

East Baton Rouge Parish School System



Title I Schoolwide Program Plan THRIVE Baton Rouge School

6-8

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Baton Rouge, LA 70802

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SY: 2014 - 2015

Table of Contents

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District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I hereby certify that this plan contains the ten required components as mandated by No Child Left Behind Act of 2001, Title I, Improving the Academic Achievement of the Disadvantaged, Public Law 107-110, Section 1114, Schoolwide Programs, (b)(1):
 - o (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),
 - o (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,
 - o (Component 3): Evidence of instruction highly qualified teachers,
 - o (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.
 - o (Component 5): Strategies to attract high-quality, highly qualified teachers to high-needs schools,
 - o (Component 6): Strategies to increase parental involvement,
 - o (Component 7): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
 - o (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,
 - o (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
 - o (Component 10): Coordination and integration of Federal, State, and local services and programs.
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal

Date

Executive Director

Date

Superintendent or Designee

Date

Data Portfolio

(Title I Schoolwide Programs Component 1)

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

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

Data Comprehensive Needs Assessment & Summary

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

Comprehensive Needs Assessment Summary Report for SY 2014-15 Title I Schoolwide Planning

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

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

STRENGTHS

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

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	Social Studies 6 th grade- 35% proficient on first practice I-LEAP, 84% proficient on second practice I-LEAP. Social Studies 7 th grade- 35% proficient on first practice I-LEAP 84% proficient on second practice I-LEAP. In the 6 th Grade 91% of students were proficient or above on the I-LEAP. In 7 th Grade 92% were proficient or above on the I-LEAP	Practice I-LEAP 2013-2014 and I-LEAP 2013-2014
2.	Social Studies all edu-soft tests in 6 th and 7 th above 85% average	Edu-soft 2013-2014
3.	Science 6 th grade - 13% proficient on first practice I-LEAP, 75% proficient on second practice I-LEAP. In the 6 th Grade 74% received proficient on the I-LEAP	Practice I-LEAP 2013-2014 and I-LEAP 2013-2014
4.	Math 6 th and 7 th grade edu-soft tests all above 70% average. In 6 th Grade 87% received proficient or above. In 7 th Grade 88% received proficient or above.	Edu-soft 2013-2014 and I-LEAP 2013-2014
5.	Attendance	THRIVE Attendance Data

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

Contributing Factor: Longintudinal Growth in Social Studies

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

Domain: Sub domain:	
Instrument(s): I-LEAP Data Binder, Questionaries and Survey Binder	
Data Type:	Findings
1.	1. Edu-soft- all 6 th and 7 th grade unit test- average 85% or higher
2.	2. 100% of faculty had job-embedded professional development
3.	3. Practice I-LEAP test 6 th and 7 th average score 84%, I-LEAP 6 th Grade 91% proficient or above, 7 th Grade 92% proficient or above.

Contributing Factor: Longintudinal Growth in Math	
Domain: Sub domain:	
Instrument(s): I-LEAP Data Binder, Questionaries and Survey Binder	
Data Type:	Findings
1.	1. Edu-soft- all 6 th and 7 th grade unit tests average 70% or higher. I-LEAP- 6 th Grade 87% proficient or above, 7 th Grade 88% proficient or above.
2.	2. 100% of faculty had job-embedded professional development
3.	3. Extra daily intervention block added during the day and after school tutoring block for math

Contributing Factor: School Climate and Cultural of High Expectations	
Domain: Sub domain:	
Instrument(s): Behavior, Attendance and Survey Questionnaire Binders	

Data Type:	Findings
1.	1. THRIVE Behavioral Data- 0 expulsions, out of school suspensions only for fighting
2.	2. Parent Questionnaire
3.	3. 100% of staff attend continuous professional development on PBIS

*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.	Reading and Responding- 7 th Grade 56% Proficient, 6 th Grade 56% proficient	I-LEAP 2013-2014
2.	Language- 7 th Grade 60% Proficient, 6 th Grade 54% Proficient	I-LEAP 2013-2014
3.	ELA-6 th -4% proficient on first practice I-LEAP- 13% proficient on second practice test	I-LEAP Practice Test 2013-2014
4.	ELA-7 th - 0% proficient on first practice I-LEAP- 43% proficient on second practice I-LEAP	I-LEAP Practice Test 2013-2014
5.	7 th grade- 5% proficient on first practice I-LEAP, 43% proficient on second practice I-LEAP. 7 th Grade Science- 53% proficient, 6 th Grade Science 74% Proficient.	I-LEAP Practice Test 2013-2014/ I-LEAP 2013-2014

