East Baton Rouge Parish School System

Title I Schoolwide Program Plan

Mayfair Laboratory School

Kindergarten – Eighth Grade
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Baton Rouge, Louisiana 70810
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2018 - 2019

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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:

  o   (Component 1): Comprehensive Needs Assessment

  o   (Component 2): Schoolwide Reform Strategies

  o   (Component 3): High Quality and On-going Professional Development

  o   (Component 4): Strategies to Increase Parental Involvement

  o   (Component 5):Early Childhood Transition

  o   (Component 6):Use of Academic Assessments

  o   (Component 7): Effective and Timely Assistance to Struggling Students

  o   (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 EBRPSB 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 crate 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 students will score mastery or above in core content by the end of the 2018 - 2019 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		● Administrator Interview	● Attendance Rate	● Demographic Data
Teachers		● Teacher Focus Group ● Teacher Survey	● Classroom Observations ● Walkthroughs ● Attendance Rate	● Demographic Data
Students	● iLEAP ● LEAP ● End-of-Course (EOC) ● DIBELS ● DRA ● Benchmark Assessments ● STAR ● SRI ● Etc.	● Student Survey ● Student Focus Group	● Classroom Observations ● Walkthroughs ● Discipline Rates ● Attendance Rates	● School Report Card ● Demographic Data ● Subgroup Component Data
Parents		● Parent Survey ● Parent Focus Group	● Attendance Rates (school participation)	● Demographic Data

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

Comprehensive Needs Assessment Summary Report for SY 2018-2019 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 LEAP data for 3rd grade, 98% of students scored proficient in ELA.	LEAP Statewide Assessment 16-17
2.	According to LEAP data for 4th grade, 97% of students scored proficient in Math.	LEAP Statewide Assessment 16-17
3.	According to DRA data, 95% of students in grades K, 1, 2, 3 scored on level at the end of the year benchmark	DRA Assessment 17 - 18

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): Intervention Logs 17-18, AdvancED Elementary Student Climate and Culture Survey 17 - 18, Learning Guides 17 - 18	
Data Type:	**Findings**
1. Behavioral 2. Attitudinal 3. Behavioral	1. All teachers and instructional personnel work to provide target tier 2 and tier 3 interventions when a student is not meeting grade level standards. 2. Students responded most favorably to feeling "challenged" while at school. 3. Teachers provide parents with a criterion referenced learning guide at the beginning of each unit.

Contributing Factor: All stakeholders take ownership of student academic performance.	
Domain: Professional Development Sub domain: Learning Communities	
Instrument(s): Classroom Data Binders 17-18, Classroom Data Tracking forms 2017 – 2018, SBLC documentation, Intervention Logs 2017 – 2018, District AdvancED Staff Survey 17-18, Leap Scores 2016 - 2017	
Data Type:	**Findings**
1. Cognitive 2. Behavioral 3. Attitudinal	1. Student data from the LEAP Assessment Index is 96.3 for all Mayfair Students, in comparison to 61.3 for the entire state. Our students outscore students statewide on LEAP by 35 points on the assessment Index. 2. Teachers collaborate with colleagues and the school leadership team to improve student achievement through student data discussions. 3. Teachers agreed with the statement. "My school defines measurable goals focused on improving student learning." (3.33/4)

Contributing Factor: Instructors and Associate Teachers implement effective reading and writing strategies.	
Domain: Curriculum, Instruction, and Assessment Sub domain: Instructional Strategies	
Instrument(s): Compass Observations 17-18, Academic Audit Spring 2018, District End of Year Benchmark Assessments May 2018	
Data Type:	**Findings**
1. Behavioral	1. Teacher and Associate Teachers have been observed using research-based reading strategies.
2. Attitudinal	2. According to the Academic Audit, "Instructional Shifts" were observed in classrooms.
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 - 96%, 3rd grade – 98%, 4th grade – 92%, 5th Grade – 91%, 6th grade – 85%, 7th 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**– 3rd grade 61% and 5th grade 60% and **Vocabulary** – 4th grade 63% and 6th grade 53%	LEAP Statewide Assessment 16-17
2.	According to LEAP data, students scored low in the Math area **Modeling and Application**– 4th grade 61%, 58% in 6th grade	LEAP Statewide Assessment 16 -17
3.	According to LEAP, 3rd grade students scored the lowest in Science in the area of **Earth and Space Science -** 67%	3rd Grade LEAP Statewide Assessment Science 16-17
4.	According to LEAP, 4th grade students scored the lowest in Social Studies in the area of **Economics** – 6th grade students scored 38% in **History**.	4th and 6th Grade LEAP Statewide Assessments Social Studies 16-17

