

East Baton Rouge Parish School System



Title I Schoolwide Program Plan

Mayfair Laboratory School

Kindergarten – Seventh Grade
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2017-2018

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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 as 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.

Principal

Date

Executive Director

Date

Superintendent or Designee

Date

Louisiana Focus Areas:

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

Goals

District Goals: The East Baton Rouge Parish School System will be a top ten Louisiana district by 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.)

All stakeholders will work to provide a learning environment focused on rigorous instruction in core content areas to assure that all students reach mastery of grade level knowledge by the end of the 2017 – 2018 school year.

East Baton Rouge Parish School System District Vision and Mission Statements

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

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

School Vision and Mission Statement

Vision: "Exemplary Education for Every Student"

Mission: Mayfair Laboratory School's mission is to celebrate the child as an individual by creating a positive, nurturing environment where innovative teaching and challenging programs allow each child the ability to maximize his/her potential. With the coordination of all stakeholders, our children will become responsible and contributing members of society.

Data Portfolio - Title I Schoolwide Programs: Component 1

Comprehensive Needs Assessment Data

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

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

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

Comprehensive Needs Assessment Summary Report for SY 2017-2018 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.	According to PARCC data for 3 rd grade, 98% of students scored proficient in ELA.	LEAP Statewide Assessment 16-17
2.	According to PARCC data for 4 th grade, 97% of students scored proficient in Math.	LEAP Statewide Assessment 16-17
3.	According to DRA data, 90% of students in grades K, 1, 2, 3 scored on level at the end of the year benchmark.	DRA Assessment 16–17

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 have high expectations for student achievement.

Domain: School Culture

Sub domain: Student expectations

Instrument(s): District Academic Audit Spring 2017, AdvancED Student Survey 16-17, Learning Guides 16-17

Data Type:	Findings
1. Behavioral	1. Classroom observations revealed that 100% of students are moderately to highly engaged in learning.
2. Attitudinal	2. 96% of students surveyed “Agreed” with the statement, “in my school my teachers want me to do my best work.”
3. Behavioral	3. Teachers provide parents with a criterion references learning guide at the beginning of each unit.

Contributing Factor: All stakeholders take ownership of their student’s academic performance.

Domain: School Culture

Sub domain: Student expectations

Instrument(s): Principal Compass Observations 16-17, AdvancED Staff Survey, District Benchmark Assessments August 2016 – May 2017

Data Type:	Findings
1. Behavioral	1. Classroom observations revealed that 93% of students are authentically engaged in learning.
2. Attitudinal	2. 100% of students surveyed “Agreed” with the statement, “in my school my teachers want me to do my best work.”
3. Behavioral	3. Teachers provide parents with a criterion references learning guide at the beginning of each unit.

Contributing Factor: Instructors and Associate Teachers implement effective reading and writing strategies.

Domain: Curriculum, Instruction, and Assessment Sub domain: Instructional Strategies	
Instrument(s): Principal Compass Observations 16-17, AdvancED Staff Survey, District Benchmark Assessments August 2016 – May 2017	
Data Type:	Findings
1. Behavioral	1. Teacher and Associate Teachers have been observed using research based reading strategies.
2. Attitudinal	2. 97% of teachers surveyed “Agreed or Strongly Agreed” with the statement, “All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
3. Cognitive	3. Students made significant growth from the Beginning of the year Pretest to the End of year Post-tests in Reading: 2nd grade - 100%, 3 rd grade – 98%, 4 th grade – 98%, 5 th Grade – 96%, 6th grade - 95%.

*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.	According to LEAP data, students scored lowest in Reading in the areas of Written Expression – 3 rd grade 61% and 5 th grade 60% and Vocabulary – 4 th Grade 63% and 6 th Grade 53%	LEAP Statewide Assessment English Language Arts 16-17
2.	According to LEAP data, students scored low in the Math area Additional and Supporting content – 3 rd grade 63%, 5 th grade 62% and Modeling and Application – 4 th grade 61% and 6 th Grade 58%	LEAP Statewide Assessment Math 16-17
3.	According to iLEAP, 3 rd (67%) and 5 th (70%) grade students scored the lowest in Science in the area of Earth and Space Science	3 rd and 5 th LEAP Statewide Assessment Science 16-17
4.	According to iLEAP, 4 th (64%) and 6 th (61%) grade students scored the lowest in Science in the area of Physical Science	4 th and 6 th LEAP Statewide Assessment Science 16-17
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: Students need to utilize technology and manipulatives to model mathematical and scientific thinking.	
Domain: Curriculum, Instruction, and Assessment Sub domain: Use of Technology	
Instrument(s): Academic Audit Spring 2016, AdvancED Staff Survey 16-17, Principal Observations 16-17	
Data Type: 1. Behavioral 2. Attitudinal 3. Archival	Findings 1. According to the Academic Audit, only 8% of classrooms showed both students and teachers utilizing technology concurrently. 2. Only 65% of teachers surveyed “Strongly Agreed” with the statement, “ All teachers in our school use a variety of technologies as instructional resources.” 3. While the 5th and 6th grade students were provided with 1:1 technology, the remainder of the classrooms rely heavily on teacher utilized technology (eg. Touchscreen Boards, Teacher Laptop, whole group projector, etc.)

Contributing Factor: Students need to master multi-step math problem solving.	
Domain: Curriculum, Instruction, and Assessment Sub domain: Curriculum Content	
Instrument(s): Academic Audit Spring 2016, LEAP 16-17, AdvancED Student Survey (Middle and High)	
Data Type:	Findings
1. Behavioral	1. According to Academic Audit classroom observations, 18% of classrooms used small group instruction.
2. Cognitive	2. Students scored low in the sub claim, “Additional and Supporting Content” for 3 rd grade 63%, 5 th grade 62% in Mathematics on the LEAP test.
3. Attitudinal	3. Only 31% of students in middle school “Strongly Agreed” with the statement, “All of my teachers change their teaching to meet my learning needs.”

Contributing Factor: Students struggle with the rigor needed to be successful with grade level content.	
Domain: Curriculum, Instruction, and Assessment Sub domain: Curriculum Content	
Instrument(s): LEAP tests 15-16, Vertical Planning Agendas and Notes 16-17	
Data Type:	Findings
1. Cognitive	1. 4 th Grade (63%) and 6 th Grade (53%) students scored the lowest in the sub claim of “Vocabulary” in the ELA portion of LEAP.
2. Cognitive	2. 4 th grade (61%) and 6 th Grade (58%) students scored the lowest in Math in the sub claim, “Modeling and Application.”
3. Behavioral	3. Teachers testing grades only participated in one vertical planning meeting for data analysis and planning.

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

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8

ESSA Schoolwide Plan Requirements 2 and 3: *Prepare a comprehensive Schoolwide Plan. Annually evaluate the Schoolwide Plan*

Content Area(s): <i>ELA, Math, Science, Social Studies</i>		
Weakness(es):	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <i>List weaknesses for each core content area as appropriate.</i>	
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. <i>Identify objectives for each core content area as appropriate.</i>	
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 	<i>NOTE: Select additional strategies as appropriate</i>
		<input checked="" type="checkbox"/> Core 6 Strategies <input type="checkbox"/> Universal Design for Learning
		<input checked="" type="checkbox"/> Technology Integration <input type="checkbox"/> Meaningful Engaged Learning
		<input checked="" type="checkbox"/> Data-Driven Decision Making <input type="checkbox"/> Curriculum Alignment
		<input checked="" type="checkbox"/> Response to Intervention <input type="checkbox"/> Strategic Instruction Model
		<input type="checkbox"/> Job-Embedded PD

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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):</p> <p>The school will effectively implement standards for all core content classes as outlined by the LADOE, EBR Department of Curriculum, and University Lab School by focusing on building students' ability to read, understand and analyze grade level complex text and express that understanding clearly through writing and speaking.</p>	Principal, Assistant Principal, Teachers, ULS Partner Teachers and Director	July 1, 2017-May 24, 2018		<p>1. Principal and AP will monitor weekly lesson plans and provide feedback to teachers regarding the content and pacing of lessons during weekly grade level meetings. Written comments will be given formally on the weekly walkthroughs as the lesson plans are being implemented.</p> <p>2. Principal and AP will conduct weekly observations to review implementation of the LA Curriculum standards.</p>
<p>Instruction (what it will look like in the classroom):</p> <p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction.</p> <p><i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including the use of Core 6 Strategies: Reading for Meaning, Compare and Contrast, Inductive Learning, Circle of Knowledge, Write to Learn, and Vocabulary's Code.</i></p> <p>Additional strategies that will be utilized include:</p> <ul style="list-style-type: none"> Two highly qualified teachers are assigned to each classroom (K – 2 and 4/5 ELA and Math) to allow for more support for students requiring Tier II and Tier III instruction. Increase student engagement through technology such as Active boards, ipods, Chromebooks, and ipads. Our goal is to have 1:1 Chromebooks 3rd – 7th grades. We will purchase flat screen TV's and Chromecast for digital broadcasting. 	All Classroom Teachers, Librarian, Principal and AP	August-May	<p>T1 SW Materials and Supplies \$4331.38</p> <p>Classroom Technology \$12,000.00</p> <p>Instructional Software \$3,400.00</p>	<p>1. Principal and AP will conduct weekly observations to ensure differentiation is taking place using the COMPASS Rubric for Teachers. Feedback will be given written and/or orally on Formal and informal observation forms.</p> <p>2. Principal and AP will conduct monthly meetings with the leadership team to determine and plan to meet instructional needs.</p>

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<ul style="list-style-type: none"> ○ Increase students writing cross curricular using Writer’s Workshop so that students use visual patterns for deeper comprehension. ○ Increase student engagement through the use of manipulatives, leveled reading texts, and web based programs such as Accelerated Reader, IXL and Aleks to address individual student learning styles and response to intervention. ○ Incorporate shared inquiry based teaching through the implementation of Junior Great Books and Scholastic News.= ○ Ancillary Teachers and Support staff will collaborate with teachers to review and teach concepts during Ancillary time. ○ Implement a standards aligned math curriculum and science program focused on real world application and problem solving. ○ ecoSTEM: Our school will have a magnet program focus on Environmental Science. The Environmental Studies program will be integrated in a cross-curricular setting focusing on problem solving. Each grade level will adopt an environmental science focus and adds STEM components (4C’s) to weekly lesson plans. <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly.</p> <ul style="list-style-type: none"> ○ Two highly qualified teachers are assigned to each classroom to allow for more support for students requiring Tier II and Tier III instruction. ○ ALEKS and other web based programs will be used to support Tier II and Tier III instruction. <p>Each month, teachers will use a different Core Values topic to engage students in</p> <ul style="list-style-type: none"> ○ Discussions based on open-ended prompts ○ Supplemental activities such as art and journaling 				<p>3. Teachers will share student data with the Administrative team weekly to identify and offer support for student strength and weaknesses.</p>
<p>Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <ul style="list-style-type: none"> ○ UNIVERSAL SCREENER: Classroom teachers will give students the DIBELS and the DRA tests at the beginning, middle, and end of year to monitor reading levels. 	<p>Classroom Teachers, Principal, and AP</p>	<p>July-May</p>	<p>T1 SW \$3,400.00 Copier Rental</p>	<p>During weekly Data meetings the Administrative Team and Classroom Teachers will review common formative assessment results and make adjustments for</p>

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<ul style="list-style-type: none"> ○ CBA - The classroom teachers will implement weekly or bi-weekly common formative assessments in ELA/Reading for grades K-6 that are aligned to CCSS. ○ BENCHMARK ASSESSMENT - The classroom teacher will administer a Benchmark assessment at the end of a unit of study. There will be 3 or 4 Benchmark assessments given throughout the year. 				teaching. These meetings will be documented with sign-in sheets and notes.
<p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments):</p> <p>Administrators, teachers, and other instructional leaders will participate in district and non-district workshops and conferences on utilizing research-based instructional strategies. The initial, follow-up and/or update trainings includes such topics / activities as</p> <ul style="list-style-type: none"> ○ Core 6 Strategies ○ Technology Integration <p>During weekly team meetings, teachers will utilize student data to collaboratively develop activities and lesson plans that incorporate varied instructional strategies into the curriculum.</p> <ul style="list-style-type: none"> • All Classroom Teachers will attend district, school, and ULS sponsored PD to improve instructional delivery and learn additional effective instructional strategies. • Teachers will participate in a collaborative PD with the University Lab School Teachers during Summer 2017 and throughout the school year to write learning guides for parents and develop pacing guides for all Core Subjects. • Teachers will attend local conferences and Principal will attend ASCD conference and redeliver research based practices to faculty and staff. 	All Classroom Teachers, ULS Teachers, ULS Director, Principal, and AP	August-May	<p>T1 SW \$6,250.00 ULS Collaboration</p> <p>T1 SW \$600.00 Conferences</p> <p>Magnet Teach Like A Champion 2.0 PD \$3000.00</p>	<p>Approved Professional Leave forms, Agendas, and Sign-in sheets will serve as documentation.</p> <p>Teachers will also create and action plan at the end of the PD.</p>
<p>Parental and Family Engagement:</p> <p>Topics such as the school calendar, home-school partnerships, and the A3 + C initiative will be shared with parents in such activities as</p> <ul style="list-style-type: none"> ○ Orientation ○ Workshops for parents, family, and the community ○ Newsletters and school website <p>Additional parent and family engagement activities include:</p>	All teachers including ancillary, Principal, AP and ULS Teachers, and Director	August-May	<p>T1 PI \$1,136.00 Materials and Supplies</p>	<p>Work Packet parent signatures; Monitor parent involvement; contact non-participating parents.</p> <p>Learning Guides and Weekly Classroom Newsletters, School</p>

