

Baton Rouge College Preparatory Charter School

Title I Schoolwide Program Plan

Grades 5 - 8
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SY: 2017-2018

Table of Contents

School Vision and Mission Statement.....	3
District Assurance	4
Data Portfolio.....	Error! Bookmark not defined.
Comprehensive Needs Assessment Summary Report for SY 2016-17 Title I Schoolwide Planning	6
Goals	10
Action Plan	11
Instruction by Highly Qualified Teachers – Highly Qualified Teacher Recruitment.....	16
Additional Parental Involvement and Community Activities.....	17
Transition to Next Level School Programs	19

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

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

Comprehensive Needs Assessment Summary Report for SY 2017-18 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 Grade 7 ELA: 57.5% of students scored Basic or higher, 57% scored Moderate or Strong in Reading, and 52% scored Moderate or Strong in Writing	LEAP 2025
2.	Relative strength in Grade 5 ELA: 57% of students scored Moderate or Strong in Reading and 52% scored Moderate or Strong in Writing	LEAP 2025
3.	Relative strength in Grade 7 Social Studies: 47% of students scored Basic or higher and 52% scored Moderate or Strong in Economics	LEAP 2025

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 Walkthroughs, teacher survey, lesson archives

Data Type:	Findings
1. Behavioral	1. 66% of teachers in these areas were proficient or highly effective in use of text-based learning strategies. (Walkthroughs)
2. Attitudinal	2. 100% 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): Walkthroughs 2016-17, 2016-17 master schedule, book club archives	
Data Type:	Findings
1. Behavioral	1. Teachers engage students in reading for 30 extra minutes daily during book club time. (Walkthroughs)
2. Archival	2. Master schedule provides time for daily book club. (Master Schedule)
3. Attitudinal	3. Book club material lists from audits indicate implementation of daily book club across the school. (Book club archives)

Contributing Factor: Safe learning environment	
Domain: Culture	
Instrument(s): Walkthroughs 2016-17, 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: 29.5% Basic or above (5 th grade 24%, 6 th grade 20%)	LEAP 2025
2.	Whole School ELA: 44% Basic or above (6 th Grade ELA: 27.7% Basic or above)	LEAP 2025
3.	Whole School Social Studies: 27.8% Basic or above	LEAP 2025
4.	Whole School Science: 41.4% Basic or above	LEAP 2025
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: Inconsistent use of data-driven instructional practices	
Domain: Academic	
Instrument(s): Walkthroughs 2016-17, data meeting archives, teacher survey	
Data Type:	Findings
1. Behavioral	1. 67% of teachers consistently used data to make instructional decisions. (Walkthroughs)
2. Archival	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. Attitudinal	3. 100% of teachers stated they wanted more support with instruction and data analysis. (Teacher survey)

Contributing Factor: Safe learning environment	
Domain: Culture	
Instrument(s): Compass 2016-17, LDE Principal Site, family survey	

Baton Rouge College Preparatory Charter School – Title I Schoolwide Program Plan

Data Type:	Findings
<ol style="list-style-type: none"> 1. Behavioral 2. Archival 3. Attitudinal 	<ol style="list-style-type: none"> 1. 67% of teachers scored below Effective-Proficient ratings in Compass evaluations during year, including implementation of effective routines and procedures. (Compass) 2. 26.7% of students were suspended during the school year. (LDE Principal Site) 3. Less than 85% of students moving to grades 6 and 7 indicated they would return for 2017-18. (Family survey)

Contributing Factor: Lack of consistent curriculum resources	
Domain: Academic	
Instrument(s): Lesson plan archives, teacher survey, walkthroughs	
Data Type:	Findings
<ol style="list-style-type: none"> 1. Archival 2. Attitudinal 3. Behavioral 	<ol style="list-style-type: none"> 1. Teachers did not use 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. 33% 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 2017-18, Baton Rouge College Prep will double the percentage of students scoring Mastery or higher in ELA and Math and reduce by half the number of students scoring below Basic in ELA and Math.

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 2017 LEAP 2025. Math: Only 29% of students scored Basic or above on the Spring 2017 LEAP 2025. Social Studies: Only 27% of students scored Basic or above on the Spring 2017 LEAP 2025. Science: Only 41% of students scored Basic or above on the Spring 2017 LEAP.			
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 2017-18 school year. Increase the percentage of students scoring Basic and above in Math from 29% to 40% by the end of the 2017-18 school year. Increase the percentage of students scoring Basic and above in Social Studies from 27% to 37% by the end of the 2017-18 school year. Increase the percentage of students scoring Basic and above in Science from 41% to 51% by the end of the 2018-19 school year (Science will be field tested only in 2017-18).			
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 checked="" type="checkbox"/> Meaningful Engaged Learning	
		<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)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
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.	School Director Instructional Coaches Classroom Teachers Special Education Teachers	July 17, 2017 – May 23, 2018	Title I SW Budget	Instructional team members will conduct weekly classroom walk-throughs and lesson plan review and coaching to monitor

