

# East Baton Rouge Parish School System



## Title I Schoolwide Program Plan

Pre-K - 5<sup>th</sup> Grades  
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Baton Rouge, LA 70806

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**2019 - 2020**

East Baton Rouge Parish School System - Title I Schoolwide Program Plan

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**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.

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Principal

Date

Executive Director

Date






**Louisiana Focus Areas:**

- Early Childhood

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- 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 EBRPSSB 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:** *LaSalle Elementary School, founded on the belief that each student has a unique pattern of educational needs, will strive to create an atmosphere of friendliness and stability, and establish effective partnerships between school, home, and community to positively impact student achievement.*

**Mission:** *LaSalle Elementary School's mission is to maintain high expectations and promote academic excellence for all students with set forth stat standards. We have the top teachers, students, and leadership team to get the job done.*

## 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.

Stakeholder	Data Types			
	Cognitive	Attitudinal	Behavioral	Archival
Administrators		<ul style="list-style-type: none"> <li>Administrator Interview</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Rate</li> </ul>	<ul style="list-style-type: none"> <li>Demographic Data</li> </ul>
Teachers		<ul style="list-style-type: none"> <li>Teacher Focus Group</li> <li>Teacher Survey</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Walkthroughs</li> <li>Attendance Rate</li> </ul>	<ul style="list-style-type: none"> <li>Demographic Data</li> </ul>
Students	<ul style="list-style-type: none"> <li>LEAP 2025</li> <li>End-of-Course (EOC)</li> <li>ACT</li> <li>DIBELS</li> <li>DRA</li> <li>Benchmark Assessments</li> <li>STAR</li> <li>SRI</li> </ul>	<ul style="list-style-type: none"> <li>Student Survey</li> <li>Student Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observations</li> <li>Walkthroughs</li> <li>Discipline Rates</li> <li>Attendance Rates</li> </ul>	<ul style="list-style-type: none"> <li>School Report Card</li> <li>Demographic Data</li> <li>Subgroup Component Data</li> <li>Tableau Reports</li> </ul>

	<ul style="list-style-type: none"> <li>• Etc.</li> </ul>			
Parents		<ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Parent Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Rates (school participation)</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic Data</li> </ul>

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**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):

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Math Proficiency: 3 <sup>rd</sup> - 57% to 68% , 4 <sup>th</sup> -57% to 62% , 5 <sup>th</sup> 42% to 69%	2017/2018 LEAP 2025 Data
2.	ELA Proficiency: 4 <sup>th</sup> - 63% to 67%, 5 <sup>th</sup> 60%-82%	2017/2018 LEAP 2025 Data
3.	Social Studies- 5 <sup>th</sup> -52%	2017/2018 LEAP 2025 Data
4.	DIBELS End of Year CORE Composite Score: Benchmark Percentage K-80%-88% 3 <sup>RD</sup> -50%-82%	2017/2018 DIBELS NEXT

**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:

<b>Contributing Factor:</b> Professional Development/Discussions in the areas of ELA which focused on text-dependent questioning and Depth of Knowledge were held regularly at collaborative grade level meetings throughout the school year.	
Domain: 200 Sub domain: 220	
<b>Instrument(s):</b> PD/Collaborative Planning Meeting (PLC) Agendas 2017-18; AdvancED Parent Survey 2017-2018; Classroom Observations/Support 2017-18	
<b>Data Type:</b>	<b>Findings</b>
1. Attitudinal	1. 95% of parents surveyed state that their child's teachers work as a team to help their child learn.

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2. Behavioral	2. COMPASS first semester observations reflect that 89% of teachers score proficient in <i>Instruction: Using Questioning and Discussion Techniques.</i>
3. Archival	3. Grade Level PLC Agendas reflect emphasis on teachers addressing Louisiana Student Standards and professional development on identifying/creating text dependent questions and alignment to state assessment.

<b>Contributing Factor:</b> School leadership implemented a school wide writing initiative.	
Domain: 500 Sub domain: 550	
<b>Instrument(s):</b> AdvancEDI Student Survey 2017-18; LEAP 2025 Data 2017-18; Subgroup Demographic Data Report 2017-18	



Data Type:	Findings
1. Attitudinal	1. 95% of students surveyed agree that teachers use different activities to help them learn.
2. Archival	2. According to the Subgroup Demographic Data Report, an average of 66% of African American students were proficient on the Research to Build Knowledge area of statewide testing.
3. Cognitive	3. In the writing sub claim of Knowledge and Use of Language Curriculum fourth grade scores increased from 66%-71%.

