

East Baton Rouge Parish School System



Title I Schoolwide Program Plan Capitol Elementary School

PK-5th

4141 Gus Young Ave.

Baton Rouge, LA 70818

Mona Collins

225-343-9364

MCollins@EBRSchools.org

SY: 2015 - 2016

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East Baton Rouge Parish School System District Vision and Mission Statements

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

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

School Vision and Mission Statement

Vision: Capitol Elementary will collaborate with students, families, and the community to promote rigorous instruction, student engagement, and foster high expectations to develop independent and confident learners.

Mission: Capitol Elementary will empower students to become knowledgeable, caring, and active citizens in our school and in our world.

District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I hereby certify that this plan contains the ten required components as mandated by No Child Left Behind Act of 2001, Title I, Improving the Academic Achievement of the Disadvantaged, Public Law 107-110, Section 1114, Schoolwide Programs, (b)(1):
 - (Component 1): Evidence of the use of a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described in Section 1111(b)(1),
 - (Component 2): Schoolwide reform strategies that (a) provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement as described in Section 1111(b)(1)(D), and (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations,
 - (Component 3): Evidence of instruction highly qualified teachers,
 - (Component 4): Evidence of high quality and ongoing professional development for teachers, principals, and paraprofessionals (and, if appropriate, other stakeholders) which is aligned with assessed needs.
 - (Component 5): Strategies to attract high-quality, highly qualified teachers to high-needs schools,
 - (Component 6): Strategies to increase parental involvement,
 - (Component 7): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
 - (Component 8): Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program,
 - (Component 9): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure those students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance, and
 - (Component 10): Coordination and integration of Federal, State, and local services and programs.
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal

Date

Executive Director

Date

Superintendent or Designee

Date

Data Portfolio

(Title I Schoolwide Programs Component 1)

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

- Cognitive Student Data
 - 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 2015-16 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.	Geometry is a strength with third graders scoring 69% average percent correct and fifth graders scoring 62% average percent correct.	2013-2014 iLEAP Data
2.	Writing in ELA is a relative strength with third graders scoring 56% average percent correct and fifth graders scoring 64% average percent correct.	2013-2014 iLEAP Data
3.	The percentage of fourth grade students scoring proficient has increased from 65% to 70% in ELA, 66% to 67% in Math, 30% to 59% in Science and 27% to 64% in Social Studies.	2013-2014 LEAP Data
4.	The percentage of third grade students scoring proficient has increased from 53% to 61%, 33% to 39% in Science, and 39% to 58% in Social Studies.	2013-2014 iLEAP Data
5.	Student attendance rates continue to rise based on Average Daily Attendance. Over 94% of Capitol ES students attend school daily.	2014-15 District Data/Average Daily Attendance

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: Teachers express clear expectations and objectives for students, both academically and behaviorally.

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Domain: 200 Sub domain: 210 NA	
Instrument(s): 2014-2015 Principal Walkthroughs/Compass Evaluation; 2014-2015 SACS Faculty Survey; 2014-2015 eSchool Plus Demographic Data	
Data Type:	Findings
<ol style="list-style-type: none"> 1. Behavioral 2. Attitudinal 3. Archival 	<ol style="list-style-type: none"> 1. According to classroom observations, classroom teachers provide objectives and specific feedback throughout lesson 80% of the time. 2. Faculty Survey indicates that the faculty holds high expectations for students and Student Survey indicates that students feel school staff and faculty have high expectations for them. 3. According to district data, over 94% of students attend school daily.

Contributing Factor: PBIS is used with fidelity which contributes to consistently high student attendance and a safe school environment.	
Domain: 100 Sub domain: 140 NA	
Instrument(s): 2014-15 EBR Attendance Data; 2014-2015 SACS Student Survey; 2013-2014 iLEAP/LEAP Data	
Data Type:	Findings
<ol style="list-style-type: none"> 1. Archival 2. Attitudinal 3. Cognitive 	<ol style="list-style-type: none"> 1. Student attendance has averaged 95% over the last four years. 2. Of students surveyed 82% report that they feel safe at school and believe their school is improving academically. 3. The percentage of fourth grade students scoring proficient increased in ELA, Math, Science, and Social Studies as indicated by 2013 - 2014 LEAP scores.

