

Natchitoches Parish School System



Title I Schoolwide Program Plan Natchitoches Magnet School

Grades 1-8

800 Koonce St

Natchitoches, LA 71457

Stephonie A. French, Principal

318-357-1252

stfrench@nat.k12.la.us

SY: 2017-2018

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Natchitoches Parish School System District Vision and Mission Statements

Vision:

Mission:

School Vision and Mission Statement

Vision: Natchitoches Magnet School is a school where the teachers, administrators and staff are models of life-long learners, continuing to learn about and improve the instruction in the classroom and beyond to lead our students to their greatest potential using the most current research – based teaching strategies and technology to ensure our students' success.

Mission: “Pulling Together Today, Making a Better Tomorrow”

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

Date

Director of Federal Programs

Date

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"> • 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"> • DIBELS/iSTEEP Data • LEAP Data • iLEAP Data • ACT Data • Benchmark Assessment Data • End-of-Course Data • IEP Progress 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 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. | Students in grades 3-8 were 100% proficient in ELA on the 2017 LEAP 2025 ELA test. | 2017 LEAP 2025 ELA test results |
| 2. | 89% of students in grades 3-8 scored Mastery or above on the 2017 LEAP 2025 ELA test. | 2017 LEAP 2025 ELA test results |
| 3. | 5 th Grade Science students grew 6.8 assessment index points from 4 th grade to 5 th grade. | 2017 LEAP 2025 Science test results |
| 4. | 6 th Grade Math students grew 6.2 points in their assessment index from 5 th grade to 6 th grade. | 2017 LEAP 2025 Math test results |
| 5. | | |

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

| |
|--|
| Contributing Factor: The climate of the school is one that is focused on learning and conducive to student achievement. This is large part due to our implementation of PBIS. |
| Domain: 100 Sub domain: 110 120 |
| Instrument(s): Student, Teacher, and Parent Surveys, Discipline data |

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| Data Type: | Findings |
|---|---|
| <ol style="list-style-type: none"> 1. Attitudinal 2. Attitudinal 3. Behavioral | <ol style="list-style-type: none"> 1. 94% of students reported that “The classroom discipline policies at this school promote an effective learning environment.” on the school improvement student survey. 2. 92% of parents reported “The classroom rules at this school keep other students from bothering my child” on the school improvement parent survey. 3. The total number of major referrals in 2017-2018 was 46, a drop of 1 from the previous year, 2016-2017 which had 47, and a drop of 18 from the 2015-2016 school year, with 64 major referrals. |

Contributing Factor: The school has a strong curriculum, instruction, and assessment program that allows students to be successful. We utilize many resources outside the prescribed curriculum to assess student learning.

Domain: 500
Sub domain: 510 550

Instrument(s): Student, Teacher, Parent Surveys; Classroom Observations;

| Data Type: | Findings |
|--|---|
| <ol style="list-style-type: none"> 1. Attitudinal 2. Behavioral 3. Archival | <ol style="list-style-type: none"> 1. 100% of teachers, 100% of parents, and 97% of students reported that teachers “use a variety of teaching strategies and learning activities to help their students learn” on the teacher, parent, and student school improvement surveys. 2. The teacher observation data indicates an average for the entire school of 3.49, indicating that the teachers’ professional practice overall is “highly effective.” 3. The number of students taking the EOC courses in Algebra I has increased from 20 to 26 this past year. With Algebra I being offered online to 7th graders. The school also had its first Geometry EOC in 2017, with all 3 students scoring excellent. |

Contributing Factor: This school provides many professional development opportunities for teachers to improve their pedagogy and collaborate to improve instruction for students.

Domain: 600
Sub domain: 630 640

Instrument(s): Data team meeting minutes, teacher exit interviews, KAGAN professional development meeting agendas, teacher fall school improvement survey

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| Data Type: | Findings |
|--|--|
| 1. Archival 2. Behavioral 3. Attitudinal | 1. Every teacher is on an instructional data team that meets bi-weekly to discuss instructional strategies and strengths and weaknesses in student work to determine how to improve student learning. The 2016-2017 school year consisted of 16 meetings focused on instructional tasks. 2. Teachers were taught cooperative learning structures in the KAGAN model using the 9 module approach to teaching the 5 day institute. As a follow up to the instruction, teachers wrote reflections on the structures and they were coached by their KAGAN coaches. This was a major component of most teachers' PGPs. PGPs were reviewed at the beginning, middle, and end of year to support with implementation of KAGAN structures. 3. Most teachers agreed that the time they spend it data teams meeting collaboratively with one another relates directly to the curriculum and assessment that increases student achievement. (October 2016 School Improvement Survey). |