<ul style="list-style-type: none"> ○ Parents will be given a “Learning Guide” at the beginning of each unit of study detailing what the student will learn by the end of the unit. ○ To further understand what the student is learning, a weekly classroom newsletter will be provided explaining Key Concepts and Specific Vocabulary students will be expected to learn during the next week. ○ Teachers will send home work packets bi-weekly so that parents see the work their child has completed. Parents are able to write notes on the folder should they need clarification or feedback regarding assignments. They can also request a conference to discuss in person their child’s performance. ○ Parents are invited to attend culminating activities planned for each unit such as Louisiana Day, Traditional Literature Day, Living Wax Museum. 				<p>Monthly Newsletters, and PTA newsletters will be kept on file.</p> <p>Agendas and Sign-ins from all events.</p> <p>Parents will be surveyed to determine the effectiveness of the Learning Guides on student’s academic performance.</p>
<p>Summative Assessments: Dibels - Beginning/Middle/End of Year - Kindergarten through Third Grade DRA - Beginning/Middle/End of Year - Kindergarten through Third Grade Standardized Testing for ELA, Math, Science, and Social Studies - End of the Year - Third through Seventh Grades Common Benchmark Assessments administered every three to four weeks - Kindergarten through Seventh Grades</p>				

Instruction by Certified Teachers – Certified Teacher Recruitment

(Title I Schoolwide Component 3)

District Goal(s):	EBR parish will employ 100% of highly qualified teachers.
School Objective(s):	Mayfair Laboratory School employs 100% highly qualified teachers.

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 school Leadership Team will participate in the EBR Office of Human Resources Job Fair in order to attract highly qualified teachers.	Principal and Leadership Team	May 2016		Peps report completed yearly by the EBR Human Resources Department. Teacher Certificates and Highly Qualified Status Letter on file at school.
The Principal and school Leadership Team will create a marketing campaign to attract teachers for the Associate positions.	Principal and Leadership Team	March 2017		Number of applicants who apply for the positions will be kept on file.

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 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(is): Parents need to feel that they are a valuable part of their child's education.</p> <p>Objective(s): Parents will be informed about and involved in activities before, during, and after school to build a sense of community.</p>	<p>Parental Involvement/Instruction (Identify each activity according to the Epstein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community):</p> <p>Parents will participate in Muffins for Moms, Doughnuts for Dads, Grandparents Day Celebration, Award's Day, etc.</p> <ul style="list-style-type: none"> • Parents will receive a monthly newsletter from the school and from the PTA informing them of events happening at the school that they can participate in. • Parents will participate in Surveys to provide feedback about how Mayfair Lab is meeting their expectations. 	<p>All teachers including ancillary, Principal, and ULS Teachers, and Director, PTA Board</p>	<p>August - May</p>		<p>A copy of the "Learning Guide" will be kept on file.</p> <p>Parents will be given a survey to determine the effectiveness of the Booklet to see if it was helpful in creating a smooth transition to Kindergarten.</p>

Transition to Next Level School Programs

(Title I Schoolwide Component 7)

Choose Appropriate Level ☒ **Preschool to Elementary School**
☐ **Elementary School to Middle School**
☐ **Middle School to High School**

<input 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)
Weakness(es): Parents and students are uninformed about the expectations of Kindergarten age students. Objective(s): Inform parents about the expectations of Kindergarten.	Parents of Kindergarten students will receive a “What to Expect in Kindergarten” booklet as they enroll their student for Kindergarten. Parents will be invited to attend the Mayfair May Fair to meet teachers and other families of Mayfair.	Kindergarten teachers and Parents	Ready for enrolling students beginning May 2016.		A copy of the “Learning Guide” will be kept on file. Parents will be given a survey to determine the effectiveness of the Booklet to see if it was helpful in creating a smooth transition to Kindergarten.

ESSA – Schoolwide Plan Requirements

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

Schoolwide Program Requirements

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

Steps to Developing a Comprehensive Schoolwide Program Plan

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