

Natchitoches Parish School System



Title I Schoolwide Program Plan Lakeview High School

9th- 12th

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SY: 2017-2018

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Natchitoches Parish School System District Vision and Mission Statements

Vision: *The actions of the Natchitoches Parish School System are based on the firm believe that a quality education environment is created only when students, parents, communities, and businesses join with schools to contribute all available resources and talents to benefit all children. Survival of quality education is built on the commitment and collaboration of parents, businesses and the greater community with educators and educational institutions in creating quality schools. Recognizing the value of all contributors to the success of the Natchitoches Parish School System.*

Mission: *To create an educational environment that links students, parents, communities and businesses to produce a well educated society.*

School Vision and Mission Statement

Vision: Preparing students for college and career readiness.

Mission: Lakeview High School will prepare all students for college and life by providing a challenging curriculum, which connects student's lives and their future in a safe, supportive and nurturing environment.

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.

Principal
William Hymes

Date 5/22/2017

Director of Federal Programs
Julee Wright

Date

Superintendent
Dale Skinner

Date

Data Portfolio

(Title I Schoolwide Programs Component 1)

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

- Cognitive Student Data
 - LEAP Test Data 2025
 - End-of-Course (EOC) Test Data
 - ACT Test Data
 - Workkeys Test Data
 - Graduation Rates
 - Attendance Rates
 - iSTEEP 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"> Administrator Questionnaire and/or Interview 	<ul style="list-style-type: none"> Attendance Data 	<ul style="list-style-type: none"> Demographic Data
Teachers		<ul style="list-style-type: none"> Faculty Survey Teacher Questionnaire and/or Interview Faculty Focus Group 	<ul style="list-style-type: none"> Classroom Observations Attendance Data 	<ul style="list-style-type: none"> Demographic Data
Students	<ul style="list-style-type: none"> iSTEEP Data LEAP Data 2025 ACT/Work Keys Data Benchmark Assessment Data End-of-Course Data Graduation Rates 	<ul style="list-style-type: none"> Student Survey Student Focus Group 	<ul style="list-style-type: none"> Discipline Data Attendance Data 	<ul style="list-style-type: none"> School Performance Score Data Demographic Data Subgroup Component Data
Parents		<ul style="list-style-type: none"> Parent Survey Parent Focus Group 	<ul style="list-style-type: none"> Attendance Data (function participation) 	<ul style="list-style-type: none"> Demographic Data

Comprehensive Needs Assessment Summary Report for SY 2016-17 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.	64% score of Good/Excellent End of Course testing (EOC) in English III state test scores.	LDOE school report card.
2.	85% graduation rate. 13% higher than state average	LDOE school report card.
3.	93% of students graduating complete career ready Work Keys requirements.	Rapides Foundation sponsored Career 101/Work Keys test.

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

Contributing Factor: 64% score of Good/Excellent End of Course testing (EOC) in English III state test scores.	
Domain: 100 Sub domain: NA NA	
Instrument(s): EOC test results. LDOE school report card.	
Data Type:	Findings
1. Archival	1. Performance 64% score in English III EOC testing
2. Cognitive	2. Teacher’s focus on close read provided the necessary critical thinking ability for assessment.
3. Archival	3. Data from frequent assessment used to generate CFAs.

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Contributing Factor: 85% graduation rate. 13% higher than state average.	
Domain: 100 Sub domain: NA NA	
Instrument(s): Louisiana Department of Education data center. LDOE school report card.	
Data Type:	Findings
1. Behavioral	1. Positive Behavior Support, Academic/Character After School Program to reduce suspension.
2. Cognitive	2. Response to intervention and enrichment strategies supported throughout school.
3. Behavioral	3. Attendance recovery, grade recovery, and homework recovery program implemented.

Contributing Factor: 93% of students graduating complete career ready Work Keys requirements.	
Domain: 100 Sub domain: NA NA	
Instrument(s): Rapides Foundation sponsored Career 101 Work Keys test	
Data Type:	Findings
1. Cognitive	1. Time management actively capitalized by instructors to test each graduating senior.
2. Cognitive	2. Students test for progression in scores to achieve the highest level in Work Keys.
3. Archival	3. Graduating seniors obtain certification in Work Keys for meaningful employment in local business/companies.

*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.	25% decrease in End of Course testing in English II.	Classroom assessments/EOC test results. LDOE school report card.
2.	18% decrease in biology EOC Good/Excellent state test scores	EOC test results. LDOE school report card
3.	Novice biology teacher.	Classroom data walls/ CFA's/EOC test results. LDOE school report card.

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

Contributing Factor: 25% decrease in End of Course testing in English II.	
Domain: 100 Sub domain: NA NA	
Instrument(s): Classroom assessments/EOC test results. LDOE school report card	
Data Type:	Findings
1. Archival	1. Performance decrease from 70% to 45% in English II
2. Cognitive	2. Students' general interest and focus for English II is not well established.
3. Archival	3. Historical evidence of fluctuating foundational skills manifests themselves in the class.

Contributing Factor: 18% decrease in EOC testing in biology state test scores.	
Domain: 100 Sub domain: NA NA	
Instrument(s): EOC test results. LDOE school report card	
Data Type:	Findings
1. Archival	1. Performance decrease from 33% to 15% in biology EOC testing
2. Attitudinal	2. Student general interest is not effectively generated in the classroom.
3. Behavioral	3. CFAs not utilized effectively.

Contributing Factor: Novice biology teacher.	
Domain: 100 Sub domain: NA NA	
Instrument(s): Classroom data walls/ CFA's/EOC test results. LDOE school report card	
Data Type:	Findings
1. Attitudinal	1. Annual challenge to recruit and retain highly qualified teacher in biology
2. Behavioral	2. Lack of classroom management that fosters an environment conducive to learning
3. Behavioral	3. Ineffective lesson planning and inconsistent instructional strategies.

*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 3rd grade. Page Number _____
- CG3. Arrive in 4th grade on time. Page Number _____
- CG4. Perform adequately in the area of English Language Arts by 8th grade. Page Number _____
- CG5. Have necessary numeracy skills by 8th 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:

1. Ensure that parents have the necessary knowledge and skills to be proactive advocates for their children.
2. Provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready.
3. Provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families.

School Goal: By 2017-2018 the school year all students will reach high standards, attaining proficiency or better in reading/language arts.

By 2017-2018 the school year all students will reach high standards, attaining proficiency or better in math.

Action Plan

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

Content Area(s): Mathematics				
Weakness(es):	1. Performance decrease from 63% to 46% in Geometry EOC testing 2. District shift in curriculum used—from EngageNY to Spring Board.			
Objective(s):	By 2017-2018, all students will reach high standards and will attain proficiency or better in math.			
Research-Based Strategy(ies):	USA Test Prep/EAGLE EOC – Geometry Cooperative Learning Groups Analyze Information Standards-based instruction Hypothesize Discuss/Share Strategies Visualization Look for a Pattern Eliminating Possibilities Logical Reasoning	<input checked="" 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
Curriculum: By 2017-2018, all students will reach high standards and will attain proficiency or better in mathematics.	Blanchard Williams Key Lowe	August 2017-May 2018	School budget Title I Budget	Lesson Plans w/ standards Walk throughs
Instruction: Teacher technology will be implemented in classrooms in the form of teacher computers upgraded smart boards and white boards, and math tools to enhance transfer of knowledge. Implement and align intervention and progress monitoring system (Response to Intervention-RTI). Intervention IB4E monitoring system require printing of materials. Organization of printed instructional materials, require master roll ink for	Blanchard Williams Key Lowe	August 2017-May 2018	Title 1 \$1800.00 \$3182.50	IB4E USA TEST PREP 212 after school/21 st Century tutorials