*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.	<p>In Math only 48% of third graders scored proficient and 67% of fourth grade students scored proficient. The lowest strand on Math iLEAP/LEAP was as follows:</p> <ul style="list-style-type: none"> • Grade 3 Numbers and Operations-48% proficient • Grade 4 Numbers and Operations in Base Ten- 53% • Grade 5 Operations and Algebraic Thinking-38% proficient 	2013-14 iLEAP/LEAP Data
2.	<p>Reading and Responding strand is weak in all tested grades as follows:</p> <ul style="list-style-type: none"> • Grade 3 48% average percent correct • Grade 4 45% average percent correct • Grade 5 48% average percent correct 	2013-14 iLEAP/LEAP Data

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

Contributing Factor: Due to limited use of meaningful strategies needed to differentiate instruction, Math instruction is insufficient to enable students to maximize achievement.	
Domain: 500 Sub domain: NA 510	
Instrument(s): 2013-14 iLEAP/LEAP Data; 2013-14 COMPASS Observation Tool; 2013-14 iLEAP/LEAP 504 Subgroup Data	
Data Type:	Findings
1. Cognitive	1. Students are weak in 3 rd grade are weak in Math compared to district and state data.
2. Behavioral	2. COMPASS Observation Tool indicates there is a limited use of small group instruction in Math.
3. Archival	3. . Less than 25% of students identified as 504 scored proficient on third and fourth grade iLEAP/LEAP.

Contributing Factor: Due to teachers' limited use of Higher Order Thinking strategies, students do not have necessary skills to be successful on iLEAP and LEAP Science and Social Studies Tasks.

Domain: 500 Sub domain: NA 510	
Instrument(s): 2013-14 iLEAP/LEAP scores, 2.) 2013-2014 COMPASS Observation Tool, 3.) 2013-2014 iLEAP/LEAP 504 Subgroup Data	
Data Type:	Findings
<ol style="list-style-type: none"> 1. Behavioral 2. Cognitive 3. Attitudinal 	<ol style="list-style-type: none"> 1. Principal Walkthroughs using the 2013-2014 COMPASS Observation Tool indicated there is a limited use of higher order questioning. 2. In all tested grades ELA Reading and Responding scores are a weakness. 3. Less than 25% of identified 504 Students performed proficiently on third and fourth grade iLEAP/LEAP.

Contributing Factor: Teachers lack knowledge and skills necessary to integrate instructional technology into their lessons effectively to increase student achievement.	
Domain: 500 Sub domain: NA 540	
Instrument(s): 2014-15 Principal Walkthroughs; 2014-15 SACS Student Surveys; 2013-14 iELAP/LEAP 504 Subgroup Data	
Data Type:	Findings
<ol style="list-style-type: none"> 1. Behavioral 2. Attitudinal 3. Cognitive 	<ol style="list-style-type: none"> 1. Principal Walkthroughs using the 2013-2014 COMPASS Observation Tool indicated there is a limited use of technology to support instruction. 2. According to Student Survey data, students indicated that they do not use computers to complete their work at school. 3. Less than 25% of identified 504 Students performed proficiently on third and fourth grade iLEAP/LEAP.

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

Goals

State of Louisiana Critical Goals – Louisiana student will:

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

District Goals: The East Baton Rouge Parish School System will be a top ten Louisiana district by 2020, building an innovative and globally-competitive educational choice for all families.

