East Baton Rouge Parish School System

Title I Schoolwide Program Plan
School Name:

Brownfields Elementary Magnet School

Pre-K to 5th grade

11615 Ellen Drive

Baton Rouge, LA 70811

Jo Cox, Principal

(225)775-3527

Principal's Email:

jcox@ebrschools.org

2019-2020

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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:

  o (Component 1): Comprehensive Needs Assessment

  o (Component 2): Schoolwide Reform Strategies

  o (Component 3): High Quality and On-going Professional Development

  o (Component 4): Strategies to Increase Parental Involvement

  o (Component 5):Early Childhood Transition

  o (Component 6):Use of Academic Assessments

  o (Component 7): Effective and Timely Assistance to Struggling Students

  o (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

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.

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 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.

4. **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.

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.

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.)

As a school promoting academics, arts, and athletics, students will be immersed in district as well as community based programs. Academic growth, measured by district and state assessment results, will be reinforced by providing a safe environment with data

driven instruction rich in technology and best practices. Brownfields Elementary will maintain and/or increase our school performance score from 89.6 (B) to 100.0 (A).

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: Brownfields Elementary Magnet School is a place of excellence, in partnership with parents and our community, wherechildren achieve their full potential in academic, creative, personal, physical, and social-emotional development.

Mission: Brownfields Elementary Magnet School will partner with all stakeholders to provide an academic environment where students reach their highest academic potential, becoming lifelong learners and productive citizens in our school community.

Data Portfolio - **TitleISchoolwidePrograms:**_Component 1_

ComprehensiveNeeds Assessment Data

Thetypes of data in the table shouldmakeup theDataPortfolio housedatschool.

Stakeholder	DataTypes			
	Cognitive	_Attitudinal_	_Behavioral_	_Archival_
Administrators	• _Academic Audit (16-17)_	• _Administrator Interview_	• _Attendance Rate_	• _DemographicData_
Teachers		• _Teacher FocusGroup_ • **Teacher Survey** • _AdvancED Survey_	• _ClassroomObservations_ • _Walkthroughs_ • _AttendanceRate_	• _DemographicData_ • Compass • VAM
Students	• _LEAP 2025(2017)_ • _ELDA_ • _LAA1_ • _DIBELS_ • _DRA2_ • _EADMS_ • _BenchmarkAssessments_ • _STAR_ • _PPQ (Principal Pop Quiz)_	• _StudentSurvey_ • _StudentFocusGroup_ • AdvancED Survey	• _ClassroomObservations_ • _Walkthroughs_ • _DisciplineRates_ • _AttendanceRates_	• _SchoolReport Card_ • _DemographicData_ • _Subgroup ComponentData_ • Fall 2016 Reading Report: School District, and State Results (Grades K-3)
Parents		• _ParentSurvey_ • _ParentFocusGroup_ • _AdvancED Survey_	• _AttendanceRates(school participation)_	• _DemographicData_

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

Comprehensive Needs Assessment Summary Report 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):

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	71.8% of 3rd grade students. 71.4% of fourth grade student and 69.4% of 5th grade students correctly responded to determining the meaning of words and phrases as they are used in a text. , RL3.4, RL4.5b, RL5.4	EADMS Post ELA test in grades 3-5
2.	98% of gifted students in grades K-5 were reading on or above level at the end of the 2016-2017 school year.	DRA End of the Year Analysis
3.	Using multiplication to compare is a strength in grades 3-5. Students score 77.8% correct in 5th grade, 75% of students in 4th grade, and 74.4% of students in 3rd grade., 5.5.NBT.B.5 , OA.4OA.A.2,3OA.A.3	EADMS Post Math test in grades 3-5

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: Teachers are implementing Louisiana State Standards.
Domain: 500   Sub domain: 520, 550
Instrument(s):EBR Academic Audit, EADMS Assessment Data, PLC Agendas and Administrative Walk-Thru's

Data Type:	Findings
1. Cognitive 2. Attitudinal 3. Behavioral	1. Students scoring basic or above on the end of year Math EADMS Benchmark Assessment in grades 3, 4, & 5 is 54% or greater (3rd-63%, 4th-69%, and 5th 54%). 2. 100% of teachers participate in grade level Professional Learning Communities to plan the implementation of Louisiana Student Standards. 3. The Fall 2016 Academic Audit indicates that 82% of students were observed to be authentically engaged while learning.

