

Baton Rouge College Preparatory Charter School

Title I Schoolwide Program Plan

Grades 6 - 8

5300 Monarch Avenue

Baton Rouge, LA 70811

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SY: 2018-2019

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School Vision and Mission Statement

Vision: The vision of Baton Rouge College Prep is to develop successful high school graduates who will graduate college and become well-rounded, engaged citizens who will transform their communities.

Mission: Baton Rouge College Prep equips all scholars with the knowledge, skills, and character necessary to excel in high school, college, and life.

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 eight required components of a Schoolwide Plan:
 - (Component 1): Comprehensive Needs Assessment
 - (Component 2): Schoolwide Reform Strategies
 - (Component 3): High Quality and On-going Professional Development
 - (Component 4): Strategies to Increase Parental Involvement
 - (Component 5): Early Childhood Transition
 - (Component 6): Use of Academic Assessments
 - (Component 7): Effective and Timely Assistance to Struggling Students
 - (Component 8): 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.


School Director

7/12/2018

Date

Data Portfolio (Title I Schoolwide Programs / ESSA Component 1)

Comprehensive Needs Assessment Data

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

| Stakeholder | Data Types | | | Archival |
|----------------|--|-------------------------|--|--|
| | Cognitive | Attitudinal | Behavioral | |
| Administrators | | Administrator Interview | Attendance Rate | Demographic Data |
| Teachers | | Teacher Surveys | Classroom Observations Walkthroughs Attendance Rate | Demographic Data |
| Students | <ul style="list-style-type: none"> • LEAP • Achievement Network Interim Assessments • STAR data • IEP progress data • Promotion rates | Student Survey | Classroom Observations Walkthroughs Discipline Rates Attendance Rates | School Report Card Demographic Data Subgroup Component Data |
| Parents | | Parent Survey | Attendance Rates (school participation) | Demographic Data |

Comprehensive Needs Assessment Summary Report for SY 2018-19 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. | Relative strength in ELA growth overall (AI increase of 4.5 points, % of students earning 100+ points for growth index). | LEAP 2025 ; School performance score data |
| 2. | Relative strength in Grade 6 value added growth for ELA and Math. | LEAP 2025 ; COMPASS and CVR data |
| 3. | Relative strength in ELA growth index for special education subgroup. | LEAP 2025 ; School performance score data |

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

Contributing Factor: Implementation of text-based learning

Domain: Academic

Instrument(s): Classroom observations, lesson archives, teacher survey

Data Type: Findings

1. Behavioral
1. 85% of teachers in these areas were proficient or highly effective in use of text-based learning strategies. (Walkthroughs)
2. Attitudinal
2. 85 of teachers in these areas agree or strongly agree that they implement text-based learning strategies. (Teacher survey)
3. Archival
3. Lesson plans and student materials from lesson audits and archives indicate implementation of text-based learning strategies. (Lesson archives)

| | |
|---|---|
| Contributing Factor: Master schedule maximizes learning time | |
| Domain: Academic | |
| Instrument(s): Classroom observations, 2017-18 master schedule, STAR data | |
| Data Type: | Findings |
| 1. Behavioral | 1. All teachers provide additional support for students during book club/advisory time. (Walkthroughs) |
| 2. Archival | 2. Master schedule provides extended blocks of time for literacy. (Master Schedule) |
| 3. Behavioral | 3. Classroom teachers, special education teachers, and co-teachers provide literacy supports during intervention periods that are aligned with core curriculum goals. |

| | |
|---|---|
| Contributing Factor: Safe learning environment | |
| Domain: Culture | |
| Instrument(s): Walkthroughs 2017-18, SchoolRunner, teacher survey | |
| Data Type: | Findings |
| 1. Behavioral | 1. Teachers observed in these areas were proficient or highly effective in use of classroom management strategies. (Walkthroughs) |
| 2. Archival | 2. 66% of teachers observed in these areas consistently implemented school behavior management systems. (SchoolRunner) |
| 3. Attitudinal | 3. Teachers observed in these areas strongly agree or agree that they have strengths in classroom management. (Teacher survey) |

