

East Baton Rouge Parish School System



Title I Schoolwide Program Plan Scotlandville Middle School

Grades 6th-8th
9147 Elm Grove
Baton Rouge, Louisiana 70807
Shalika Scott
225-775-0776
Sscott4@ebrpss.k12.la.us

SY: 2014 - 2015

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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 ten required components as mandated by No Child Left Behind Act of 2001, Title I, Improving the Academic Achievement of the Disadvantaged, Public Law 107-110, Section 1114, Schoolwide Programs, (b)(1):
 - (Component 1): Evidence of the use of 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 as described in Section 1111(b)(1),
 - (Component 2): Schoolwide reform strategies that (a) provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement as described in Section 1111(b)(1)(D), and (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations,
 - (Component 3): Evidence of instruction highly qualified teachers,
 - (Component 4): Evidence of high quality and ongoing professional development for teachers, principals, and paraprofessionals (and, if appropriate, other stakeholders) which is aligned with assessed needs.
 - (Component 5): Strategies to attract high-quality, highly qualified teachers to high-needs schools,
 - (Component 6): Strategies to increase parental involvement,
 - (Component 7): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
 - (Component 8): Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program,
 - (Component 9): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure those students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance, and
 - (Component 10): 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

Data Portfolio

(Title I Schoolwide Programs Component 1)

The following items should make up the Data Portfolio (housed at school):

- Cognitive Student Data
 - iLEAP Test Data
 - LEAP Test Data
 - End-of-Course (EOC) Test Data
 - ACT Test Data
 - Graduation Rates
 - Attendance Rates
 - DIBELS Student Data
 - Student Discipline Data
 - Student Benchmark Assessment Data
 - Instructional Staff Mapping
 - Classroom Observation/Walkthrough Data
- Attitudinal Data
 - Parental Data
 - Student Data
 - Teacher Data

Data Comprehensive Needs Assessment & Summary

Data Type	Cognitive	Attitudinal	Behavioral	Archival
Stakeholder				
Administrators		<ul style="list-style-type: none"> • Administrator Questionnaire and/or Interview 	<ul style="list-style-type: none"> • Attendance Data 	<ul style="list-style-type: none"> • Demographic Data
Teachers		<ul style="list-style-type: none"> • Faculty Survey • Teacher Questionnaire and/or Interview • Faculty Focus Group 	<ul style="list-style-type: none"> • Classroom Observations • Attendance Data 	<ul style="list-style-type: none"> • Demographic Data
Students	<ul style="list-style-type: none"> • DIBELS/DRA Data • LEAP Data • iLEAP Data • ACT Data • Benchmark Assessment Data • End-of-Course Data • IEP Progress Data • Graduation Rates 	<ul style="list-style-type: none"> • Student Survey • Student Focus Group 	<ul style="list-style-type: none"> • Discipline Data • Attendance Data 	<ul style="list-style-type: none"> • School Performance Score Data • Demographic Data • Subgroup Component Data
Parents		<ul style="list-style-type: none"> • Parent Survey • Parent Focus Group 	<ul style="list-style-type: none"> • Attendance Data (function participation) 	<ul style="list-style-type: none"> • Demographic Data

Comprehensive Needs Assessment Summary Report for SY 2014-15 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.	The school earned a letter grade of a “C,” 1.8 points away from a B.	2013 School Report Card
2.	Throughout the school year attendance ranged from 95% to 99%.	District Attendance Report
3.		
4.		
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: The environment is conducive to learning.	
Domain: 200 Sub domain: 260 NA	
Instrument(s): Parent Surveys, Teacher Surveys, Administrator Questionnaire	
Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal	Findings 1. 100% of surveyed parents agreed with the statement: The classrooms are comfortable and support learning. 2. 90% of surveyed teachers indicated that the school staff is professional and courteous. 3. Administrator indicated that the student body is hardworking and the school has a good positive behavior program.

