

# **Natchitoches Parish School System**



## **NSU Elementary Laboratory School**

**K-5**

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**SY: 2017-2018**

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## Natchitoches Parish School System District Vision and Mission Statements

***Vision:***

***Mission:***

### School Vision and Mission Statement

***Vision:*** NSU Elementary Lab School is a place where we work and learn together with respect to our community and one another so that our school will meet high standards of learning for math, science, and the liberal arts in an effort to foster the social, emotional, physical, and intellectual development of every child.

We are independent, critical thinkers striving to achieve excellence.

***Mission:*** NSU Elementary is a place where we work and learn together with respect to our community and one another so that our school will meet high standards of learning for math, science, and the liberal arts in an effort to foster the social, emotional, physical, and intellectual development of each child.

## District Assurance

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

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Principal

Date

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Director of Federal Programs

Date

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Superintendent

Date

## Data Portfolio

### (Title I Schoolwide Programs Component 1)

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

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

**Data Comprehensive Needs Assessment & Summary**

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

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

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

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

### STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	80% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students scored mastery or higher ELA	LEAP 2025 Data
2.	61% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students scored mastery or higher in Math	LEAP 2025 Data
3.	53% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students scored mastery or higher in Science	LEAP 2025 Data
4.		
5.		

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

<b>Contributing Factor:</b> Alignment of curriculum in all contents	
Domain: 500 Curriculum and Instruction Sub domain: 520 Curriculum Content	
<b>Instrument(s):</b>	Classroom observations, teacher questionnaire, teacher lesson plans
<b>Data Type:</b>	<b>Findings</b>
1. Behavioral	1. Classroom observations show activities align with district curriculum.
2. Attitudinal	2. 100% of teachers say they follow the district curriculum.
3. Archival	3. Teacher lesson plans follow district pacing guides in math and guidelines for ELA.

<b>Contributing Factor:</b> NSU Elementary Lab School has a positive and safe school climate.	
Domain: 100 School Climate Sub domain: 120 Discipline/Positive Behavior	
<b>Instrument(s):</b> Student and parent SIP survey, PBIS plan, Student discipline data	
<b>Data Type:</b>  1. Archival 2. Behavioral 3. Attitudinal	<b>Data Type:</b>  1. Archival 2. Behavioral 3. Attitudinal

<b>Contributing Factor:</b> Variety of Instructional Strategies implemented	
Domain: 500 Curriculum and Instruction Sub domain: 510-Instructional Strategies	
<b>Instrument(s):</b> Teacher questionnaire, student and parent SIP survey, classroom observations	
<b>Data Type:</b>  1. Attitudinal 2. Attitudinal 3. Behavioral	<b>Data Type:</b>  1. Attitudinal 2. Attitudinal 3. Behavioral

\*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.	20% of 1 <sup>st</sup> graders need intensive support in reading	Fountas and Pinnell EOY data
2.	25% of 2 <sup>nd</sup> graders need intensive support in reading	Fountas and Pinnell EOY data
3.	4 <sup>th</sup> & 5 <sup>th</sup> grade Index score decreased in Math	LEAP 2025
4.	5 <sup>th</sup> grade index score decreased in science	LEAP 2025
5.		

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

<b>Contributing Factor:</b> Implementing curriculum with fidelity.	
Domain: 500 Curriculum and Instruction Sub domain: 510 Instructional Strategies	
<b>Instrument(s):</b> 2015 PARCC	
<b>Data Type:</b>  1. Behavioral 2. Attitudinal 3. Archival	<b>Data Type:</b>  1. Behavioral 2. Attitudinal 3. Archival