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<p>printers and risograph. Tablet technology for observations, walk- through, professional developments, mobile administrative task, tutorials after school, mobile student data tracking, etc. will be implemented. Instructors will guide students in weekly sessions on USA Test prep EOC software in computer labs. Teacher technology will result in classrooms more conducive for learning. Data walls with progress monitoring data, EOC boot camp, grade recovery and homework recovery to monitor academic progress, and Tier 1, 2, and 3 RTI. Teachers receive printed information for progress monitoring.</p>				<p>formal observations informal observations Focus Quiz Common Formative Assessments Lesson Plans w/ standards Walk throughs</p>
<p>Formative Assessments: All students will take a math pre and post assessment identifying students performing below common core state standards and increase the percentage of students earning promotion. Student progress shall be monitored and measured by common formative assessments (CFA), USA Test Prep, Eagle Assessments increase post test scores.</p>	<p>Blanchard Williams Key Lowe</p>	<p>August 2017-May 2018</p>	<p>School budget Title I Budget</p>	<p>IB4E USA Test Prep EAGLE focus quizzes common formative assessments EOC testing</p>
<p>Professional/Staff Development: Faculty data teams shall meet during common planning periods/job embedded professional development time to disaggregate student data and examine the effects of applied teaching strategies. Springboard math series training and Kagan redelivery training will be scheduled. Data will be examined in data team meeting and DMR professional development. Data Teams and DMR will be conducted, studying early release data and faculty meetings will be conducted to analyze data (EOC, USA Test Prep, EAGLE, common pre and post assessment, classroom assessment, etc.)</p> <p><u>Teacher will work closer with students to help them solve math problems choosing the correct method. The teacher will also work closer with students to discover if students are leaving out steps early in problem-solving. Students will be coached to slow down when making calculations in order to prevent calculation errors.</u></p>	<p>Hymes Martin Teacher leaders</p>	<p>August 2017-May 2018</p>	<p>School Budget</p>	<p>Academic learning walks Teacher leader professional development delivery Redelivery of district initiatives Agendas and sign in sheets</p>
<p>Parental Involvement/Instruction (Identify each activity according to the Epstein Model): Parents receive communication through information and websites listed on the bottom of student’s report cards. Students receive tutoring and needs are addressed through progress monitoring. Parents will be</p>	<p>Hymes, Martin, Parental</p>	<p>August 2017-May 2018</p>	<p>School budget Title 1 Budget</p>	<p>Agendas and sign in sheets School website address</p>

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<p>offered opportunities to chaperone field trips and participate in providing for teacher appreciation week programs and booster activities for athletic clubs and student organizations. Parent night will be scheduled to provide information concerning disaggregating statewide testing information. Local churches and organizations will be a part of and support for campus activities. Parents will be advised of teaching strategies through parental involvement informational activities such as parent night.</p>	<p>Involvement Committee</p>			
<p>Summative Assessments: EOC, common formative assessments (CFA), USA Test Prep, ACT math, EAGLE.</p>				

Action Plan

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

Content Area(s): English				
Weakness(es):	Performance on the English II EOC decreased from 70% to 45%.			
Objective(s):	By 2017-2018, all students will reach high standards and will attain proficiency or better in English.			
Research-Based Strategy(ies):	USA test prep/EAGLE EOC- English II close reading proofreading analyzing and responding to literature synthesizing information problem solving writing	<input checked="" 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 checked="" 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
Curriculum: By 2017-2018, all students will reach high standards, attaining proficiency or better in reading/language arts.	Manotas White Staton	August - December 2017 January - May 2018	Title I	Lesson Plans w/ standards Walk throughs
Instruction: Tools, technology, smart boards, white boards, and printed instructional materials, will be implemented and aligned for instruction. Implement and align progress monitoring systems for learning. Students obtaining 70% or lower will be scheduled for EOC progress monitoring in IB4E for remediation during the school week. IB4E tutorial management system will provide web-based school wide visibility of students enrolled in tutorial and create accountability for remediation with classroom teachers. Students will be enrolled in after school tutorials. Students remediated on scores less than 70% will improve reading comprehension skills. A common formative assessment (CFA) will be administered and reflected in data team meetings before retesting. Students will be retested on assessed common	Manotas White Staton	August - December 2017 January - May 2018	Title I \$1800.00 \$3182.50	IB4E USA TEST PREP EAGLE 212 after school/ 21 st Century tutorials Data team minutes Focus Quiz Common Formative Assessments Lesson Plans w/ standards Walk throughs