*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.	6 th Grade iLEAP: Decrease in two of the four content areas (ELA, Social Studies) while there was minimum growth in the other two areas.	2014 iLEAP Results
2.	7 th Grade iLEAP: Decrease in two of the four content areas (Math, Social Studies) while there was minimum growth in English.	2014 iLEAP Results
3.	8 th Grade LEAP: Decrease occurred in all four core content areas.	2014 LEAP Results

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: DOK levels and HOTS need to be utilized.	
Domain: 500 Sub domain: NA 510	
Instrument(s): Administrator Questionnaire, Classroom Walkthroughs, 2014 iLEAP/LEAP Results	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive	Findings 1. Administrator indicated that DOK and HOTS will be a major focus of the school’s professional development plan. 2. In only 27% of the walkthroughs students generated higher order / complex questions. 3. iLEAP/LEAP percent proficient decreases or minimum growth in 10 of the 12 core content areas: 6 th : ELA 75%, Math 81%, Science 64%, Social Studies 70%; 7 th : ELA 83%, Math 80%, Science 71%, Social Studies 79%; 8 th : ELA 72%, Math 59%, Science 64%, Social Studies 75%

Contributing Factor: Data needs to be utilized to drive instruction.	
Domain: 500 Sub domain: NA 510	
Instrument(s): Administrator Questionnaire, Classroom Walkthroughs, 2014 iLEAP/LEAP Results	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive	Findings 1. The principal indicated that data should be analyzed and utilized. 2. In only 31% of the walkthroughs assessments were modified to meet student needs. 3. iLEAP/LEAP percent proficient decreases or minimum growth in 10 of the 12 core content areas: 6 th : ELA 75%, Math 81%, Science 64%, Social Studies 70%; 7 th : ELA 83%, Math 80%, Science 71%, Social Studies 79%; 8 th : ELA 72%, Math 59%, Science 64%, Social Studies 75%

Contributing Factor: A variety of instructional and classroom management strategies need to be utilized.	
Domain: 500 Sub domain: NA 510	
Instrument(s): Student Survey, Classroom Walkthroughs, 2014 iLEAP/LEAP Results	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive	Findings 1. 54% of surveyed students indicated that their classes were interesting. 2. Students demonstrated complex thinking through debate or peer discussion in 37% of the walkthroughs. 3. iLEAP/LEAP percent proficient decreases or minimum growth in 10 of the 12 core content areas: 6 th : ELA 75%, Math 81%, Science 64%, Social Studies 70%; 7 th : ELA 83%, Math 80%, Science 71%, Social Studies 79%; 8 th : ELA 72%, Math 59%, Science 64%, Social Studies 75%

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

Goals

State of Louisiana Critical Goals – Louisiana student will:

- CG1. Enter kindergarten ready to learn.
- CG2. Be literate by 3rd grade.
- CG3. Arrive in 4th grade on time.
- CG4. Perform adequately in the area of English Language Arts by 8th grade.
- CG5. Have necessary numeracy skills by 8th grade.
- CG6. Graduate on time.
- CG7. Enroll in a post-secondary institution or workforce ready.
- CG8. Achieve these goals regardless of race or class.

School Mission Statement

Cultivate a rigorous and relevant learning environment incorporating English Language Arts that will produce global learners in Science, Technology, Engineering, Arts and Math.

