

# **Natchitoches Parish School System**



## **Title I Schoolwide Program Plan Cloutierville Elem./Jr. High School**

**Grades Pre-K ~ 8**

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**SY: 2016-2017**



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## Natchitoches Parish School System District Vision and Mission Statements

***Vision:***

***Mission:***

### School Vision and Mission Statement

***Vision:*** Striving to become a student centered school of excellence through effective teaching, collaboration and community involvement.

***Mission:*** Cloutierville Elem./Jr. High School: Preparing all students for success one day at a time.

## District Assurance

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

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Principal

Date

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Director of Federal Programs

Date

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Superintendent

Date

## Data Portfolio

### (Title I Schoolwide Programs Component 1)

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

- Cognitive Student Data
  - iLEAP Test Data
  - LEAP Test Data
  - End-of-Course (EOC) Test Data
  - ACT Test Data
  - Graduation Rates
  - Attendance Rates
  - DIBELS Student Data
  - iSTEAP Student Data
  - Student Discipline Data
  - Student Benchmark Assessment Data
  - Instructional Staff Mapping
  - Classroom Observation/Walkthrough Data
- Attitudinal Data
  - Parental Data
  - Student Data
  - Teacher Data

**Data Comprehensive Needs Assessment & Summary**

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators		<ul style="list-style-type: none"> <li>• Administrator Questionnaire and/or Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic Data</li> </ul>
Teachers		<ul style="list-style-type: none"> <li>• Faculty Survey</li> <li>• Teacher Questionnaire and/or Interview</li> <li>• Faculty Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic Data</li> </ul>
Students	<ul style="list-style-type: none"> <li>• DIBELS/iSTEEP Data</li> <li>• LEAP Data</li> <li>• iLEAP Data</li> <li>• ACT Data</li> <li>• Benchmark Assessment Data</li> <li>• End-of-Course Data</li> <li>• IEP Progress Data</li> <li>• Graduation Rates</li> </ul>	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Student Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline Data</li> <li>• Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>• School Performance Score Data</li> <li>• Demographic Data</li> <li>• Subgroup Component Data</li> </ul>
Parents		<ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Parent Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Data (function participation)</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic Data</li> </ul>

## Comprehensive Needs Assessment Summary Report for SY 2015-16 Title I Schoolwide Planning

- Strengths and Weaknesses are derived from cognitive student data: the “**what.**” Strengths and Weaknesses determine areas of focus – lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why.**” Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).

A schoolwide program shall include a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in Public Law 107-110 - Section 1111(b)(1). The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

### STRENGTHS

**Part Ia: Strengths** - Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	ELA: Knowledge and Use of Language Expression in grades 4, 5 & 7.	PARCC Testing Data
2.	Vocabulary in 3 <sup>rd</sup> & 5 <sup>th</sup> grades.	PARCC Testing Data
3.	Mathematics: Additional & Supporting Content in grades 4 – 6 and Expressing Mathematics Reasoning in grades 3 & 8.	PARCC Testing Data
4.		
5.		

**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:

<b>Contributing Factor:</b> Students have a basic knowledge of punctuation and capitalization.
Domain: 520 Sub domain: 510
<b>Instrument(s):</b> PARCC; Discovery Education; Formative Assessments



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<b>Data Type:</b>	<b>Findings</b>
<ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Attitudinal</li> <li>3. Behavioral</li> </ol>	<ol style="list-style-type: none"> <li>1. PARCC data shows a definite strength in Knowledge &amp; Use of Expression in grades 4, 5 &amp; 7.</li> <li>2. Parents report that teachers assign high quality work and that academic needs are being met.</li> <li>3. Classroom observations indicate strong instruction in these skills.</li> </ol>

**Contributing Factor:** Teachers’ extensive use of vocabulary activities served to strengthen students’ vocabulary in grades 3 & 5.

Domain: 520  
Sub domain: 510

**Instrument(s):** PARCC; Discovery Education; Formative Assessments

<b>Data Type:</b>	<b>Findings</b>
<ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Attitudinal</li> <li>3. Behavioral</li> </ol>	<ol style="list-style-type: none"> <li>1. PARCC data shows a definite strength in Vocabulary in grades 3 &amp; 5.</li> <li>2. Parents report that teachers assign high quality work and that academic needs are being met.</li> <li>3. Classroom observations indicate strong instruction in these skills.</li> </ol>