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<p>core state standards on which they underperformed with an expected score of at least 80%.</p> <p><u>Data team meetings conducted, teacher works on improving listening and note taking skills. The English department will focus on emphasizing scenarios carefully. Students developing patience to read will be a department focus.</u></p>				
<p>Formative Assessments: All students will take an English pre and post assessment identifying students performing below common core state standards and increase the percentage of students earning proficiency. Students should demonstrate proficiency with common core state standards while improving skills in close reading, proofreading, analyzing and responding to literature, synthesizing information, problem solving, and writing in preparation for ACT testing and EOC testing in English III. Student progress shall be monitored and measured by common formative assessments (CFA), USA Test Prep assessments, and increased post test scores. Students should demonstrate proficiency through classroom assessments after remediation.</p>	<p>Manotas White Staton</p>	<p>August - December 2017 January - May 2018</p>	<p>Title I</p>	<p>Data team minutes Focus Quiz Common Formative Assessments USA test prep EOC EAGLE Response to intervention</p>
<p>Professional/Staff Development: Monthly job-embedded Data Teams and DMR will be conducted, studying early release data and faculty meetings will be conducted to analyze data (EOC, USA Test Prep, EAGLE, pre and post assessment, classroom assessment, etc.). Kagan redelivery training will be scheduled. Data will be examined in data team meetings and DMR professional development. Administrators and teacher leaders at Lakeview High School will conduct professional development activities to deliver differentiated instruction, response to intervention, Kagan strategies, and higher order thinking strategies etc. to be implemented school wide with teachers. Parents will also be advised of teaching strategies through parental involvement informational activities and articles.</p>	<p>Hymes Martin Teacher leaders</p>	<p>August - December 2017 January - May 2018</p>	<p>Title I</p>	<p>Academic learning walks Teacher leader professional development delivery Redelivery of district initiatives Agendas and sign in sheets</p>

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<p>Parental Involvement/Instruction (Identify each activity according to the Epstein Model): Parents receive communication through information and websites listed on the bottom of student’s report cards. Students receive tutoring and needs are addressed through progress monitoring. Parents will be offered opportunities to chaperone field trips and participate in providing for teacher appreciation week programs and booster activities for athletic clubs and student organizations. Parent night will be scheduled to provide information concerning disaggregating statewide testing information. Local churches and organizations will be a part of and support for campus activities. Parents will be advised of teaching strategies through parental involvement informational activities such as parent night.</p>	<p>Hymes, Martin, Parental Involvement Committee</p>	<p>August - December 2017 January - May 2018</p>	<p>Title I</p>	<p>Agendas and sign in sheets School website address</p>
<p>Summative Assessments: EOC, common formative assessments (CFA), USA Test Prep, EAGLE, ACT English and reading</p>				