Action Plan

(Title I Schoolwide Programs Components 1, 2, 4, 6, 8, 9, 10)

Content Area(s): English Language Arts, Mathematics, Science, Social Studies

State Goal(s):	<input type="checkbox"/> GC1 <input type="checkbox"/> CG2 <input type="checkbox"/> GC3 <input checked="" type="checkbox"/> CG4 <input checked="" type="checkbox"/> GC5 <input type="checkbox"/> CG6 <input type="checkbox"/> GC7 <input checked="" type="checkbox"/> CG8	
Research-Based Strategy:	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning
	<input checked="" type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment
		<input type="checkbox"/> Universal Design for Learning
		<input type="checkbox"/> Strategic Instruction Model

Activity 1				
Weakness:	Percent proficient decreases or minimum growth in 10 of the 12 core content areas: 2014 iLEAP 6 th : ELA 75%, Math 81%, Science 64%, Social Studies 70% 2014 iLEAP 7 th : ELA 83%, Math 80%, Science 71%, Social Studies 79% 2014 LEAP 8 th : ELA 72%, Math 59%, Science 64%, Social Studies 75%			
Objective(s):	To increase the 2014 whole school ELA percent proficient from 79% to 81.1%.			
Action Steps	Persons Responsible	Action Steps	Persons Responsible	Action Steps
Curriculum: Teachers will implement the CCSS /GLEs as appropriate in the core content areas and as outlined by the LADOE and EBR Schools' Department of Curriculum. Textual resources and text complexity will be integrated into each core area focusing on building student ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking.	Principal, Assistant Principals, Teachers, Instructional Coach, Magnet Lead Teacher	August 2014 – May 2015		Principal, AP and / or ED will conduct weekly observations to review implementation of the CCSS/GLEs as appropriate in the core content areas. Weekly planning meetings will be conducted to support curriculum implementation

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<p>The staff will utilize the year-long scope and sequences plans that bundle standards / GLEs over the course of the year into units of study. Staff will also use the assessments and planning resources that are provided by the LADOE along with the sample units which illustrate how a teacher can move from the year-long to the unit level.</p>				<p>and an integrated balance among reading, writing, speaking and listening in all content areas will be developed.</p>
<p>Assessments: Formative and summative assessments such as weekly 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 implement common formative assessments in department meetings.</p>	<p>Principal, Assistant Principals, Teachers, Instructional Coach, Magnet Lead Teacher</p>	<p>August 2014 – May 2015</p>		<p>During weekly PLC meetings the principal, AP, magnet coordinator, and teachers will analyze common assessment (district, school-based) results to assess the impact of instruction on achievement and to make adjustments (interventions, remediation, etc.) to teaching as needed.</p>
<p>Instruction: Teachers will incorporate varied instructional strategies / activities such as vocabulary development (CDL recommendations), DOK, and student engagement into instruction to meet the needs of all students as identified by common assessments. Specific core content programs such as the following will be used with students for instruction, remediation, intervention, and/or enrichment purposes. .</p> <ul style="list-style-type: none"> • Accelerated Reader (ELA)- all students • Study Island (all core content areas) –all students <p>Instructional coaches will provide modeling, coaching, and mentoring to teachers during PLC meetings and classroom instruction. Coaches will also co-teach with teachers and/or independently teach classes as needed.</p>	<p>Principal, Assistant Principals, Teachers, Instructional Coach, Magnet Lead Teacher</p>	<p>August 2014 – May 2015</p>	<p>Title I SW \$158,192.10 (f/t instructional coach pay, copier, AR, Study Island, materials & supplies)</p>	<p>Administrators will conduct weekly observations to ensure that varied instructional strategies are being utilized.</p> <p>Administrators will review instructional plans and provide feedback to teachers to ensure the use of data from formative assessments will be used in planning lessons.</p>
<p>Professional/Staff Development: Leadership team will utilize information provided by district personnel and CDL to plan and</p>	<p>Principal, Assistant</p>	<p>August 2014 – May 2015</p>	<p>Title I SW \$8,655,90</p>	<p>Administrators, district personnel, etc. will conduct</p>