**Contributing Factor:** Teachers are implementing district/state mandated LSS with fidelity across all grade levels.

Domain: 500  
Sub domain: 520

**Instrument(s):** Advance Ed Parent Survey 2017-18; 2017-18 LEAP2025 Data; Canvas Lesson Plans 2017-18

Data Type:	Findings
1. Attitudinal	1. 99% of parents surveyed state that all teachers give work that challenges their child and 92.27% of students report that teachers help them learn things they will need in the future.
2. Cognitive	2. In 3 <sup>rd</sup> grade 61% were strong and moderate in Expressing Mathematical reasoning. In fourth grade 57% of the students were proficient on the sub claim of additional and supporting content.
3.	3. Canvas Lesson Plans reflect that teachers' plans are guided/driven by the LSSS across subjects and grade levels.

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\*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.	In the content standard of Writing, student scores were stagnant or decreased on high stakes testing as follows: third grade were 64% proficient; fourth grade were 72% proficient; and fifth grade was 84% proficient.	2017-18 LEAP2025 Data
2.	Student performance on (CR) Math Modeling and Application test items is as follow: third grade is 52% proficient; fourth grade is 51% proficient; and fifth grade is 47% proficient. Expressing Mathematical Reasoning-33% proficient.	2017-2018 LEAP 2025 Data
3.	Literary Text was an identified weakness in third through fifth grade as follow third grade-55% proficient; fourth grade-70% proficient , and fifth grade 69% proficient.	2017-18 LEAP 2025 Data

**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:** Professional development activities on process writing lacked follow-through from the district for continuous, effective program implementation.

Domain: 600  
Sub domain: 630

**Instrument(s):** AdvancED Teacher Survey 2017-18; 2017-18 LEAP 2025 Data; 2017-18 Subgroup Demographic Data Report

Data Type:	Findings
1. Attitudinal	1. According to the A student needs
2. Cognitive	2. According to the LEAP were 64% proficient.
3. Archival	3. According to the S ELL students are pro

<b>Contributing Factor:</b> Teachers did not consistently implement small group instruction and cooperative learning in daily Math instruction. Opportunities for individualized or small group instruction were limited.	
Domain: 500 Sub domain: 520	
<b>Instrument(s):</b> 2017-18, LEAP 2025 Data; 2017-18 AdvancED Parent Survey; 2017-18 Subgroup Demographic Data Report	
<b>Data Type:</b> 1. Cognitive  2. Attitudinal  3.	<b>Findings</b>  1. According to LEAP 2025 data, only 69% of fifth graders scored proficient in Math.  2. Of the parents surveyed, 15% <i>do not believe</i> that the school meets students' needs by individualized instruction.  3. According to the 2017-18 Subgroup Demographic Data Report, 65% or less of African American students and 60% or less of ELL students are proficient in Number and Operations in Base Ten.

<b>Contributing Factor:</b> Writing instruction lacks differentiation and consistent implementation of effective strategies aligned to the assessment guide.	
Domain: 500 Sub domain: 510	
<b>Instrument(s):</b> 2017-18 LEAP 2025 Data; 2017-18 AdvancED Parent Survey; 2017/2018 Subgroup Demographic Data Report	
<b>Data Type:</b> 1. Cognitive  2. Attitudinal  3.	<b>Findings</b>  1. In the content standard of Writing, student scores were stagnant or decreased on high stakes testing as follows: third grade were 64% proficient; fourth grade were 72% proficient; and fifth grade was 84% proficient.  2. According to the Parent Survey, 8% of parents surveyed <i>do not believe</i> that the school meets students' needs by individualized instruction.  3. According to the Subgroup Demographic Data Report 2017-18, less than 62% of our African American students and less than 40% of our ELL students are proficient in the area of Writing.