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: Professional Development needs to focus on effective implementation and delivery of core curriculum content.	
Domain: Curriculum, Instruction, and Assessment Sub domain: Professional Development	
Instrument(s): LEAP scores 2016 – 2017, AdvancED School Improvement Monitoring and Processes 2017 – 2018 Faculty Survey, Louisiana State Reporting System for Principals 2017 - 2018	
Data Type:	**Findings**
1. Cognitive	1. 31% of grade 4-7 students are on track to Mastery or Advanced by 8th grade compared to 61% from last year.
2. Attitudinal	2. Only 18% of teachers surveyed "strongly agree" with the statement "My school builds the skill required to improve through ongoing professional development programs focused on my school's goal for improvement.
3. Archival	3. The percentage of newly hired teachers has increased during the 2016 – 2017 school year.

Contributing Factor: The yearly curriculum map needs to be reconstructed to match state core content shifts. The yearly curriculum map need to reflect the integration of Science and Social Studies content the Wit and Wisdom ELA curriculum to assure standards are not taught in isolation.

Domain: Curriculum, Instruction, and Assessment
Sub domain: Curriculum Content

Instrument(s): Academic Audit Spring 2018, LEAP 16 -17, District End of Year Benchmark Assessments 2018

Data Type:	Findings
1. Behavioral	1. According to Academic Audit classroom observations, "gaps in students learning" and "student thinking" were observed.
2. Cognitive	2. Students scored lowest in the sub claim, "Modeling and Application" for 4th (61%) and 6th (58%) in Mathematics on the LEAP test.
3. Cognitive	3. Students in grades 6th and 7th scored significantly lower in math on multiple choice items and constructed response items compared to their counterparts in grades K – 5 at Mayfair.

Contributing Factor: A systematic process needs to be in place to monitor the effectiveness of the implementation of all core content curriculum.

Domain: Curriculum, Instruction, and Assessment
Sub domain: Curriculum Content

Instrument(s): LEAP tests 16-17, Academic Audit Spring 2018, AdvancED School Improvement Monitoring and Processes 2017 – 2018 Faculty Survey

Data Type:	Findings
1. Cognitive	1. 84% of students in grades 3 – 6 score Mastery or Advanced in ELA and 74% score Mastery or Above in Math, compared to 46% in Science and 51% in Social Studies.
2. Behavioral	2. According to the Academic Audit classroom observation, "gaps in instructional delivery" were observed.
3. Behavioral	3. Only 15% of faculty surveyed "strongly agreed" with the statement, "There is a systematic process in place at my school for renewing the curriculum that reflects a commitment to continuous improvement.

*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): *ELA, Math, Science, Social Studies*

Weakness(es):	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ___List weaknesses for each core content area as appropriate.___ ___According to LEAP 2016 – 2017:___ *ELA:* **Written Expression**– 3rd grade 61% and 5th grade 60% and **Vocabulary** – 4th grade 63% and 6th grade 53%. *Math:* **Modeling and Application**– 4th grade 61% and 6th grade 58%. **Additional and Supporting Content** – 3rd grade 63% and 5th grade 62% *Science:* **Earth and Space Science** – 3rd grade, 4th grade, and 5th grade. **Physical Science** 6th grade *Social Studies:* **Geography -** 3rd grade**, Economics -** 4th grade, **Civics** – 5th grade, **History** - 6th grade
Objective(s):	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. ___Identify objectives for each core content area as appropriate.___ **ELA:** To increase the percent of students scoring mastery or above from 84% to 88% on the LEAP state assessment by the end of the 2018 – 2019 school year. **Math:** To increase the percent of students scoring mastery or above from 74% to 80% on the LEAP state assessment by the end of the 2018 – 2019 school year. **Science:** To increase the percent of students scoring mastery or above from 46% to 56% on the LEAP state assessment by the end of the 2018 – 2019 school year. **Social Studies:** To increase the percent of students scoring mastery or above from 51% to 61% on the LEAP state assessment by the end of the 2018 – 2019 school year.

		NOTE: Select additional strategies as appropriate	
Research-Based Strategy(ies):	Each strategy should: ● 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	☐Core 6 Strategies	☐Universal Design for Learning
		☒Technology Integration	☐Meaningful Engaged Learning
		☒Data-Driven Decision Making	☒Curriculum Alignment
		☒Response to Intervention	☐Strategic Instruction Model
		☒Job-Embedded PD	

