



East Baton Rouge Parish School System Schoolwide Plan Scotlandville Pre-Engineering Magnet Academy

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2022 - 2023

ONE TEAM. *One Mission.*



Student Achievement

Exemplary Customer Service

Operational Excellence

Employee Development

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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.

Principal

Date

Executive Director

Date

Louisiana’s Goals and Priorities

Educational Priorities

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

Six Critical Goals

- Students enter kindergarten ready.
- Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

East Baton Rouge Parish School System’s Strategic Plan

Mission

Inspiring humanity through transformational learning in the classroom and in the community.

Vision

The East Baton Rouge Parish School System will be the cornerstone of the community as a premier educational institution by inspiring, cultivating and producing a modern workforce prepared to create a robust and thriving economy.

Cornerstones

- **Student Achievement:** We will ensure every child maximizes their education and personal potential by supporting families and students from cradle to career
- **Exemplary Customer Service:** We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.
- **Operational Excellence:** We will be responsible stewards of community resources for the achievement of district priorities.
- **Employee Development:** We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

Data Portfolio: Component 1

Types of Comprehensive Needs Assessment Data

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

Stakeholder	Data Types			
	Cognitive	Attitudinal	Behavioral	Archival / Contextual
Administrators		<ul style="list-style-type: none"> Administrator Questionnaires Administrator Interviews 		<ul style="list-style-type: none"> Demographics
Teachers		<ul style="list-style-type: none"> Teacher Focus Groups Teacher Surveys Teacher Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Attendance Rate 	<ul style="list-style-type: none"> Demographics
Students	<ul style="list-style-type: none"> LEAP 2025 End-of-Course (EOC) DRA STAR Benchmark Assessments Anet Assessments SRI 	<ul style="list-style-type: none"> Student Surveys Student Focus Groups Student Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Discipline Rates Attendance Rates 	<ul style="list-style-type: none"> School Report Cards Demographics Subgroup Components Tableau Reports Climate Surveys
Parents		<ul style="list-style-type: none"> Parent Survey Parent Focus Group Parent Interviews 	<ul style="list-style-type: none"> Attendance Rates (school participation) 	<ul style="list-style-type: none"> Demographics

NOTE: Examples of each data type are provided. Other data sources may be utilized.

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

**Comprehensive Needs Assessment
SY 2022 - 2023 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).
- The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	82% of students scored basic or above on the EOC assessment (algebra & geometry)	LEAP 2025 High School (2020-2021)
2.	2018-2019 overall 75 more students scored mastery or advanced on ELA and Math assessments compared to last year	LEAP 2025 2018-2019 data
3.	Throughout the 2020-21 school year, attendance averaged 90%	District Attendance Report

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/contextual data of the previously identified strengths:

Contributing Factor: Revising of the Master Schedule that allows every student to see all core content areas daily.	
Instrument(s): AdvancED Staff Survey, 2019 LEAP 2025 scores, 2021 LEAP 2025 scores, AdvancED Parent Survey, Louisiana School Finder	
Data Type:	Findings
1. Attitudinal	1. The staff survey indicated 86% believe the instructional strategies at the school are aligned with both the goals and expectations for student learning.
2. Cognitive	2. LEAP 2025 data- African American students performed better than 74% of all schools in Louisiana (subgroup).
3. Attitudinal	3. 75% of parents believe the teachers are providing rigorous instruction which increases depth of knowledge according to the parent survey.

Contributing Factor: An increase in rigorous instruction via DOK and HOTs (Higher Order Thinking Questions)	
Instrument(s): AdvancED Staff Survey, 2019 LEAP 2025 scores, 2021 LEAP 2025 scores, AdvancED Parent Survey, Louisiana School Finder	
Data Type: 1. Behavioral 2. Cognitive 3. Attitudinal	Findings 1. Walkthroughs showed students working in collaborative groups to form a consensus and provide knowledge beyond simple recall. 2. African-American students performed 74% better than others in Louisiana. 3. Administrative survey indicates that the staff aligns assessments specifically to serve the instructional needs of the students and analyze data in weekly PLCs meetings.