Action Plan

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

Content Area(s): Biology				
Weakness(es):	1. Performance decrease from 33% to 15% in biology EOC testing 2. Student general interest is not effectively generated in the classroom. 3. CFAs not utilized effectively.			
Objective(s):	By 2017-2018, all students will reach high standards and will attain proficiency or better in Biology.			
Research-Based Strategy(ies):	USA test prep/EAGLE EOC- Biology synthesizing information close reading proofreading vocabulary study problem solving graphic organizers manipulatives science tools Data team meeting analyzing common formative assessments	<input checked="" 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 checked="" 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
Curriculum (what will be taught): Students shall demonstrate proficiency with grade level expectations improving skills in scientific inquiry, life science, earth and space science and problem solving for EOC testing in Biology.	Chandler Foy Keller	August - December 2017 January - May 2018	Title I	Lesson Plans w/ standards Walk throughs
Instruction: All students will take a Biology pre and post assessment identifying students performing below common core state standards and increase the percentage of students earning promotion. Students obtaining 70% or lower will be scheduled on CFAs for EOC progress monitoring in IB4E for remediation during the school week. Technology, smart boards, white boards, and printed instructional tools will be implemented and aligned for intervention and progress monitoring (Response to Intervention-RTI). Data	Chandler Foy Keller	August - December 2017 January - May 2018	Title I \$1800.00 \$3182.50	IB4E USA TEST PREP Eagle assessments Focus Quiz Common Formative Assessments Lesson Plans w/ standards

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<p>walls with progress monitoring data, EOC boot camp, grade recovery and homework recovery to monitor academic progress, and Tier 1, 2, and 3 RTI.</p> <p><u>Teachers will develop a consistent classroom management plan. Teachers will work with students to help them recognize important scientific details. Proficient students will be characterized by following the correct methods and listing each step of a biological procedure. Teachers will help students develop the skill set of listening for details and develop the ability to take notes specifically. Teachers will use graphic organizers and scientific tools to transfer content knowledge.</u></p>				<p>Walk throughs</p>
<p>Formative Assessments: All students will take a Biology pre and post assessment given by instructor, identifying students performing below common core state standards. Addressing deficiencies will increase the percentage of students earning proficiency. Students will be remediated on scores less than 70% on CFAs to improve comprehension and retention of biology concepts. A common formative assessment (CFA) will be administered to be reflected in data team meetings before retesting. Students will be retested on assessed common core state standards on which they underperformed with an expected score of at least 80%.</p>	<p>Chandler Foy Keller</p>	<p>August - December 2017 January - May 2018</p>	<p>Title I</p>	<p>Eagle assessments USA Test Prep Focus Quiz Common Formative Assessments Lesson Plans w/ standards Walk throughs</p>
<p>Professional/Staff Development: Faculty data teams shall meet during common planning periods/job embedded professional development time to disaggregate student data and examine the effects of applied teaching strategies. Kagan redelivery training will be scheduled. Data will be examined in data team meetings and DMR professional development.</p>	<p>Hymes Martin Teacher leaders</p>	<p>August - December 2017 January - May 2018</p>	<p>Title I</p>	<p>Academic learning walks Teacher leader professional development delivery Redelivery of district initiatives Agendas and sign in sheets</p>

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<p>Parental Involvement/Instruction: Parents receive communication through information and websites listed on the bottom of student’s report cards. Students receive tutoring and needs are addressed through progress monitoring. Parents will be offered opportunities to chaperone field trips and participate in providing for teacher appreciation week programs and booster activities for athletic clubs and student organizations. Parent night will be scheduled to provide information concerning disaggregating statewide testing information. Local churches and organizations will be a part of and support for campus activities. Parents will be advised of teaching strategies through parental involvement informational activities such as parent night.</p>	<p>Hymes Martin Parental Involvement Committee</p>	<p>August - December 2017 January – May 2018</p>	<p>School budget Title 1 Budget</p>	<p>Agendas and sign in sheets School website address</p>
<p>Summative Assessments: EOC, common formative assessments (CFA), USA Test Prep, ACT, EAGLE</p>				

