

East Baton Rouge Parish School System



Title I Schoolwide Program Plan Sherwood Middle Academic Magnet School

Grade 6-8
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2021 - 2022

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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

Faculty and Staff Review

Date	Name	Position	Signature

Faculty and Staff Review

Date	Name	Position	Signature

Faculty and Staff Review

Date	Name	Position	Signature

Faculty and Staff Review

Date	Name	Position	Signature

Louisiana Focus Areas:

- Early Childhood
- High Quality Classroom Teaching
- High School Pathways

Goals

District Goals: The East Baton Rouge Parish School System will be a top ten Louisiana district by 2025, building an innovative and globally-competitive educational choice for all families.

1. Early Childhood Education

The East Baton Rouge Parish School System (EBRPSS) will provide all pre-kindergarten children equal access to high-quality options that ensure young students enter kindergarten ready to learn.

2. Academic Expectations

All students in the EBRPSS will complete a comprehensive and rigorous academic curriculum that builds workforce and college preparedness, and cultivates an appreciation for knowledge.

3. Governance/Accountability/Efficiency

The EBRPSS will lead the EBRPSS to the 2025 goal of being a top ten school system by maintaining a focus on excellence and by holding accelerating student achievement as the priority focus of all governance policies, accountability mechanisms, and financial resource allocations.

4. Culture and Safety/School Climate and Human Capital

The EBRPSS will recruit and retain teachers, school leaders, and administrators who provide an excellent education to all students and create a learning environment that drives high student achievement and safety. EBRPSS will identify and confront all barriers and constraints that prevent having an excellent teacher in every classroom and excellent leader in every school.

5. Neighborhood Schooling/School Choice

The EBRPSS will engage in an effort to re-create true neighborhood schools while maintaining students' right to choose to attend any magnet or other school of choice in the district provided they can meet that school's admission requirements.

6. Community and Parental Involvement

All EBRPSS schools will provide an inviting, trustworthy environment in which parents, families, and businesses can be involved in student learning and development.

East Baton Rouge Parish School System District Vision and Mission Statements

Mission: The East Baton Rouge Parish School System, in partnership with our community, educates all students to their maximum potential in a caring, rigorous and safe environment.

Vision: All East Baton Rouge Parish School System students will graduate with the knowledge, skills and values necessary to become active and successful members of a dynamic learning community.

School Vision and Mission Statement

Mission: Our mission is to empower our students with the academic knowledge and skills necessary to successfully handle a rigorous high school preparatory and college/career curriculum in a diverse setting.

Vision: Sherwood Middle Academic Magnet School will become a school of distinction with a collaborative learning community. With trusting, quality relationships among stakeholders, we will create meaningful, real-world experiences to develop globally competitive students.

Data Portfolio - Title I Schoolwide Programs: Component 1

Comprehensive Needs Assessment Data

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

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

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

Comprehensive Needs Assessments for SY 2020 - 2021 Title I Schoolwide Planning

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

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

STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	The school SPS is 106.7.	2019-2020 School Report Card
2.	The school earned an “A” letter grade label.	2019-2020 School Report Card
3.	Percent proficient for all content areas and for 7th and 8th grade levels for Spring 2019 state assessment ranged from 95% to 100%.	2019-2020 School Performance Reports

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: School is conducive to learning	
Domain: 200 Sub domain: 260 NA	
Instrument(s): Student Survey, Classroom Walkthrough, 2019 LEAP 2025 Results	
Data Type:	Findings
1. Attitudinal	1. A majority of students surveyed indicated that Sherwood Middle provides a learning and challenging environment.
2. Behavioral	2. 94.9 % of teacher walkthrough observations saw students highly engaged in organized classroom activities.
3. Behavioral	3. 84% of teacher walkthrough observations rated peers as highly effective.
4. Cognitive	4. 8th Grade Proficient LEAP: ELA 93%, Math 91%, Social Studies 94% *Reflects new state guidelines

Contributing Factor: The school is academically oriented.	
Domain: 500 Sub domain: NA 510	
Instrument(s): Parent Survey, Teacher Survey, Classroom Walkthrough, 2019 LEAP 2025 Results	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral 4. Cognitive	Findings 1. Parent survey indicates that a majority of parents feel that student collaboration is very strong. 2. A majority of teachers surveyed indicated that Sherwood promotes quality instruction by both fostering an academic learning climate and actively supporting teaching and diversified learning. 3. Teacher walkthroughs indicated the majority of their peers were highly effective in domain 3B-Using Questioning and Discussion Techniques. 4. Student test results increased from the previous testing cycle.

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

WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	6 th grade state assessment results are lower than 7 th and 8 th grade in all core content areas.	2019-2020 School Performance Reports
2.		
3.		