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

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**Action Plan**

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

**ESSA Schoolwide Plan Requirements 2 and 3**

<b>Core Academics: ELA, Math, Science, Social Studies</b>					
<b>Weaknesses:</b>	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <u>List weaknesses for each Core Academic area and the subgroups.</u>  In the content standard of Writing, student scores were stagnant or decreased on high stakes testing as follows: third grade were 64% proficient; fourth grade were 72% proficient; and fifth grade was 84% proficient.  Student performance on (CR) Math Modeling and Application test items is as follow: third grade is 52% proficient; fourth grade is 51% proficient; and fifth grade is 47% proficient. Expressing Mathematical Reasoning-33% proficient.  Literary Text was an identified weakness in third through fifth grade as follow third grade-55% proficient; fourth grade-70% proficient, and fifth grade 69% proficient.				
	<b>Objectives:</b>  An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <u>Identify objectives for each Core Academic area and the subgroups.</u> To increase student scores on high stakes testing in Writing as follows: in third grade from 64% to 69% proficient; in fourth grade from 72% to 77% proficient; and in fifth grade from 84% to 89% proficient by the end of the 2017-18 school year.  To increase percent proficient in Math Constructed Response as follows: in third grade from 52% to 57% proficient; in fourth grade from 51% to 56% proficient; and in fifth grade from 47% to 52% proficient.  To increase student Reading proficiency as it relates to Literary Text standard listed as follows: in third grade from 55% to 60% proficient; in fourth grade from 70% to 75% proficient; and in fifth grade from 69% to 74% proficient.				
<b>Evidence-Based Strategies:</b>	Data-Driven Decision Making	Response to Intervention	Job-Embedded PD	Technology Integration	Other :

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CORE ACADEMICS - ELA		DELETE INFO THAT DOES NOT APPLY		
Tier 1 Resources:		Pre-K: Big Day	K -2: Expeditionary Learning (EL)	3-5: Louisiana Guidebooks
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Instruction:</b>  <b>Instruction:</b>                      The school will continue to effectively implement the Louisiana State Standards for ELA as outlined by the LDOE by looking at textual resources and text complexity; focusing on building student ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking.</p> <ul style="list-style-type: none"> <li>● K-2 Tier El Instruction</li> <li>● Guided Reading</li> <li>● 3-5 Guidebooks</li> <li>● K-5 Gifted Whit &amp; Wisdom Instruction</li> <li>● Small Group Intervention</li> <li>● K-2 Reading Buddies</li> <li>● UNWRAP Strategy</li> </ul> <p>Teachers will develop actions for Writing and Social Studies block with a focus on non-fictional text. This group will also collaborate with the Librarian Teacher to differentiate instruction through the use of technology and Accelerated Reader.</p> <ul style="list-style-type: none"> <li>● Writing Across LaSalle Pre- K-5</li> <li>● Assessment task Writing K-5 (Narrative, Literary Analysis, and Research Simulation.</li> <li>● All Hands on Deck Sessions</li> <li>● Reading Logs</li> </ul> <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly.</p> <ul style="list-style-type: none"> <li>● LLI, Systems 44,in ELA</li> <li>● Ready Common Core in all content areas</li> <li>● Successmaker (Math/ELA )</li> </ul> <p>Students who are at-risk will be identified for the after-school tutoring program. Teachers will provide small group instruction for two hours a day for eighty days preceding high stakes testing in the spring.</p>	ESL Teacher Para educator Instruction Specialist Dean of Students Teachers Principal	August 2019-May 2020	Classroom Teacher \$45,220.17 Benefits \$6,000.00 Substitute \$800.00 Remediation \$5,906.25 Planning \$2250.00 Copier Rental \$4,500 IReady \$4000 Materials & Supplies \$2,016.47 Instructional Technology \$12,459.00 Chromebooks \$11,220.00	Principal will conduct weekly observations to review implementation of the CCSS across the four content areas. During Monthly Data reviews, results from these observations will be presented and discussed. A month report will be collected to determine the growth of students to reward those students and motivate additional students to reach their goal. Sign in and Sign out

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UIN students with disabilities, English Language Learners. ESL teacher will support guided reading and leveled literacy.	Selected classroom teachers	October 2019	sheets for students and teachers.
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**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):  
 Pre-K: TS GOLD, Assessments Embedded in BIG Day  
 K-2<sup>nd</sup>: DIBELS, K-2 Formative Tasks, Eagle, DRA, Writing Across Lasalle, Assessments Embedded in Expeditionary Learning (EL), District Benchmark  
 3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, DRDP, DIBELS Assessments Embedded in Wit and Wisdom and Louisiana Guidebooks, District Benchmark, 3<sup>rd</sup> DRA, Writing Across Lasalle