*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. | Students in fourth grade math decreased 12 assessment index points from their third to fourth grade years. | 2017 LEAP 2025 Math Results |
| 2. | 9 students scored approaching basic in science across the 3-8 grades. | 2017 LEAP 2025 Science Results |
| 3. | 5 th Grade ELA students scored 10.3 points lower in assessment index than they did their 4 th grade year. | 2017 LEAP 2025 ELA Results |
| 4. | 8 th Grade Science students scored 15.1 points lower in assessment index than they did their 7 th grade year. | 2017 LEAP 2025 Science Results |
| 5. | | |

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

| | |
|---|---|
| Contributing Factor: School Culture – Although we have clear expectations for behavior and important curriculum aspects, little time is taken to teach students to be effective learners. These areas include prioritizing, time management, and organization. | |
| Domain: 200 Sub domain: 210 230 | |
| Instrument(s): Explore student survey, Monthly PBIS records, Student School Improvement Survey | |
| Data Type: | Findings |
| 1. Attitudinal | 1. 54% of 8 th grade students reported they needed more help in the area of “improving study skills.” |
| 2. Behavioral | 2. Of the students who were repeatedly not allowed to attend PBIS parties (indicated by missing two or more in a row), 76% of those students had two or more conduct marks for responsibility in one month (homework, not getting things signed). |
| 3. Attitudinal | 3. For the student School Improvement survey, only 63% of students feel agree that they can achieve in school at or above the level of other students in the nation. |

Contributing Factor: Curriculum, Instruction, and Assessment for Science and Math. Though we have learned a great deal about the new math standards, we must continue to improve our opportunities for our students to explain their reasoning, use mathematical models, and use technology as well as offer more challenging assessment in the area of Science that mirrors what students are expected to do at the advanced level.

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|---|---|
| Domain: 500 Sub domain: 510 530 540 | |
| Instrument(s): Explore Student Survey, SPS 2016 results for Math and Science | |
| Data Type: 1. Attitudinal 2. Cognitive 3. Archival | Findings 1. On the Explore student survey, 35% of students said they needed more help with mathematical skills, and the same percentage (35%) said that they needed more help with improving computer skills. 2. For all grades 3-8, the majority of students were strong in major and supporting content, but they struggled with expressing their knowledge and modeling and application of mathematics. 3. According to the SPS calculator, the schoolwide math index for 2016 was 122.9, a drop of 2.4 points from 2015 when it was 125.3, and drop of 4.2 from 2014, when the SPS schoolwide index for math was 127.1. |

| | |
|---|--|
| Contributing Factor: Professional Development. Teachers need more mathematics and science related instructional focus, with follow-up and support and time dedicated to working in learning communities to strengthened their pedagogy in order to help more students achieve at advanced levels in mathematics and science. | |
| Domain: 600 Sub domain: 610 630 640 | |
| Instrument(s): Observation data, data teams minutes, student school improvement survey | |
| Data Type: 1. Behavioral 2. Archival 3. Attitudinal | Findings 1. While both the informal and formal observations were conducted as directed, there were fewer walk-throughs conducted. In fact, there are only 17 walk throughs that were put into HCIS and about 10 walk-throughs that were not entered. More walk-throughs in math and science would give more opportunities for follow-up and support beyond that of the observation and next steps. 2. While the data teams process took a careful look at tasks this year, it is unclear from the data team minutes how much of the time was spent discussing math or science specific strategies. 3. 62% of students feel they are good at science, while 74% of students feel they are good at math. |

*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 N/A
- CG2. Be literate by 3rd grade. Page Number 18-21
- CG3. Arrive in 4th grade on time. Page Number 14-23
- CG4. Perform adequately in the area of English Language Arts by 8th grade. Page Number 18-21
- CG5. Have necessary numeracy skills by 8th grade. Page Number 15-18
- CG6. Graduate on time. Page Number 14-25
- CG7. Enroll in a post-secondary institution or workforce ready. Page Number 18-20
- CG8. Achieve these goals regardless of race or class. Page Number 14-25

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.)

By May 2018, students at Natchitoches Magnet School will increase the number of students scoring mastery of higher on all content areas of the LEAP 2025. 90% of students will score mastery or higher in ELA an increase of 2%, 80% of students will score mastery or higher in mathematics (an increase of 4%), earn an SPS score of 125 or above, 65% or more of students will score mastery or above in Science, an increase of 8%, and _____% of students will score mastery or above in Social Studies, an increase of _____% from the 2017 LEAP 2025 administration.