## Goals

**State of Louisiana Critical Goals** – Louisiana student will:

- CG1. Enter kindergarten ready to learn. Page Number \_\_\_\_\_
- CG2. Be literate by 3<sup>rd</sup> grade. Page Number \_\_\_\_\_
- CG3. Arrive in 4<sup>th</sup> grade on time. Page Number \_\_\_\_\_
- CG4. Perform adequately in the area of English Language Arts by 8<sup>th</sup> grade. Page Number \_\_\_\_\_
- CG5. Have necessary numeracy skills by 8<sup>th</sup> grade. Page Number \_\_\_\_\_
- CG6. Graduate on time. Page Number \_\_\_\_\_
- CG7. Enroll in a post-secondary institution or workforce ready. Page Number \_\_\_\_\_
- CG8. Achieve these goals regardless of race or class. Page Number \_\_\_\_\_

**District Goals:**

**School Goal:** (A goal states the general education outcome for the school. Each goal should: 1) clearly state the direction for school improvement, 2) link to improving student learning, and 3) accurately address the school's weaknesses as identified in the SPS indicators, percent proficient data, or other standardized assessments.)

**Enter School Goal here.**

**Action Plan: Fountas and Pinnell Growth**

Content Area(s): Data use by teachers for all content areas				
<b>Weakness(es):</b>	20% of first graders and 25% of second grade students are at risk and need intensive support in reading according to 2017 EOY data.			
<b>Objective(s):</b>	To increase the number of students who grow 4 or more levels on Fountas and Pinnell in grades K-2.			
<b>Research-Based Strategy(ies):</b>	Each strategy should: <ul style="list-style-type: none"> <li>• Be aligned and designed to achieve the objective(s)</li> <li>• Address underlying causes of strengths &amp; weaknesses</li> <li>• Be appropriate for the needs of targeted student population</li> <li>• Be implemented with available fiscal and human resources</li> <li>• Have clear curricula, instruction, and classroom assessment for targeted content areas</li> </ul>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum</b> (what will be taught): Teachers will learn strategies for using data to drive instruction and improve student academic achievement. Teachers will continue to follow District guidelines for instruction and will include assessments for each subject based upon timelines appropriate for each subject.	K-2 TEACHERS PRINCIPAL	AUGUST 2017- MAY 2018		Lesson Plans Walkthroughs Student Work District Assessment Schedule
<b>Instruction:</b> Teachers will use Fountas and Pinnell data to make decisions on daily instruction. Individualized instruction will be implemented through guided reading and RTI groups.	K-2 teachers Principal	August 2017-May 2018		Lesson Plans Data Making Results Data Team Minutes Data Binders Walkthroughs
<b>Formative Assessments:</b> Students will be assessed at the BOY with Fountas and Pinnell to determine instructional level. Teachers will assess students each 9 weeks.	K-2 teachers Principal	August 2017-May 2018		Data Binders Assessment Results Results on Performance Based Report Card
<b>Professional/Staff Development:</b> Teachers will discuss data and groups, as well develop instructional strategies in grade level meetings. Professional Development will be provided by school district when needed.	K-2 teachers Principal	August 2017-May 2018	School Budget	Grade level meeting agendas and sign-in

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<p><b>Parental Involvement/Instruction:</b>            Fountas and Pinnell results will be sent home on Report Cards each 9 weeks. Parents of students that are at risk and need remediation will receive letters. Packets will be sent home with students to allow parents the opportunity to reinforce the skills at home. Newsletters will be sent weekly informing parents of the skills being covered.</p>	<p>K-2 teachers            Principal</p>	<p>August 2017-May 2018</p>		<p>Report cards            Newsletters            Parent conference sign-in sheet</p>
<p><b>Summative Assessments:</b> Student achievement will grow as measured by the EOY Fountas &amp; Pinnell Assessment.</p>				

**Action Plan: Mathematics**

Content Area(s): Math				
<b>Weakness(es):</b>	The index score in Math only grew 1.2 points for grades 3-5.			
<b>Objective(s):</b>	To increase the average index score of grades 3-5 in Math from 108.8 to 110.8			
<b>Research-Based Strategy(ies):</b>	Each strategy should: <ul style="list-style-type: none"> <li>• Be aligned and designed to achieve the objective(s)</li> <li>• Address underlying causes of strengths &amp; weaknesses</li> <li>• Be appropriate for the needs of targeted student population</li> <li>• Be implemented with available fiscal and human resources</li> <li>• