

# Natchitoches Parish School System



## Title I Schoolwide Program Plan Fairview Alpha Elementary School

Grades Pk-6

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Campti, La 71411

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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:***

Our vision at Fairview Alpha Elementary is to educate the young minds of our students so that they are college and career bound in English, Math, Science and Social Studies. At Fairview Alpha we want to also give our students the social skills needed to be able to effectively communicate in society. Our students will have the opportunity to learn in a safe and caring environment filled with positive attitudes and respect for authority and themselves.

We will strive to **DO** and **BE** our best.

***Mission:***

Families and Educators – Together Everyone Achieves More

## 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> <li>Certification Data</li> </ul>
Students	<ul style="list-style-type: none"> <li>DIBELS/iSTEEP Data</li> <li>LEAP Data</li> <li>iLEAP 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.	63.3% of 6 <sup>th</sup> grade students proficient in ELA	2016 PARCC test data
2.	69.7% of 3 <sup>rd</sup> grade students proficient in Math	2016 PARCC test data
3.	69.4% of 4 <sup>th</sup> grade students proficient in Math	2016 PARCC test data
4.	68.9% of 4 <sup>th</sup> grade students proficient in Science	2016 iLEAP test data
5.	75% Kindergarten students level 3 or 4 in Reading 70% 3 <sup>rd</sup> grade students level 3 or 4 in Reading 66% 4 <sup>th</sup> grade students level 3 or 4 in Reading	Discovery Education Benchmark Assessment
6.	80% Kindergarten students level 3 or 4 in Math 62% 3 <sup>rd</sup> grade students level 3 or 4 in Math	Discovery Education Benchmark Assessment

**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> Fairview maintains a safe and orderly campus	
Domain: 100 School Climate Sub domain: 110 Safety, 120 Discipline	
<b>Instrument(s):</b> Parent, Student, Teacher Surveys, PBIS Plan , JCampus, Walkthrough Observations	
<b>Data Type:</b>	<b>Findings</b>
1. Behavioral	1. Administration found teachers have behavioral expectations posted and reinforce with students regularly.
2. Attitudinal	2. Parents (94%) Teachers (100%) and Students (90%) felt safe at school.
3. Archival	3. JCampus data shows that an overwhelming percentage of student referrals are for minor infractions.

<b>Contributing Factor:</b> Teachers use a variety of instructional strategies in the classroom	
Domain: 500 Curriculum, Assessment, and Instruction Sub domain: 510 Instructional Strategies	
<b>Instrument(s):</b> Walkthrough Observations, Teacher Questionnaire, Student Survey	
<b>Data Type:</b>	<b>Findings</b>
1. Behavioral	1. Administration walkthrough observations show a wide variety of strategies used during instruction.
2. Attitudinal	2. Teachers said they had extensive integration of standards-based bulletin boards (FAE strategy)
3. Attitudinal	3. 76% of students reported that teachers used a variety of strategies in the classroom.



<b>Contributing Factor:</b> FAE maintains a positive learning and working environment.	
Domain: 200 School Culture Sub domain: 220 Collaboration	
<b>Instrument(s):</b> Teacher Questionnaire, Grade level meeting notes, Collaboration Binders	
<b>Data Type:</b>	<b>Findings</b>
1. Attitudinal	1. Teachers reported extensive collaboration within grade levels and content teams.
2. Archival	2. Weekly grade level meetings alternating with data teams meetings documented with sign-ins
3. Archival	3. Informal collaboration notes kept in binder in data room.