Contributing Factor: Increase in Student Reading Levels.
Domain: 500 Sub domain: 510, 530
Instrument(s):EBR Academic Audit, Fall 2016 Reading Report: School District, and State Results (Grades K-3), and DRA2 Benchmark results

Data Type:	Findings
1. Cognitive 2. Archival 3. Behavioral	1. 69% of students in grades K-5 are on or above level in reading on the End of Year DRA2 Reading Assessment. 2. Students scoring on or above level on the Fall DIBELS in grades K-3 is 53% or higher (Kg-53%, 1st grade- 61%, 2nd grade- 61%, and 3rd grade-66%). 3. The Fall 2016 Academic Audit indicates that 41% of students were working in small groups, 27% in pairs, and 5% as individuals. This indicates that teachers are utilizing smaller group settings to reinforce skills.

Contributing Factor: Effective Implementation of Eureka Math in grades 3-5.
Domain: 500 Sub domain: 510, 530
Instrument(s):LEAP Data, EADMS Data, and Classroom Observations.

Data Type:	Findings
1. Behavioral	1. Classroom observations and questioning of students indicate consistent use of mathematical practices.
2. Cognitive	2. EADMS end of year 2016 Benchmark Assessment indicates that 69% of 4th grade students scored basic or above.
3. Archival	3. LEAP data indicates an increase in 4th grade MATH scores from 2015-58% proficient to 2016-92% proficient.

*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):

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	Students in grades 3-5 obtained 24.8% correct in referring explicitly to the text as basis for answers. 18.8% of 3rd grade students, 30.4% of 4th grade students and 19.4% of 5th grade students received a correct score in this area. RI.3.1, 4.1,5.3	EADMS ELA Post Test Data in grades 3, 4, 5
2.	Students in grades 4-5 obtained 40.1% correct in evidence to support points in a text. 17.3% of 3rd grade students, 38.6% of 4th grade students and 41.7% of 5th grade students received a correct score in this area. RI3.8, 4.8, 5.8	EADMS ELA Post Test Data in grades 3, 4, 5
3.	Students in grades K-5 scored the following percentages correct within the progression of standards related to fractions, 39% of kindergarten students, 22.2% of 1st grade students, 23.3% of 3nd grade students, 35.7% of 4th grade students, and 25% of 5th grade students K.G.B.4, 1.G.A.3, 3.NF.A.3b, 4.NF.B.3d,5.NBT.A.3.b	EADMS Math Post Test Data in grades K, 1, 3, 4, 5
4.		
5.		

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: Inconsistent implementation of Eureka Math in grade 4.	
Domain: 500 Sub domain: 510, 520	
Instrument(s):LEAP 2025, EADMS, Academic Audit, Observations	
Data Type:	**Findings**
1. Archival	1. 4th grade math scores dropped from 92% proficient to 81% proficient in 2017 (LEAP 2025 data)
2. Behavioral	2. 4th grade teachers were not observed consistently using Eureka as the primary curriculum for math instruction.
3. Cognitive	3. Growth to mastery in mathematics did not increase at the rate of ELA mastery.

Contributing Factor: Minimal time and resources devoted to the rigorous demands of Math Standards.

Domain: 700 Sub domain: 710, 740

Instrument(s):LEAP 2025, Teacher observations

Data Type:	**Findings**
1. Archival 2. Cognitive 3. Behavioral	1. LEAP2025 scores for 2017 indicate 19% below basic for 4th grade math and 2016 data showed 9% below basic. 2. 21% of 3rd grade students were below basic on LEAP 2025 in 2017 3. During the fall 2016 Academic Audit 29% of teachers were observed teaching math.

Contributing Factor: Integration of literacy skills into the planning and delivery of math instruction has not been perfected to promote academic mastery.

