

East Baton Rouge Parish School System



Title I Schoolwide Program Plan LaSalle Elementary School

Pre-K – 5th Grades

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SY: 2018-19

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East Baton Rouge Parish School System District Vision and Mission Statements

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.

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.

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 state standards. We have the top teachers, students, and leadership team to get the job done!

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
 - LEAP 2025 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 2025 Data • LEAP 360 • 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 2017-2018 Title I Schoolwide Planning

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

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

STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Math Proficiency: 3 rd - 57%	2016/2017 LEAP 2025 Data
2.	ELA Proficiency: 4 th - 63%, 5 th 60%	2016/2017 LEAP 2025 Data
3.	Science Proficiency: 3 rd 74%; 4 th -72%; 5 th – 68%	2016/2017 LEAP 2025 Data
4.	DRA 1st - 68% , 2nd - 68%	2016/2017 DRA
5.	DIBELS End of Year CORE Composite Score: Benchmark Percentage K-80%, 3 RD -50%	2016/2017 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:

<p>Contributing Factor: 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.</p>
<p>Domain: 200 Sub domain: 220</p>
<p>Instrument(s): PD/Collaborative Planning Meeting (PLC) Agendas 2017-18; AdvancED Parent Survey 2017-2018; Classroom Observations/Support 2017-18</p>

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Data Type:	Findings
<ol style="list-style-type: none"> 1. Attitudinal 2. Behavioral 3. Archival 	<ol style="list-style-type: none"> 1. 95% of parents surveyed state that their child’s teachers work as a team to help their child learn. 2. COMPASS first semester observations reflect that 89% of teachers score proficient in <i>Instruction: Using Questioning and Discussion Techniques</i>. 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.

Contributing Factor: School leadership implemented a school wide writing initiative.	
Domain: 500 Sub domain: 550	
Instrument(s): AdvancEDI Student Survey 2017-18; LEAP 2025 Data 2017-18; Subgroup Demographic Data Report 2017-18	
Data Type:	Findings
<ol style="list-style-type: none"> 1. Attitudinal 2. Archival 3. Cognitive 	<ol style="list-style-type: none"> 1. 95% of students surveyed agree that teachers use different activities to help them learn. 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. 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
<ol style="list-style-type: none"> 1. Attitudinal 2. Cognitive 3. Archival 	<ol style="list-style-type: none"> 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. In 3rd grade 59% were strong and moderate in Expressing Mathematical reasoning. In fourth grade 65% of the students were proficient on the sub claim of additional and supporting content. 3. Canvas Lesson Plans reflect that teachers’ plans are guided/driven by the LSSS across subjects and grade levels.

*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 remained 58% proficient; fourth grade declined from 81% to 68% proficient; and fifth grade decreased 78%-43% 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.	Information Text was an identified weakness in 3 rd – 5 th grades: 3 rd - 48%, 4 th - 55%, 5 th - 55% 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; 2016-17 LEAP 2025 Data; 2017-18 Subgroup Demographic Data Report	
Data Type: 1. Attitudinal 2. Cognitive 3. Archival	Findings 1 .According to the AdvancED Teachers Survey, 35% of teachers surveyed <i>do not feel</i> that sufficient resources are provided to meet student needs. 2. According to LEAP 2025 2016-17 data, student scores in the content standard of Writing were stagnant or decreased as follows: third grade remained 68% proficient; fourth grade decreased from 81% to 68% proficient; and fifth grade decreased from 78% -43 proficient. 3. According to the Subgroup Demographic Data Report 2016-17, less than 65% of African American students and less than 45% of ELL students are proficient in the area of Writing.