Action Plan

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

| Content Area(s): Science | | | | |
|--|---|--|--|---|
| Weakness(es): | All age groups except 5 th and 6 th grade Science dropped in assessment index, with 15.1 in 8 th grade being the largest drop. | | | |
| Objective(s): | By May 2019, the schoolwide Science Index will increase from 114.5 to 117 through increasing professional development and implementation of the new LASS for science, engineering and mathematical practices, and assessments that reflect both content and literacy in Science. | | | |
| Research-Based Strategy(ies): | Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas | <input type="checkbox"/> Data-Driven Decision Making | <input 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 |
| Curriculum Teachers will implement the new Science Standards. Teachers will also utilize the instructional tasks for their grade levels as an integral part of their Science instruction in order to improve students' literacy in Science. Teachers will also be provided with Science Spin (3-5), and Science World (6-8) Scholastic Magazines to have access to current science content to enhance student literacy skills in Science. Teachers will create tasks that mirror the end of year assessment based upon the content in these resources. In addition, the first and second grade reading curriculum has been revised to include 50% nonfiction texts in the area of science and social studies in order to provide more of a scaffold to build on in later grades. These units are concluded with a hands-on project to demonstrate student learning. | Sherry Hymes Codie Goings Natalie Ducote Lindsay Weeks, Caitlin Wilson, Kelsie Neighbors, Sheila Simmons | August 2017-May 2018 | 754-520 \$130.68 Science Spin | Instructional Scope and Sequence and timeline |
| Instruction Teachers will utilize the district scope and sequence for science as their main reference and include reading from the Pearson Interactive textbook. Teachers will develop learning experiences that are grounded in the 8 Science and Engineering practices, the disciplinary core ideas, and the seven cross-cutting concepts. | Sherry Hymes Codie Goings Natalie Ducote | August 2017-May 2018 | N/A | Classroom observations and walkthroughs (2 observations per teacher) and 5 walkthroughs per |

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| <p>The administrator will offer support through walk-throughs and observations as well as by structuring vertical teaming opportunities throughout the year to allow teachers to discuss implementation issues and develop solutions.</p> | <p>French</p> | | | <p>teacher in a year. Minutes from vertical team meetings (1 per 9 weeks)</p> |
| <p>Formative Assessments Formative assessment includes exit tickets, classroom discussions using KAGAN structures, weekly GLE quizzes utilizing EAGLE and <i>Powerschool</i>, entrance tickets, quarterly benchmark assessments, and student performance on instructional tasks. Teachers will use a Standards checklist to determine what students have achieved mastery of the content and who needs skill recovery.</p> | <p>Sherry Hymes Codie Goings Natalie Ducote</p> | <p>August 2017-May 2018</p> | <p>754 – 530</p> | <p>Student assessment samples, GLE tracking charts, classroom SPS tracking. Accelerated Reading Reports</p> |
| <p>Professional/Staff Teachers and administrators will attend the teacher leader conference sessions specifically designed to explain the new science standards.</p> <p>Teachers will participate in district curriculum planning in the summer to help design a scope and sequence for science utilizing the newly adopted science standards, instructional tasks, and the textbooks as a resource.</p> <p>The Science teachers will meet once during the summer to create templates for standards tracking.</p> <p>The Science teachers will meet quarterly in vertical team meetings in order to review assessment data and discuss problems/solutions to the scope and sequence that was created.</p> | <p>Codie Goings Natalie Ducote Stephonie French</p> <p>Codie Goings Natalie Ducote</p> <p>Sherry Hymes Codie Goings Natalie Ducote</p> <p>Sherry Hymes Codie Goings Natalie Ducote</p> | <p>June 2017</p> <p>June 2017</p> <p>August 2017</p> <p>October 2017, December 2017, March 2018, May 2018</p> | <p>Costs paid by the school district.</p> | <p>Copies of sign in sheet, notes from sessions.</p> <p>Scope and sequence documents</p> <p>Sign in sheets</p> <p>Sign in sheets</p> |
| <p>Parental Involvement/Instruction Learning at home – students will be required to read for Science at least twice a week at home. This will be done so that more time can be devoted to hands-on activities and writing activities in the science classroom.</p> <p>Parents will be informed of curriculum changes in science through the curriculum corner of the monthly newsletter that is sent home the first Tuesday of every month.</p> <p>The 4-8th grade students will participate in a Science Fair. The teachers will work as an interdisciplinary team to prepare students. The ELA teachers will help to write the papers, the students will be allowed to research at school and will conduct their experiment at home. Math teachers will help with charts and graphs and any</p> | <p>Parents</p> <p>Stephonie French</p> <p>Goings, Jones, Fontenot, Murchison, Parish, Sawyer, Dunn,</p> | <p>August 2017-May 2018</p> <p>April-May 2018</p> | <p>N/A</p> <p>\$500 student boards</p> | <p>Student notes/questions from reading.</p> <p>Science Fair Pictures, projects, rubrics, judging forms</p> |