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: Students are enrolled from schools with various educational opportunities.	
Domain: Sub domain:	
Instrument(s): LEAP 2025 Results, J-Campus, Administrative Questionnaire	
Data Type: 1. Cognitive 2. Archival 3. Attitudinal	Findings 1. Student test results increased from the previous testing cycle. 2. 65.4% of 6th grade students come from elementary schools with traditional programs verses 34.6% of 6th grade students come from schools with magnet programs. 3. Administrative Interview indicated that a renewed focus on reading, writing and student centered activities is needed across curricula for 6th grade students. .

*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: <i>ELA, Math, Science, Social Studies</i>					
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <i>List weaknesses for each Core Academic area and the subgroups.</i> Black or African American subgroup performance score was lower than the other subgroups.				
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <i>Identify objectives for each Core Academic area and the subgroups.</i> Increase Black or African American subgroup performance by 1%.				
Evidence-Based Strategies:	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Job-Embedded PD	<input type="checkbox"/> Technology Integration	<input type="checkbox"/> Other :

CORE ACADEMICS - ELA		Tier 1 Resources: My Perspectives		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p><i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking and differentiated instruction.</i></p> <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly.</p> <ul style="list-style-type: none"> ● Accelerated Reader (ELA)- all students ● READ 180 (ELA) – intervention ● No Red Ink (all grade levels) – all students ● NewsELA (all grade levels) - all students ● ELA Content Leader will provide support to ELA teachers 	Principal, Assistant Principals, Teachers	August 2021 – May 2022	Title I SW \$8,175 (materials and supplies) Magnet \$266,500 (4 teachers, ft/pt teachers for extended instruction, printing, materials and supplies, technology)	Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas
<p>Assessments: 6th - 8th: Diagnostic, LEAP 360 (October, December, February), Assessments Embedded in My Perspectives (at the end of each unit), LEAP 2025</p>				

CORE ACADEMICS - Mathematics		Tier 1 Resources: Eureka		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p><i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking and differentiated instruction.</i></p> <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly.</p> <ul style="list-style-type: none"> ● MyMathLab - enrichment ● ALEKS - intervention ● “Before School” Tutoring - enrichment 	Principal, Assistant Principals, Teachers	August 2021 – May 2022	<p>Title I SW \$8,175 (materials and supplies)</p> <p>Magnet \$266,500 (4 teachers, ft/pt teachers for extended instruction, printing, materials and supplies, technology)</p>	Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas
<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): Math teachers will assess student content knowledge and application of skills learned throughout the year. 6th - 8th: Diagnostic, LEAP 360 (October, December, February), Assessments Embedded in Eureka Math (at the end of each unit), LEAP</p>				

CORE ACADEMICS – Science		Tier 1 Resources:		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p><i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking and differentiated instruction.</i></p> <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly.</p> <ul style="list-style-type: none"> Open Sci-Ed 	Principal, Assistant Principals, Teachers	August 2021 – May 2022	<p>Title I SW \$8,175 (materials and supplies)</p> <p>Magnet \$266,500 (4 teachers, ft/pt teachers for extended instruction, printing, materials and supplies, technology)</p>	Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas
<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): Science teachers will assess student content knowledge and application of skills learned throughout the year. 6th - 8th: Formative Assessments throughout units, Assessments at end of each Unit, District Benchmark (Pre-, Post-tests), LEAP 2025</p>				

CORE ACADEMICS – Social Studies		Tier 1 Resources:		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p><i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking and differentiated instruction.</i></p> <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly.</p>	Principal, Assistant Principals, Teachers	August 2021 – May 2022	<p>Title I SW \$8,175 (materials and supplies)</p> <p>Magnet \$266,500 (4 teachers, ft/pt teachers for extended instruction, printing, materials and supplies, technology)</p>	Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas
<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): Social Studies teachers will assess student content knowledge and application of skills learned throughout the year. 6th - 8th: Formative Assessments throughout units, Assessments at end of each Unit, District Benchmark (Pre-, Post-tests), LEAP 2025</p>				

CORE ACADEMICS PROFESSIONAL DEVELOPMENT – ELA, Mathematics, Science, and Social Studies				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Professional Development:</p> <p>Teachers will participate in high quality Tier 1 professional development sessions which will be provided by ELA: 6th-8th: Teaching Lab and ELA Content Leaders Math: Great Minds and Math Content Leade Science: Open SciED and Science Content Leader Social Studies: EBR Curriculum resources</p> <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 ● High Order Thinking ● Differentiated Instruction <p>Twice weekly, during content and departmental meetings, teachers will utilize student academic data to collaboratively develop lesson plans that incorporate student-centered instructional strategies such as technology integration, HOTS, effective writing, student collaboration, student intervention, etc.</p>	<p>Principal, Assistant Principals, Teachers</p>	<p>August 2021 – May 2022</p>		<p>Lesson Plans, Walk-through Forms, Formal/Informal Observations, Content/Department Meeting Agendas, Professional Development Plan/Calendar of Topics</p>