Action Plan

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

Content Area(s): History				
Weakness(es):	At 79% good and excellent, maintain instructional strategies and student interest in US history.			
Objective(s):	By 2017-2018, all students will reach high standards and will attain proficiency or better in US History.			
Research-Based Strategy(ies):	USA test prep/EAGLE EOC- History Graphic organizers close read analyzing and responding to literature synthesizing information problem solving writing	<input checked="" 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 checked="" 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
Curriculum (what will be taught): Students shall demonstrate proficiency of grade level expectations by developing an appreciation and understanding of US History occurring after 1870.	Ross McLauren Quinn	August - December 2017 January – May 2018	Title 1	Lesson Plans w/ standards Walk throughs
Instruction (what it will look like in the classroom): Grade level expectations in US History will be taught utilizing White board / smart board technology, current maps, globes, as well as any and all instructional tools that ensure a high level of student engagement. Classroom interventions and progress monitoring will be used to project tutorial needs. Students obtaining less than 70% on progressed monitored focus quizzes will be scheduled for EOC progress monitoring in IB4E intervention on a weekly basis. Remediation will improve reading comprehension skills for underperforming students. <i>Teachers will assist students in acquiring the skills for effective note taking. Teachers will work with students to help them increase reading comprehension ability. Teachers will work with students to help them develop the ability to work well within groups. Teachers will also help</i>	Ross McLauren Quinn	August - December 2017 January – May 2018	Title 1 \$1800.00 \$3182.50	IB4E USA TEST PREP Focus Quiz Common Formative Assessments Lesson Plans w/ standards Walk throughs

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<p><u>students focus on skills, which allow them to stay on task. More effort will be provided for students to learn to work for understanding major concepts.</u></p>				
<p>Formative Assessments: All students will take a History pre and post assessment given by instructor that identifies students performing below common core state standards. A common formative assessment (CFA) will be administered and reflected in data team meetings before retesting. Students will be retested and assessed on common core state standards which they underperformed with an expected score of at least 80%. Addressing deficiencies will increase the percentage of students earning proficiency. Students will be remediated on scores less than 70% on CFAs to improve comprehension and retention of US History concepts. A (CFA) will be administered to be reflected in data team meetings before retesting students. Students will be retested on assessed common core state standards on which they underperformed with an expected score of at least 80%.</p>	<p>McLauren Quinn Ross</p>	<p>August - December 2017 January – May 2018</p>	<p>Title 1</p>	<p>IB4E Log formal observations informal observations</p>
<p>Professional/Staff Development Faculty shall meet in professional developments, faculty meetings, data team meetings, DMR meetings, classroom walkthroughs, academic learning walks etc. Faculty data teams shall meet during common planning periods/job embedded professional development time to disaggregate student data and examine the effects of applied teaching strategies. Data will be examined in data team meetings and DMR professional development.</p>	<p>Hymes Martin Teacher leaders</p>	<p>August - December 2017 January – May 2018</p>	<p>School Budget</p>	<p>Academic learning walks Teacher leader professional development delivery Redelivery of district initiatives Agendas and sign in sheets</p>
<p>Parental Involvement/Instruction: Parents receive communication through information and websites listed on the bottom of student’s report cards. Students receive tutoring and needs are addressed through progress monitoring. Parents will be offered opportunities to chaperone field trips and participate in providing for teacher appreciation week programs and</p>	<p>Hymes Martin Parental Involvement Committee</p>	<p>August - December 2017 January – May 2018</p>	<p>School budget Title 1 Budget</p>	<p>Agendas and sign in sheets School website address</p>

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<p>booster activities for athletic clubs and student organizations. Parent night will be scheduled to provide information concerning disaggregating statewide testing information. Local churches and organizations will be a part of and support for campus activities. Parents will be advised of teaching strategies through parental involvement informational activities such as parent night.</p>				
<p>Summative Assessments: EOC, common formative assessments (CFA), USA Test Prep, ACT</p>				

Instruction by Highly Qualified Teachers – Highly Qualified Teacher Recruitment

(Title I Schoolwide Component 3, 5)