Domain: 500 Sub domain: 510, 520

Instrument(s):LEAP 2025, Teacher Observations, Lesson Plans

Data Type:	**Findings**
1. Behavioral 2. Behavioral 3. Cognitive	1. Administrative observations of teachers report minimal time observed for writing in mathematics and other content areas, as compared to ELA. 2. PLC minutes indicate lack of constructed response samples to be analyzed on a consistent basis. 3. LEAP 2025 data indicates lower % of mastery in performance tasks than multiple-choice responses.

*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*

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.***		
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	

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 LDOE and the district. District year-long scope and sequence plans will be utilized. The school will effectively implement writing across the curriculum while applying best practices through the use of Robert Marzano's researched-based strategies to support the Louisiana Student Standards. In the implementation of writing across the curriculum teachers and students will infuse graphic organizers, focus on reading and responding and analyzing across the curriculum with emphasis on mastery of Louisiana Student Standards. The school will effectively implement Louisiana Student Standards for mathematics and science, integrating writing into the math and science curriculums. Graphic organizers, compare and contrast, and focus on reading, responding, and analyzing content across the curriculum will be used to emphasize mastery of the Louisiana Student Standards. Grades K-2 will also focus on developing number sense and grades 3-5 will focus on the development and understanding of fractions. The school will effectively implement the Louisiana Student Standards instructional shifts in mathematics with a focus on mathematical practices. The school will effectively implement the Louisiana Student Standards instructional shifts in science with a focus on science practices, utilizing science as inquiry as best practice and not an isolated skill. *(Provide additional information as appropriate.)*	Teachers, Instructional Specialist, Gifted Coordinator, District Level Professional Development Personnel, Administrative Dean	August 2019- May 2020	Instructional Specialist Title 1 SW $72,230.57 (80%) (Salary & Benefits)	1. PD Agendas, Sign in sheets 2. Lesson Plans 3. Writing Samples 4. Classroom Observations 5. EADMS DATA 6. LEAP 360 Interim and Diagnostic 7. DIBELS Data 8. DRA2 Data 9. STAR Data 10. Accelerated Reader Data 11. Principal Pop Quizzes
Instruction(what it will look like in the classroom)**:** Activities that promote academic achievement and meet the needs of students will	Teachers, Instructional Specialist, District	August 2019-May 2020	$7,000School Based Funds Ready	1. PLC Minutes 2. DRA2 Progress Monitoring

be incorporated into daily instruction.	Level Professional Development Personnel, Gifted Coordinator, Administrative Dean, Principal		Common Core	3. Writing Samples
				4. Data from Math 4 Today
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.			SW Title 1 $345.43 Ready Common Core 3rd Grade	5. Data from Language Arts 4 Today
				6. Intervention Logs
			ESS (Exceptional Student Services)	7. CFA samples
				8. STAR & AR Data
Teachers will model and teach using the gradual release model to meet the needs of all students and the Louisiana Student Standards.				9. Student & Teacher Data Walls/Binders
Teachers will provide students with Tier interventions based on assessment of students' needs. Interventions will include the use of best practices such as: model writing, implementation of gradual release model, small group teaching and re-teaching (ELA/Math), and print rich environments. Tiered interventions will also be provided to 3rd grade students in the fall and either 4th or 5th grade students in the spring based on the data and the highest area of need. (Use of Performance Coach.)				
Teachers will provide daily review utilizing a daily lesson opener such as Everyday Counts (Calendar Math), Math 4 Today, ELA 4 Today, or Science 4 Today. Lesson plans will reflect the incorporation of mathematical practices, science practices, and the daily review in the lesson.				
Teachers will provide students with weekly practice answering constructed and extended response questions in all content areas. Teachers will provide instruction with a focus on higher order thinking skills in order for students to be proficient completing constructed response items, extended response items, performance tasks, and evidence based selected response items.				
Teachers will focus on using the gradual release model for directly teaching skills, mathematical practices and science practices in daily lessons. Differentiated small groups should be used to meet students' needs based on assessment data. Teachers and students will use data tracking to provide students with the opportunity to take ownership of their learning, data, and goals. If interventions do not prove successful steps may be taken to refer students to pupil appraisal for SBLC and next steps.			$1651.26 School Based Funds-Okapi Guided Reading Paired Texts	
Grades K-2 will implement Guided Reading practices and grades 3-5 will implement Reader's Workshop. These practices will be implemented to increase student	Principal, 2nd grade gifted teacher			PD Agenda's Observations Progress Monitoring