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| measurement or calculation needs of students. | Carnline, Ducote | | |
| Summative Assessments: Student progress will be monitored using science SLT results. | | | |

Action Plan

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

| Content Area(s): Mathematics | | | | |
|---|---|--|---|--|
| Weakness(es): | According to the SPS calculator, the schoolwide math index for 2015 was 125.3, a drop from 2014, when the SPS schoolwide index for math was 127.1. The math index for 2016 was 126.8, a rise of 1.1 from 2015, but still below the 2014 score. For all grades 3-8, the majority of students were strong in major and supporting content, but they struggled with expressing their knowledge and modeling and application of mathematics. | | | |
| Objective(s): | By May 2018, the schoolwide SPS for mathematics will increase at least 2.2 points, from 122.8 (2017) to 125 because of teachers incorporating meaningful, engaged learning in their classroom instruction. | | | |
| Research-Based Strategy(ies): | Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas | <input type="checkbox"/> Data-Driven Decision Making | <input checked="" 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 |
| Curriculum The teachers will teach the Engage NY mathematics curriculum, released test items, including instructional tasks and utilize Accelerated Math in grades 6-8 to offer more fluency practice. Accelerated Math will also be used in grades 4 & 5 for enrichment. Teachers will complete the scope and sequence for their grade in order to guarantee student success in the future grade. Students who exhibit a high aptitude for math will be offered more challenging coursework. One fourth grade student will continue to work beyond 4 th grade math utilizing accelerated math to work on objectives in 5 th and 6 th grade. 6 8 th grade students will take high school Geometry through the virtual school at LSMSA, 6 7 th | Weeks, Wilson, Simmons, Neighbors, Fontenot, Sawyer, Dunn Fontenot, Sawyer, Dunn, LSMSA virtual school teacher Magnet facilitator- | August 2017-May 2018 August 2017-2018 | 754-530 \$1400.00 Accelerated Math | Student work on tasks, accelerated math reports, lesson planning, teacher walk-throughs, scope and sequence comparisons. KAGAN coaching Observations & walkthroughs |

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| <p>grade students will take Algebra I through the virtual school at LSMSA. The progress of these students will be monitored by the classroom teacher, LSMSA instructor, and the school facilitator. These students will take the EOC's in those courses. These students will receive support from their classroom teachers including requiring less accelerated math from these students and small group instruction as needed to support their learning.</p> <p>Acceleration of mathematics instruction. Students in grades 6-8 will receive double minutes in math. With this added instructional time, the curriculum will be accelerated so that by the year 2019-2020, all students will take Algebra I in 8th grade. The teachers will create an accelerated scope and sequence for 6th, 7th, and 8th grade math to ensure students have all the background knowledge to be successful in Algebra I in 8th grade.</p> | <p>Stephonie French</p> <p>Sawyer (6th grade accelerated curriculum) Sawyer & Dunn (7th Grade Accelerated) and Dunn (8th grade accelerated and Alg 1)</p> | | | |
| <p>Instruction Teachers will teach the Engage NY modules utilizing the assessments within to model their own assessments to be used to determine student mastery of the content.</p> <p>Teachers in grades 4-8 will also use Accelerated Math on a daily basis to reinforce objectives that they have taught and to remediate students who have not mastered objectives.</p> <p>Teachers will utilize research based practices in order to engage students, focusing on student verbalization of their thinking through cooperative learning. Teachers will also provide students with the opportunity to discuss and explain their reasoning using the KAGAN model for cooperative learning, utilizing structures in order to help students to learn to explain their reasoning and improve on their use of mathematical modeling and application, a weakness as identified in our student LEAP results.</p> | <p>Weeks, Wilson, Simmons, Neighbors, Fontenot, Sawyer, Dunn</p> <p>Fontenot, Sawyer, Dunn</p> <p>All teachers in every grade.</p> | <p>August 2017-May 2018</p> <p>August 2017-May 2018</p> | <p>N/A</p> <p>N/A</p> | <p>Observations & walkthroughs,</p> <p>Accelerated Math reports</p> <p>Walk throughs focused on PIES, KAGAN coaching notes, peer observations, teacher reflections</p> |
| <p>Formative Assessments: Assessments include KAGAN activities especially those that require writing, teacher created quizzes, exit tickets (Engage NY), benchmark assessments (quarterly), Accelerated Math assignments and tests, Powerschool probes, EAGLE problems, LEAP 360 and midmodule and module assessments.</p> <p>For grades 1-2, standards based record keeping serves as their standards checklist, grade 3 will track standards mastery through the use of EAGLE, LEAP 360, and Powerschool and teacher made tests. In addition to the above items, grades 4-8 will utilize Accelerated Math in addition to the resources above. Students in grades 4 & 5 are required to have 1 scan per week and students in grades 6-8 are required to have at least 3 activities for accelerated math a week (through scans or tests).</p> | <p>1st & 2nd grade teachers</p> <p>Sherry Hymes Jacque Fontenot Zenda Sawyer Emalie Dunn</p> | <p>August 2017-May 2018</p> | <p>N/A</p> | <p>KAGAN coaching & feedback</p> <p>Accelerated Math reports, benchmark reports, teacher created tests student standards mastery checklists</p> |