\*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):

<b>WEAKNESSES</b>		<b>DATA SOURCE/INSTRUMENT</b>
1.	1% of K proficient on Fountas & Pinnell 38% of 1 <sup>st</sup> grade proficient on Fountas & Pinnell 38% of 2 <sup>nd</sup> grade proficient on Fountas & Pinnell	Fountas & Pinnell BOY Assessment
2.	50.7% 3 <sup>rd</sup> grade Proficient in ELA 41.8% 5 <sup>th</sup> grade proficient in ELA	2016 PARCC Assessment
3.	41.1% 6 <sup>th</sup> grade proficient in Math 51% 5 <sup>th</sup> grade proficient in Math	2016 PARCC Assessment
4.	48.4% 6 <sup>th</sup> grade proficient in Science 48.1% 5 <sup>th</sup> grade proficient in Science 46.5% 3 <sup>rd</sup> grade proficient in Social Studies 49.2% 5 <sup>th</sup> grade proficient in Social Studies 48.2% 6 <sup>th</sup> grade proficient in Social Studies	2016 iLEAP Science Assessment 2015 iLEAP Social Studies Assessment
5.	48% 1 <sup>st</sup> grade green or blue in Reading 29% 2 <sup>nd</sup> grade students level 3 or 4 in Reading 42% 5 <sup>th</sup> grade students level 3 or 4 in Reading 31% 6 <sup>th</sup> grade students level 3 or 4 in Reading	Discovery Education Benchmark Assessment
6.	38% 2 <sup>nd</sup> grade students level 3 or 4 in Math 41% 4 <sup>th</sup> grade students level 3 or 4 in Math 49% 5 <sup>th</sup> grade students level 3 or 4 in Math 19% 6 <sup>th</sup> grade students level 3 or 4 in Math	Discovery Education Benchmark Assessment

**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> Weakness in math facts	
Domain: 500 - Curriculum, Instruction and Assessment Sub domain: 520 – Instructional Strategies	
<b>Instrument(s):</b> LEAP test; Teacher Questionnaire	
<b>Data Type:</b>	<b>Findings</b>
1. Cognitive	1. 63.3% of 5 <sup>th</sup> grade students below basic on the 2015 LEAP test.
2. Attitudinal	2. 63% of Teachers reported some to no use of math fluency strategy previously listed in SIP .
3. Cognitive	3. Decline from 2014 to 2015 on state assessment in both 4 <sup>th</sup> and 5 <sup>th</sup> grade math assessment.

<b>Contributing Factor:</b> Classroom instruction and assessment not aligned.	
Domain: 500 - Curriculum, Instruction and Assessment Sub domain: 530 – Assessment content and structure	
<b>Instrument(s):</b> student survey, Compass observations	
<b>Data Type:</b>	<b>Findings</b>
1. Attitudinal	1. 47% of students say that they learn things to use outside of the classroom.
2. Archival	2. SPS letter ranking of D.
3. Behavioral	3. Assessment was identified as a weakness on both informal and formal observations in compass.

<b>Contributing Factor:</b> Low parental involvement	
Domain: 300 Family and Community Relationship Sub domain: 320 School Involvement	
<b>Instrument(s):</b> Parent Survey; Parent Sign-in sheets; JCampus	
<b>Data Type:</b>	<b>Findings</b>
1. Attitudinal	1. 22% Parents reported that the FAE students are not as smart as or smarter than students at other schools.
2. Behavioral	2. Low parent participation at Family Math night, Title I night, Testing night
3. Archival	3. Inability to contact parents through contact information.

\*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 \_26\_\_\_\_\_
- CG2. Be literate by 3<sup>rd</sup> grade. Page Number \_14-15\_\_\_\_\_
- CG3. Arrive in 4<sup>th</sup> grade on time. Page Number \_14-19\_\_\_\_\_
- 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 \_\_14-21\_\_\_\_\_

**District Goals:**

**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.)

- 1. To increase student achievement in English Language Arts as measured by LEAP 2025**
- 2. To increase student achievement in Math as measured by LEAP 2025**
- 3. To increase student achievement in Science as measured by LEAP 2025**
- 4. To increase student achievement in Social Studies as measured by LEAP 2025**

## Action Plan

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

Content Area(s): ELA K-3				
<b>Weakness(es):</b>	26% of K-2 <sup>nd</sup> grade students are proficient according to the Fountas & Pinnell Assessment			
<b>Objective(s):</b>	To increase the percentage of K-2 students at core as measured by Fountas & Pinnell EOY Assessment from 26% to 70%.			
<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 checked="" 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 (what will be taught):</b> Teachers in grades k-2 will utilize the Storytown reading series with activities integrated from Nancy Fetzter and Lucy Caulkins as provided by NPSB. Teachers will integrate CCSS literacy workstations into daily lessons. Strategic interventions will be guided by materials from the NPSB intervention binder from 2016 and additional materials from the Florida Center for Reading Research.	B. Williams	August-May, 2017		Lesson plans reviewed by administrator; Weekly walkthrough observations for implementation of writing strategies.
<b>Instruction (what it will look like in the classroom):</b> Students will learn to use the writing strategies (Sentence builders, etc) from Caulkins and Fetzter in their daily writing activities. Students will rotate through workstations daily. Students will STAR test at the beginning of the school year to determine reading levels and set goals for Accelerated Reading program. Students will have weekly scheduled library time to check out books and will have the ability to complete AR tests before school each day and during library time. Tutors will work with grades k-2 to for interventions as directed by the teacher.	B. Scroggins H. Norwood K. Dowden F. Sarpy P. Pickett M. Vansickle T. Morgan D. Dyson	August-May, 2017	Title I – 11SB 100 – Tutor Salary x 2	Weekly walkthrough observations for implementation of writing strategies AR/STAR reports Master schedule with library time Tutor time sheet @NPSB
<b>Formative Assessments (Evidence of Effectiveness):</b> Teachers will maintain antidotal notes regarding student progress in work stations.	S. Yocum, library			Teacher notes Teacher grade books

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<p>Teachers will utilize rubrics and materials provided by basal series to assess students' progress. Teachers will use the fluency reading passages weekly to track student progress. Each 9 weeks, teachers will review individual student goals for AR and students attaining goals will be rewarded.</p>				<p>Progress Monitoring charts</p>
<p><b>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments):</b> Teachers will attend the D. Diller Literacy Workstations training in May, 2016 and will review with Instructional coordinator at the beginning of school PD. First grade teacher will participate in writing training based on Fetzer and Caulkins as provided by NPSB through beginning of year PD and monthly in-service meetings. 2<sup>nd</sup> teachers will participate in follow-up training as provided by NPSB and work with first grade for full implementation of strategies. During BOY PD, Teachers will receive training on the integration of AR as part of a sustained silent reading time in the ELA block.</p>	<p>B. Williams</p>	<p>May, 2016 August, 2016 August-May 2017</p>		<p>Professional Development sign-ins. Master Schedules</p>
<p><b>Parental Involvement/Instruction (activities that are directly related to identified content area.):</b> Parents will be provided with information at Open House regarding the goal setting process of AR and the student rewards. (C) Teachers will send home monthly newsletters with reading tips for parents as well as sample list of nonsense words and passages that students can use at home in order to have parents work with students on fluency building. (L@H)</p>	<p>S. Yocum B. Williams</p>	<p>August, 2016 August-May 2017</p>	<p>Accelerated Reading 610-11SB \$2, 397.00</p>	<p>Open House sign in Copies of newsletters on file</p>
<p><b>Summative Assessments:</b> Students will show growth in reading fluency as measured by Fountas &amp; Pinnell assessment.</p>				
<p><i>Epstein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community</i></p>				