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: Longitudinal Minimal Growth in English Language Arts	
Domain: Sub domain:	
Instrument(s): I-LEAP Data, Teacher Interviews	
Data Type:	Findings
1.	1. Reading and Responding- 7 th Grade 56% Proficient, 6 th Grade 56% proficient, Language- 7 th Grade 60% Proficient, 6 th Grade 54% Proficient
2.	2. ELA-6 th -4% proficient on first practice I-LEAP- 13% proficient on second practice test. ELA-7 th - 0% proficient on first practice I-LEAP- 43% proficient on second practice I-LEAP
3.	3. Lack of a strong ELA Professional Development in place

Contributing Factor: Longitudinal Minimal Growth in Science

Domain:
Sub domain:

Instrument(s): I-LEAP Data, Teacher Interviews

Data Type:

Findings

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. 2. 3. | <ol style="list-style-type: none"> 1. 7th Grade Science- 53% proficient, 6th Grade Science 74% Proficient on I-LEAP 2013-2014 2. 7th grade- 5% proficient on first practice I-LEAP, 43% proficient on second practice I-LEAP 2013-2014 3. Teachers first year teaching middle school content. Teacher resigned in February. |
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Contributing Factor:

Domain:
Sub domain:

Instrument(s):

Data Type:

Findings

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. 2. 3. | <ol style="list-style-type: none"> 1. 2. 3. |
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*Must list at least three findings to justify a Contributing Factor.

Goals

State of Louisiana Critical Goals - Louisiana student will:

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

School Mission Statement

To empower students from underserved Baton Rouge communities and prepare them academically and personally for success in college and beyond.

Action Plan

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

Content Area(s): English Language Arts

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

Activity 1					
Weakness:	Minimal Growth In English Language Arts: 1) Reading and Responding- 7 th Grade 56% Proficient, 6 th Grade 56% proficient, Language- 7 th Grade 60% Proficient, 6 th Grade 54% Proficient 2) ELA-6 th -4% proficient on first practice I-LEAP- 13% proficient on second practice test. ELA-7 th - 0% proficient on first practice I-LEAP- 43% proficient on second practice I-LEAP 3) Lack of a strong ELA Professional Development in place				
Objective(s):	To increase the overall ELA score to 95% of student achieving basic or above.				
	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)
	Curriculum: We will be following the Engage NYC curriculum. We will also be using the Harkness model of strategic and extended thinking.	Pierce, Welsey, Moore	Completed by 8/1	None Needed	Progress monitoring through EADMS, Engage NYC and teacher made assessments, measured weekly as well as monthly, by Pierce/Wesley and analyzed by entire team.

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

<p>Assessments: Teacher will be using self-made quizzes, assessments from Engage New York, as well as EDAMS. This will be done to ensure a high level of rigor exists.</p>	<p>Pierce, Wesley, Moore</p>	<p>Completed by 8/1</p>	<p>None Needed</p>	<p>Progress monitoring through Engage NYC Assessments and EDAMS, as well as teacher made assessments, measured weekly as well as monthly, by Pierce/Wesley and analyzed by entire team.</p>
<p>Instruction: In seventh and eighth grade Instruction during ELA and during the 60- minute intervention block after school will focus on data driven instruction and RTI. In sixth grade during ELA instruction, during the 45-minute enrichment block during school and 60-minute intervention block after school, there will a focus on data driven instruction and use of RTI methods. Teacher will use daily and weekly assessment to track data. This data will inform how ELA, enrichment, intervention lessons are created so that they align to standards and needs of students. Principal will observe ELA instruction weekly and give notes about teachers’ instructional practices as well as student outcomes. Principal has been trained as a common core so a particular focus will be put on this during observations. Teachers will tutor students three days a week after school. All teachers, regardless of subject will put a focus on ELA in their instruction.</p>	<p>Pierce, Wesley, Moore</p>	<p>Ongoing</p>	<p>19,200.00</p>	<p>Principal will observe instruction during school and during tutoring weekly using compass rubric and give teacher feedback weekly during check in's. Conversations will also be rooted in data.</p>
<p>Professional/Staff Development: Since ELA will be a major focus of the 3:30pm-4:30pm tutoring block- all teachers will be given training on I-LEAP writing rubric, NERDS reading strategy, DOK Levels, Harkness conversation strategy, AR reading test analysis and on general fluency, comprehension, problem solving strategies. Teachers will also received Common Core training during each of the assigned all staff PD days. Teachers will work in grade level groups on collaborative planning and lesson study. Three weeks of summer PD and each of the four PD days will have an ELA focus. Staff will train one another on best practices and be trained by Common Core trainers from Student Achievement Partners. Will also have trainers for Harkness model come in. As well as pair teachers with a teacher at Sherwood middle magnet.</p>	<p>Moore, Turegano</p>	<p>Ongoing</p>	<p>Not Needed</p>	<p>Teachers will rate effectiveness of development using Guskey style evaluation surveys</p>