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| <p>Students taking virtual classes in mathematics for grade 7 are exempt from these requirements.</p> | | | | |
| <p>Professional/Staff Development</p> <p>The staff will continue to grow in their knowledge of student engagement through the use of Cooperative Learning. The school is entering year 3 of cooperative learning implementation. In this year, the teachers will increase their knowledge of the components of cooperative learning through the use of walk-throughs focused on PIES, the four indicators of cooperative learning. The following initiatives will be utilized to strengthen implementation:</p> <ol style="list-style-type: none"> 1. SAM club meetings. These meetings will be held once a month on the first Wednesday of every month. These meetings will focus on the learning of structures that were not taught in the Module trainings the previous school year. Teachers who have had the five day cooperative learning training at other schools will be invited to attend these meetings. They include: <ol style="list-style-type: none"> A. Numbered Heads Together B. Stir the Class C. Quiz-Quiz Trade D. Fan-n-Pick E. Inside-Outside Circle F. Match Mine G. Find – the – Fiction H. Carousel Feedback I. Round Table Concensus 2. KAGAN coaching <ol style="list-style-type: none"> A. Each teacher will be coached monthly. Coaching assignments are as follows: <ul style="list-style-type: none"> 1st & 2nd grade: Caitlin Wilson 3rd & 4th Grade: Carissa Davis 5th & 6th Grade: Codie Goings 7th & 8th Grade/Electives: Stephonie French Content specific help – Goings: Science, Reading: Wilson, SS: Davis, Math: French B. Subs will be paid so that KAGAN coaches can be out of the classroom for 1/3 day increments each month. | <p>All staff</p> | <p>First Wednesday of the month</p> <ol style="list-style-type: none"> A. 9/6/17 B. 10/4/17 C. 11/1/17 D. 12/6/17 E. 1/10/18 F. 2/7/18 G. 3/7/18 H. 4/4/17 I. 5/2/17 <p>9/19/17 10/17/17 11/14/17 12/12/17 1/23/18 2/15/18 3/15/18 4/17/17 5/8/17</p> | <p>754 –300 \$300 Kagan supplies</p> <p>\$3300 for Stipends for 9 SAM club meetings 90 minute meetings @ \$20/hour for 18 teachers</p> <p>754 - \$900 for subs</p> | <p>SAM club training sign in sheets</p> <p>Observations and walk thrus, coaching schedule, and coaching documentation</p> |

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| <p>3. PIES walk-throughs The Kagan team will conduct PIES walk-throughs in classrooms. Each coach will give one planning period a month to conduct PIES walk-throughs. This will help us to develop interrater reliability as a team. The schedule will be developed for each month at the monthly KAGAN meeting.</p> <p>4. Coaching shadowing – in order for teachers to become more familiar with structures and how to use them in their instruction, teachers will conduct 1 peer observation per semester for a total of 2 observations. They will shadow a KAGAN coach during their planning time. One observation will be with someone who teaches the same content area, and one will be with a teacher out of their grade band. Grade bands include: 1-3, 4-5, and 6-8. PE and Library will do one elementary (grades 1-4) and one junior high (5-8) observation.</p> | | | | <p>PIES walk through schedule, KAGAN meeting minutes</p> <p>Teachers will complete a reflection form on the structure observed including take away ideas for their own classroom.</p> |
| <p>Parental Involvement/Instruction (C) Communicating – All teachers will send graded papers home on Tuesdays in the Tuesday folders. Teachers in middle grades may select to send home weekly progress reports in lieu of graded papers or write the students current average in the agenda. Teachers also send home a syllabus at the beginning of the year stating all the policies on grading, homework, late work and make-up work. This is passed out at the Back to School Bash (August 10, 2017). The teachers review these policies at the Open House (August 24, 2017) Teachers also send communication home via the agendas, which also contain the parent-student compacts. Teachers will also contact parents via phone for any minor or major infractions, by letter for SBLC concerns, announcements in the daily email sent from the office, articles in the monthly newsletter, or by using the Remind app. All teachers will use the Remind app to communicate with parents. All flyers for special events such as programs will be sent home on Tuesdays as well. (P) – The school sends home monthly Home School Connection Newsletters to help parents to know how they can actively take part in their students’ education. (L@H) – Family Math Night March 6, 2018. The teachers will arrange for a Career - themed Math Night in which parents and students are informed of mathematic skills required for different career paths. Members of the community will be asked to come and provide information about mathematics in their career field. Parent Teacher Conference – student led – the student will take the parents</p> | <p>All teachers</p> | <p>August 2016-May 2017</p> | <p>754- 300 \$300 Supplies for parent flyers, 754-300 \$300 Supplies for Family Math Night</p> | <p>agendas, parent student compacts, syllabi, sign in sheets from back to school bash, Title I informational night, Reading, Math, and Testing Information Nights, Parent emails, Newsletters, Flyers for programs.</p> |