Action Plan

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

Content Area(s): ELA				
<b>Weakness(es):</b>	42% 5 <sup>th</sup> grade students level 3 or 4 in Reading on DE Benchmark 31% 6 <sup>th</sup> grade students level 3 or 4 in Reading on DE Benchmark 50.7% 3 <sup>rd</sup> grade Proficient in ELA 41.8% 5 <sup>th</sup> grade proficient in ELA			
<b>Objective(s):</b>	To increase the percentage of students grades 3-6 scoring proficient on the 2017 LEAP test in ELA from 53.7% to 65%.			
<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 type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum (what will be taught):</b> Teachers in grades 3-6 will teach content based on the LDE Guidebooks with the NPSB framework and the additional lessons and activities from Learnzillion.com. Teachers will supplement curriculum with fluency, language acquisition, and mechanic instruction. Classroom teachers will work with elective teachers to plan lessons for RTI time. Teachers will use materials from the Flocabulary system.	B. Williams T. Morgan M. Vansickle D. Dyson C. Guin C. Madison	August-May, 2017	Title I 610– 11SB materials/supplies \$1600	Lesson plans reviewed by administrator; Weekly walkthrough observations by administrator for implementation of guidebook activities.
<b>Instruction (what it will look like in the classroom):</b> Students will learn to use strategies taken from Words Their Way and materials from FCRR for vocabulary acquisition. Students will complete activities based on bi-weekly mechanics school-wide calendars created by teachers to incorporate skills necessary for writing components. Students will use daily elementary wide and junior high wide vocabulary words in all classrooms with guidance from teachers. Students will STAR test at the beginning of the school year to determine reading levels and set goals for Accelerated Reading program. Students will have weekly scheduled library time to check out books and will have the ability to complete AR	T. Weaver T. Morgan M.Vansickle D. Dyson C. Guin C. Madison S. Yocum, library	August-May, 2017	Title I 610– 11SB materials/supplies Accelerated Reading	Weekly walkthrough observations for implementation of Vocabulary calendars into instruction.



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tests before school each day and during library time.				
<p><b>Formative Assessments (Evidence of Effectiveness):</b>            Students will be assessed weekly on vocabulary and mechanics skills as graded assignments and as exit tickets.            Teacher will utilize assessments aligned to LEAP 2025 in conjunction with Eagle sample test items as well as Power School test items.            Teachers will maintain student progress monitoring records to document intervention effectiveness.            Each 9 weeks, teachers will review individual student goals for AR and students attaining goals will be rewarded.</p>	All teachers	August-May, 2017		Grades as evident by JCampus system.
<p><b>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments):</b>            During the beginning of school PD, ELA teacher will meet to review materials for vocabulary instruction and to review use of strategies for the year.            Each month, ELA teachers will receive a calendar that lists all strategies to be taught on a biweekly basis.            All ELA teachers will meet and review strategies and strengths/ weaknesses monthly.            Teachers will all receive word lists of daily vocabulary words to incorporate into daily instruction.            Teachers will receive training on the use of Flocabuarly in the classroom at BOY PD.            During BOY PD, Teachers will receive training on the integration of AR as part of a sustained silent reading time in the ELA block.</p>	T. Morgan	August, 2016 August-May, 2017		Curriculum Calendars Monthly agendas and meeting notes.
<p><b>Parental Involvement/Instruction (Directly related to identified content area):</b>            At Open House, parents will be provided an overview of the online program and a demonstration on how to use it at home. (L@H)            Utilizing student agendas and weekly newsletters, parents will be provided with information that will help them assist their child with ELA school work. (C)            Parents will be provided information regarding AR and student goals as well as be invited to each 9 weeks award celebration to recognize great readers. (C)</p>	B. Williams	August, 2016 August-May, 2017	Title I 610– 11SB materials/supplies \$200	Parent sign-in from Open House. Copies of newsletters on file
<p><b>Summative Assessments:</b> Students will show growth in ELA as measured by the 2017 LEAP 2025 Assessment.</p>				
<p><i>Epstein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community</i></p>				