**Contributing Factor:** Students are able to solve problems that include a basic knowledge of math content.

Domain: 520  
Sub domain: NA NA

**Instrument(s):** PARCC; Discovery Education; iSTEOP (grades 6 & 8); Formative Assessments

<b>Data Type:</b>	<b>Findings</b>
<ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Attitudinal</li> <li>3. Behavioral</li> </ol>	<ol style="list-style-type: none"> <li>1. PARCC data shows a definite strength in the ability to solve problems that include a basic knowledge of math content.</li> <li>2. Parents report that teachers assign high quality work and that academic needs are being met.</li> <li>3. Classroom observations indicate strong instruction in these skills.</li> </ol>

\*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.	Reading/ELA: Foundational skills in grades K – 3 are below Core Level. Literary Text in grades 3 – 8 is weak.	PARCC Testing Data; Discovery Education; iSTEEP Data; DIBELS EOY Data
2.	Mathematics: Modeling & Application in grades 3 – 6 and Expressing Mathematical Reasoning in grades 7 & 8 are weak.	PARCC Testing Data; Discovery Education; iSTEEP Data
3.	Discipline	J-Campus Discipline Reports; Teacher Conduct Charts
4.		
5.		

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

<b>Contributing Factor:</b> Students lack a basic foundation in reading, phonics and comprehension skills.	
Domain: 520 Sub domain: 510; 530	
<b>Instrument(s):</b> PARCC Testing Data; Discovery Education; iSTEEP Data; DIBELS EOY Data	
<b>Data Type:</b>	<b>Findings</b>
1. Cognitive	1. Students in grades 3 – 8 show definite weakness in literary text while students in grades K – 3 show a definite weakness in foundational reading skills.
2. Attitudinal	2. Parents feel that students’ academic needs are somewhat being met.
3. Behavioral	3. Poor attendance significantly reduces students’ ability to learn and stay abreast of the curriculum.

<b>Contributing Factor:</b> Students struggle with comprehending word problems and are not able to analyze information in order to solve the problem correctly.	
Domain: 520 Sub domain: 510; 530	
<b>Instrument(s):</b> PARCC; Discovery Education; iSTEEP Data	

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<b>Data Type:</b>	<b>Findings</b>
<ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Cognitive</li> <li>3. Behavioral</li> </ol>	<ol style="list-style-type: none"> <li>1. Students in grades 3 – 6 show a definite weakness in the area of modeling and application.</li> <li>2. Students in grades 7 – 8 show a definite weakness in expressing mathematical reasoning.</li> <li>3. Poor attendance significantly reduces students’ ability to learn and stay abreast of the curriculum.</li> </ol>

<b>Contributing Factor:</b> Student willful disobedience and lack of respect for authority causes behavioral issues which disrupt teaching and learning.	
Domain: 120 Sub domain: 110	
<b>Instrument(s):</b> J-Campus Discipline Reports; Teacher Conduct Reports	
<b>Data Type:</b>	<b>Findings</b>
<ol style="list-style-type: none"> <li>1. Behavioral</li> <li>2. Behavioral</li> <li>3. Behavioral</li> </ol>	<ol style="list-style-type: none"> <li>1. J-Campus discipline reports show a definite increase in incidents involving willful disobedience and disrespect for authority.</li> <li>2. Teachers weekly conduct charts/reports indicate a high incidence in willful disobedience and disrespect for authority.</li> <li>3. Principal and Coordinator discipline logs indicate a high incidence of willful disobedience and disrespect for authority school wide.</li> </ol>

\*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. Page Number \_\_\_\_\_
- CG2. Be literate by 3<sup>rd</sup> grade. Page Number \_\_\_\_\_
- CG3. Arrive in 4<sup>th</sup> grade on time. Page Number \_\_\_\_\_
- CG4. Perform adequately in the area of English Language Arts by 8<sup>th</sup> grade. Page Number \_\_\_\_\_
- CG5. Have necessary numeracy skills by 8<sup>th</sup> grade. Page Number \_\_\_\_\_
- CG6. Graduate on time. Page Number \_\_\_\_\_
- CG7. Enroll in a post-secondary institution or workforce ready. Page Number \_\_\_\_\_
- CG8. Achieve these goals regardless of race or class. Page Number \_\_\_\_\_

**District Goals:**

**School Goal:** Cloutierville Elem./Junior High School will increase Reading/ELA scores in grades K-8 and Math scores in grades 3-8 by 10% by maintaining instructional strengths and focusing on research based instruction to strengthen identified areas of weakness in Reading/ELA and Math.