*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. | Whole School Math: 5% Mastery or above | LEAP 2025 |
| 2. | Whole School ELA: 13% Mastery or above | LEAP 2025 |
| 3. | Whole School Social Studies: 6% Mastery or above | LEAP 2025 |
| 4. | | |
| 5. | | |

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: Staff turnover and inexperienced teaching team | |
|--|---|
| Domain: Academic/Culture | |
| Instrument(s): Compass 2017-18, staff demographic data, teacher surveys | |
| Data Type: | Findings |
| 1. Behavioral | 1. 100% of teaching staff was new to the school, 50% were new to teaching, and 85% were uncertified. (Staff demographic data) |
| 2. Archival | 2. 80% of teachers scored below Effective-Proficient ratings in Compass evaluations during year, including implementation of effective routines and procedures. (Compass) |
| 3. Attitudinal | 3. More than 80% of staff stated that they would benefit from additional training and support from instructional coaches. (Teacher surveys) |

| Contributing Factor: Inconsistent use of data-driven instructional practices | |
|---|--|
| Domain: Academic | |
| Instrument(s): Walkthroughs 2017-18, data meeting archives, teacher survey | |

| | |
|---|--|
| <p>Data Type:</p> <ol style="list-style-type: none"> 1. Behavioral 2. Archival 3. Attitudinal | <p>Findings</p> <ol style="list-style-type: none"> 1. 25% of teachers consistently used data to make instructional decisions. (Walkthroughs) 2. 75% of teachers participated in less than 5 data or coaching meetings throughout the year; 50% of teachers were first year teachers. (Meeting archives) 3. 100% of teachers stated they wanted more support with instruction and data analysis. (Teacher survey) |
|---|--|

Contributing Factor: Ineffective implementation of curriculum resources

Domain: Academic

Instrument(s): Lesson plan archives, teacher survey, walkthroughs

| | |
|---|---|
| <p>Data Type:</p> <ol style="list-style-type: none"> 1. Archival 2. Attitudinal 3. Behavioral | <p>Findings</p> <ol style="list-style-type: none"> 1. Teachers did not implement consistent curriculum or student computer resources across grades, especially in math. (Lesson archives) 2. 85% of teachers indicated desire for more curriculum resources to facilitate effective planning. (Teacher survey) 3. 45% of teachers had lessons that were consistently implementing rigorous, grade level content. (Walkthroughs) |
|---|---|

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

Goals

State of Louisiana Critical Goals – Louisiana student will:

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

School Goal:

Baton Rouge College Prep will ensure that students are prepared with the knowledge, skills, and character necessary to excel in high school, college, and life.

To reach this goal, students must have the academic foundation and skills necessary to enter and succeed in the city's highest performing high schools.

In 2018-19, Baton Rouge College Prep will grow its SPS from 48.7 to 55, earning a D letter grade and A for student growth. We also seek to improve the percentage of students performing at the Mastery level by at least 5 percentage points in ELA, Math, and Social Studies.

Action Plan

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

ESSA Schoolwide Plan Requirements 2, 3, 4, 6, 7, and 8: Schoolwide Reform Strategies. High Quality and On-going Professional Development. Strategies to Increase Parental Involvement. Use of Academic Assessments. Effectively and Timely Assistance to Struggling Students. Coordination and Integration of Federal, State, and Local Services and Programs.