**Action Plan**

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

Content Area(s): Math				
<b>Weakness(es):</b>	41.1% 6 <sup>TH</sup> grade proficient in Math 51% 5 <sup>th</sup> grade proficient in Math 36.8% of students scored level 3 or 4 on end of year DE benchmark assessments			
<b>Objective(s):</b>	To increase the percentage of students grades 3-6 scoring proficient on the 2017 LEAP test in ELA from 49.8% to 60%.			
<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 checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum (what will be taught):</b> Teachers in grades K-6 will teach content based on Eureka Math Modules utilizing the NPSB pacing calendars. Teachers will supplement the curriculum with fluency/basic math facts, math vocabulary, testing vocabulary, Kagan for cooperative learning, and breaking down word problems.	B. Williams	August-May, 2017		Lesson plans reviewed by administrator; Weekly walkthrough observations for implementation of Kagan Structures.
<b>Instruction (what it will look like in the classroom):</b> Students will learn to use a variety of math strategies to increase understanding of complex math skills. Strategies will include <ul style="list-style-type: none"> <li>• <b>Math Talk</b> from Marilyn Burns- a way for students to have meaningful student-to-student conversations about math while learning to respect and understand there is more than one way to correctly approach and solve a problem. Teachers gain the ability to assess student knowledge through asking “good questions,” and align instruction to ensure each student understands how to use math skills through thinking, talking, and doing. Books for K-4 and 5-6 and classroom posters will be used by teachers.</li> <li>• Fluency building with basic math facts at grade appropriate levels using Rocket</li> </ul>	All teachers	August-May, 2017	Title I 610-11SB materials/supplies \$89.95 for posters <b>Good Questions for Math Teaching: Why Ask Them and What to Ask – K-6</b> \$28.95 per teacher	Weekly walkthrough observations by administrator for implementation of RACE and Math talk into instruction.

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<p>Math and Flashmasters.</p> <ul style="list-style-type: none"> <li>• Interactive websites to offer remediation and alternative ways of mastering CCSS.</li> <li>• Read Draw Write (RDW) will be used to break down word problems.</li> </ul>				
<p><b>Formative Assessments (Evidence of Effectiveness):</b>                  Students will be assessed weekly on math fluency skills as part of graded assignments and as timed exit tickets.                  Teacher will utilize assessments aligned to LEAP 2025 in conjunction with Eagle sample test items.</p>	All teachers	August-May, 2017		Jcampus grade reports every 4.5 weeks; Student chart posted in the classroom for fluency skill level.
<p><b>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments):</b>                  Teachers will receive a copy of ‘Math Talk’ question prompts to incorporate student engagement. During BOY PD teachers will review prompts and questions stems for planning purposes.                  All Math teachers will meet monthly and review strategies, strengths, weaknesses and needs for improvement.</p>	B. Williams	August-May, 2017		BOY sign-in sheets for PD. Sign-ins for monthly math teacher planning meetings.
<p><b>Parental Involvement/Instruction (activities that are directly related to identified content area.):</b>                  Parents will be provided with information at Open House regarding websites (learnzillion.com, etc) that provide instruction related to math skills. (C)                  Grade specific training for parents through the parent newsletters and websites for remediation based on CCSS/Eureka Math to help them assist their child in Math school work. (L@H)                  Students will be provided with a list of interactive websites to practice math skills at home. (L@H)</p>	B. Williams M. Sanders	August-May, 2017		Sign-in from Open House, copies of parent newsletters, survey of website use (October, 2016) for follow up training as necessary
<p><b>Summative Assessments:</b> Students will show growth in Math as measured by the 2017 LEAP 2025 Assessment.</p>				
<p><i>Epstein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community</i></p>				