**Action Plan**

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

Content Area(s): Reading/ELA				
<b>Weakness(es):</b>	Literary Text in grades 3 – 8; Reading foundational skills in grades K – 3.			
<b>Objective(s):</b>	Standardized test scores in grades 3 – 8 in the area of Literary Text will increase by 10%. In grades K – 3, 10% of students scoring below CORE will achieve that level by the end of the year according to DIBELS scores.			
<b>Research-Based Strategy(ies):</b>	Each strategy should: <ul style="list-style-type: none"> <li>• Be aligned and designed to achieve the objective(s)</li> <li>• Address underlying causes of strengths &amp; weaknesses</li> <li>• Be appropriate for the needs of targeted student population</li> <li>• Be implemented with available fiscal and human resources</li> <li>• Have clear curricula, instruction, and classroom assessment for targeted content areas</li> </ul>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum:</b> Reading/ELA will be taught through the district curriculum with emphasis placed on Literary Text in grades 3 – 8 and foundational skills in grades K – 3.	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	N/A	Lesson Plans; Walk-Through Observation Data
<b>Instruction:</b> The district curriculum will be utilized as well as Accelerated Reader, Edcite, Moby Max, Starfall and Kagan Structures. Data Team/DMR will inform instruction and instructional grouping as well as RTI.	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	\$2,000.00 (Title 1)	Lesson Plans; Walk-Through Observation Data; AR and Moby Max reports; Data Team/DMR minutes; RTI Progress reports.
<b>Formative Assessments:</b> STAR, Benchmark assessments, iSTEOP, DIBELS, Eagle, Moby Max and weekly curriculum based assessments will measure student growth and inform instruction.	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	N/A	Lesson Plans; Walk-Through Observation Data; Reports from: STAR, Benchmark, iSTEOP, DIBELS, Eagle, Moby Max, curriculum based assessments and AR.

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<p><b>Professional/Staff Development:</b> Data Teams/DMR, monthly faculty meetings and grade level meetings will be utilized to provide professional development. In addition, Kagan Structures and Literacy Center training will be offered.</p>	<p>Teachers, Principal, Coordinator, Master Teacher</p>	<p>August, 2016 through May, 2017</p>	<p>Rapides Foundation (District)</p>	<p>Lesson Plans; Walk-Through Observation Data (follow-up); Sign in sheets and agendas.</p>
<p><b>Parental Involvement/Instruction:</b> Cloutierville will host a Family Reading Night and a Literacy Day. Newsletters, calendars and student agendas will be utilized for parent communication. Parent volunteers will be utilized throughout the year.</p>	<p>Teachers, Principal, Coordinator, Master Teacher and Parents</p>	<p>August, 2016 through May, 2017</p>	<p>\$1,000.00 (Title 1)</p>	<p>Sign-in Sheets and Agendas; Parent surveys; Copies of Newsletters &amp; Calendars.</p>
<p><b>Summative Assessments:</b> LEAP 25</p>				

**Action Plan**

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

Content Area(s): Mathematics: Modeling and Application				
<b>Weakness(es):</b>	Students struggle with comprehending word problems and are to able to analyze information in order to solve the problem.			
<b>Objective(s):</b>	Standardized test scores in grades 3 – 6 in the area of mathematics modeling and application will increase by 10%.			
<b>Research-Based Strategy(ies):</b>	Each strategy should: <ul style="list-style-type: none"> <li>• Be aligned and designed to achieve the objective(s)</li> <li>• Address underlying causes of strengths &amp; weaknesses</li> <li>• Be appropriate for the needs of targeted student population</li> <li>• Be implemented with available fiscal and human resources</li> <li>• Have clear curricula, instruction, and classroom assessment for targeted content areas</li> </ul>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum:</b> Mathematics will be taught through the District curriculum with an emphasis on modeling and application skills in grades 3 – 6.	Teachers, Principal, Coordinator, Master Teacher	August 2016 through May, 2017	N/A	Lesson Plans; Walk-through observation data.
<b>Instruction :</b> Eureka Math, Accelerated Math, Moby Max, RTI and Kagan Structures will be utilized in classroom instruction. Data Teams and DMR will monitor progress on an ongoing basis.	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	\$500.00 (Title 1)	Lesson Plans; Walk-through observation data; Star Math, Moby Max & iSTEEP reports; Weekly curriculum assessments.
<b>Formative Assessments:</b> Star and Accelerated Math, benchmark assessments, weekly curriculum assessments, Eagle and Moby Max will provide data for progress monitoring.	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	\$1,000.00 (Title 1)	Lesson Plans; Walk-through observation data; Star Math & Moby Max, Eagle &