Contributing Factor: Recruitment and retention of high-performing students.	
Instrument(s): AdvancEd Staff Survey, 2018 LEAP 2025 scores, 2021 LEAP 2025 scores, AdvancEd Parent Survey	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings 1. Majority of students entered SPEMA with a Basic or above on their most recent standardized tests. 2. The parent survey stated that school is extremely respectful, supportive, and helpful to the parents and students at the school. 3. Over 80% of students who attended in SPEMA 2019-2020, remained at SPEMA for the 2020-2021 school year.

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

Part 2: WEAKNESSES

Weaknesses - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	2020-21 LEAP 2025 46% of students scored above basic	LEAP 2025 2020-2021 data
2.	2020-21 LEAP 2025 17% of students scored above mastery	LEAP 2025 2020-2021 data
3.	Economically disadvantaged was lowest subgroup at 55%	LEAP 2025 2018-2019 data

Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Contributing Factor: Students should be afforded more opportunities to interact with literacy text with more defined expectations.	
Instrument(s): AdvancEd Student/Parent Survey, 2020-2021 LEAP 2025 data, AdvancED School Monitoring Survey	
Data Type:	Findings
1. Cognitive	1. ELA- 71% of African-American students are not proficient in the area of “Written Expression” on the LEAP 2025 exam (basic included).
2. Attitudinal	2. According to the student/parents survey, teachers need to provide clearer objectives and increase expectations for students to synthesis and explain responses.
3. Attitudinal	3. The school monitoring survey indicated the school needs to improve in defining measurable goals focused on improving student learning.

Contributing Factor: Students need more opportunities to participate in clearly defined problem-solving activities.	
Instrument(s): AdvancEd School Monitoring Survey, 2020-2021 LEAP 2025 data	
Data Type:	Findings
1. Cognitive	1. 87% of students received a score of non-proficient in the area of “Expressing Mathematical Reasoning” on the LEAP 2025 exam (basic included).
2. Attitudinal	2. According to the student survey, teachers need to provide clearer objectives and increase expectations for students to synthesis and explain responses.
3. Attitudinal	3. The school monitoring survey indicated the school needs to improve in defining measurable goals focused on improving student

Contributing Factor: Teachers need more in-depth data analysis to target students' specific needs.	
Instrument(s): AdvancEd School Monitoring Survey, 2018-2019 LEAP 2025 data	
Data Type: 1. Attitudinal 2. Cognitive 3. Attitudinal	Findings 1. According to the student survey, teachers need to provide clearer objectives and increase expectations for students to synthesis and explain responses. 2. 2018-2019 Math 6 th & 7th grade LEAP scores show 75% of African-American students are non-proficient in the area of “Expressions, Inequalities, & equations (basic included). 3. The school monitoring survey indicated the school needs to improve on building relationships with students to identify specific learning needs.

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

Action Plan

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

ESSA Schoolwide Plan Requirements 2 and 3

Core Academics: ELA, Math, Science, Social Studies					
Weaknesses:	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> 2018-2019 LEAP 2025 Economically disadvantaged was lowest subgroup at 55% 2018-2019 LEAP 2025 Students of color subgroup was at 64%. 2018-2019 LEAP 2025 2018-2019 LEAP 2025 77% of Math students are non-proficient while 53% are non-proficient in ELA (not including mastery or advanced).				
Objectives:	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 percent proficient by 5 percentage points in each core content area (Math, Science, Social Studies, and English Language Arts).				
Evidence-Based Strategies:	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Job-Embedded PD	<input checked="" type="checkbox"/> Technology Integration	<input type="checkbox"/> Other :

CORE ACADEMICS - ELA		Tier 1 Resources: 6th - 8 th : myPerspectives			
<input checked="" type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input checked="" type="checkbox"/> Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> State standards will be implemented, as appropriate, for each core content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized. Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction. Weekly, in each core content area, teachers will use a variety of instructional strategies including vocabulary development, DOK, student engagement, and technology integration Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. <ul style="list-style-type: none"> Achieve3000 (African-Americans/Economically Disadvantaged) Edulastic (African-Americans/Economically Disadvantaged) Discovery Education (African-Americans/Economically Disadvantaged) No Red Ink (African-Americans/Economically Disadvantaged) Each month, teachers will use a different Core Values topic to engage students in <ul style="list-style-type: none"> Discussions based on open-ended prompts (African-Americans/Economically Disadvantaged) Supplemental activities such as art and journaling (African-Americans/Economically Disadvantaged) The instructional specialist will team teach and participate in collaborative instructional sessions. 		Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff	August 2022- May 2023	<p>Title I SW \$76,650 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies)</p> <p>General Funds \$23,617.87 (copier rental, printing, materials and supplies)</p> <p>Magnet \$30,000 (ft/pt teachers for remediation, materials and supplies, technology)</p>	Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p>					