Contributing Factor: 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	
Instrument(s): 2016-17, LEAP 2025 Data; 2016-17 AdvancED Parent Survey; 206-17 Subgroup Demographic Data Report	

<p>Data Type:</p> <ol style="list-style-type: none"> 1. Cognitive 2. Attitudinal 3. Archival 	<p>Findings</p> <ol style="list-style-type: none"> 1. According to LEAP 2025 data, only 42% 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 2016-17 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.
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<p>Contributing Factor: Writing instruction lacks differentiation and consistent implementation of effective strategies aligned to the assessment guide.</p>	
<p>Domain: 500 Sub domain: 510</p>	
<p>Instrument(s): 2016-17 LEAP 2025 Data; 2016-17 AdvancED Parent Survey; 2016-17 Subgroup Demographic Data Report</p>	
<p>Data Type:</p> <ol style="list-style-type: none"> 1. Cognitive 2. Attitudinal 3. Archival 	<p>Findings</p> <ol style="list-style-type: none"> 1. In the content standard of Writing, student scores were stagnant or decreased on high stakes testing as follows: third grade remained 67% proficient; fourth grade declined from 81% to 68% proficient; and fifth grade decreased 78%-43% 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 2016-17, 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.

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.

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 EBRPSS 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 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.

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

To increase LaSalle's School Performance Score from 67.9-74.9 by May, 2019.

Action Plan

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

Content Area(s): Reading/Writing Across Curriculum				
Weakness(es):	Writing continues to be a weakness across grade levels with 67% of third graders scoring proficient; 68% of fourth graders scoring proficient; and 43% of fifth graders scoring proficient. Informational Text was an identified weakness in third through fifth grade as follow third grade-52% proficient; fourth grade-62% proficient , and fifth grade 59% proficient.			
Objective(s):	To increase student scores on high stakes testing in Writing as follows: in third grade from 67% to 72% proficient; in fourth grade from 68% to 73% proficient; and in fifth grade from 43% to 50% proficient by the end of the 2017-18 school year. To increase student Reading proficiency as it relates to Informational Text standard listed as follows: in third grade from 67% to 70% proficient; in fourth grade from 68% to 75% proficient; and in fifth grade from 43% to 50% proficient.			
Research-Based Strategy(ies):	Each strategy should: <ul style="list-style-type: none"> • 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 	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
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): The School will effectively implement district/school approved Tier 1 literacy programs that address ELA Louisiana Student Standards shifts focused on evidence-based writing, text dependent questioning, and academic vocabulary. Effective grouping will be utilized to increase student engagement (cooperative, whole group, and small group instruction). Teachers and paraprofessionals will implement schoolwide reading interventions that will effectively utilize Louisiana Student Standards through concentration on the five components of literacy. Teachers will implement techniques and/or strategies designed for rigorous lessons in each component that address the needs of the students.	Principal, Dean of Students, Teachers	August 2018-May 2019	NA	Principal and Dean of Students will review lesson plans and observe classroom instruction weekly and provide feedback and follow-up to teachers to ensure effective Implementation of evidence-based writing, text dependent questions, and academic vocabulary.

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				Writing samples will be analyzed and scored at grade level meetings. Intervention documentation log will be maintained.
<p>Instruction Teachers will differentiate literacy instruction to address Louisiana Student Standards shifts found in the District/School curriculum. Instruction will be modified to meet the needs of all students as identified by common formative assessments. Teachers will utilize the LDOE Teacher Toolbox as an additional resource. Classroom teachers will implement the Louisiana Student Standards through effective strategies to differentiate instruction in ELA to meet the needs of Tier 1, 2, and 3 students as identified by ongoing assessments. Intervention teacher will pull intervention groups for Tiers 2 and 3.</p>	Classroom Teachers	August 2018-May, 2019	<p>Title 1 Schoolwide \$197.14 Materials and Supplies \$60,839.76 Teacher Salary \$ 24,058.10 Benefits of Additional Classroom Teacher T1 SW</p>	Classroom Walkthroughs will be conducted by Principal and Dean of Students. Writing samples will be analyzed and scored at grade level meetings. Lesson Plans will be submitted weekly and specific, timely feedback will be provided by the Administrative Team.
<p>Formative Assessments Teachers will administer assessments that address evidence-based writing, text dependent questioning, and academic vocabulary provided by, but not limited to, DRA, Accelerated Reader/STAR, LEAP 360 practice tests, state test-released items, EBR Benchmark Assessments, and common formative assessments.</p>	Principal, Dean of Students, Teachers	August 2018-May, 2019	<p>T1 SW \$5,065.00 Copier Lease \$1,295.00 Internet Accessed Software \$197.14 Materials and Supplies</p>	Benchmark Assessments will be administered according to District’s pacing schedule. Teachers will develop, review, and revise rubrics and assessment methods at weekly grade level Professional Learning Team meetings to insure implementation of effective assessment.
<p>Professional/Staff Development 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</p>	Principal, Dean of Students, Teachers	August 2018-May, 2019	<p>\$197.14 Materials and Supplies \$60,839.76</p>	Grade-level agendas/sign-in sheets will be kept in PLC binders. Student Writing samples will be