1. **Early Childhood Education:** The East Baton Rouge Parish School System (EBRPSS) will provide all pre-kindergarten children equal access to high-quality options that ensure young students enter kindergarten ready to learn.
2. **Academic Expectations:** All students in the EBRPSS will complete a comprehensive and rigorous academic curriculum that builds workforce and college preparedness, and cultivates an appreciation for knowledge.
3. **Governance/Accountability/Efficiency:** The EBRPSS will lead the EBRPSS to the 2020 goal of being a top ten school system by maintaining a focus on excellence and by holding accelerating student achievement as the priority focus of all governance policies, accountability mechanisms, and financial resource allocations.
4. **Culture and Safety/School Climate and Human Capital:** The EBRPSS will recruit and retain only those teachers, school leaders, and administrators who provide an excellent education to all students and create a learning environment that drives high student achievement and safety. EBRPSS will identify and confront all barriers and constraints that prevent having an excellent teacher in every classroom and excellent leader in every school.
5. **Neighborhood Schooling/School Choice:** The EBRPSS will engage in an effort to re-create true neighborhood schools while maintaining students' right to choose to attend any magnet or other school of choice in the district provided they can meet that school's admission requirements.
6. **Community and Parental Involvement:** All EBRPSS schools will provide an inviting, trustworthy environment in which parents, families, and businesses can be involved in student learning and development.

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

Goal 1: To increase the SY 13-14 SPS from 71.2 to 75 in SY 15-16

Action Plan

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

Content Area(s): Reading/ELA				
Weakness(es):	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all listed. Students' scores in Reading and Responding were low; 48% average percent correct in third grade, 45% average percent correct in fourth grade, and 48% average percent correct in fifth grade.			
Objective(s):	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. To increase the average percent correct of third, fourth, and fifth grade students in Reading and Responding strand as follows: <ul style="list-style-type: none"> • from 48% to 53% average percent correct in third grade • from 45% to 50% average percent correct in fourth grade, and • from 48% to 53% average percent correct in fifth grade. 			
Research-Based Strategy(ies):	Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas 	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Curriculum (what will be taught): Capitol Elementary will successfully implement the CCSS for Reading/ELA as directed by the LADOE and the EBR Schools' Department of Curriculum by analyzing text complexity and focusing on students' abilities to read and understand grade level complex text.</p> <p>Teachers will teach close reading strategies through explicit instruction.</p> <p>Students will express their understanding through writing and speaking.</p> <p>Academic vocabulary will be taught in all content areas.</p>	Principal, Administrative Dean, ELA Teachers, and Instructional Specialist	August 2015-May 2016	Title 1 Schoolwide \$57,393.00 Interventionists' Salaries \$35,877.92 Interventionists' Benefits	Principal, Administrative Dean and Instructional Specialist will conduct observations to review implementation of ELA/Reading. During observation conferences, results from these observations will be presented and discussed.

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				<p>The Instructional Specialist will conduct weekly planning meetings to support curriculum implementation. Lesson Plans that reflect an integrated balance among reading, writing, speaking, and listening in all content areas will be developed. The meetings will be documented with sign-in sheets and agendas.</p>
<p>Instruction (what it will look like in the classroom): Teachers will use explicit instruction, collaborative conversations, and Kagan Structures to deliver instruction. Formative assessments will guide instructional decisions. Additional Programs: Read 180 will be used for students in third through fifth grade. Teachers in K through second grades will use Leveled Literacy Intervention for students and Brain Pop will be used in K through fifth grades. The interventionists/paraprofessionals will provide targeted intervention for Tier II and Tier III students based on students’ assessment results. Interventions will be planned in conjunction with classroom teachers.</p>	<p>Principal, Administrative Dean, Instructional Specialist, and Reading/ELA Teachers/ Interventionists</p>	<p>August 2015-May 2016</p>	<p>Title 1 Schoolwide \$57,393.00 Interventionists' Salaries \$35,877.92 Interventionist Benefits Title 1 Schoolwide \$17,766.00 Computer Aide Salary \$11,534.11 Benefits Title 1 Schoolwide \$2,095.00 Internet Accessed Software</p>	<p>Lesson Plans, classroom observations, intervention/Read 180 schedules and rosters</p>
<p>Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): Assessments will be teacher made utilizing items from EADMS test bank as well as teacher made test items.</p>	<p>Principal, Administrative Dean, Instructional Specialist, and All</p>	<p>August 2015-May 2016</p>	<p>Title 1 Schoolwide \$57,393.00 Interventionists' Salary</p>	<p>During weekly Data Meetings the Principal, Administrative Dean, Instructional Specialist,</p>