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				ISTEEP reports; Weekly curriculum assessments; benchmark reports.
<p><b>Professional/Staff Development:</b> Professional development will be provided through Data Teams/DMR, monthly faculty meetings and grade level meetings. Kagan Structures training will also be offered this summer.</p>	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	Rapides Foundation (District)	Sign-in sheets & agendas. Follow-up: Lesson plans & walk-through observations.
<p><b>Parental Involvement/Instruction:</b> Cloutierville will host Family Math Night. Newsletters and calendars as well as student agendas will be utilized for parent communication. Parent volunteerism will be encouraged.</p>	Teachers, Principal, Coordinator, Master Teacher & Parents	August, 2016 through May, 2017	\$1,000.00 (Title 1)	Sign-in Sheets and Agendas; Parent surveys; Copies of Newsletters & Calendars.
<b>Summative Assessments:</b> LEAP 25				



## Action Plan

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

Content Area(s): Mathematics: Expressing Mathematical Reasoning				
<b>Weakness(es):</b>	Students in grades 7 - 8 struggle with comprehending complex word problems and are not able to analyze data in order to solve problems.			
<b>Objective(s):</b>	Standardized test scores in grades 7 – 8 in the area of expressing mathematical reasoning will increase by 10%.			
<b>Research-Based Strategy(ies):</b>	Each strategy should: <ul style="list-style-type: none"> <li>• Be aligned and designed to achieve the objective(s)</li> <li>• Address underlying causes of strengths &amp; weaknesses</li> <li>• Be appropriate for the needs of targeted student population</li> <li>• Be implemented with available fiscal and human resources</li> <li>• Have clear curricula, instruction, and classroom assessment for targeted content areas</li> </ul>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum:</b> Mathematics will be taught through the District curriculum with an emphasis on modeling and application skills in grades 7 - 8.	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	N/A	Lesson Plans; Walk-through observation data.
<b>Instruction :</b> Eureka Math, Accelerated Math, Moby Max, RTI and Kagan Structures will be utilized in classroom instruction. Data Teams and DMR will monitor progress on an ongoing basis.	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	\$500.00 (Title 1)	Lesson Plans; Walk-through observation data; Star Math, Moby Max & iSTEEP reports; Weekly curriculum assessments.
<b>Formative Assessments:</b> Star and Accelerated Math, benchmark assessments, weekly curriculum assessments, Eagle and Moby Max will provide data for progress monitoring.	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	\$1,000.00 (Title 1)	Lesson Plans; Walk-through observation data; Star Math & Moby Max, Eagle & ISTEAP reports; Weekly curriculum

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				assessments; benchmark reports.
<p><b>Professional/Staff Development:</b> Professional development will be provided through Data Teams/DMR, monthly faculty meetings and grade level meetings. Kagan Structures training will also be offered this summer.</p>	Teachers, Principal, Coordinator, Master Teacher	August, 2016 through May, 2017	Rapides Foundation (District)	Sign-in sheets & agendas. Follow-up: Lesson plans & walk-through observations.
<p><b>Parental Involvement/Instruction:</b> Cloutierville will host Family Math Night. Newsletters and calendars as well as student agendas will be utilized for parent communication. Parent volunteerism will be encouraged.</p>	Teachers, Principal, Coordinator, Master Teacher and Parents	August, 2016 through May, 2017	\$1,000.00 (Title 1)	Sign-in Sheets and Agendas; Parent survey; Copies of Newsletters & Calendars.
<b>Summative Assessments:</b> LEAP 25				

**Action Plan**

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

Content Area(s): School Wide Discipline				
<b>Weakness(es):</b>	Student willful disobedience and disrespect for authority causes behavioral issues and a major disruption to teaching and learning.			
<b>Objective(s):</b>	The number of infractions for willful disobedience and disrespect for authority will decrease by 10%.			
<b>Research-Based Strategy(ies):</b>	Each strategy should: <ul style="list-style-type: none"> <li>• Be aligned and designed to achieve the objective(s)</li> <li>• Address underlying causes of strengths &amp; weaknesses</li> <li>• Be appropriate for the needs of targeted student population</li> <li>• Be implemented with available fiscal and human resources</li> <li>• Have clear curricula, instruction, and classroom assessment for targeted content areas</li> </ul>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum:</b> Behavior expectations (PBIS) will be taught throughout the school year with emphasis placed on willful disobedience and respect for authority.	Teachers, Principal, Coordinator & Master Teacher	August, 2016 through May, 2017	N/A	Lesson Plans; Walk-through observations
<b>Instruction:</b> Positive behavior expectations will be taught through the GoLeaps curriculum, PBIS, RTI and appropriate behavior incentives.	Teachers, Principal, Coordinator & Master Teacher	August, 2016 Through May, 2017	\$500.00	Lesson Plans; Walk-through observations; teacher behavior charts
<b>Formative Assessments:</b> J-Campus discipline reports and teacher behavior charts will provide data for ongoing progress monitoring of student behavior. Data Teams & DMR will monitor this data.	Teachers, Principal, Coordinator & Master Teacher	August, 2016 through May, 2017	N/A	J-Campus discipline reports; teacher behavior charts; progress monitoring reports; Principal/Coordinator discipline logs.

