and sixth grade teachers will analyze the assessments from the summer transitional program. Administrators will analyze the data from follow-up activities throughout the school year.</td>
</tr>
<tr>
<td>The second week in August, during team planning, sixth grade teachers, the magnet lead teacher, and the principal will analyze the data from the transition program to provide additional support throughout the school year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the Spring, outgoing eighth grade students will visit three high schools to help with their transitions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.