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<p>DRA will be administered to first through fifth grade students at the beginning of the year to establish students independent reading levels. Kindergarten students will be administered the DRA at mid-term.</p> <p>DRA materials will be used to monitor student progress and an EOY assessment will be used to determine students' summative progress.</p> <p>DIBLES testing will be administered in the beginning, middle, and end of the year to establish student reading levels. Students' progress will be monitored regularly.</p> <p>Kindergarten through fifth grade students will be given District Benchmark Testing in ELA as per the published district calendar: pre-test during the first weeks of school, three intermediary tests for first through fifth graders administered in October, December, and March, and EOY tests scheduled during the last week of May. Students in second through fifth grades will also take Math, Social Studies, and Science Tests.</p>	<p>ELA/Reading Teachers</p>		<p>\$35,877.92.00 Interventionists' Benefits (duplicate)</p> <p>Title 1 Schoolwide \$17,766.00 Computer Aide Salary \$11,534.11 Benefits (Duplicate)</p> <p>Title 1 Schoolwide \$2,095.00 Internet Accessed Software (Duplicate)</p>	<p>and ELA teachers will review common assessment results and make adjustments for teaching. These meetings will be documented by sign-in sheets and agendas. Student achievement will be documented and monitored by CFAs.</p>
<p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments): Regular on going professional development will be provided during scheduled collaborative planning times. Instructional focus will be on reading and math assessment data, create appropriate lessons that include higher order thinking, and integration of writing across the curriculum.</p> <p>Schoolwide PD will be provided on the Second Tuesday of each month from 3:40-5:40. Professional development will be led by teacher leaders on campus. Topics for professional development will include the following:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Writing Across the Curriculum • Math Journals • Designing CFA's/EADMS Test • Analyzing Test Data <p>Teacher leaders will attend professional conferences and district-sponsored professional development. They will redeliver learned information within 7 days of their return to school during collaborative planning or PD days.</p>	<p>Principal, Administrative Dean, Instructional Specialist, and All Teachers</p>	<p>August 2015-May 2016</p>	<p>Title 1 Schoolwide \$1,600.00 Substitutes for PD Salaries \$71.20 Benefits</p> <p>Title 1 Schoolwide \$57,393.00 Interventionists' Salaries \$35,877.92.00 Interventionists' Benefits</p>	<p>Master Schedule, agendas, sign-in sheets, classroom observations, lesson plans</p>
<p>Parental Involvement/Instruction (Identify each activity according to the Epstein</p>	<p>Teachers, Parents,</p>	<p>August 2015-May</p>	<p>Title 1 Schoolwide</p>	<p>Parent Involvement</p>