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CORE ACADEMICS - Mathematics		Tier 1 Resources: Eureka			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
<p><b>Instruction:</b> Math Teachers will differentiate instruction by modifying Math activities to meet the needs of all students as identified by common assessments. Students will complete Math Performance tasks with the teacher at least once per week.</p> <p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs and strategies will be used accordingly.</p> <ul style="list-style-type: none"> <li>● Successmaker in Math</li> <li>● Ready Common Core in all content areas</li> <li>● RDWW- Math Strategy</li> <li>● Writing Across LaSalle</li> </ul> <p>UIN students with disabilities, English Language Learners. ESL teacher will support guided reading will receive additional intervention/leveled support.</p>	All Teachers	August 2019-May 2020	Classroom Teacher \$45,220.17 Benefits \$6,000.00 Substitute \$800.00 Remediation \$5,906.25 Planning \$2250.00 Copier Rental \$4,500 IReady \$4000 Materials & Supplies \$2,016.47 Instructional Technology \$12,459.00 Chromebooks \$11,220.00	Principal and Instructional Leadership Team will conduct weekly observations to ensure strategies are being used, evidence by COMPASS Rubric for teachers. Principal will review weekly instructional plans and provide timely, meaningful feedback to teachers to ensure that the use of the data from formative assessments is utilized to drive instruction.	
<p><b>Include assessment frequency in parenthesis behind each assessment.</b></p>					

DEL

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

Pre-K: Assessments Embedded in Eureka Math

K-2<sup>nd</sup>: Assessments Embedded in Eureka Math

3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, Assessments Embedded in Eureka Math, District Benchmark

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CORE ACADEMICS – Science		Tier 1 Resources: LDOE Scope and Sequence			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
<p><b>Instruction:</b>                      Science Teachers will differentiate instruction by modifying Science activities to meet the needs of all students as identified by common assessments. Teachers will use district planning materials. Students will complete Science Performance tasks with the teacher at least once per week.                      Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <ul style="list-style-type: none"> <li>• Additional use of ABC Science Books</li> <li>• Better Lesson Planned lessons</li> <li>• Incorporate 180 Days of Science.</li> <li>• Take home projects</li> </ul> <p><i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies. The Art and Music teacher will include the following activities to support students during ancillary. Each month, teachers will engage students in:</i></p> <ul style="list-style-type: none"> <li>• Discussions based on open-ended prompts</li> </ul> <p>UIN students with disabilities, English Language Learners. ESL teacher will support guided reading will receive additional intervention/leveled support</p>	All Teachers	August 2019-May 2020	Classroom Teacher \$45,220.17 Benefits \$6,000.00 Substitute \$800.00 Remediation \$5,906.25 Planning \$2250.00 Copier Rental \$4,500 IReady \$4000 Materials & Supplies \$2,016.47 Instructional Technology \$12,450.00	Principal and Instructional Team will conduct weekly observations to ensure strategies are being used, evidence by COMPASS Rubric for teachers. Principal will review weekly instructional plans and provide timely, meaningful feedback to teachers to ensure that the use of the data from formative assessments is utilized to drive instruction.	

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

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**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

Pre-K: Assessments Embedded in State Standards and exemplar task type used as a resource for CFA's

K-2<sup>nd</sup>: Assessments Embedded in State standards and exemplar task type used as a resource for CFA's

, District Benchmark

3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, Assessments Embedded in Teacher Created Materials, District Benchmark, Assessments Embedded in State standards and exemplar task type used as a resource for CFA's

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<b>CORE ACADEMICS – Social Studies   Tier 1 Resources: Studies Weekly/ LDOE Scope and Sequence</b>				
<b>Action Steps and Audience</b> (Include Subgroups - Aligned to the Strategies)	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Instruction:</b> Teachers will develop actions for Writing and Social Studies block with a focus on non-fictional text. This group will also collaborate with the Librarian and Music Teacher to differentiate instruction through the use of technology and Accelerated Reader.</p>	<p>Principal Instructional Classroom Teachers Leadership Team Instructional Specialist</p>	<p>August 2019- May 2020</p>	<p>Classroom Teacher \$45,220.17 Benefits \$6,000.00 Substitute \$800.00</p>	<p>The Principal will meet with the school's Data Team twice monthly to review student progress at specific grade levels. The team will make recommendations to teachers for best instructional practices to meet the needs of students who require additional interventions. The Principal and Reading Teacher will</p>
<p>Students who are at-risk will be identified for the after-school tutoring program. Teachers will provide small group instruction for two hours a day for eighty days preceding high stakes testing in the spring.</p>	<p>Selected Classroom Teachers</p>	<p>October 2019</p>	<p>Remediation \$5,906.25</p>	

UIN students with disabilities, English Language Learners. ESL teacher will support guided reading will receive additional intervention/leveled support

Planning \$2250.00  
 Copier Rental \$4,500  
 IReady \$4000  
 Materials & Supplies \$2,016.47  
 Instructional Technology \$12,459.00  
 Chromebooks \$11,220.00

Reading teacher will provide additional support to teachers who need extra assistance. Students attending after-school remediation program will become a focus group for pre- and post-program test data. The Principal or designee will track student data via EADMS for those students attending the after-school program. Student data will be pulled from the LEAP Practice Tests and the actual LEAP test results.