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| through their learning portfolio where their goals for the year are displayed and the students will share their progress with the parents. | | | | |
| Summative Assessments: The plan will be evaluated using the Spring 2018 LEAP 2025 results for Math. | | | | |

Action Plan

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

| Content Area(s): Reading | | | | |
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| Weakness(es): | 54% of 8 th grade students reported they needed more help in the area of “improving study skills” on the EXPLORE student survey. | | | |
| Objective(s): | By May of 2018, students will the percentage of students scoring mastery or above on the LEAP 2025 Spring 2018 assessment will increase from the 2017 percentage of 88% to 90%, due to teachers incorporating meaningful, engaged learning in classroom instruction and formative assessment. | | | |
| Research-Based Strategy(ies): | Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas | <input type="checkbox"/> Data-Driven Decision Making | <input checked="" 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 |
| Curriculum Teachers will teach according to the scope and sequence for Natchitoches Parish schools. The teachers will continue to focus on standards mastery, with a strong emphasis on writing in response to text. 1-2 Grade Reading will be literature based, with a focus on anchor texts to teach decoding and comprehension skills. Phonics will be taught utilizing literacy stations and the Fontas & Pinnel and writing instruction will be based upon the Nancy Fetzter model. 3-8 grade ELA will be taught through thematic based units with writing | All reading teachers Lindsay Weeks, Caitlin Wilson, Sheila Simmons, Kelsie Neighbors Carissa Davis, | August 2017-May 2018 | 754-300 \$300 Supplies for Reading Fair 754-500 Scholastic News and Scope \$2800 | Lesson plans |

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| <p>incorporated in the reading curriculum. Teachers may supplement with additional approved texts to increase the rigor of the curriculum and utilize the Scholastic News magazines as a resource to enhance learning.</p> | <p>Carletta Jones, Amelia Ferguson, Melody Murchison, Jonathan Parish, Robert Carnline</p> | | | |
| <p>Instruction Teachers will teach the curriculum using various strategies such as RACE as determined through data teams and professional development. Teachers will utilize Kagan structures throughout every lesson to engage the students in purposeful learning and discussion to increase their ability to read and comprehend complex texts.</p> | <p>All ELA teachers.</p> | <p>August 2017-May 2018</p> | <p>N/A</p> | <p>4 lesson plans a year from each teacher showing a career highlighted.</p> |
| <p>Formative Assessments 1-3 Grade Teachers will use Fontas and Pinnell for benchmarking students’ reading at least 3 times per year in addition various assessments such as phonics screeners, sight word checklists, and ORF. Powerschool probes may also be used as CFAs.</p> <p>Teachers in grades 3-8 will use LEAP 360 for benchmarking purposes at least 3 times per year in addition to teacher created tests and the use of Powerschool probes for CFAs.</p> <p>In addition to the resources listed above, all teachers will utilize Kagan Structures within every lesson to assess student mastery of the content formatively.</p> <p>All students in the school will participate in the accelerated reader program at our school to monitor their reading and reading comprehension. This program will be one of the major components highlighted at the Title I reading night that will take place Tuesday, October 10th.</p> <p>Each class will have a goal each 9 weeks of 80% of students making their AR goal. AR goal attainment will be a part of the students’ reading grades. This goal will be monitored and tracked as a part of the SIP process. In order to help students to achieve this goal, computers will be added to the library to get a total of 20 and the library will be open each day at 7:10 so that students can take AR tests before school, increasing the amount of time that they can use to work on AR. Specific goals will be given to each grade and ELA will meet to determine how to best incorporate AR into their classroom.</p> | <p>Weeks, Wilson, Neighbors, Simmons, Davis,</p> <p>Davis, Jones, Ferguson, Murchison, Parish, Carnline</p> <p>All teachers</p> <p>Reading night chair – Akin, team – all ELA teachers</p> <p>Weeks, Wilson, Simmons, Neighbors, Davis, Jones, Ferguson, Murchison, Parish, Carnline</p> | <p>August 2017- May 2018</p> <p>August 2017- May 2018</p> <p>October 10, 2017</p> | <p>754-120 \$300</p> <p>Supplies for Reading Night</p> <p>Accelerated Reader \$3500</p> | <p>Assessment results</p> <p>Lesson plans, coaching sessions, walk throughs, observations</p> <p>Agendas</p> <p>AR tracking data – DMR reports</p> |
| <p>Professional/Staff Development 1-2 teachers will attend Debbie Diller trainings throughout the school year.</p> | <p>Weeks, Wilson, Simmons, Neighbors</p> | <p>August - May</p> | <p>N/A</p> | <p>Sign in sheets for training</p> |