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

6th - 8th: ANET Assessments, Assessments Embedded in Louisiana Guidebooks, myPerspectives (At least three times including beginning diagnostic and two interim assessments throughout the year), Assessments Embedded in myPerspectives (Formative and summative assessments such as bi-monthly CFAs and benchmark assessment results will be analyzed to determine students' weaknesses in content area to plan for instruction, interventions, remediation, and enrichment. Teachers will conduct protocols for analyzing students' data and work, and implement common formative assessments in department meetings).

CORE ACADEMICS - Mathematics		Tier 1 Resource: Eureka			
<input checked="" type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence		<input checked="" type="checkbox"/> Employee Development
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> State standards will be implemented, as appropriate, for each core content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized. Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction. Weekly, in each core content area, teachers will use a variety of instructional strategies including vocabulary development, DOK, student engagement, and technology integration Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. <ul style="list-style-type: none"> Edulastic (African-Americans/Economically Disadvantaged) Discovery Education (Students of Color/African-American/Economically Disadvantaged) Khan Academy (Math: Students of Color/African-American/Economically Disadvantaged) Dreambox (African-Americans/Economically Disadvantaged) Each month, teachers will use a different Core Values topic to engage students in <ul style="list-style-type: none"> Discussions based on open-ended prompts (Students of Color/African-American/Economically Disadvantaged) Supplemental activities such as art and journaling (Students of Color/African-American/Economically Disadvantaged) The instructional specialist will team teach and participate in collaborative instructional sessions. Field experts/visitors will provide students with an interactive STEM field experience. 		Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff	August 2022- May 2023	Title I SW \$76,650 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies) General Funds \$23,617.87 (copier rental, printing, materials and supplies) Magnet \$30,000 (ft/pt teachers for remediation, materials and supplies, technology)	Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents
DELETE INFO THAT DOES NOT APPLY.					

Include assessment frequency in parenthesis behind each assessment.

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

6th - 8th: ANET Assessments, Assessments Embedded in Eureka Math (At least three times including beginning diagnostic and two interim assessments throughout the year), Assessments Embedded in Eureka Math (Formative and summative assessments such as bi-monthly CFAs and benchmark assessment results will be analyzed to determine students' weaknesses in content area to plan for instruction, interventions, remediation, and enrichment. Teachers will conduct protocols for analyzing students' data and work, and implement common formative assessments in department meetings).

CORE ACADEMICS – Science		Tier 1 Resources: Amplify Science (District Curriculum Modules/Units)			
<input checked="" type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input checked="" type="checkbox"/> Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> State standards will be implemented, as appropriate, for each core content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized. Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction. Weekly, in each core content area, teachers will use a variety of instructional strategies including vocabulary development, DOK, student engagement, and technology integration Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. <ul style="list-style-type: none"> Achieve3000 (African-Americans/Economically Disadvantaged) Edulastic (African-Americans/Economically Disadvantaged) Discovery Education (African-Americans/Economically Disadvantaged) Each month, teachers will use a different Core Values topic to engage students in <ul style="list-style-type: none"> Discussions based on open-ended prompts (African-Americans/Economically Disadvantaged) Supplemental activities such as art and journaling (African-Americans/Economically Disadvantaged) The instructional specialist will team teach and participate in collaborative instructional sessions. Field experts/visitors will provide students with an interactive STEM field experience. 		Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff	August 2022- May 2023	Title I SW \$76,650 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies) General Funds \$23,617.87 (copier rental, printing, materials and supplies) Magnet \$30,000 (ft/pt teachers for remediation, materials and supplies, technology)	Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p>					