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

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**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

Pre-K: Assessments Embedded in State Standards and exemplar task type used as a resource for CFA's  
 K-2<sup>nd</sup>: Assessments Embedded in State standards and exemplar task type used as a resource for CFA's  
 , District Benchmark  
 3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, Assessments Embedded in Studies Weekly, District Benchmark, Assessments Embedded in State standards and exemplar task type used as a resource for CFA's

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

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Professional Development:</b> Teachers will attend District/School sponsored professional development to improve literacy instruction and learn additional effective instructional strategies. Teachers will follow up by implementing strategies learned during PD. Teacher Leaders will attend state professional developments and redeliver at school level during Professional Development meetings and Professional Learning Team meetings at grade level.</p> <p>Principal, Dean of Students, Instructional Specialist, and Teachers will participate in weekly grade level Professional Learning Team meetings as job-embedded staff development to review and develop lessons that include problem solving strategies in Math. All Math teachers will attend district professional development to improve instructional delivery. Teachers will share strategies for improvement at grade level and faculty professional development days.</p>	<p>Principal, Dean of Students, Teachers</p> <p>Principal, Dean of Students, Teachers</p>	<p>August 2018-May, 2019</p>	<p>Admin Travel \$3,000.00</p> <p>Teacher Travel \$2000.00</p> <p>Planning</p>	<p>Grade-level agendas/sign-in sheets will be kept in PLC binders. Student Writing samples will be scored using a rubric at a minimum of once a month. Results will be used to inform instruction. Teachers will share and discuss instructional strategies during weekly grade level Professional Learning Team meetings to develop and/or evaluate lesson effectiveness and assessment methods. Principal and Dean of Students will provide feedback and follow-up to teachers to ensure effective implementation.</p> <p>Teachers will share and discuss instructional strategies weekly during grade level Professional Learning Team meetings to develop and/or evaluate lesson effectiveness. Principal and Dean of Students will observe and provide feedback and follow-up to ensure the effective implementation of Math literacy strategies as they are utilized in the classroom. Student progress will be monitored by CFAs and district Benchmark tests. Agendas and sign ins will be maintained in grade level binders.</p>

East Baton Rouge Parish School System – Title I Schoolwide Program Plan

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

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Parental and Family Engagement:</b> Monthly informational calendars and bi-monthly newsletters will be sent to parents as reminders of events and special recognitions. Teachers will conduct parent conferences as needed and J Campus call-out system will be utilized to notify parents of upcoming academic activities, state testing dates, local election items of interest, and special events. School (WIX &amp; District Website) will maintain a school website that will feature special events, announcements to parents, and monthly newsletters.</p> <p>STEM Night Parent Literacy Night Pastries with the Principal LEAP 2025 Information Night Talent Show Newsletter includes a preview of upcoming units (Translated in Spanish) PTO</p> <p>Remind App Monthly Parent Meeting</p> <p>Principal, Dean of Students, and all teachers will collaborate to host parent programs to provide opportunities for parents to participate in their child's education. Emphasis will be on parents learning ways to address the Louisiana Student Standards curriculum at home by observing student products, sending home student/parent activities, and participating in learning activities such as Literacy Night.</p> <p><b>Additional Parent and Family Engagement Activities</b></p> <p>Principal, Dean of Students, Instructional Specialist, and all teachers will collaborate to host parent</p>	<p>Principal, Dean of Students, Teachers, Principal, Dean of Students, Teachers, School Webmaster, Guidance Counselor, School Webmaster, Guidance Counselor</p> <p>Principal, Principal, Dean of Students, Teachers, Instructional Specialist, Dean of</p>	<p>August 2017-May 2018 August 2017-May 2018</p>	<p>\$150 Printing &amp; Binding \$150</p> <p>Postage \$150.00</p> <p>IXL \$1000.00</p> <p>Supplies \$496.00</p> <p>Niki Folders</p> <p>Copier Rental \$5,068.00</p>	<p>Lesson Plans will include writing activities. The Principal, ED, and Dean of Students will conduct classroom walkthroughs which target writing instruction regularly. Lesson Plans will include writing activities. The Principal, ED, and Dean of Students will conduct classroom walkthroughs which target writing instruction regularly. Writing samples will be submitted and scored by grade-level teams at least once monthly. Writing samples will be submitted and scored by grade-level teams at least once monthly.</p> <p>"News books" and journals will be used to communicate between home and school. All informational flyers, schoolwide newsletters, and J-CAMPUS call-out verifications will be maintained in the School Documents Binder. Sign-in sheets from Parent Involvement activities will measure the effectiveness of parent notifications/"News books" and journals will be used to communicate between home and school. All informational flyers, schoolwide newsletters, and J-CAMPUS call-out verifications will be maintained in the School Documents Binder. Sign-in sheets from Parent Involvement activities</p>