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<p>Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community): The Principal and staff will host Parental Involvement activities at Capitol to include, but not limited to, the following: •First Quarter: Family Literacy Night-(L @H) •Second Quarter: LEAP Parent Meeting – (L@H) •Grade Level Performances: Monthly</p> <p>Parents will be notified using the automated call-out system, school newsletters, flyers, school's website, and school's marquee.</p> <p>Parents unable to attend activities at school will have access to information on the school website and via monthly school newsletters.</p> <p>The school will host an annual Family Literacy Night. Books for pleasure reading will be distributed to all participants in an effort to promote a print-rich environment at home. (L@H, C)</p> <p>Literacy activities such as, "Dr. Seuss' Birthday Celebration" and "Real Men Read" will be planned and coordinated. Community members and district support personnel will serve as guest readers for students in every classroom. (CC)</p>	<p>Students, School Parental/ Instruction</p>	<p>2016</p>	<p>\$4,000.00 Copier \$3,250.00 Copier Title 1 Parental Involvement \$1,500.00 Printing and Binding \$500.00 Postage</p>	<p>Logs</p>
<p>Summative Assessments: PK : Developing Skills Checklist (DSC) Teaching Strategies (TS Gold) K: Developing Skills Checklist (DSC), DIBELS, DRA, EADMS 1st/2nd : DIBELS, DRA, EADMS 3rd: DIBELS, DRA, EADMS, PARCC 4th/5th: DRA, EADMS, PARCC, LEAP</p>				

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Content Area(s): Math					
Weakness(es):	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all listed. In Math, only 48% of third graders scored proficient, 67% of fourth graders scored proficient, and 78% of fifth graders scored proficient according to iLEAP/LEAP. The lowest strands were as follows: <ul style="list-style-type: none"> • Grade 3 Number and Operations on 48% average percent correct • Grade 4 Number and Operations in 53% average percent correct • Grade 5 Operations and Algebraic Thinking 38% average percent correct 				
Objective(s):	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. To increase the percentage of students scoring proficient in third grade from 48% to 57%; in fourth grade 67% to 70% proficient, and in fifth grade from 78% to 82% proficient.				
Research-Based Strategy(ies):	Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas 	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning		
		<input checked="" type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment		
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model		
Action Steps (aligned to the Strategy(ies) selected)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Curriculum (what will be taught): The school will effectively implement the CCSS Mathematics curriculum outlined by the LADOE and the State Assessment Guide with a focus on developing number sense in Kindergarten through second grades and with an emphasis on the development and understanding of fractions in third through fifth grades. The school will effectively implement the CCSS instructional shifts in Mathematics with a focus on Mathematical Practices.		Principal, Administrative Dean, Instructional Specialist, Math Teachers	August 2015-May 2016	Title 1 Schoolwide \$57,393.00 Interventionists' Salaries \$35,877.92.00 Interventionists' Benefits (Duplicate)	Observations will be conducted weekly by the administrative team providing immediate feedback and coaching, if needed to improve instructional effectiveness.
Instruction (what it will look like in the classroom): Math teachers will provide daily spiral reviews by utilizing a daily lesson opener such as Calendar Math in Kindergarten through second grade and Common Core Math for Today in third through fifth grades. Teachers will provide students instruction supported by the Mathematical		Principal, Administrative Dean, Instructional Specialist, Math Teachers,	August 2015-May 2016	Title 1 Schoolwide \$57,393.00 Interventionists' Salaries \$35,877.92.00	Classroom observations, lesson plans, and intervention logs will be checked at least every four weeks