| Content Area(s): ELA, Math, Social Studies, Science | | | | | | | | | | |
|---|--|---|---|---|---|--|--|------------------------------------|---|--|
| 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. ELA: Only 44% of students scored Basic or above on the Spring 2018 LEAP 2025 and 13% scored Mastery or above. Math: Only 29% of students scored Basic or above on the Spring 2018 LEAP 2025 and 5% scored Mastery or above. Social Studies: Only 27% of students scored Basic or above on the Spring 2018 LEAP 2025 and 6% scored Mastery or above. Science: Field Test – no data for Spring 2018. | | | | | | | | | |
| 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. Increase the percentage of students scoring Basic and above in ELA from 44% to 54% by the end of the 2018-19 school year. Increase the percentage of students scoring Basic and above in Math from 29% to 40% by the end of the 2018-19 school year. Increase the percentage of students scoring Basic and above in Social Studies from 27% to 37% by the end of the 2018-19 school year. | | | | | | | | | |
| Research-Based Strategy(ies): | <table border="1"> <tr> <td>Each strategy should:</td> <td><input checked="" type="checkbox"/> Data-Driven Decision Making</td> <td><input checked="" type="checkbox"/> Meaningful Engaged Learning</td> </tr> <tr> <td> <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 </td> <td><input checked="" type="checkbox"/> Response to Intervention</td> <td><input checked="" type="checkbox"/> Curriculum Alignment</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Universal Design for Learning</td> <td><input type="checkbox"/> Strategic Instruction Model</td> </tr> </table> | Each strategy should: | <input checked="" type="checkbox"/> Data-Driven Decision Making | <input checked="" type="checkbox"/> Meaningful Engaged Learning | <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"/> Response to Intervention | <input checked="" type="checkbox"/> Curriculum Alignment | | <input type="checkbox"/> Universal Design for Learning | <input type="checkbox"/> Strategic Instruction Model |
| Each strategy should: | <input checked="" type="checkbox"/> Data-Driven Decision Making | <input checked="" type="checkbox"/> Meaningful Engaged Learning | | | | | | | | |
| <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"/> Response to Intervention | <input checked="" 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) | <table border="1"> <thead> <tr> <th>Persons Responsible</th> <th>Target Date(s)/Timeline</th> <th>Funding Source(s) and Cost</th> <th>Documentation</th> </tr> </thead> <tbody> <tr> <td>School Director Instructional Coaches Classroom Teachers Special Education Teachers</td> <td>July 17, 2018 – May 23, 2019</td> <td>Title I SW Budget General Funds</td> <td>Instructional team members will conduct weekly classroom walk-throughs and lesson plan review and coaching to monitor implementation of standards and</td> </tr> </tbody> </table> | Persons Responsible | Target Date(s)/Timeline | Funding Source(s) and Cost | Documentation | School Director Instructional Coaches Classroom Teachers Special Education Teachers | July 17, 2018 – May 23, 2019 | Title I SW Budget General Funds | Instructional team members will conduct weekly classroom walk-throughs and lesson plan review and coaching to monitor implementation of standards and | |
| Persons Responsible | Target Date(s)/Timeline | Funding Source(s) and Cost | Documentation | | | | | | | |
| School Director Instructional Coaches Classroom Teachers Special Education Teachers | July 17, 2018 – May 23, 2019 | Title I SW Budget General Funds | Instructional team members will conduct weekly classroom walk-throughs and lesson plan review and coaching to monitor implementation of standards and | | | | | | | |
| Curriculum (what will be taught): State standards will be implemented, as appropriate, for each core content area as outlined by the LDOE. Year-long scope and sequence plans that outline units of study will be utilized. ELA curriculum will focus on text-based instruction, building student ability to read and comprehend grade-level text and express understanding clearly through | | | | | | | | | | |