Principal, Dean of students, Instructional Specialist, and all teachers will collaborate to host parent programs to provide opportunities for parents to be informed of the high expectations required by Louisiana Student Standards. Emphasis will be placed on parents learning ways to address curriculum by observing student products and participating in the following parent learning activities:  Meet and Greet (August) Open House (August) Room Mother Parent Holiday Lunches (Three times at the beginning, middle, and end of school year for designated	Students, Teachers, Instructional Specialist  Principal,Principal,			will measure the effectiveness of parent notifications/ Participation.Participation.  Sign-in sheets will document parent participation in all parent programs. Sign-in sheets will document parent
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East Baton Rouge Parish School System – Title I Schoolwide Program Plan

grades) Math Night (October) Fall Festival (November) Book Fair and Grandes with Grands (December) Literacy Night (February) Guys Read - Dr. Seuss (March) Kindergarten visit day (May) Honors Programs (Per 9 weeks/May) 5 <sup>th</sup> Grade Promotion (May)  Student Planners and/or Homework Folders will be purchased and distributed to all students/families in an effort to promote daily communication between home and school.  The school's Action Team for Partnerships (ATP) will meet at least three times per semester as a whole team to ensure continuous progress in plans and activities and to evaluate activities that were implemented over the course of the previous months.	Dean of Students, Teachers, Instructional Specialist Specialist Dean of Students, Teachers, Instructional Specialist			participation in all parent programs. Student work samples with rubrics attached will be displayed around the school for parents to view.Student work samples with rubrics attached will be displayed around the school for parents to view.  Sign-in sheets will document parent participation in all parent programs. Parent Survey results will be utilized to evaluate effectiveness for future planning of parental involvement activities.Sign-in sheets will document parent participation in all parent programs. Parent Survey results will be utilized to evaluate effectiveness for future planning of parental involvement activities.
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East Baton Rouge Parish School System – Title I Schoolwide Program Plan

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

<b>District Goal(s):</b>	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
<b>School Objective(s):</b>	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.

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Principal or designee will participate in events conducted by the Office of Human Resources to attract highly qualified teachers to LaSalle ES. Teacher Ambassadors will be assigned to new teachers to improve	Principal, Dean of Students, Teacher Leader(s)	August 2018-May 2019	N/A	COMPASS evaluations will indicate effectiveness. Teacher attendance records will be maintained at school. Teacher mobility documentation will be

East Baton Rouge Parish School System – Title I Schoolwide Program Plan

**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
  - High School to Post-Secondary

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Pre-K and Kindergarten teachers will collaborate to align Pre-K and Kindergarten curricula and arrange for classroom visits/observations (Kindergarten Visit Day) to provide for a smooth transition from Pre-K to Kindergarten. Parents will be notified of the dates/times via the School calendar, marquee, and /or school messenger system</p>	<p>Pre-K and Kindergarten Teachers, Gifted Site Coordinator, Dean of Students</p>	<p>May 2019</p>	<p>General Funds TANF ESS Funds <b>Printing &amp; Binding</b> \$150.00</p>	<p>Grade level meeting documentation will include agenda items and sign-in sheets. Sign-in sheets, school calendar, and parent invitation for Kindergarten Visit Day will be maintained at the school.</p>
<p>Fifth grade students and teachers will receive a visit from sixth grade students at Westdale, Glasgow, and/or Broadmoor Middle School to learn about academic courses, electives, and extracurricular opportunities available to them in middle school.</p>	<p>Fifth Grade Teachers, Dean of Students</p>	<p>May 2019</p>	<p>General Funds TANF ESS Funds Classroom Teacher \$45,220.17 Benefits \$6,000.00</p>	<p>Artifacts such as the agenda from the middle school visit day and the invitation from the elementary students to middle school students (inviting them to come to LaSalle) will be maintained.</p>

## 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.