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

6th - 8th: Assessments Embedded in Open Sci Ed (Formative and summative assessments such as bi-monthly CFAs and benchmark assessment results will be analyzed to determine students' weaknesses in content area to plan for instruction, interventions, remediation, and enrichment. Teachers will conduct protocols for analyzing students' data and work, and implement common formative assessments in department meetings), District Benchmark (Pre and Post)

CORE ACADEMICS – Social Studies		Tier 1 Resources: District Curriculum/Document-Based Questions (DBQs)			
<input checked="" type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence		<input checked="" type="checkbox"/> Employee Development
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> State standards will be implemented, as appropriate, for each core content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized. Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction. Weekly, in each core content area, teachers will use a variety of instructional strategies including vocabulary development, DOK, student engagement, and technology integration Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. <ul style="list-style-type: none"> Achieve3000 (African-Americans/Economically Disadvantaged) Edulastic (African-Americans/Economically Disadvantaged) Discovery Education (African-Americans/Economically Disadvantaged) Each month, teachers will use a different Core Values topic to engage students in <ul style="list-style-type: none"> Discussions based on open-ended prompts (African-Americans/Economically Disadvantaged) Supplemental activities such as art and journaling (African-Americans/Economically Disadvantaged) The instructional specialist will team teach and participate in collaborative instructional sessions. 		Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff	August 2022- May 2023	Title I SW \$76,650 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies) General Funds \$23,617.87 (copier rental, printing, materials and supplies) Magnet \$30,000 (ft/pt teachers for remediation, materials and supplies, technology)	Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p>					

6th - 8th: Assessments Embedded in District Resources including Document Based Questions (DBQs) (Formative and summative assessments such as bi-monthly CFAs and benchmark assessment results will be analyzed to determine students' weaknesses in content area to plan for instruction, interventions, remediation, and enrichment. Teachers will conduct protocols for analyzing students' data and work, and implement common formative assessments in department meetings), District Benchmark (Pre and Post)

Non-CORE Academics		Resources:			
<input checked="" type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence		<input checked="" type="checkbox"/> Employee Development
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> State standards/GLEs will be implemented, as appropriate, for each core content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized. Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction. Implementation of cross-curricular activities to support core instruction. Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. <ul style="list-style-type: none"> Achieve3000 (African-Americans/Economically Disadvantaged) Edulastic (African-Americans/Economically Disadvantaged) Discovery Education (African-Americans/Economically Disadvantaged) Each month, teachers will use a different Core Values topic to engage students and support writing instruction using school-wide writing strategy <ul style="list-style-type: none"> Discussions based on open-ended prompts (African-Americans/Economically Disadvantaged) Supplemental activities such as art and journaling (African-Americans/Economically Disadvantaged) The instructional specialist will team teach and participate in collaborative instructional sessions. 		Principals, Assistant Principals, Teachers, Instructional Coach, Magnet Coordinator, District Coaches and Staff	August 2022- May 2023	Title I SW \$76,650 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies) General Funds \$23,617.87 (copier rental, printing, materials and supplies) Magnet \$30,000 (ft/pt teachers for remediation, materials and supplies, technology)	Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): Embedded Assessments in Curriculum / Resources</p>					

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics				
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input checked="" type="checkbox"/> Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Professional Development:</p> <ul style="list-style-type: none"> Teachers will participate in high quality Tier 1 professional development sessions which will be provided by <p>ELA</p> <ul style="list-style-type: none"> 6th-8th: Teaching Lab and ELA Content Leaders Weekly PLC Meetings Summer Institute Training <p>Math</p> <ul style="list-style-type: none"> Great Minds (Eureka) and Math Content Leader Weekly PLC Meetings Summer Institute Training <p>Science</p> <ul style="list-style-type: none"> Open Sci Ed and Science Content Leader Weekly PLC Meetings Summer Institute Training <p>Social Studies</p> <ul style="list-style-type: none"> Document Based Resources, DBQs, and Social Studies Content Leader Weekly PLC Meetings Summer Institute Training <p>Administrators, teachers, and other instructional leaders will participate in district and non-district workshops and conferences on utilizing research-based instructional strategies. The initial, follow-up and/or update trainings includes such topics / activities as</p> <ul style="list-style-type: none"> Technology Integration Response to Intervention <p>During weekly team meetings, teachers will utilize student data to collaboratively develop activities and lesson plans that incorporate varied instructional strategies into the curriculum.</p>	Principals, Assistant Principals, Teachers, Instructional Coach, District Coaches and Staff	August 2022- May 2023	<p>Title I SW \$76,650 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies)</p> <p>General Funds \$23,617.87 (copier rental, printing, materials and supplies)</p> <p>Magnet \$30,000 (ft/pt teachers for remediation, materials and supplies, technology)</p>	Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents