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<p>during Professional Development meetings and Professional Learning Team meetings at grade level.</p> <p>Principal, Dean of Students, and Instructional Specialist will facilitate weekly grade level Professional Learning Team meetings for all teachers as job-embedded professional development to identify, develop and /or evaluate instructional strategies and rubrics.</p>			<p>Teacher Salary \$1,295.00 Internet Accessed Software</p>	<p>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>Parent and Family Engagement</p> <p>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 & 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</p>	<p>Principal, Dean of Students, Teachers, School Webmaster, Guidance Counselor</p>	<p>August 2017-May 2018</p>	<p>Title 1 Parental Involvement \$3,213.00 Journal and Paper costs</p> <p>Title 1 Parental Involvement \$3,213.00 Materials for Math and Literacy Nights</p>	<p>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. "News books" and journals will be used to communicate between home and school. All informational flyers, schoolwide</p>

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<p>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>Spring Semester</p>	<p>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/participation.</p>
<p>Summative Assessments: LEAP 360; EOY Assessments; DRA</p>			

<p>Activity 2</p>				
<p>Weakness (es): 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.</p>				
<p>Objective(s): 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.</p>				
<p>Action Steps</p>	<p>Persons Responsible</p>	<p>Target Date(s)/Timeline</p>	<p>Funding Source(s) and Cost</p>	<p>Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)</p>
<p>Curriculum:</p> <p>The School will effectively implement the Louisiana Student Standards for Mathematics as outlined by the LDOE and EBR by utilizing Constructed Response resources schoolwide in grades K – 5. Effective grouping will be utilized to ensure increased learning opportunities (cooperative, whole group, and small group instruction).</p>	<p>Principal, Dean of Students, Teachers, Central Office Support Staff</p>	<p>August 6, 2018-May 20, 2019</p>	<p>\$197.14 Materials and Supplies</p> <p>\$60,839.76 Teacher Salary</p>	<p>Principal and Dean of Students will review lesson plans and observe classroom instruction weekly to provide feedback and follow-up to teachers. Student progress will be monitored by EADMS Benchmark tests and CFAs. Classroom Walkthroughs targeting Constructed Response in Math will be conducted by the Principal, Central Office Support Staff, Dean</p>