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| <p>Grade level trainings on Nancy Fetzter will occur throughout the year in grade level meetings through the use of the website with the principal as facilitator.</p> <p>Back to school PD: Mrs. Jones will redeliver from the teacher leader meeting in June, Giving teachers updates from the state department in ELA instruction for this year.</p> <p>All 4-8 teachers will meet vertically during Cooperative Faculty Meetings in September, November, January and March in order to discuss common difficulties and strategies in reading instruction. These PDs will be led by the ELA teacher leader, Mrs. Jones. All teachers will attend.</p> | <p>1-3rd grade teachers French</p> <p>Jones – All ELA Teachers.</p> <p>Jones, All ELA teachers</p> | <p>9/20/17, 11/15/17, 1/24/17 3/21/17</p> | | <p>Sign in sheets/ handouts</p> <p>Sign in sheets/handouts</p> <p>Sign in sheets/handouts</p> |
| <p>Parental Involvement/Instruction Parents will receive information about our major goals and initiatives in reading at the Title I open house on August 24, 2017. At this meeting, we will share where we are as a school in reading, how to interpret their students’ test scores and what our goals are for reading. Parents will receive their 2017 LEAP scores at this meeting.</p> <p>Parents will also receive information on contact through Remind at this meeting as well as information about how Accelerated Reader fits into the school wide goals for this year.</p> <p>For Parent Teacher conferences, we will continue with the student led conference model that we adopted last year, adding a conference day for the third nine weeks. In these meetings, students will discuss grades in every subject as well as their AR goal attainment.</p> | <p>All teachers/parents</p> <p>Elective teachers pass out test scores.</p> <p>All homeroom teachers</p> | <p>August 24, 2017</p> <p>October 19, 2017 January 11th & 12th, 2018 March 21, 2018</p> | | <p>Handouts Sign in sheets Remind flyers Open House PPT for every teacher</p> <p>Student led conference binders/recordings Goal sheets/ reflections</p> |
| <p>Summative Assessments: Spring 2018 LEAP 2025 Reading results, AR goal attainment reports, parent and student surveys.</p> | | | | |

Action Plan

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

| <p>Content Area(s): Social Studies</p> | |
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| <p>Weakness(es):</p> | <p>Social studies has the lowest assessment index at 110.3.</p> |
| <p>Objective(s):</p> | <p>By May of 2018, the schoolwide Social Studies index will have increased from 110.3 in Spring 2015, to at least 112.3 through the use of data-driven decision making to improve students’ literacy skills in social studies.</p> |

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| Research-Based Strategy(ies): | Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas | <input type="checkbox"/> Data-Driven Decision Making | <input type="checkbox"/> Meaningful Engaged Learning | | |
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| | | <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>Curriculum: Students will be taught according to the new Social Studies standards with a focus on incorporating more technology into student work samples and assessment. Teachers will teach utilizing the sample scope and sequence from the LDOE, with the textbook as a resource. Teachers will also utilize instructional tasks, incorporating technology when possible to help prepare students for the online test in the spring. A technology course will be offered by adding 20 computers to the library for students to learn basic word processing and application of technology that will prepare them for the scrolling and highlighting necessary for the LEAP 2025 online tests.</p> <p>In addition to the technology class offered as part of the library elective, one classroom set of MacBooks will be purchased for the fourth grade classroom in order to increase the usage of technology in everyday classroom lessons in a 1 to 1 fashion.</p> | | <p>All SS teachers: Wilson, Weeks, Simmons, Neighbors, Hymes, Jones, Fontenot, Ferguson, Goings, Murchison, Parish, Carnline</p> <p>Akin - technology</p> <p>4th grade teachers</p> | <p>August 2017– May 2018</p> | <p>754-710 \$2500 for drops in the library</p> <p>\$25,000 for the macbook set and charging cart</p> | <p>Instructional tasks student work</p> <p>Typing program records</p> <p>4th grade published work</p> |
| <p>Instruction : Teachers in 1st and 2nd grade will teach social living through their ELA block. Teachers in grades 3-8 will use a variety of media in their social studies lessons including multiple sources of information to teach content to students. Macbooks will be utilized by students in grades 4-8 for access to internet content and word processing. Teachers in grades 1-3 will use the computer lab, and have access to an ipad station (5 ipads) for stations for students to explore content on the ipad.</p> | | <p>All SS teachers: Wilson, Weeks, Simmons, Neighbors, Hymes, Jones, Fontenot, Ferguson, Goings, Murchison, Parish, Carnline</p> | <p>August 2017– May 2018</p> | <p>N/A</p> | <p>Student products generated with technology</p> |
| <p>Formative Assessments: Benchmark assessments will be used as well as classroom assessments to determine student mastery of the standards. Teachers in grades 3-8 will use LEAP 360 to measure student progress toward the standards as a benchmarking system at least 3 times per year. In addition, teachers will utilize Powerschool for CFAs to</p> | | <p>All SS teachers: Wilson, Weeks, Simmons, Neighbors, Hymes, Jones, Fontenot,</p> | <p>August 2017– May 2018</p> | <p>\$300 ink for reports</p> | <p>Benchmark assessment reports, typing reports.</p> |

