

# **Natchitoches Parish School System**



## **Title I Schoolwide Program Plan Goldonna Elementary-Junior High School**

**Grades Preschool – 8<sup>th</sup> Grade**

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**SY: 2017-2018**

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## Natchitoches Parish School System District Vision and Mission Statements

***Vision:***

***Mission:***

### School Vision and Mission Statement

***Vision:*** Goldonna Elementary Junior High School will be a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students. Classes will be academic, engaging, and standards-based, with a focus on the learner. All school staff will be highly qualified and caring instructors who are attentive to the educational, cultural and physical needs of students and the Goldonna community. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive citizens who think critically, make informed decisions and act ethically.

***Mission:***

**Teacher + Parents + Students + Community = Learning for ALL!**

## 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): Plans for providing high-quality and ongoing professional development for teachers, principals, paraprofessionals, and other staff.
  - (Component 4): Strategies to increase parental involvement,
  - (Component 5): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
  - (Component 6): 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 7): 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 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.

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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.	99.5% 2 <sup>nd</sup> grade students met or exceeded EOY Target	2017 Fountas and Pinnell
2.	83% 5 <sup>th</sup> grade students proficient in ELA	2017 iLeap
3.	86% 3 <sup>rd</sup> grade students proficient in Science	2017 iLeap
4.	79% 5 <sup>th</sup> grade students proficient in math	2017 iLeap
5.	78% 4 <sup>th</sup> grade students proficient in ELA	2017 Leap

**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> Alignment of curriculum in all content areas	
Domain: 500 Curriculum and Instruction Sub domain: 520 Curriculum Content	
<b>Instrument(s):</b> Classroom Observations, Teacher Questionnaire, Teacher Lesson Plans	
<b>Data Type:</b>	<b>Findings</b>
1. Behavioral	1. Classroom observations show activities align with district curriculum.
2. Attitudinal	2. 85% of teachers say they follow district curriculum
3. Archival	3. Teacher lesson plans follow district pacing guides in math and guidelines for ELA

<b>Contributing Factor:</b> Goldonna has a positive and safe school climate	
Domain: 100 School Climate Sub domain: 120 – Discipline/Positive behavior	
<b>Instrument(s):</b> Student and Parent SIP Survey, PBIS Plan, Student Discipline Data	
<b>Data Type:</b>	<b>Findings</b>
1. Attitudinal	1. 88% of students and 97% of parents say that classroom rules are enforced fairly by teachers most or all of the time.
2. Archival	2. Students rewarded for no infractions with PBIS incentives based on PBIS Plan
3. Behavioral	3. Only 2% of students with out of school suspension for fighting or hitting other students.
4. Attitudinal	4. 90% of students and 100% of parents and staff say the school is safe for students

<b>Contributing Factor:</b> Variety of Instructional Strategies implemented.	
Domain: 500 Curriculum and Instruction Sub domain: 510 – Instructional Strategies	
<b>Instrument(s):</b> Teacher Questionnaire, Student and Parent SIP Survey, Classroom Observations	
<b>Data Type:</b>	<b>Findings</b>
1. Attitudinal	1. Teachers report moderate of extensive integration of Kegan structures (67%) and Project Based Learning (68%).
2. Attitudinal	2. Student (68%) and parents (88%) say that teachers use different types of activities and tests in ways other than paper and pencil.
3. Behavioral	3. Classroom observations show increased integration of a variety of instructional strategies (Kagan, Daily 5, technology, PBL).

\*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.	57% Kindergarten and 42% 1 <sup>st</sup> grade students s did not meet EOY targets	2017 Fauntas and Pinnell
2.	50 % 7 <sup>th</sup> grade students not proficient in ELA	2017 Leap 2025
3.	57% 5 <sup>th</sup> grade students not proficient in science	2017 iLeap
4.	46% 8 <sup>th</sup> grade students not proficient in science	2017 Leap
5.	39% 4 <sup>th</sup> grade students not proficient in math	2017 Leap

**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 and instruction Sub domain: 530 Assessment content and structure	
<b>Instrument(s):</b> LEAP test, Discovery Ed testing, Teacher Observations	
<b>Data Type:</b>	<b>Findings</b>
1. Cognitive	1. 57% of 4 <sup>th</sup> grade students scored weak in Math Major Content
2. Attitudinal	2. Teachers ranked “teacher directed-individual student assignment” as the most implemented strategy
3. Cognitive	3. 49% of 6 <sup>th</sup> grade students scored weal in Math Major Content