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<p><b>Professional/Staff Development:</b> Professional development will occur during grade level meetings, faculty meetings and GoLeaps training. Faculty will participate in a book study: <u>The 14 Things That Matter Most</u> by Todd Whittaker. In addition to this, five faculty members will attend Harry Wong training and redeliver information at the school level.</p>	<p>Teachers, Principal, Coordinator &amp; Master Teacher</p>	<p>August, 2016 through May, 2017</p>	<p>\$50.00 (Title 1)</p>	<p>Sign-in sheet/agendas; Follow up: Walk-through observations &amp; Lesson plans</p>
<p><b>Parental Involvement/Instruction:</b> Individual conferences, telephone calls, student agenda and parent letters will keep parents abreast of their student’s behavior.</p>	<p>Teachers, Principal, Coordinator, Master Teacher &amp; Parents</p>	<p>August, 2016 through May, 2017</p>		<p>Teacher telephone logs and behavior charts; student agendas; copies of parent letters; Principal/coordinator discipline logs</p>
<p><b>Summative Assessments:</b> End of year J-Campus discipline data.</p>				

**Instruction by Highly Qualified Teachers – Highly Qualified Teacher Recruitment**

(Title I Schoolwide Component 3, 5)

<b>District Goal(s):</b>	
<b>School Objective(s):</b>	

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)</b>

**Additional Parental Involvement and Community Activities**

(other than those included in Academic Goals)

**(Title I Schoolwide Component 6)**

<b>District Goal(s):</b>	<p>The district will work to:</p> <ol style="list-style-type: none"> <li>1. Ensure that parents have the necessary knowledge and skills to be proactive advocates for their children.</li> <li>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.</li> <li>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.</li> </ol>
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	<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)</b>
<p><b>Weakness(es):</b> Family involvement on a regular basis is poor.</p> <p><b>Objective(s):</b> To increase the number of parents involved in school events, volunteering and general support for their students and the school.</p>	<p><b>Parental Involvement/Instruction:</b> Open House &amp; Title 1 Meeting (C/CC/DM) Testing Night (C/V/L@H) Mardi Gras Celebration (C/V/CC) Read Across America (C/V/L@H) Parent/Teacher Conferences (C/L@H/P)</p> <p>Family Nutrition Day (C/V/L2/P/CC) School wide Awards Programs (C/CC)</p> <p>Kindergarten &amp; 8<sup>th</sup> Grade Celebration (C/V/CC)</p>	<p>Teachers, Principal, Coordinator, Master Teacher &amp; Parents</p>	<p>August 7, 2016 October, 2016 February, 2017 March 2, 2017 October , 2016 &amp; January, 2017 January, 2017 October, 2016 &amp; May, 2017 May, 2017</p>	<p>\$300.00* \$ 50.00* \$100.00*  \$200.00*  \$200.00* (*Title 1)</p>	<p>Sign-in sheets/agendas and parent surveys. These instruments will be provided for each event. After the event, the Principal and Coordinator will analyze the data to assess the effectiveness of the event. A data chart will be kept to monitor progress through the year.</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
  - 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><b>Weakness(es):</b> 8<sup>th</sup> grade students did not have the opportunity to visit the high school.</p> <p><b>Objective(s):</b> Students will have the opportunity to visit the high school and become familiar with the staff and physical plant.</p>	<p>After the high school counselor visits with 8<sup>th</sup> grade students to provide an orientation and assist with high school schedules, a tour will be scheduled for students to meet the staff and become acquainted with the physical plant. Students will be given an opportunity to ask questions of the high school Principal, counselor and other staff. Parents will be invited to attend.</p>	<p>Teachers, Principals from both Cloutierville and Natchitoches Central and high school counselor.</p>	<p>May, 2017</p>	<p>\$100.00 (Tilte 1)</p>	<p>Feedback from student surveys; Rosters for the bus trip.</p>