



The **FOUR** Cs

East Baton Rouge Parish School System Schoolwide Plan Sherwood Middle Academic Magnet School

Grade 6-8
1020 Marlbrook Drive
Baton Rouge, Louisiana 70815
Jamie Noel
225-272-3090
jnoel@ebrschools.org

2022 - 2023



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) Benchmark Assessments STAR 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

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.	The school SPS is 99.8 (Simulated School Performance)	2020-21 School Report Card (Simulated)
2.	The school earned an “A” letter grade label.	2020-21 School Report Card (Simulated)
3.	Percent proficient for all students on Spring 2021 LEAP 2025 assessment is 65%.	2020-21 School Report Card (Simulated)

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: School is conducive to learning.	
Instrument(s): Student Survey, Classroom Walkthrough	
Data Type: 1. Attitudinal 2. Behavioral 3. Behavioral	Findings 1. A majority of students surveyed indicated that Sherwood Middle provides a learning and challenging environment. 2. 94.9 % of teacher walkthrough observations saw students highly engaged in organized classroom activities. 3. 84% of teacher walkthrough observations rated peers as highly effective.

Contributing Factor: The school is academically oriented.	
Instrument(s): Parent Survey, Teacher Survey, Classroom Walkthrough	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral	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

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	All grades' assessment results were lower in 2021 than 2019 because of the impact of Covid 19.	2020-21 School Performance Reports
2.		
3.		

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.	
Instrument(s):	
Data Type: 1. Cognitive 2. Archival 3. Attitudinal	Findings 1. Student test results decreased from the previous testing cycle. 2. 67% of 6 th grade students come from elementary schools with traditional programs verses 33% of 6 th grade students come from schools with magnet programs. 3. Performance reports indicated that a renewed focus on reading, writing and student-centered activities is needed across curricula for 6 th grade students.

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. <u>List weaknesses for each Core Academic area and the subgroups.</u> 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. <u>Identify objectives for each Core Academic area and the subgroups.</u> 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: 6th - 8 th : My Perspectives			
<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> <p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking skills and differentiated instruction.</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 • Reading (intervention) • No Red Ink (all grade levels) – all students • ELA Content Leader will provide support to ELA teachers • Achieve 3000 – all students (all grade levels) 		Principal, Assistant Principals, Teachers	August 2022 – May 2023		Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>6th - 8th: ANET Assessments, Assessments Embedded My Perspectives</p>					

CORE ACADEMICS - Mathematics		Tier 1 Resource: Eureka			
<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	
<p>Instruction:</p> <p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking skills and differentiated instruction.</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"> • Dream Box (All students – all grades) • My Math Lab – enrichment/intervention • “Before School” Tutoring 	Principal, Assistant Principals, Teachers	August 2022 – May 2023		Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas	
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>6th - 8th: ANET Assessments, Assessments Embedded in Eureka Math</p>					

CORE ACADEMICS – Science		Tier 1 Resources:			
<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 and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
<p>Instruction:</p> <p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking skills and differentiated instruction.</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"> • Amplify 	Principal, Assistant Principals, Teachers	August 2022 – May 2023		Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas	
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>Embedded Assessments in Curriculum / Resources</p>					

CORE ACADEMICS – Social Studies		Tier 1 Resources:			
<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	
<p>Instruction:</p> <p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking skills and differentiated instruction.</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 2022 – May 2023		Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas	
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>Embedded Assessments in Curriculum / Resources</p>					

Non-CORE Academics		Resources:			
<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
<p>Instruction:</p> <p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including higher order thinking skills and differentiated instruction.</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"> • 		Principal, Assistant Principals, Teachers	August 2022 – May 2023		Lesson Plans, Walk-through Forms, Formal/Informal Observations, Common Formative Assessments, Content/Department Meeting Agendas
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>Embedded Assessments in Curriculum / Resources</p>					

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics					
X <input type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	x <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>Professional Development:</p> <p>Teachers will participate in high quality Tier 1 professional development sessions which will be provided by</p> <p>ELA: 6th-8th: Teaching Lab and ELA Content Leaders/Literacy Department</p> <p>Math: Great Minds and Math Content Leader/Math Curriculum Department</p> <p>Science: Amplify and Science Content Leader/Science Curriculum Department</p> <p>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>		Principal, Assistant Principals, Teachers	August 2022 – May 2023		Lesson Plans, Walk-through Forms, Formal/Informal Observations, Content/Department Meeting Agendas, Professional Development Plan/Calendar of Topics

MULTI-TIERED SYSTEM OF SUPPORT				
<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
<p>Academics</p> <p>SEL Tier 1 classroom lessons are delivered in social studies classes. Social Studies teachers are supported by the school's regional SEL Specialist as well as School Counselors to teach lessons with the topics changing every two weeks. Parents are informed on SEL topics that are taught to students by sharing the Home Connections Sheets in the Noel Newsletter. Students are introduced to an SEL lesson using multi-sensory presentations and are assessed with quizzes in the platform, ReThinkEd.</p> <p>Social / Behavioral</p> <p>Using data from the SEL Self-Assessment, academic data, and teacher input, Tier II students are identified and placed into SEL small groups. School Counselors gather with small groups of students to dig deeper into SEL lessons and topics to provide SEL support to these Tier II students.</p> <p>All students participate in SEL Week during the week of March 7-11, 2022, culminating with the recognition of International SEL Day by having the entire school community dedicate one minute of deep breathing at 10:00 a.m. on March 11, 2022.</p>	<p>Principal, Assistant Principals, Teachers, School Counselors</p>	<p>August 2022 – May 2023</p>		<p>Lesson Plans, Walk-through Forms, Formal/Informal Observations, Content/Department Meeting Agendas, Professional Development Plan/Calendar of Topics</p>

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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
<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. 	Principal, Assistant Principals, Teachers	August 2021 – May 2023		Quarterly, parents, students, and teachers will be surveyed about the use of the planners.

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 type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development	
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>The administrative team will attend EBR teacher recruitment fair 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>	Principal, Assistant Principals, Teachers	August 2022 – May 2023		<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

(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 type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development	
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
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.	Principals, Assistant Principals, Sixth Grade Teachers	July 2022		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>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>	Principals, Assistant Principals, Eighth Grade Teachers, School Counselors, High School Personnel	January 2022 – May 2023		Parent and/or Student Surveys, sign-in sheets, program agendas, High-School Placement Night agendas & sign-in sheets, Career Day Invitations and Participant Bios

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.