<p>The instructional specialist will model and coach teachers on effective instructional processes.</p> <p>Instructional and administrative personnel will attend various, state, regional and/or national conferences. The participants will then collaborate to redeliver and implement, as appropriate. The conferences that will be attended include:</p> <ul style="list-style-type: none"> • National Magnet Schools of America; TBA • National Magnet Schools of America Technical Conference; TBA • Magnet Regional Conference; TBA <p>Field/district consultants will provide modeling, coaching, and support of the curricula. Teachers will implement content curriculum as appropriate.</p>				
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MULTI-TIERED SYSTEM OF SUPPORT				
<input checked="" type="checkbox"/> Student Achievement	<input checked="" type="checkbox"/> Exemplary Customer Service	<input checked="" type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Academics</p> <ul style="list-style-type: none"> Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly <ul style="list-style-type: none"> Achieve3000 Dreambox No Red Ink Enroll students in intervention classes/courses based on recent state assessment scores Provide tutoring (virtual/in-person) services for targeted students <p>Social / Behavioral</p> <ul style="list-style-type: none"> Implement the district’s SEL curriculum (embedded in the master schedule) Refer students to school counselor, ICare specialist, or social worker to support students School counselor facilitates ongoing student support groups 	Principals, Assistant Principals, School Counselor/Student Support Services, Teachers, Instructional Coach, District Coaches and Staff	August 2022- May 2023	<p>Title I SW \$76,650 (instructional specialist, copier rental, web-based software, materials & supplies, technology supplies)</p> <p>General Funds \$23,617.87 (copier rental, printing, materials and supplies)</p> <p>Magnet \$30,000 (ft/pt teachers for remediation, materials and supplies, technology)</p>	Lesson plans, PLC agenda and sign-ins, walk-throughs, Pacing Guides, Scope and Sequence (Compass) Documents, Student Data Reports, JCampus

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics				
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Parent and Family Engagement: <ul style="list-style-type: none"> • Orientation / Back to School Bash • Workshops for parents, family, and the community • Newsletters and school website • PTO 	Principals, Assistant Principals, Teachers, Instructional Coach, Magnet Coordinator, and Staff	August 2022- May 2023	Title I PFE \$2752.00 (materials & supplies for parent workshops / communication)	Workshop agendas, school website, JCampus, Sign-in sheets

Instruction by Certified Teachers – Certified Teacher Recruitment

(Schoolwide Component 3)

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

<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input checked="" type="checkbox"/> Employee Development	
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<ul style="list-style-type: none"> Principals and a team of teachers will collaboratively develop a display board, brochures, demonstration, etc. that will be used to attract and hire highly qualified teachers during job fairs and throughout the school year. Once a month, during team planning periods throughout the school year, on-site mentors & / or the magnet lead teacher will meet with highly qualified mentee teachers to model/coach, to problem-solve, and to provide support. Once a month, throughout the school year administrators will meet with the new highly qualified teachers to provide support, guidance, and follow-up. 	Principals, Assistant Principals, Parent Liaison, Instructional Coach, Magnet Lead Teacher	August 2022- May 2023		Sign-ins, pictures, board, agendas

Transition to Next Level School Programs

(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

<input checked="" type="checkbox"/> Student Achievement		<input checked="" type="checkbox"/> Exemplary Customer Service		<input type="checkbox"/> Operational Excellence		<input checked="" type="checkbox"/> Employee Development	
Action Steps		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation		
<p>Incoming sixth grade students will participate in a transitional program during the month 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>During the Spring, outgoing eighth grade students will visit three high schools to help with their transitions.</p>		Principal, Sixth Grade Teachers, Grant Coordinator, Magnet Lead Teacher	August 2022- May 2023		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.		

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.