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				of Students, and Teacher Leaders. Lesson Plans including Constructed Response problems will be submitted weekly.
<p>Formative Assessments: Teachers will implement performance-based assessments that incorporate the use of constructed response rubrics and other weekly common formative assessments that are aligned to Louisiana Student Standards. Math assessments will include a minimum of one Constructed Response test item in first through fifth grades. Kindergarten students will begin assessments in January, 2019 (DRA as appropriate).</p>	Principal, Dean of Students, Teacher Leader(s), Teachers	August 2018 May 2019	<p>\$60,839.76 Teacher Salary</p> <p>Title 1 Schoolwide \$5,065.00 Copier Lease (duplicate)</p>	Principal, Dean of Students, Teacher Leader(s), and Teachers will review rubrics and assessment methods weekly at Grade Level Professional Learning Team meetings to ensure implementation of effective assessment methods. Scored students' assessments with rubrics attached will be analyzed and discussed at weekly grade-level meetings. Student work samples with attached rubrics will be displayed around the school. Agendas from grade level meetings will be maintained at the school level.
<p>Instruction: Students will be engaged in hands-on math activities using interactive instructional methods that focus on problem solving strategies in math to complete constructed response items. Small group instruction and remediation will be provided by classroom teachers.</p>	Principal, Dean of Students, Teachers	August 2018- May 2019	<p>\$5,065.00 Copier Lease</p> <p>\$197.14 Materials and Supplies</p>	Principal and Dean of Students will review lesson plans and observe classroom instruction focused on Constructed Responses to provide feedback and follow-up to teachers to ensure effective implementation of instructional strategies. Scored constructed response items with rubrics attached will be analyzed and discussed during Professional Learning Team Meetings.
<p>Professional/Staff Development: : 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</p>	Principal, Dean of Students, Teachers	August 2018- May 2019	<p>\$197.14 Materials and Supplies</p> <p>\$60,839.76 Teacher Salary</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

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<p>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>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>
<p>Parental Involvement/Instruction</p> <p>Principal, Dean of Students, Instructional Specialist, 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 Louisiana Student Standards curriculum by observing student products, sending home student/parent activities, and participating in learning activities such as Math Night</p>	<p>Principal, Dean of Students, Teachers, Instructional Specialist</p>	<p>August 2018-May 2019</p>	<p>Title 1 Parental Involvement \$3,213.00</p> <p>\$197.14 Materials and Supplies</p> <p>\$60,839.76 Teacher Salary</p>	<p>Sign-in sheets will document parent participation in all parent programs. Student work samples with rubrics attached will be displayed around the school for parents to view.</p>
<p>Summative Assessments: LEAP 360; DIBELS; DRA</p>				

Instruction by Certified Teachers – Certified Teacher Recruitment

(Title I Schoolwide Component 3, 5)

District Goal(s):	To recruit and employ 100% of teachers in EBRPSS who are certified.
School Objective(s):	To recruit and employ 100% of teachers at LaSalle ES who are certified.

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)
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 instructional and management techniques and build school culture.	Principal, Dean of Students, Teacher Leader(s)	August 2018-May 2019	NA	COMPASS evaluations will indicate effectiveness. Teacher attendance records will be maintained at school. Teacher mobility documentation will be maintained in Human Resources.

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): Inadequate information has been provided to parents regarding the high expectations required by Louisiana Student Standards. Lack of sufficient parental support of schoolwide activities and PTO sponsored activities is evident.</p> <p>Objective(s): To provide opportunities for parents to be engaged in learning the expectations of the Louisiana Student Standards curriculum by viewing student products, participating in Louisiana Student Standards activities,</p>	<p>Parental Involvement/Instruction</p> <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:</p> <p>Meet and Greet (August) Open House (August) Room Mother</p>	Principal, Dean of Students, Teachers	August 2018- May 2019	<p>\$60,839.76 Teacher Salary</p> <p>Title 1 Parental Involvement \$3,213.00 Light refreshments (duplicate)</p>	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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<p>and interacting with teachers about their child’s education.</p>	<p>Security Dads Parent Holiday Lunches (Three times at the beginning, middle, and end of school year for designated 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) 5th Grade Promotion (May)</p> <p>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.</p> <p>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.</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): School has not provided parents with adequate knowledge of high expectations required by CCSS.</p> <p>Objective(s): To provide opportunities for parents to be engaged in learning Louisiana Student Standards by viewing student products and interacting with teachers about their child’s education.</p>	<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>Title 1 Parental Involvement \$3,213.00</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>Objective: To provide students with the opportunity to interact with middle school students to learn expectations required in middle 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>\$60,839.76 Teacher Salary</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>