CORE ACADEMICS PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, and Social Studies				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Parental and Family Engagement: Topics such as the school calendar, home-school partnerships, and the A3 + C initiative will be shared with parents in such activities as</p> <ul style="list-style-type: none"> ● Orientation / Back to School Bash ● Workshops for parents, family, and the community ● Newsletters and school website <p>Additional parent and family engagement activities include</p> <ul style="list-style-type: none"> ● Daily, the planners will be used as a communication tool between school and home. Parents will be informed about homework, upcoming school deadlines, student progress, and / or other student activities ● Google Classroom and JCampus will serve as electronic means of communication between teachers and parents. 	<p>Principal, Assistant Principals, Teachers</p>	<p>August 2021 – May 2022</p>	<p>Title I SW \$66,225 (salary and benefits for a parent liasion)</p> <p>Title I PI \$2,747</p>	<p>Quarterly, parents, students, and teachers will be surveyed about the use of the planners.</p>

Instruction by Certified Teachers – Certified Teacher Recruitment

(Title I 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.

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>The administrative team will attend EBR teacher recruitment fair in order to recruit highly qualified teachers.</p> <p>Once a month, during team planning periods throughout the school year, on-site mentors, the magnet lead teachers, and / or the in-house professional staff developer will meet with highly qualified mentee teachers to model/coach, to problem-solve and to provide support.</p> <p>Once a month, throughout the school year, administrators, dean of students and /or counselor will meet with the new highly qualified teachers to provide support, guidance, and follow-up.</p>	<p>Principal, Assistant Principals, Teachers</p>	<p>August 2021 – May 2022</p>		<p>A review will be done by the principal and assistant principals, at midterm and at the end of the 2014-2015 school year, to check on the status of teachers identified as not highly qualified.</p> <p>Newly Hired teachers will document their progress of such as Praxis scores or completed college courses. This information will be shared with Human Resources for verification that Highly Qualified status has been met.</p>

Transition to Next Level School Programs

(Title I Schoolwide Component 7)

- Choose Appropriate Level**
- Preschool to Elementary School**
 - Elementary School to Middle School**
 - Middle School to High School**
 - High School to Post-Secondary**

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>The sixth grade teachers and administrative staff will collaborate to develop a transitional "Jump Start" program for incoming 6th grade students. Varied instructional strategies will be utilized during this two week program.</p>	<p>Principals, Assistant Principals, Sixth Grade Teachers</p>	<p>August 2021– May 2022</p>	<p>Magnet \$2,500 (pt teacher)</p>	<p>During team meetings, the month of August, the administrative staff and the sixth grade teachers will collaboratively discuss the impact / results of the “Jump Start” program and to address any future needs.</p>
<p>Eighth grade teachers and administrators collaborate to design an Eighth Career Day. Community members and representatives from various businesses participate.</p> <p>School-based counselors collaborate to design a High School Night where eighth grade students and parents visit with representatives from various high schools.</p> <p>Eighth grade teachers and school counselor prepare students for High School Placement exams through daily instruction and counseling. Teachers counsel parents after students have taken the tests.</p> <p>During Open House at various high schools during the school day students and parents visit various schools.</p>	<p>Principals, Assistant Principals, Eighth Grade Teachers, School Counselors, High School Personnel</p>	<p>January 2021 – May 2022</p>		<p>Parent and/or Student Surveys, sign-in sheets, program agendas, High-School Placement Night agendas & sign-in sheets, Career Day Invitations and Participant Bios</p>

ESSA - Schoolwide Plan Requirements

ESSA requires three actions that are essential for effective implementation of a schoolwide program:

Schoolwide Program Requirements

1. Conduct a **comprehensive needs assessment**
2. Prepare a comprehensive **schoolwide plan**
3. Annually **evaluate** the schoolwide plan

Steps to Developing a Comprehensive Schoolwide Program Plan

1. **Collaboration:** Develop with the involvement of parents, community and school personnel
2. **Monitoring and Revising:** SW plan will remain in effect for duration of school's Title I participation
3. **Accessibility:** Make SW Plan available to LEA, parents and public in an understandable format and (as practicable) in a language parents understand
4. **Coordination:** Develop in coordination and integration with other Federal, State, and local services including ESSA programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education programs, career and technical education programs. The plan must also incorporate any Comprehensive or Targeted Support & Improvement activities required.
5. **Comprehensive Needs Assessment:** CNA must be based on academic achievement information about all students in the school, particularly the needs of those children failing/at-risk of failing to meet challenging state academic standards. The intent of this assessment is to help the school understand the subjects and skills for which teaching and learning need to be improved.