<b>Contributing Factor:</b> Low expectations for student achievement	
Domain: 200 School Culture Sub domain: 210 – Student Expectations	
<b>Instrument(s):</b> Explore test, Student and Parent SIP survey, Discovery Ed test	

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<b>Data Type:</b>	<b>Findings</b>
1. Archival	1. Explore test survey questions show some students not interested in post-secondary education
2. Attitudinal	2. 38% of students and 25% of parents state that the students at Goldonna are not as smart as other students in Louisiana
3. Cognitive	3. Lower achievement level in junior high grades than in elementary on district benchmarks

**Contributing Factor:** Lack of fidelity of RTI implementation

Domain: 600 Professional Development  
 Sub domain: 610 Instructional Focus

**Instrument(s):** Teacher questionnaires, classroom observations, retention list

<b>Data Type:</b>	<b>Findings</b>
1. Behavioral	1. Lack of academic focus of “team time” as observed in classroom walkthroughs
2. Attitudinal	2. ½ of teachers were unsure or did not believe content mastery had led to increases in student achievement
3. Archival	3. 8% of students in grades k-3 recommended for grade retention.

\*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:** (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. **Increase student achievement in English Language Arts as measured by LEAP 2025.**
2. **Increase student achievement in Math as measured by LEAP 2025.**
3. **Increase student achievement in Science as measured by LEAP 2025.**
4. **Increase student achievement in Social Studies as measured by LEAP 2025.**

**Action Plan**

(Title I Schoolwide Programs Components 1, 2, 3, 4, 6, 7, 8)

Content Area(s): Math				
<b>Weakness(es):</b>	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all listed. 28 % 7 <sup>th</sup> grade students scored below basic on 2017 Leap 2015 21% 5 <sup>th</sup> grade students scored below basic on 2017 Leap 2015 39% 4 <sup>th</sup> grade students scored below basic on 2017 Leap 2015 48% 6 <sup>th</sup> grade students scored below basic on 2017 Leap 2015			
<b>Objective(s):</b>	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. Increase the percentage of students in grades 3-8 scoring proficient on 2018 Leap from 76% to 80%.			
<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>	X Data-Driven Decision Making	X Meaningful Engaged Learning	
		X Response to Intervention	X 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> (what will be taught): Teachers in grades 3-8 will teach content based on the Eureka Math Modules utilizing the NPSB pacing calendars. Teachers will supplement the curriculum with fluency/basic math facts, math vocabulary, testing vocabulary. Kagan strategies will be used for cooperative learning and breaking sown word problems. Students will be assigned to content mastery centers and/or afterschool tutoring for skill recovery and reinforcement of math facts. After school tutoring (4 teachers X 6hr X 7 weeks @ 20/hr)	Grayson Rodriguez Rowell Abels Bamburg	August 2017- May 2018  Tutoring Jan-April 2018	Title 1 100-13SB \$3360	Lesson Plans reviewed by administrator Weekly Walkthroughs Tutoring sign-in sheet
<b>Instruction</b> (what it will look like in the classroom - Include here textbooks, associated materials, software, etc. Also include plans for use of assessment data to inform instruction, integration of technology or other programs such as Accelerated Reader, any after-school tutoring, interventions, student groupings, etc.):	Grayson Rodriguez Rowell Abels Bamburg	August 2017- May 2018	Title 1 600-11SB Materials/supplies \$87.85 (books, Posters)	Weekly walkthroughs Checking for CUBES and Math Talk