reading levels, achievement, and ability to work with complex text materials. Additional strategies that will be utilized include (***Identify additional strategies as appropriate).*** 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).*** • ELA –Sadlier & Math Performance Coach grade 3 Fall 2019 • ELA & Math Ready Common Core/Performance Coach grade 4 or 5 Spring 2020 (Depending on greatest area of student need) 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 ***(Provide additional information as appropriate.)*** Teachers will model using the gradual release model to meet the needs of all students and the Louisiana Student Standards. Teachers will provide Tier interventions based on assessment of students' needs. Interventions will include the use of best practices such as: model writing, Writer's Workshop, implementation of gradual release model, print rich environments, and research based strategies for increasing student achievement.				
Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:** The administrative team will require monthly writing samples to be shared at PLC meetings, these samples will be reviewed, scored, and discussed to assure that all teachers are implementing and assessing writing consistently. Teachers will have weekly data team meetings to discuss data from teacher created assessments, EADMS Benchmark assessments, written responses, constructed responses, and other assessment data (including but not limited to LEAP 360).	Teachers, Instructional Specialist, Gifted Coordinator, Administrative Dean, Principal	August 2019-May 2020		1. EADMS Assessments 2. Data Analysis @ PLC's 3. Student writing samples 4. Student Constructed/ extended

Teachers will use DRA2 to drive instruction for literacy in both reading (using running records to track progress over time). Teachers will use Math 4 Today, Science 4 Today, and Language Arts 4 Today as data sources to measure instructional practice effectiveness both horizontally and vertically. Teachers will meet each 4 ½ weeks vertically to align curriculum pacing and writing implementation.				5. CFA's 6. LEAP 360 7. DRA2/Dibels/ Running Records 8. ELA/Math & Science 4 Today Assessments 9. Other assessment materials as deemed necessary
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 • Eureka Math • Science for 21st Century Learners • 1:1 Technology Integration • Writer's Workshop • Guided Reading/Reader's Workshop • Putting a Face on the Data • *(Identify additional* **workshops** and conferences *as appropriate)* During weekly team meetings, teachers will utilize student data to collaboratively develop activties and lesson plans that incorporate varied instructional strategies into the curriculum. *(Provide additional information as appropriate.)*	Principal, Administrative Dean, Instructional Specialist, Gifted Site Coordinator, EBRPSS Curriculum & Professional Development Dept., On-Site Teacher Leaders	July 2019-May 2020		
Parental and Family Engagement: Topics such as the school calendar, home-school partnerships, and the A3 + C	Principal Administrative Dean	July 2019-May 2020		Sign-in sheets DoJo announcements

(Academics, Arts, Athletics, and Character) 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
 	
Additional parent and family engagement activities include (***Identify additional activities as appropriate***)
 	
    •
	School Counselor
	Instructional
	Specialist
	Teachers
	Paraprofessionals
	Parents
	Students
	Families
				Monthly "Bear" Facts
				VIPS Log
				PBIS Log
				Monthly Newsletter
				Classroom newsletters
				School Website

Summative Assessments: DRA2, EADMS, LEAP 2025, LAA1, LEP				

Instruction by Certified Teachers – Certified Teacher Recruitment
(Title I Schoolwide Component 3)

District Goal(s):	To maintain and attract 100% certified teachers.
School Objective(s):	To have 100% certified teachers at Brownfields Magnet Elementary School. Recruit and retain 100% certified teachers at Brownfields Magnet Elementary School.