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

<p>Parental Involvement/Instruction (Identify each activity according to the Esptein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community.</p> <p>Parents will be asked to work with students during monthly parent nights as well as comment on students ELA progress on their week sheets. Parents will also be asked to volunteer during the Intervention block. Finally, literacy night will be incorporated and parents will be past to volunteer during this literacy night.</p>	<p>Pierce, Turegano, Moore</p>	<p>Ongoing</p>	<p>Not Needed</p>	<p>Parents will be surveyed about the effectiveness of parent night on a ongoing basis.</p>
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Activity 2				
<p>Weakness:</p>	<p>Minimal Growth In English Language Arts: 1) Reading and Responding- 7th Grade 56% Proficient, 6th Grade 56% proficient, Language- 7th Grade 60% Proficient, 6th Grade 54% Proficient 2) ELA-6th-4% proficient on first practice I-LEAP- 13% proficient on second practice test. ELA-7th- 0% proficient on first practice I-LEAP- 43% proficient on second practice I-LEAP 3) Lack of a strong ELA Professional Development in place</p>			
<p>Objective(s):</p>	<p>2) To create a stronger comprehension reading program and have students average a growth of two of reading as measured by the AR Test.</p>			
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>Curriculum: We will be using the AR program to work with students comprehension and measuring growth in fluency and reading comprehension.</p>	<p>Pierce, Welsey, Moore</p>	<p>Completed by 8/1</p>	<p>None Needed</p>	<p>Progress monitoring through AR Program will be measured weekly by Pierce and Wesley and analyzed by the entire team.</p>
<p>Assessments: Reading comprehension will be assessed continuously through the use of the AR program. Students will do self-guided tracking on a daily basis.</p>	<p>Pierce, Wesley, Moore</p>	<p>Completed by 8/1</p>	<p>None Needed</p>	<p>Progress monitoring through AR Program will be measured weekly by Pierce and Wesley and analyzed by the entire team.</p>

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

<p>Instruction: Teachers will be working with students daily on AR books. Teachers have created an investment system in reading AR books and taking comprehension assessments. Teachers will also be reading with students for fluency and comprehension during after school tutoring block. Computers will be used for a great deal of ELA instruction</p>	<p>Pierce, Wesley, Moore</p>	<p>Ongoing</p>	<p>19,200.00- staff, 13,200.00- computers</p>	<p>Principal will observe instruction during school and during tutoring weekly using compass rubric and give teacher feedback weekly during check in's. Conversations will also be rooted in data.</p>
<p>Professional/Staff Development: Since ELA will be a major focus of the 3:30pm-4:30pm tutoring block- all teachers will be given training on AR reading program as well as updates on students overall AR data. Teachers will work together to analyze AR data and create intervention plans for students.</p>	<p>Moore, Turegano</p>	<p>Ongoing</p>	<p>Not Needed</p>	<p>Teachers will rate effectiveness of development using Guskey style evaluation surveys</p>
<p>Parental Involvement/Instruction (Identify each activity according to the Epstein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community.</p> <p>Parent will be made aware of AR challenge and students reading levels. Parents will be asked to have students continue AR challenge by having students check out and read library books on the weekends.</p>	<p>Pierce, Turegano, Moore</p>	<p>Ongoing</p>	<p>Not Needed</p>	<p>Parents will be surveyed about the effectiveness of parent night on a ongoing basis.</p>

Content Area(s): Science

<p>State Goal(s):</p>	<p>GC1 GC2 GC3 GC4 GC5 GC6 GC7 GC8</p>							
<p>Research-Based Strategy:</p>	<p>Data-Driven Decision Making</p>				<p>Meaningful Engaged Learning</p>			
	<p>Response to Intervention</p>				<p>Curriculum Alignment</p>			
					<p>Universal Design for Learning</p>			
					<p>Strategic Instruction Model</p>			