**Action Plan**

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

Content Area(s): Science/Social Studies				
<b>Weakness(es):</b>	48.4% 6 <sup>th</sup> grade proficient in Science 48.1% 5 <sup>th</sup> grade proficient in Science 46.5% 3 <sup>rd</sup> grade proficient in Social Studies 49.2% 5 <sup>th</sup> grade proficient in Social Studies 48.2% 6 <sup>th</sup> grade proficient in Social Studies			
<b>Objective(s):</b>	To increase the percentage of students grades 3-6 scoring proficient on the 2017 LEAP test in Science from 41.5% to 55% and in Social Studies from 48.0% to 56%			
<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 type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Curriculum (what will be taught):</b>                      Teachers will integrate science lab activities into the curriculum having student maintain interactive notebooks for both science and social studies.                      Teachers will incorporate primary and secondary source documents as well as “Weekly Studies” interactive magazines into daily social studies lessons in grades 3-6.                      Teachers in grades 6 will work within the LDE curriculum to plan project-based learning activities modeled from the LA states science regional/state guidelines.                      Teachers in grades 5 will work within the LDE curriculum to plan project-based learning activities modeled from the LA states social studies regional/state guidelines.                      Using sample test questions, teachers in grades 3-6 will incorporate bell-ringers everyday to prepare students for standardized testing.</p>	E. Winslow C. Madison M. Vansickle T. Morgan D. Dyson	December, 2016	Title I 610 - 11SB Materials and Supplies \$500 Magazines \$1257 Books \$1659	Lesson plans referencing INB, lab activities and project planning; Walkthrough Observations of Science and SSt classrooms; student projects

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<p><b>Instruction (what it will look like in the classroom):</b>                  Students will complete activities using primary and secondary source documents and weekly studies magazines.                  Students will select projects using topics from the LA assessment guide key concepts for specific grade level and utilize the text, school library, and computer lab for research.                  During classroom instruction, teachers will guide students through the steps for effectively creating a project.</p>	<p>E. Winslow                  C. Madison                  M. Vansickle                  T. Morgan                  D. Dyson</p>	<p>August-December, 2016</p>	<p>Title I 610-11SB                  Tri-fold boards,                  printer ink, colored paper</p>	<p>Lesson plans referencing project planning; Walkthrough Observations of SSt classrooms; student projects</p>
<p><b>Formative Assessments (Evidence of Effectiveness):</b>                  Students will complete weekly science lab activities as directed by teachers with documentation as part of interactive notebooks to be used as part of grading.                  Student will complete social studies projects aligned to grade-level curriculum.                  During the semester, teachers will set bi-weekly dates for each section of the project. Grades for quality of work will be entered in jCampus as part of social studies grades. Final projects will receive grades and be assessed by judges for additional assessment of student work.</p>	<p>E. Winslow                  C. Madison                  M. Vansickle                  T. Morgan                  D. Dyson</p>	<p>weekly, fall semester 2016</p>	<p>Title I 610-11SB                  Materials and Supplies                  Steve Spangler Science Kits</p>	<p>Lab Reports                  Interactive Notebooks                  jCampus Student Grade Reports</p>
<p><b>Professional/Staff Development (PD and Planning that is necessary to support curriculum, Instruction, and Assessments):</b>                  During beginning of year PD, teachers will receive updates from Teacher Leader participant on changes to Louisiana Social Studies and Science curriculums including assessment plans.                  Science Teachers will meet review grade level concepts to plan for Science lab activities.                  Teachers will review topics/guidelines for SSt/Sci fair projects and select those appropriate to FAE students.                  Social Studies/Science teachers will meet monthly to review curriculum maps and plan for project-based activities and lab activities. Teachers will meet with administration to plan for fair in December.</p>	<p>E. Winslow                  C. Madison                  M. Vansickle                  T. Morgan                  D. Dyson</p>	<p>August, 2017                  Monthly, 2016-17 SY</p>		<p>Sign-ins from PD and monthly meetings; guidelines and topics for each grade/content project; grade level curriculum maps</p>
<p><b>Parental Involvement/Instruction (directly related to identified content area):</b>                  At Open House, parents will get information regarding the guidelines for projects for each grade. Parents will continue to be informed of project due dates through use of student agendas. (C)                  Parents will receive information regarding protocols and procedures with alb activities. (c)                  While the majority of the project will be completed as classroom activities, students will be encouraged to work with parents to gather additional research and plan for display portions of the project. (L@H)</p>	<p>B. Williams                  M.Sanders</p>	<p>August-December, 2016</p>		<p>Sign-in from Open House, handouts form teachers on project guidelines; Project “tip” sheets sent to parents bi-weekly; invitation letters, sign-ins, and scoring sheets from judging</p>