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<p>Practices.</p> <p>Lesson Plans will reflect the incorporation of Mathematical practices. Interventionists will use data tracking forms to provide students with RTI to reinforce skills taught by the teacher.</p> <p>Students will be reassessed after intervention. Interventionists will work with Tier II and Tier III students daily.</p> <p>After-school tutoring will be provided using Rti strategies to reinforce skills taught by the classroom teacher.</p>	<p>Interventionists</p>		<p>Interventionists' Benefits (Duplicate)</p>	<p>to insure intervention is conducted. Effectiveness will be determined by students retested scores</p>
<p>Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): Teachers will create assessments utilizing items from EADMS test bank as well as teacher-made test items.</p> <p>Students in Kindergarten through fifth grades will be given District Benchmark Testing in Math as per the published calendar to include: a pre-test during the first weeks of school, three intermediary tests for first through fifth grades administered in October, December, and March, and EOY tests scheduled during the last week of May. Students in second through fifth grades will also take ELA, Social Studies, and Science Tests.</p>	<p>Principal, Instructional Specialist, Administrative Dean, and All ELA/Reading Teachers</p>	<p>August 2015 - May 2016</p>	<p>Title 1 Schoolwide \$17,766.00 Computer Aide Salary \$11,534.11 Benefits (Duplicate) Title 1 Schoolwide \$20,740.47 Materials and Supplies</p>	<p>During weekly Data Meetings, the Principal, Administrative Dean, Instructional Specialist, and ELA teachers will review common formative assessment results and make adjustments for teaching. These meetings will be documented by sign-in sheets and agendas. Student achievement will be documented and monitored by CFAs.</p>
<p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments): Teacher leaders/district leadership personnel will redeliver effective Math strategies to all grade levels during monthly PD's. Math teachers in testing grades will attend MSP training during the summer and follow-up sessions during the school year. Selected teachers will also attend the district-sponsored NMSI (National Math and Science Institute Cohort) according to the established schedule. Upon completion of all professional development sessions, teachers will complete a Professional Development Reflection Survey. Based on the survey feedback, professional development will be tailored to meet the needs of the staff.</p>	<p>Principal, Administrative Dean, Instructional Specialist, Teachers, District personnel</p>	<p>August 2015-May 2016</p>	<p>Title 1 Schoolwide \$1,600.00 Substitutes for PD Salaries \$71.20 Benefits</p>	<p>Professional Development Reflection Survey</p>
<p>Parental Involvement/Instruction (Identify each activity according to the Esptein</p>	<p>Title 1 Schoolwide</p>	<p>August 2015 -</p>	<p>Title 1 Schoolwide</p>	<p>Activity notes, agendas</p>

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<p>Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community): Parents will be notified using the automated call-out system, school newsletter, flyers, school website, and school marquee. Parents unable to attend will have access to information on the school website and via monthly school newsletters. Initial and follow-up strategies will be provided to parents and other interested family members. They will participate in hands-on activities across content areas. ©</p> <p>High-stakes test prep workshops for parents will be conducted with test-prep materials distributed during each training. (L@H)</p> <p>Homework folders will be purchased and distributed to all students in an effort to promote daily communication between home/school learning. (C, L@H)</p> <p>The school will host a Family Math Night that is interactive; students and their parents will rotate between learning stations. Parents will be provided with strategies and supplies to assist their children at home with Math test preparation and homework activities. (L@H, P)</p>	<p>Teachers, Parents, Students, School Parental Involvement</p>	<p>May 2016</p>	<p>\$4,000.00 Copier \$3,250.00 Copier Title 1 Parental Involvement \$1,500.00 Printing and Binding \$500.00 Postage</p>	<p>and parent sign in sheets will be maintained.</p>
<p>Summative Assessments: K: EADMS 1st and 2nd: EADMS 3rd: EADMS, ILeap, PARCC 4th/5th: EADMS, PARCC, LEAP</p>				

Instruction by Highly Qualified Teachers – Highly Qualified Teacher Recruitment

(Title I Schoolwide Component 3, 5)

District Goal(s):	To attract and maintain 100% highly qualified teachers in East Baton Rouge Parish School System.
School Objective(s):	To attract and maintain 100% highly qualified teachers at Capitol Elementary School.

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)
The Principal and other teacher leaders will participate in district sponsored recruitment fairs to attract highly qualified teachers. The Principal and teacher interview committee will conduct school-based interviews for highly qualified, effective teachers as needed. The Principal will offer incentives to teachers such as: Jean Day for attendance; Goose Passes, and On-going professional development.	Principal, Instructional Specialist, Administrative Dean, District HR Personnel	August 2015-May 2016	NA	Teaching Certificates, Teacher Interview Schedules, Teacher Resumes, Teacher Transfer List, Teacher Job Fair Documentation Site-Based Teacher Survey

Additional Parental Involvement and Community Activities

(other than those included in Academic Goals)

(Title I Schoolwide Component 6)