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<p>implement redelivery, coaching and mentoring sessions on the 12 Recommendations provided by CDL. School and / or district personnel will provide follow-up throughout the school year. Attendees will implement the strategies and / or as needed redeliver and coach throughout the school year.</p> <p>Faculty and staff will participate in district provided workshops and training sessions throughout the school year. Attendees will implement the strategies and / or as needed redeliver and coach throughout the school year.</p> <p>During weekly PLC meetings, teachers will utilize student academic data to collaboratively develop lesson plans that incorporate varied instructional varied instructional strategies (high order thinking, literacy strategies, CDL recommended strategies, etc.) into the curriculum.</p> <p>District personnel (coaches, specialists, coordinators, and / or executive directors) will provide teachers with onsite modeling, coaching, and mentoring.</p> <p>School-based instructional coaches will provide teachers with onsite modeling, coaching, and mentoring.</p>	<p>Principals, Teachers, Instructional Coach, Magnet Lead Teacher</p>		<p>(p/t teacher pay for planning)</p>	<p>observations to ensure the use of varied instructional strategies is taking place.</p> <p>Administrators will review weekly lesson plans, team meeting notes, etc. and then provide written feedback to teachers to ensure use of the data from formative assessments.</p>
<p>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.</p> <p>Daily instructional goals and activities will be provided to parents via access through the web-based lesson plan software program – OnCourse (C).</p> <p>Workshops at night for specific core content areas will be provided to parents which will feature differentiated activities and be aligned with appropriate CCSS/GLEs (C).</p>	<p>Principal, Assistant Principals, Teachers, Instructional Coach, Magnet Lead Teacher</p>	<p>August 2014 – May 2015</p>	<p>PI \$4,740.00 (postage, supplies)</p>	<p>Workshop agenda, evaluation, and sign-in sheets</p>

Instruction by Highly Qualified Teachers – Highly Qualified Teacher Recruitment

(Title I Schoolwide Component 3, 5)

District Goal(s):	100% of teachers in the district will be highly qualified.
School Objective(s):	100% of teachers employed at the school will be highly qualified.

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)
<p>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.</p> <p>Once a month, during team planning periods throughout the school year, on-site mentors & / or the magnet lead teacher will meet with highly qualified mentee teachers to model/coach, to problem-solve, and to provide support.</p> <p>Once a month, throughout the school year administrators will meet with the new highly qualified teachers to provide support, guidance, and follow-up.</p>	<p>Administrators, Best Coordinator, Mentor Teachers, Mentee Teachers</p>	<p>July 2014 – June 2015</p>		<p>Documentation of HQ status for each teacher, documentation from the BEST / mentor meetings</p>

Additional Parental Involvement and Community Activities

(other than those included in Academic Goals)

(Title I Schoolwide Component 6)

District Goal(s):	<p>The district will work to:</p> <ol style="list-style-type: none"> 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.
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	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)
<p>Weakness(es): Limited parental support and parental involvement.</p> <p>Objective(s): Increase parental support and involvement.</p>	<p>Parental Involvement/Instruction (Identify each activity according to the Esptein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community.</p> <p>Informational brochures, flyers, etc. will be available to parents and community members in the newly established parenting center. Parents will also have access to a computer to gather information (C).</p> <p>Use teacher phone contacts, automated phone systems, websites,</p>	<p>Principal, Assistant Principals, Magnet Lead Teacher, Teachers, Librarian</p>	<p>August 2014 – May 2015</p>		<p>Teacher phone contact logs, parent workshop agendas, evaluations, and sign-in sheets, parent survey</p>

	<p>and/or newsletters to communicate with parents about student progress and/or school activities (C).</p> <p>Coffee and Conversations activity for parent and community members will be done once a semester highlighting successes, challenges, and volunteer opportunities (C, V, CC).</p>				
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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)
<p>Weakness(es): Sixth grade students are not prepared for the middle school culture.</p> <p>Objective(s): 6th grade students will become more accustomed to middle school culture.</p>	<p>Incoming sixth grade students will participate in a transitional program during the months of June.</p> <p>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.</p>	<p>Principal</p> <p>Sixth Grade Teachers</p>	<p>June 2014 – May 2015</p>		<p>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.</p>