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| <p>writing and speaking. BRCP has adopted the Tier 1 ELA curriculum Wit & Wisdom for 2018-19. UPDATE: Purchased student workbooks for curriculum implementation, 11/2018.</p> <p>Math curriculum will focus on student ability to explain mathematical concepts, problem-solve using grade-level skills, and express understanding clearly through writing, speaking, and modeling. BRCP has adopted a Tier 1 ELA curriculum for 2018-19, Open Up Mathematics. UPDATE: Purchased student workbooks and math kits for curriculum implementation, 11/2018.</p> <p>Social Studies curriculum will focus on student ability to use historical thinking skills, analyze documents, and express understanding clearly through writing and speaking, including DBQs. BRCP will use the state SAS and materials for 2018-19.</p> <p>Second Step curriculum will be used by all teachers during advisory period to provide an evidence-based SEL program specifically designed for middle school student needs.</p> <p>Digital Literacy and IBCA curriculum from Learning.com will provide students with access to the digital skills curriculum necessary to succeed.</p> | | | <p>curriculum. Coaches will provide ongoing support to teachers through grade level meetings, content meetings, planning meetings, observation/feedback meetings, and data meetings. School will assess progress every 12 weeks through interim assessments, STAR assessments, and Data Days.</p> |
| <p>Instruction (what it will look like in the classroom): Core instructional practices will be implemented across the school to ensure students can access the Tier 1 curriculum. ELA: Text-based units with extensive reading, embedded non-fiction, and writing about texts. Teachers will use whole and small group instruction to ensure students master key ideas and skills. Teachers, tutors, and special education team will work with Tier 2 and 3 students on lagging skills. Math: Implementation of Open Up math with fidelity, including modeling and conceptual development. Teachers will use digital resources and tutoring to ensure students master key ideas and skills. Teachers, tutors, and special education team will work with Tier 2 and 3 students on lagging skills. Social Studies: Use of extensive reading and a common writing strategy to address prompts. Teachers will model use of multiple sources (primary and secondary) to analyze documents and respond to questions and writing prompts.</p> | <p>School Director Instructional Coaches Classroom Teachers Special Education Teachers Achievement Network coach</p> | <p>August 9, 2018 – May 23, 2019</p> | <p>Lesson archives and feedback Classroom walkthroughs Observation data Compass evaluations Coaching meeting documents</p> |

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| <p>Using ongoing data, teachers, tutors, and special education team will provide students with remediation, intervention, and/or enrichment opportunities. Tier 2 and 3 students will receive services through targeted scheduling and grouping (e.g. small group classes, co-taught classes, etc.) using specific core content programs, including digital resources for personalized interventions and supports.</p> <p>Online tools will be used to ensure that students have opportunities to practice digital learning and Tier 1 curriculum in a blended learning environment. These include Edulastic, NewsELA, and Assistments. Digital Literacy courses will include foundational typing skills practice, word processing, computer safety and usage.</p> <p>Additional staff will be hired as co-teachers/paraprofessionals to support implementation of the core curriculum for groups of students who require additional support.</p> | | | | |
| <p>Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>STAR Reading and Math assessments: Measures grade-level equivalency for reading and math. Administered at beginning of year, twice during year, and at end of year to measure grade level performance growth in foundational reading and math skills.</p> <p>LEAP 360 interim assessments: Measures performance on taught standards in alignment with scope and sequence. Provides teachers with opportunity to review data and make instructional adjustments. Administered twice during the school year.</p> <p>School-made Social Studies interim assessments: Measures performance on taught standards in alignment with scope and sequence. Provides teachers with opportunity to review data and make instructional adjustments. Administered twice throughout year.</p> <p>Ongoing classroom assessments: Teachers use unit exams, writing assignments with rubrics, weekly assessments, digital curricular tools, and daily exit tickets.</p> <p>Digital literacy assessments: Assessments embedded within units on learning.com to assess student progress toward digital literacy objectives.</p> | <p>School Director Instructional Coaches Classroom Teachers Special Education Teachers</p> | <p>August 9, 2018 – May 23, 2019</p> | <p>Title I 8(g)</p> | <p>STAR Reading and Math reports LEAP 360 reports Interim assessment reports Formative assessment results as analyzed for data meetings</p> |