Activity 1

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

Weakness:	1. 7 th Grade Science- 53% proficient, 6 th Grade Science 74% Proficient on I-LEAP 2013-2014 2. 7 th grade- 5% proficient on first practice I-LEAP, 43% proficient on second practice I-LEAP 2013-2014				
Objective(s):	Increase Science scores to 80% passing with basic and above				
	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)
	Curriculum: We will using the Louisiana State Standards, and the McDougal Curriculum also pulling in pieces of Next Generation Science.	Quinn/Houston	Ongoing	Not Needed	Progress monitoring through EADMS and teacher made assessments, measured weekly as well as monthly, by Houston/Quinn and analyzed by entire team.
	Assessments: Students will be assessed through EADMS. Teacher will also pull test questions from Louisiana Believes, Next Generation, and Louisiana Eagle.	Quinn/Houston	Ongoing	Not Needed	Progress monitoring through EADMS and teacher made assessments, measured weekly as well as monthly, by Houston/Quinn and analyzed by entire team.
	Instruction: Science instruction will be given 70 minutes daily. Science instruction will be data driven and have a focus on RTI. Science instruction will be handled utilizing high DOK levels as well as the Harkness model. Outside organizations that will be partnering with THRIVE to give additional support to putting a focus on jobs in the sciences. Additional science instruction will be given during the afternoon hours for students who are struggling with science concepts during the 70-minute instructional block. Computers will be used for a great deal of instruction.	Moore/Quinn/Houston	Ongoing	19,200.00-funding to pay teachers for tutoring hours- will come from same source at ELA. 13,200.00-Computers-same as ELA.	Principal will observe instruction weekly using compass rubric and give teacher feedback weekly during check in's.
	Professional/Staff Development: Science teacher will be attending specific science trainings during the year. Science teacher also will be paired with two teachers, one in Louisiana and one outside of Louisiana that are considered highly effective. Teachers will be chosen through America Achieves program.	Moore	Ongoing	None Needed	Teacher will be given surveys about effectiveness of professional development. This will be on going.

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

<p>Parental Involvement/Instruction (Identify each activity according to the Esptein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community.</p> <p>Parents will be communicated with weekly using the week sheet. Parents will know what their students are working on in science and be able to ask questions of their students at home. One parent night will also have a science fair focus.</p>	<p>Quinn/Houston</p>	<p>Ongoing</p>	<p>Not Needed</p>	<p>Parents will be surveyed about the effectiveness of parent night on a ongoing basis.</p>
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Instruction by Highly Qualified Teachers - Highly Qualified Teacher Recruitment

(Title I Schoolwide Component 3, 5)

District Goal(s):	100 percent highly qualified teachers in all classrooms.
School Objective(s):	To hire three highly qualified teachers in 6 th grade ELA/Social Studies, 6 th grade Math/Science, 7 th Grade Science

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)
Research highly qualified teachers through: references, Teach For America, professional teacher network and LSU and Southern Professors. School will offer one on one conversations with THRIVE staff and students. School will offer tour of campus and outline of long-term vision. School will offer a competitive salary and PD program. School will also invest teachers in vision of building the long-term school.	Principal and Executive Director.	Ongoing	None Needed	Have three highly qualified teachers hired by 5/1/201413

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

<p>Weakness(es): 65% involvement at all parent focused events.</p> <p>Objective(s): Raise parent involvement overall to 80% or higher.</p>	<p>Parental Involvement/Instruction (Identify each activity according to the Esptein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community. Parents will be given updates on all rights as well as academic and personal growth of students during parent night. Leadership team will go on a visit to every parents house to ensure that they know that they are welcomed in school and present volunteer opportunities. Leadership team will reach out to parents during the year about opportunities to become involved such as tutoring during enrichment and study hall, doing experiments with students, doing writing projects with students, cooking with students, going on field trips with students. Parents will also be sent weekly sheets that update on each class, students academic and social performance. Parents will be given a section to comment on academic achievements and weaknesses of students. Parents will be asked to attend monthly parent nights. Parents will also be asked to sit on PTA. A parent and volunteer coordinator will be hired through the residential life budget.</p>	<p>Moore</p>	<p>Ongoing</p>	<p>Title 2- \$738.00- will be used for Parent Nights</p>	<p>Parents will be surveyed monthly at parent night about the effectiveness of parent night as well as the other parent initiatives. Parents will be asked for feedback through weekly updates. School will keep a parent log to see how frequently parents are coming to campus. School will also have parents sign in at each parent night and PTA meetings to analyze the numbers of parents involved at parent night and the PTA.</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): 1) 100% of students are not performing at basic and above in all subjects. 2) Not all students are entering 6th grade on grade level of reading.</p> <p>Objective(s): 1) By the end of the 2014-2015 school year all students are performing at basic and above on I-LEAP. This is turn will prepare students to perform at basic and above on 8th grade leap and thus be prepared for high school. 2) Students will grow two years in reading each year so that by the end of 8th grade they are at an entering 9th grade reading level.</p>	<p>1) Highly qualified teachers will be hired and trained in their subject areas of expertise. 2) Curriculum and Instructional tools will be focused on common core and be research proven. 3) All decision will be based on data. 4) Professional development will be on-going and specific to teacher needs. 5) Principal will do weekly observations of each teacher as well as weekly check in's. 6) Data meeting will be held weekly in one on one teacher meeting and in all staff meetings. 7) Students and parents will be invested in student growth through PBIS system and parent nights.</p>	<p>Principal and all Teachers</p>	<p>Ongoing</p>	<p>Not Needed</p>	<p>Student weekly progress in all subjects will remain on a steady incline from year to year. Quarterly benchmark testing will have a steady rise.</p>