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)
Participation in recruiting and interviewing on campus and at district held teachers fairs that attract certified staff. Observe student teachers in other schools or districts, inviting them to perform demonstration lessons at Brownfields. Gifted teachers will continue to work toward their Gifted Certification. Teachers will participate in the PLC model to unpack CCSS through backward design. Throughout the year teachers will meet in PLC's to analyze Benchmark Assessment/Common Assessment to drive instruction, remediation, and re-teaching.	Principal, Administrative Dean, Gifted Site Coordinator, Central Office Human Resources Dept. and Recruitment Office	July 2019-May 2020	None	1. Go Sign Me Up Records 2. Teaching Certificates 3. Sign-In Logs 4. Interview Schedule 5. Resumes 6. Walk-thru observations 7. Documentation towards Gifted Certification 8. Teacher transfer list 9. Appli Track

Additional Parent and Family Engagement Activities
(Other than those included in Academic Goals)
(Title I Schoolwide Component 6)

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(es): 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)**:** 1. August 2019—Parent/Student Meet & Greet 2. September 2019—Open House/PTO Meeting 3. September 2019—LEAP Informational Meeting 4. September 2019-April 2020—Each month one grade level will be assigned to perform for parents, staff, and community		<u>Meet & Greet</u> Aug 6, 2019 <u>Open House</u> September 10, 2019 <u>Sharing Sessions:</u> Sept 17-5th grade Oct 22-4th grade Nov 12-2nd grade Dec 16-KG Jan 28-3rd grade Feb 11-1st grade March 3-Pre-K Parent Education	Parental Involvement Title 1 $605.78-Paper for parent notes and monthly "Bear Facts", AR Folders Parental Involvement Title 1- $1400.22 Salaries & Benefits for Parent	1. School Newsletters 2. Sign-In Sheets 3. School Marquee 4. Homework Portal 5. School Flyers 6. School Website 7. School Newsletter 8. Parent Reflection Surveys 9. "Bear" Facts (Monthly)

	members during the school day. These performances will showcase what the grade level is learning and incorporate visual and performing arts. 5. March 2020 LEAP Parent Meeting---State testing updates 6. Provide communication through call-outs, school marquee, newsletters, website, flyers, and parent flyers, and mail outs 7. Breakfast and Biographies (Student of the Month Breakfast) 8. Materials, supplies, furniture and technology components such as a desktop computer, dedicated printer, and other needed technology will be procured for the establishment/maintenance of a School-Based Parent Resource Center. 9. Gifted Extravaganza by Semester 10. 100's Day 11. Read Across America 12. Literacy Days 13. Parent Education classes provided by Teachers grades 3-5	Nights: Aug. 21, Sept. 25, Oct. 23 Student of the MonthBreakfast: Aug 27 Sept 24 Oct 29 Nov 12 Jan 28 Feb 18 Mar 24 April 7 Gifted Extravaganza: Fall: Oct 17 Spring: March 12 Bear Fair: Oct. 19 Honor Roll Programs: Jan 10, End of Year Programs May 2019 100th Day & Math Night Jan Grandparent's Breakfast PK-2 Sept 11 Coffee with the Counselor Sept 19	Education	

			Literacy Days Dec. 16 and March 1 Taste of LA May 8 Parent Luncheons Thanksgiving Grades PK-1 (Nov 14) Christmas Grades 2-3 (Dec 5) Easter Grades 4-5 (April 8)		

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:** 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)
Weakness(is): Students are not prepared to transition from Preschool to Elementary School. Students are not prepared to transition from Elementary School to Middle School. **Objective(s):** Provide rich experiences for students to be ready and successful for elementary and middle school expectations.	• Pre-K participates in Vertical meetings with Kindergarten and 1st grade • Middle School Principal meeting with parents and students • Middle school flyers sent home to students and parents • Middle school field trips	Pre-K and Kindergarten teachers, 5th grade teachers, I Care, Guidance Counselor, Asst. Principal, Principal, Instructional Specialist, Gifted Site Coordinator	August 2019 – May 2020	PreK 8G ESS	1. Sign-In sheets 2. Lesson plans for step-up day instruction/middle school field trips 3. Middle School Flyers 4. Handouts

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.