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)**:** Mayfair teachers will effectively implement standards for all core content classes as outlined by the Louisiana Department of Education. All core curriculums will align with the LADOE list of approved Tier One materials for teaching core content in ELA, Math, Social Studies, and Science. **Tier I Core Curriculum:** **ELA:** Greatminds Wit and Wisdom **Math:** Greatminds Eureka **Social Studies grades 4 - 7**: Social Studies Weekly **Social Studies grades 3 and 8**: Social Studies "Louisiana" **Science grades 6 – 8:** OpenSci Ed **Science grades 3-5:** PHD Science **Science grades K-5:** Teacher Created Materials **supplemental** Science Materials will be used too as Tier 1 Core Programs have not been identified for grades K-3 and 5 by the LA Dept. of Ed. at this time. ***Contributing Factor: Curriculum Alignment*** The yearly curriculum map will be reconstructed to match state core content shifts. The yearly curriculum map will reflect the integration of Science and Social Studies content the Wit and Wisdom ELA curriculum to assure standards are not taught in isolation.	Principal, Assistant Principal, all faculty and staff	June 2018-May 2019	T1 SW $2000.00 Teacher Collaboration	1. Principal and AP will monitor weekly lesson plans and provide feedback to teachers during bi-weekly grade level meetings. 2. Principal and AP will conduct weekly observations to insure implementation of Tier I curriculum. 3. Yearly Pacing Guide Updated for the 2018 – 2019 school year.
Instruction: **Strategy: Data-Driven Decision Making:** Tier I Core Curriculum implemented with fidelity based on each program's method of delivery following the yearly scope and sequence. **Strategy: Response to Intervention:** • Small group instruction based on clusters of students with similar goals, targeting each student's instructional needs. • Increase use of leveled reading (fiction and nonfiction) texts and novels. • Two highly qualified teachers (Dual Educator Model) are assigned to each classroom to allow for more support for students requiring reteaching of	All Classroom Teachers, Support Staff, and School Administrators	August 2018-May 2019	T1 SW Materials and Supplies $3,325.00 Magnet – SW	Student Assessment Data shared with the Administrative team bi-weekly to identify and offer support for student strength and weaknesses.

Tier I curriculum, Tier II and/or Tier III intervention to meet instructional standards at each grade level. • Incorporate shared inquiry teaching through the implementation of Scholastic News, Scholastic Science Spin, and Weekly Reader. • Incorporate shared inquiry teaching through the implementation and environmentally focused year long project for each grade such as: campus waste disposal studies, composting, Coastal Roots, health and wellness, and sustainability. • Ancillary Teachers and Support staff will collaborate with teachers to review and teach concepts during Ancillary time. **Strategy: Technology Integration:** • Classroom technology: Interactive smart-boards, visual presenters, document cameras, amplification sound systems. • One-to-One technology: Chromebooks, ipads, ipods, and desktop computers. • Technology/Online Based programs such as Accelerated Reader, Study Island, NewsELA, XL, and Nearpod.			Materials and Supplies $11,000.00 Magnet – SW Technology $10,000.00 Magnet – SW Textbooks and Supplies $4,000.00 T1 - SW Technology - Hardware $12,500.00 T1 - SW Instructional Software $5,500.00	Intervention Logs, SBLC data will be kept on file. Use of classroom technology will be monitored for use during weekly informal and formal classroom walkthroughs. Online Based programs will be individually monitored for use and impact on student academic growth by reviewing reports provided by the programs at the end of each 9 week period.
Strategy: Data-Driven Decision Making: **Using ongoing data collected at the student level**, teachers will provide students with remediation, intervention, and/or enrichment opportunities. **Formative Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:** • 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. • BENCHMARK ASSESSMENTS - Teachers 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.	Classroom Teachers and school Administrators	July-May	T1 SW $4,000.00 Copier/Riso	During bi-weekly Data meetings the Administrative Team and Classroom Teachers will review common formative assessment results and make adjustments for teaching. These meetings will be documented with sign-in sheets and notes.

- COMMON FORMATIVE ASSESSMENTS – Teachers will administer a common formative assessment weekly to biweekly to monitor progress toward mastery of unit content. - END OF LESSON – Teachers will administer an "exit ticket" as the end of each lesson to determine student's level of mastery of content.				

Professional Development:
 	
Contributing Factor: Professional Development will be focused on effective implementation and delivery of core curriculum content.
 	
Tier I Core Curriculum Content Professional Development:
All Administrators and Instructors and Associate Teachers will participate in district and non-district professional development throughout the school year beginning in June 2018.
   o Technology Integration
   o ELA & Reading: Wit and Wisdom
   o Math: Eureka Math
   o Social Studies Grades K-2 and 4–7: Social Studies Weekly –
   o Social Studies Grades 3 and 8: Louisiana Curriculum
   o Science Grade 4: PhD Science
   o Science Grade 6-7: OpenSci Ed (Piloting the curriculum for the state)
   o Science Grades K-3 and 5: Teacher Created Materials for Science Supplemental Resources
 	
Strategy: Job-Embedded Professional Development:
Contributing Factor: A systematic process of collaborating on writing effective lessons, conferencing with teachers about their instructional delivery through formal and informal observations, and providing job embedded professional development will be used to monitor the effectiveness of the implementation of all core content curriculum.
 	