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<ul style="list-style-type: none"> <li>• Math Talk: from Marilyn Burns—incorporates meaningful student to student conversations about math while learning to respect and that different students may have alternate approaches to solving a problem. Books for K-4 and 5-8 and classroom posters will be used by teachers.</li> <li>• CUBES: for word problems—Circle the numbers, underline the question, box the key words, evaluate and draw. Solve and check</li> <li>• Fluency building with basic math facts at grade appropriate levels.</li> <li>• Remediation using NPSB guidelines</li> </ul>				
<p><b>Formative Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency - Identify any and all assessments created/used to monitor student progress and inform instruction.): Teachers will utilize assessments aligned to LEAP 2025 in conjunction with sample test items.</p>	<p>Grayson Rodriguez Rowell Abels Bamburg</p>	<p>August 2017- May 2018</p>		<p>JCampus grade reports Students charts in each classroom displaying fluency skill levels</p>
<p><b>Professional/Staff Development</b> (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments - Describe system for delivering and monitoring professional development, such as summer training, regular collaborative planning sessions.):</p> <ul style="list-style-type: none"> <li>• Training on NPSB RTI process</li> <li>• Teachers will receive a Poster of CUBES to incorporate into math word problems.</li> <li>• Teachers will receive a copy of “Math Talk” question prompts and question stems for planning purposes.</li> <li>• During BOY PD, teachers will receive training on the 12 power words using a video, teachers will be introduced to “Thinking Thursdays” and review Kagan in professional development.</li> <li>• All math teachers will meet monthly to review strategies, strengths, weaknesses and needs for improvement.</li> </ul>	<p>Grayson Rodriguez Rowell Abels Bamburg Vansickle Sarah Rachal?</p>	<p>August 2017- May 2018</p>	<p>Title 1-11SB \$1500 materials/supplies Title 1 100-13SB \$1200</p>	<p>Sign-in sheets and agendas for PD Sign-in sheets for monthly math teachers</p>
<p><b>Parental Involvement/Instruction</b> (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 - Describe activities that are directly related to identified <b>content area</b>.): Parents will receive information about math instruction through newsletters and suggested websites. Students will be provided a list of interactive websites to practice math skills at home. Family Math Night</p>	<p>Bamburg</p>	<p>August – December 2017</p>	<p>Title 1-11SB Materials and supplies \$1000</p>	<p>Copies of newsletters List of websites Sign-in for Math Night</p>
<p><b>Summative Assessments:</b> Students will show growth in Math as measured by the 2018 LEAP 2025 assessment.</p>				

**Action Plan**

(Title I Schoolwide Programs Components 1, 2, 3, 4, 6, 7, 8)

Content Area(s): English Language Arts				
<b>Weakness(es):</b>	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all listed. 29% 6 <sup>th</sup> grade students scored below proficient in ELA on 2017 LEAP 2025 43% 3 <sup>rd</sup> grade students scored below proficient in ELA on 2017 LEAP 2025 50% 7 <sup>th</sup> grade students scored below proficient in ELA on 2017 LEAP 2025			
<b>Objective(s):</b>	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. Increase the percentage of students in grades 3-8 scoring proficient on the 2018 LEAP 2015 from 71% to 75%			
<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>	X Data-Driven Decision Making	X Meaningful Engaged Learning	
		X Response to Intervention	X 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> (what will be taught): Teachers in grades 3-8 will teach content based on the LDE Guidebooks within the NPSB framework and offer RTI instruction based on the NPSB guidelines. Teachers in K-2 will follow the NPSB ELA curriculum and include literacy centers in their classrooms.	Bamburg ELA Teachers	August 2017 -May 2018		Lesson Plans Walkthroughs Implementation of the ELA curriculum
<b>Instruction</b> (what it will look like in the classroom - Include here textbooks, associated materials, software, etc. Also include plans for use of assessment data to inform instruction, integration of technology or other programs such as Accelerated Reader, any after-school tutoring, interventions, student groupings, etc.): Students will learn to use strategies from Words Their Way and materials in and the 3 <sup>rd</sup> grade spelling program in Fountas and Pinnell for vocabulary acquisition. Students will be tested at the beginning of the year to determine reading level.	ELA Teachers	August 2017 -May 2018	Title1 600-11SB Materials/supplies \$600.00 AR 2,200.00	AR reports Walkthroughs