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| <p>Students will be regrouped as needed after STAR data, including assignment with co-teachers as needed in ELA and Math. Curriculum pacing revisions and reteach plans will be created after each round of interim assessments.</p> | | | |
| <p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments):</p> <p>All staff will participate in 3 weeks of summer professional development. Topics introduced in summer training are continued throughout the school year.</p> <ul style="list-style-type: none"> • Curriculum: Curriculum overview, scope and sequence, end of year assessments, backward design, curricular resources and tools, curriculum implementation • Instruction: Instructional models, instructional practices for each content area, productive struggle, implementing Tier 1 curriculum • Assessment: End of year and end of unit assessments, summative and formative assessments, creating standards-aligned assessments, exit tickets, data analysis • Culture: Schoolwide management systems, Teach Like A Champion techniques, classroom management techniques <p>Data Days will be held throughout the year to provide teachers time and space to deeply analyze interim assessment data, plan for action based on the data, and develop understanding of their standards, curriculum, instructional practices, and assessments. These days will be supported by the school’s Achievement Network coach.</p> <p>Teachers will participate in weekly grade level team meetings with their grade level lead to focus on school culture systems, common instructional practices, and student supports. SEL programming will be updated monthly during GLTs with support of school counselor and deans.</p> <p>Teachers will participate in weekly content team meetings with their instructional coach to develop understanding of the Tier 1 curriculum, learn about effective instructional practices within the curriculum, and practice instructional techniques.</p> <p>Teachers will participate in ongoing data and observation/feedback meetings with their instructional coach to develop their data-driven instructional practices, rehearse core instructional techniques and strategies, and receive support with standards-aligned planning.</p> | <p>School Director Instructional Coaches Culture Team Classroom Teachers Special Education Teachers</p> | <p>July 17, 2018 – May 23, 2019</p> | <p>Title II</p> <p>Summer training schedule and agendas Data day agendas and artifacts Reteach plans Grade level meeting agendas Coaching meeting agendas Digital tracking of meetings and classroom observations Lesson plans Classroom walkthroughs School visit / outside workshop materials</p> |

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| <p>Staff will engage in school visits and attend outside workshops/PD to learn more about strong instructional practices.</p> | | | | <p>Agendas, sign in sheets, and materials</p> <p>Newsletter, social media, and website archives</p> <p>Remind records</p> |
| <p>Parental and Family Engagement (Identify each activity according to the Esptein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community):</p> <p>Parent and Family engagement is critical to the academic success of BRCP students. Parents and family members will be engaged through a variety of strategies and activities, such as:</p> <ul style="list-style-type: none"> • Back to School Night / Orientation (C, CC) • Open House (C, CC) • Parent workshops (e.g., humanities night, STEM night, LEAP 2025) (P, L@H) • Report Card Pickup (P, L@H, DM) • Academic Celebrations (V, P, CC) • Positive Parenting Program (P) • PTO (DM) • High School Planning Meetings (DM) • Family Socials (CC) • Parent Surveys (C, DM) • Newsletters, social media, and school website (C, L@H) • Remind notification system – allows for two way messaging and document attachments (C) • Weekly Prep Statements (C) <p>Parents will receive their child's individual LEAP assessment data each fall at parent workshops, at report card pick up events, and through distribution to students. Where necessary, parents are provided this information in their native language by school staff during individual meetings.</p> | | <p>School Director</p> <p>Deans</p> <p>Director of Operations</p> <p>Operations Team</p> <p>School Counselor</p> <p>Social Workers</p> <p>Classroom Teachers</p> | <p>Title I - Deans</p> | |
| <p>Summative Assessments: LEAP 360 interim assessments (ELA/Math) and school-made interim assessments (Science/Social Studies): Mastery of taught standards, in alignment with SAS. LEAP 2025 assessments in spring 2019 (ELA/Math/Social Studies)</p> | | | | |