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| <p>measure student mastery of standards. Teacher created tasks and assessments will also be sued.</p> <p>All teachers will also utilize Kagan Cooperative Learning structures within the lesson to assess students’ mastery of the content on a daily basis.</p> <p>The typing program will provide information on how the students are progressing with their word processing.</p> | <p>Ferguson, Goings, Murchison, Parish, Carnline</p> | | | |
| <p>Professional/Staff Development: Back to school PD: information will be presented to teachers about social studies resources at the back to school pd.</p> <p>Social Studies teachers will meet in vertical team bands 3-5 and 6-8 once a nine weeks to discuss issues, strategies and new information available to teachers for teaching social studies. Teachers will discuss assessment creation, alignment and rigor as well as interrater-reliability with student scoring rubrics.</p> | <p>District Representatives</p> <p>Davis, Carnline</p> | <p>August 2017</p> <p>10/18/17 12/1/17 2/21/18 4/18/18</p> | | |
| <p>Parental Involvement/Instruction: (C) – Parents will be informed of standards for social studies through information at the Back to School Bash and a presentation on the Title I information night as well as through the curriculum corner section of the newsletter and from the open house on August 24th. (P) - Parents will be given the login information for their student so that they may practice typing at home as well.</p> <p>Event – Social studies fair for grades 4-8 will be held December 5, 2017.</p> | <p>French, classroom teachers</p> <p>Akin</p> <p>Parish</p> | <p>August 2017</p> <p>December 5, 2017</p> | | |
| <p>Summative Assessments: Students progress will be measured with the Spring LEAP 2017 social studies results as well as the results from the typing software at the end of the year.</p> | | | | |

Additional Parental Involvement and Community Activities

(other than those included in Academic Goals)

(Title I Schoolwide Component 6)

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| District Goal(s): | <p>The district will work to:</p> <ol style="list-style-type: none"> 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. |
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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) |
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| <p>Weakness(es): DM – decision making. (V) - Volunteering</p> <p>Objective(s): Natchitoches Magnet School will increase the amount of parental involvement in the decision making by involving volunteers with the instructional decisions of the school.</p> | <p>Parental Involvement/Instruction (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> <p>In order to involve more stakeholders in the decision making of the school, we will continue to do parent surveys, however we will conduct a fall survey to determine specific academic needs or concerns of parents.</p> <p>We will also have parents serve on committees, but allow communication to go through email as well as in person,</p> | <p>Parental Involvement Committee</p> <p>Parental Involvement</p> | <p>August – May</p> | <p>N/A</p> | <p>Sign in sheets from events</p> <p>Survey Results</p> <p>Volunteer Records</p> |

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| | <p>since many of our parents work and cannot be present at meetings. This will increase the number of parents that we can reach and no longer exclude working parents from this process.</p> <p>We will continue to ask parents to volunteer for concessions, testing monitors, teacher appreciation week, and field trips.</p> <p>We will also attempt to improve attendance at all Parent events throughout the year by incorporating our students into the development and production of said events through performance.</p> | <p>committee</p> <p>Parental Involvement Committee</p> <p>Student Council, Orchestra, Reading Night, Math Night</p> | | | |
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| | <p>4) Tour of Natchitoches Central High School, Northwesterns' Scholars College, and LSMSA</p> <p>5) 8th graders are given the opportunity to work at the high school level with the following course available for high school credit: Algebra I, Geometry (online), Orchestra I, Art I, and PLTW.</p> | | | | |
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