District Goal(s):	
School Objective(s):	<p>To support district efforts to recruit and retain highly qualified teachers in Math, Science, English and History.</p> <p>To work with classroom instructors to achieve certification and become highly qualified in their content area.</p> <p>To develop highly qualified teacher leaders who will support other teacher’s efforts to become highly qualified.</p>

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>Help prepare teachers to earn credentials and certifications in CTE areas and super summer institutes which allow them to become more valuable to the jumpstart academic processes.</p> <p>Conclude Title 1 process of determining teachers who have not attained highly qualified status.</p> <p>Through classroom walkthrough’s and observations ensure that teachers’ content knowledge is an outstanding for proficiency of student progress.</p> <p>Assist in developing teacher leaders who play major roles in developing and maintaining a highly effective school.</p>	<p>District personnel Hymes Martin</p>	<p>August 2017 through August 2018</p> <p>endeavor is ongoing yearly</p>	<p>Title I budget</p>	<p>Principal will verify teacher certification from super summer institutes by teachers gaining certificates in areas of certification.</p> <p>Highly qualified teachers shall increase within faculty through obtaining CLU’S from approved professional developments.</p> <p>Highly qualified teachers will be noted in Title I documentation and attestation.</p>

Additional Parental Involvement and Community Activities

(other than those included in Academic Goals)

(Title I Schoolwide Component 6)

District Goal(s):	<p>The district will work to:</p> <ol style="list-style-type: none"> 4. Ensure that parents have the necessary knowledge and skills to be proactive advocates for their children. 5. 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. 6. Provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families.
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	Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
<p>Weakness(es): lack of frequent significant communication between school at home.</p> <p>Objective(s): Reassure active parent participation in student learning.</p>	<p>Parental Involvement/Instruction</p> <p>Parent teacher conference</p> <p>Title 1 Parent’s night will be scheduled to provide information for disaggregating statewide testing information.</p> <p>School messenger information</p> <p>School website communication/information</p> <p>Parents will be advised of teaching strategies through parental involvement informational activities.</p>	<p>Hymes Martin Wynn</p>	<p>August - December 2017 January – May 2018</p>	<p>Title I budget</p>	<p>Agendas for parental involvement events will be archived and accessible as evidence of Title I parental involvement documentation.</p> <p>Sign in sheets for parental involvement activities will be archived and accessible as evidence of Title I parental involvement documentation.</p>

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	<p>Title 1 night Parent’s information bottom of student’s report cards.</p> <p>Parents chaperone field trips</p> <p>Parents supervise teacher appreciation week programs</p> <p>Parents booster activities for athletic clubs and organizations</p> <p>Local churches will be a part of and support campus activities.</p>				
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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: High school to College or University

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>Weakness(es): Numerous students transitioning to high school lack the academic direction to guide them into their college or career pathway.</p> <p>Objective(s): To provide opportunities for transitioning students to be exposed to course offerings, clubs, organizations and high school activities. Students will develop the ability to become more decisive in transition direction.</p>	<p>Visit Junior High schools to introduce choice of course offerings, clubs and organizations.</p> <p>Introduce 8th grade students to the campus through a campus orientation tour.</p> <p>Low performing readers will be enrolled into Read 180.</p> <p>Conduct Job fair for grades 9-12.</p> <p>Juniors and seniors participate in a college fairs exposing them to various colleges and universities information.</p> <p>Sponsor senior university and college campus tours.</p>	<p>Hymes Martin Wynn Extracurricular sponsors</p>	<p>August 2017 through May 2018</p>	<p>School budget</p>	<p>Events will be scheduled on the school calendar and will serve as evidence.</p> <p>Student participation in clubs and organizations at the high school level success of transition activities.</p> <p>8th grade state test data and Read 180 class rosters.</p> <p>High school to college awards along and graduation rate will serve as display of success of transition activities.</p> <p>Increase student enrollment in colleges and universities will verify evidence of success of transition activity.</p>