**Instruction by Certified Teachers – Certified Teacher Recruitment
(Title I Schoolwide Component 3)**

| District Goal(s): | | To recruit and maintain highly qualified teachers in all core content classrooms. | | | |
|---|--|---|--|--|--|
| 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>In order to recruit highly qualified, motivated, and capable teachers, school staff will use all available resources, including:</p> <ul style="list-style-type: none"> • University teaching program job fairs • Teach For America • Relay Graduate School of Education • Online job postings • Teacher referrals | School Director Director of Operations Instructional Coaches | March 2018 – August 2018 | Title Ila | <p>School leadership will do annual review of:</p> <ul style="list-style-type: none"> • Resumes received from highly qualified teachers • % of highly qualified teachers hired | |
| <p>In order to maintain a team of highly qualified, motivated, and capable teachers, school staff will dedicate significant resources to supporting teacher development and professional expertise, including:</p> <ul style="list-style-type: none"> • Relay NPAF training for instructional coach to support classroom instruction and teacher development • Job-embedded professional development and coaching • Excellent school visits • External training and professional development • Teacher recognition and celebration, including advancement tracks | School Director Instructional coaches | June 2018 – May 2019 | Title II – Relay NPAF Institute for coach and Praxis exam reimbursements | <p>School leadership will do semiannual review of teacher development and support resources, including:</p> <ul style="list-style-type: none"> • Teacher surveys re: levels of support • Lessons learned from visits and external PD • Compass evaluations demonstrating progress across year | |

Additional Parent and Family Engagement Activities

(Other than those included in Academic Goals)
(Title I Schoolwide Component 6)

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| <p>District Goal(s):</p> | <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 school goal of preparing students to succeed in high school, college, and life. 3. Provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school, and create and improve school practices and protocols that address the needs of parents and families. |
|---------------------------------|--|

| | <p>Action Steps</p> | <p>Persons Responsible</p> | <p>Target Date(s)/Timeline</p> | <p>Funding Source(s) and Cost</p> | <p>Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)</p> |
|--|--|--|---------------------------------------|--|---|
| <p>Weakness(es): Less than 50% of parents attended school events or responded to school communications.</p> <p>Objective(s): Increase parent attendance and response to 55% average.</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"> • Back to School Night / Orientation (C, CC) • Open House (C, CC) • Parent workshops (e.g., humanities night, STEM night, LEAP 2025) (P, L@H) • Report Card Pickup (P, L@H, DM) • Academic Celebrations (V, P, CC) • Positive Parenting Program (P) • PTO (DM) • High School Planning Meetings (DM) | <p>School Director</p> <p>Deans</p> <p>Director of Operations</p> <p>Operations Team</p> <p>School Counselor</p> <p>Social Workers</p> <p>Parent Committee</p> <p>Classroom Teachers</p> | <p>March 2018 – May 2019</p> | <p>Title I MFP</p> | <p>Agendas, sign in sheets, and materials</p> <p>Newsletters, social media, website, and Remind logs</p> <p>Prep Statement reflections and signature forms</p> <p>DeansList and Remind communication logs</p> |

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| | <ul style="list-style-type: none"> • Parent Surveys (C, DM) • Family Socials (CC) • Newsletters, social media, and school website (C, L@H) • Remind notification system (C) • Weekly Prep Statements (C) • Pound the Pavement (V) • New Family Orientation – Parent Testimonials (V, 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): Less than 75% of rising 8th graders were aware of expectations to enter high performing high schools.</p> <p>Objective(s): At least 75% of students will be able to list at least two high school entry expectations.</p> | <p>All 8th graders and 8th grade families will be informed of high school entry requirements (magnet, selective admission, high performing) via in person, paper, and electronic communication.</p> <p>All 7th graders and 7th grade families will be informed of high school entry requirements (magnet, selective admission, high performing) via in person, paper, and electronic communication.</p> <p>All 6th graders and 6th grade families will be informed of high school entry requirements in person and on paper.</p> <p>At least two high school representatives will visit the school to prepare students for high school expectations.</p> <p>School counselor, , and 8th grade advisors will plan and implement lessons and strategies to prepare students for high school transition.</p> | <p>School Counselor 8th grade advisors</p> | <p>September 2018 – May 2019</p> | | <p>Agendas, materials, handouts Advisory plans and materials Agendas and logs from high school visits Lesson plans and materials from school counselor</p> |