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<p>(STAR?) Utilize AR tests to set individual student goals and determine growth in fluency and comprehension</p>				
<p><b>Formative Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency - Identify any and all assessments created/used to monitor student progress and inform instruction.): Students will be assessed on the Fountas and Pinnell 3<sup>rd</sup> grade speller lessons and results reported in JCampus. Teachers will utilize assessments that are aligned with the LEAP 2025 Each nine weeks, the teachers and students will review goals for AR and determine growth or lack of.</p>	<p>ELA Teachers</p>	<p>August 2017 -May 2018</p>		<p>JCampus Grades</p>
<p><b>Professional/Staff Development</b> (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments - Describe system for delivering and monitoring professional development, such as summer training, regular collaborative planning sessions.): During the beginning of the school year PD, ELA teachers will meet to review materials for vocabulary instruction and to review strategies for the year. Each month, all ELA teachers will review strategies and students’ strengths and weaknesses. As soon as AR is up, teachers will receive training on its integration.</p>	<p>ELA Teachers</p>	<p>August 2017 -May 2018</p>		<p>Monthly Agendas and sign in sheets</p>
<p><b>Parental Involvement/Instruction</b> (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 - Describe activities that are directly related to identified <b>content area</b>): Utilizing student agendas and weekly newsletters, parents will be provided with information that will help them become familiar with their child’s schoolwork. Parents will be provided information regarding AR and student goals.</p>	<p>ELA Teacher Bamburg</p>			<p>Parents sign-in from Open House Copies of newsletters Student Data binders</p>
<p><b>Summative Assessments:</b> Students will show growth in ELA as measured by the 2017 LEAP 2025 assessment.</p>				

**Action Plan**

(Title I Schoolwide Programs Components 1, 2, 3, 4, 6, 7, 8)

Content Area(s):					
<b>Weakness(es):</b>	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all I				
<b>Objective(s):</b>	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.				
<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 type="checkbox"/> Meaningful Engaged Learning		
		<input 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> (what will be taught):					
<b>Instruction</b> (what it will look like in the classroom - Include here textbooks, associated materials, software, etc. Also include plans for use of assessment data to inform instruction, integration of technology or other programs such as Accelerated Reader, any after-school tutoring, interventions, student groupings, etc.):					
<b>Formative Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency - Identify any and all assessments created/used to monitor student progress and inform instruction.):					
<b>Professional/Staff Development</b> (PD and Planning that is necessary to support					



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Curriculum, Instruction, and Assessments - Describe system for delivering and monitoring professional development, such as summer training, regular collaborative planning sessions.):				
<b>Parental Involvement/Instruction</b> (Identify each activity according to the Esptein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community - Describe activities that are directly related to identified <b>content area</b> .):				
<b>Summative Assessments:</b>				

**Additional Parental Engagement and Community Activities**

(other than those included in Academic Goals)

**(Title I Schoolwide Component 4)**

<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</p>	<p><b>Parental Involvement/Instruction</b> (Identify each activity according to the Esptein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community)</p>	Bamburg	Monthly 2017-2018	Title 1 600-11SB Materials and Supplies	Parent/Student sign-in sheets Participant evaluations Newsletters with events listed.

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<p>agendas at all grade levels to 80%</p>	<p>Parents will be invited to participate in monthly focus activities.                  Aug/Sept: Open House                  Oct: Parent/Teacher Conferences and Fall Carnival                  Nov: Math Night-Grandparents Day                  Dec: Holiday Program                  Jan: Parents/Teacher Conferences                  February:                  March: Family Reading Night                  April: Testing workshop                  May:</p> <p>Teachers will use student agendas to maintain continuous contact with parents regarding student academic achievement, daily assignments, and behavior</p> <p>Parents will be asked to complete a survey of the school’s climate and academic focus for planning of the 2018-2019 school year.</p>	<p>All Teachers</p> <p>Bamburg</p>	<p>May 2018</p>		<p>Agendas</p> <p>Copies of surveys</p>
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**Transition to Next Level School Programs**

(Title I Schoolwide Component 5)

- 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): No previous transition program for 8<sup>th</sup> grade students moving to high school</b></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>8<sup>th</sup> grade students will be administered the Explore assessment and complete the interest inventory survey. Results will be reviewed with students for planning high school coursework in line with LA graduation requirements.</p> <p>8<sup>th</sup> grade students and parents will be provided information regarding scheduling and extracurricular opportunities at Lakeview High School.</p> <p>8<sup>th</sup> Grade students will attend an Open House at Lakeview to become familiar with the campus.</p>	<p>Mona Bamburg Kelly Norman Angie Johnson Shanita Grayson</p>	<p>May 2018</p>	<p>General Fund for transportation</p>	<p>Explore, aptitude for high school readiness, Mona Bamburg, once in the fall</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>Sharon Cherry Stephanie Graves</p>	<p>May 2018</p>		<p>Photo documentation of the tour List of supplies and target skills</p>