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Community representatives will be invited to judge student projects for both science and social studies. (CC)				
<b>Summative Assessments:</b> Students will show growth in Science and Social Studies as measured by the 2017 LEAP 2025 Assessment.				
<i>Epstein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community</i>				

**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>	To increase the percentage of classes taught by teachers certified in the grade/content from 82% in 15-16 to 100% in 16-17. To ensure that 100% of teachers maintain HQ status as defined.

<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>K-3 teachers will attend Literacy Station PD on May 25-26, 2016</p> <p>Administrator will meet with teachers to review LA teacher certificates at the beginning of the year in order to plan for CLUs as needed.</p> <p>Content specific professional development/follow-up will be provided twice monthly during cluster meetings for the purposes of providing CLUs for those teachers updating certificates.</p> <p>Teachers will meet monthly after school for content team meetings to review effectiveness of strategies from SIP and plan with curriculum calendars, etc.</p>	B. Williams	<p>May, 2016</p> <p>August, 2016</p> <p>Bi-weekly August-May</p>		<p>Teacher materials from training. Sign-in</p> <p>Teaching Certificates on file in SIP data binder</p> <p>Cluster Meeting logs on file</p> <p>PD sign-in sheets; curriculum maps</p>

**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> Lack of parent participation for academic endeavors as opposed to extracurricular</p> <p><b>Objective(s):</b> To increase the percentage of parents signing agendas at all grades to 80%.</p>	<p><b>Parental Involvement/Instruction</b> Parents will be invited to participate in monthly focus meetings: September – Open House and Title I October – Parent/Teacher Conferences and Family Math Night November – Fall Carnival December – Social Studies and Science Fairs and Holiday Program January – Parent/Teacher Conferences February – Book Fair March – Family Reading Night/Dr. Seuss Night (March 2) April – Testing Workshop May – Report Card Parent Conferences *Copies of materials handed out during</p> <p>Teachers in Grades k-3 will use Class DoJo to maintain contact with parents</p>	<p>B. Williams M. Sanders All teachers</p>	<p>Monthly, 2016-2017</p>	<p>Title I – Materials and Supplies for family involvement</p>	<p>Sign-ins for parent functions to be kept on file. Parents will complete short evaluations after each activity to identify strengths and areas of concern and to plan for future events. Copies of all materials handed out/sent home will be kept on file. Parent participation with Class Dojo.</p>



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	regarding student achievement and behavior.				
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**Transition to Next Level School Programs**

(Title I Schoolwide Component 7)

- Choose Appropriate Level
- Preschool to Elementary School
  - Elementary School to Middle School
  - Middle School to High School
  - Other:

Objective(s)	Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
<p><b>Weakness(es):</b> No previous transition program for 6<sup>th</sup> to 7<sup>th</sup> grade receiving school</p> <p><b>Objective(s):</b> To increase the opportunities for students to become familiar with the requirements for transitioning to the next grade.</p>	<p>6<sup>th</sup> grade students and parents will be provided information regarding scheduling and extracurricular opportunities for Lakeview High School.</p> <p>6<sup>th</sup> grade students will attend an open house at Lakeview to become familiar with campus.</p>	<p>B. Williams M.Sanders</p>	<p>May, 2017</p>	<p>Gen Fund for Bus transportation</p>	<p>Explore student results as part of cumulative folder records.</p> <p>Student scheduling forms; sign-in at parent meetings</p>
	<p>Pre-K students will take a walking tour of the kindergarten classroom and their playground.</p> <p>Pre-K parents will be given a list of supplies and target skills to review during the summer.</p>	<p>C. Pierce H. Norwood</p>	<p>May, 2017</p>		<p>Photo documentation of tour</p> <p>List of resources</p>