    PD with the Environmental Science Lead Teacher during Summer 2018 and throughout the school year to **align the Science and Social Studies Standards to Wit and Wisdom Units and plan a long-term environmental science project** for each grade level.
	All Classroom Teachers, Support Staff, and School Administrators	June 2018 – May 2019	School and District Funding
			
			T1 SW $3000.00 Stipends
				Approved Professional Leave forms, Agendas, and Sign-in sheets will serve as documentation.
				
				Weekly lesson plans and grade level meeting notes.
				
				Agenda and Sign-Ins, Professional Leave forms.
				
				Written Yearly Pacing Guide
				
				Agenda, Sign-In and Learning Guides

• Teachers will participate **in horizontal and vertical curriculum planning** during Summer 2018 and throughout the school year to review and update pacing guides for all Core Subjects. • Teachers will participate in professional development through the "Manners of the Heart" and PBIS programs to support diversity and equity of access among all students. • Teachers will collaborate to **write learning guides** to share with parents that focus on the standards taught for each core unit of study for each content area. • Teachers will meet with school administrators after classroom formal and informal observations to discuss delivery of instructional content. • New hires will meet monthly with lead teacher mentors through the B.E.S.T. and I.N.V.E.S.T. programs to support understanding and implementation of magnet theme and school procedures. Principal will attend ASCD conference and redeliver research-based practices to faculty and staff. Principal and Magnet team will attend Magnet Schools of America Conference in April 2019 to gain a better understanding of the national magnet certification process. This process will improve and enhance our overall instructional program. The team will tour other magnet school schools with an environmental theme. The team will receive professional development on effective magnet school practices.			T1 - SW $2,500.00 Conferences Magnet -DW $2,500.00 Magnet -SW $4,000.00 Conferences	Formal and Informal Observations with feedback Conference Agenda and Sign-In, Professional Leave forms. Agenda and Sign-In, Professional Leave forms.
Parental and Family Engagement: Home-school partnerships will be encouraged through the following activities as • Grade Level Parent Orientation before school starts • Workshops for parents, family, and the community • Monthly School and PTA Newsletters and school website • Include parents and community members in planning events such as Open House, magnet theme showcases such as Magnet Open House, MLS Coding Night, and the Kindergarten Annual "Geaux Green" Parade. • Student planners (grades 4 – 8) and novels provided as funds allow Additional parent and family engagement activities include: • 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.	All teachers including ancillary, parents, and school Administrators	July 2018 – May 2019	T1 FPE SW Materials and Supplies $1,376.00	Work Packet parent signatures; Monitor parent involvement; contact non-participating parents through social media and phone calls. Copies of Learning Guides and Weekly Classroom Newsletters, School Monthly Newsletters, and PTA newsletters will be kept

• 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 work-packets home bi-weekly so that parents see the work their child has completed. Parents are able to write notes on the envelope should they need clarification or feedback regarding assignments. They can also request a conference to discuss their child's performance. • Parents are invited to attend culminating activities planned for each unit such as Louisiana Day, October "STEM" Day, and the Living Wax Museum. •				on file. Agendas and Sign-ins from all events. Parents will be surveyed for the effectiveness of the Mayfair Lab Program.

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 Eighth Grades
Common Benchmark Assessments administered every three to four weeks - Kindergarten through Eighth Grades

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 to attract highly qualified teachers.	Principal, AP, and Magnet Coordinator	June 6, 2018	N/A	Peps report completed yearly by the EBR Human Resources Department. Highly Qualified Status Letter on file at school.
Teachers network with other teachers through district and state professional development and meetings to identify teachers who are leaders in their fields to recruit for future open positions.	All faculty and staff	June 2017 – July 2018	N/A	Yearly Recruitment Report

Additional Parent and Family Engagement Activities
(Other than those included in Academic Goals)
(Title I Schoolwide Component 6)

District Goal(s):	The district will work to: 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.

	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(is): Parents need to feel that they are a valuable part of their child's education. **Objective(s):** Parents will be informed about and involved in activities before, during, and after school to build a sense of community.	**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): Parents will participate in Muffins for Moms, Doughnuts for Dads, Grandparents Day Celebration, Award's Day, etc. • 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.	All teachers including ancillary, Principal, and ULS Teachers, and Director, PTA Board	August - May		A copy of the "Learning Guide" and PTA newsletters will be kept on file. Parents will be surveyed through AdvancED in April of 2019 for their feedback on the MLS program.

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)
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 2019.		A copy of the "What to Expect in Kindergarten" booklet will be kept on file.

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.