District Goal(s):	<p>The district will work to:</p> <ol style="list-style-type: none"> 1. Ensure that parents have the necessary knowledge and skills to be proactive advocates for their children. 2. Provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready. 3. Provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families.
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	Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
<p>Weakness(es): Parents are unfamiliar with the rigor of Common Core Standards.</p> <p>Objective(s): Participants will gain knowledge of Common Core Standards strategies and practices that have the greatest impact on student achievement.</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):</p> <ul style="list-style-type: none"> •High-stakes test prep workshops for parents will be conducted and test-prep materials will be distributed. (L@H) •In an effort to promote/encourage learning during the summer, Reading and Math packets will be prepared and disseminated during the last days of the school year. (L@H) •Various means of communication such as newsletters and parent notification 	<p>Principal, Administrative Dean, Social Worker, Teachers, Parents, Instructional Specialist</p>	<p>August 2015- May 2016</p>	<p>Title 1 Schoolwide \$4,000.00 Copier Title 1 Schoolwide \$3,250.00 Title 1 Parental Involvement \$2,000.00 Title 1 Parental Involvement \$1,250.00</p>	<p>Agendas and sign-in sheets for all parent meetings will be maintained at the school. Common formative and summative assessments should show an increase in student achievement levels.</p>

	<p>letters will be mailed when appropriate. In addition, the school marquee, school website, and auto-mated calling system will be utilized for on-going communication with parents. (C, V, P, L@H, CC, DM)</p> <ul style="list-style-type: none"> •Principal, school leadership team members, classroom teachers, and the social worker will organize monthly Family Involvement/content-specific programs. The goal of the monthly programs is to involve all family members in hands-on learning activities. Each grade level team will be responsible for one month's program throughout the school year. Parents will accompany their children and be provided activities and strategies which can be used at home to increase student literacy. (L@H, C, CC) •In an effort to include parents in the decision-making process, the school will host a School Improvement Team or Parent Advisory Council Meeting at least once per each semester. Parents will be afforded opportunities to provide input into the school’s Parental Involvement Policy, The Compact for Student Success, the Schoolwide Plan, and the school’s PBIS Plan. (DM, CC, P, C, V, L@H) •Monthly student recognitions/celebrations will be coupled with parent learning activities, i.e. Student- of-the-Month Celebration. (L@H, CC, C) 				
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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): There is limited teacher understanding of the shifts from Pre-K to Kindergarten within the CCSS. In addition, fifth grade students need to become familiar with middle school expectations prior to promotion to sixth grade.</p> <p>Objective(s): Increase teacher knowledge of the CCSS and the instructional shifts from Pre-K to Kindergarten and 5th grade to middle school. Pre-K and Kindergarten teachers will be trained on new Pre-K standards.</p>	<p>Pre-Kindergarten and Kindergarten teachers will meet during grade level data meetings at least monthly to align pre-kindergarten and Kindergarten standards. Pre-Kindergarten teachers will observe Kindergarten classrooms and review student work samples</p> <p>District middle school counselors will provide a pre-orientation for fifth grade students about the transition to middle school. Middle schools will be invited to speak with fifth grade students and answer questions about the schools. Families will be given assistance in completing paperwork for middle schools</p>	<p>Pre-Kindergarten Teachers, Kindergarten Teachers, Guidance Counselor, Middle School Guidance Counselor, Elementary and Middle school ICARE Counselors.</p>	<p>August 2015 - May 2016</p>	<p>NA</p>	<p>Principal will conduct walkthroughs to ensure vertical and horizontal alignment is occurring, especially at the Pre-K/K level.</p> <p>Vertical Planning Meetings will be documented with sign-in sheets and will be collected by the Principal.</p> <p>Sign-in sheets will be collected and maintained. Fifth grade students will be asked to provide written feedback on their visit by sixth grade feeder school students. Future middle school visits will be planned using this student feedback.</p>