Baton Rouge College Preparatory Charter School – Title I Schoolwide Program Plan

<p>ELA curriculum will focus on text-based instruction, building student ability to read and comprehend grade-level text and express understanding clearly through writing and speaking. BRCP will adopt a Tier 1 ELA curriculum for 2017-18.</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 2017-18, Eureka Math.</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 2017-18.</p> <p>Science curriculum will focus on student ability to use scientific inquiry skills to relate core science concepts and express understanding clearly through writing, speaking, and research. BRCP will use the state SAS and materials along with Pearson Elevate Science for 2017-18.</p> <p>Intervention curriculum will use the Renaissance Accelerated Reader and Accelerated Math programs to provide remedial and extension instruction for 2017-18.</p> <p>Digital Literacy curriculum will focus on student ability to use computers effectively for learning and expression of learning, including basic typing, word processing, and other skills to support core instruction. BRCP will use learning.com for 2017-18.</p>	<p>Achievement Network coach</p>			<p>implementation of standards and curriculum. Coaches will provide weekly 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 and Data Days.</p>
<p>Instruction (what it will look like in the classroom):</p> <p>Core instructional practices will be implemented across the school to ensure students can access the Tier 1 curriculum.</p> <p>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.</p> <p>Math: Implementation of Eureka 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.</p>	<p>School Director Instructional Coaches Classroom Teachers Special Education Teachers Achievement Network coach</p>	<p>August 9, 2017 – May 23, 2018</p>	<p>Title I SW Budget 8(g)</p>	<p>Lesson archives and feedback</p> <p>Classroom walkthroughs</p> <p>Whetstone data</p> <p>Compass evaluations</p> <p>Coaching meeting documents</p>

<p>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>Science: Use of extensive reading and a common writing strategy to address prompts and explain concepts. Teachers will model scientific inquiry skills and reading analysis skills.</p> <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 extended tutoring periods using specific core content programs, including digital resources for personalized interventions and supports. Accelerated Reader and Math will be used by an intervention teacher, in conjunction with City Year corps members, to provide effective small group instruction targeted to student needs.</p> <p>Digital Literacy: Foundational typing skills practice, word processing, computer safety and usage.</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>Achievement Network ELA and Math 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 approximately every 10-12 weeks throughout year.</p> <p>School-made Science and 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 approximately every 10-12 weeks 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>School Director Instructional Coaches Classroom Teachers Special Education Teachers Achievement Network coach</p>	<p>August 9, 2017 – May 23, 2018</p>	<p>Title I TSLP 8(g)</p>	<p>STAR Reading and Math reports</p> <p>Achievement Network reports</p> <p>Interim assessment reports in SchoolRunner</p> <p>Weekly and daily assessment results as analyzed for data meetings</p>

Baton Rouge College Preparatory Charter School – Title I Schoolwide Program Plan

<p>Digital literacy assessments: Assessments embedded within units on learning.com to assess student progress toward digital literacy objectives.</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.</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 weekly 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>Staff will engage in school visits and attend outside workshops/PD to learn more about strong instructional practices.</p>	<p>School Director Instructional Coaches Culture Team Classroom Teachers Special Education Teachers Achievement Network coach</p>	<p>July 17, 2017 – May 23, 2018</p>	<p>Title II TSLP</p>	<p>Summer training schedule and agendas</p> <p>Data day agendas and artifacts</p> <p>Reteach plans</p> <p>Grade level meeting agendas</p> <p>Coaching meeting agendas</p> <p>Whetstone tracking of meetings and classroom observations</p> <p>Lesson plans</p> <p>Classroom walkthroughs</p> <p>School visit / outside workshop materials</p>

Baton Rouge College Preparatory Charter School – Title I Schoolwide Program Plan

<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) • OneCall notification system (C) • Weekly Prep Statements (C) 	<p>School Director Director of Culture Deans Director of Operations Operations Team School Counselor Social Workers Grade Level Leaders Classroom Teachers</p>		<p>Title I</p>	<p>Agendas, sign in sheets, and materials</p> <p>Newsletter, social media, and website archives</p> <p>OneCall records</p>
<p>Summative Assessments: Achievement Network interim assessments (ELA/Math) and school-made interim assessments (Science/Social Studies): Mastery of taught standards, in alignment with SAS.</p> <p>LEAP 2025 assessments in spring 2018 (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.
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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)
In order to recruit highly qualified, motivated, and capable teachers, school staff will use all available resources, including: <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 2017 – August 2017	Title IIa	School leadership will do annual review of: <ul style="list-style-type: none"> • Resumes received from highly qualified teachers • % of highly qualified teachers hired
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: <ul style="list-style-type: none"> • Job-embedded professional development and coaching • Excellent school visits • External training and professional development • Achievement Network partnership • Teacher recognition and celebration, including advancement tracks 	School Director Instructional coaches	June 2017 – May 2018	Title II	School leadership will do semiannual review of teacher development and support resources, including: <ul style="list-style-type: none"> • Teacher surveys re: levels of support • Lessons learned from visits and external PD • Annual survey with ANet partners • Compass evaluations demonstrating progress across year

Additional Parent and Family Engagement 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 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.
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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): 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 Director of Culture Deans Director of Operations Operations Team School Counselor Social Workers Grade Level Leaders Classroom Teachers</p>	<p>March 2017 – May 2018</p>	<p>Title I MFP</p>	<p>Agendas, sign in sheets, and materials</p> <p>Newsletters, social media, website, and OneCall logs</p> <p>Prep Statement reflections and signature forms</p> <p>SchoolRunner communication logs</p>

Baton Rouge College Preparatory Charter School – Title I Schoolwide Program Plan

	<ul style="list-style-type: none">• Parent Surveys (C, DM)• Family Socials (CC)• Newsletters, social media, and school website (C, L@H)• OneCall 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

<input checked="" type="checkbox"/> 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, Director of Culture, and 8th grade advisors will plan and implement lessons and strategies to prepare students for high school transition.</p>	<p>Director of Culture School Counselor 8th grade advisors</p>	<p>September 2017 – May 2018</p>		<p>Agendas, materials, handouts</p> <p>Advisory plans and materials</p> <p>Agendas and logs from high school visits</p> <p>Lesson plans and materials from school counselor</p>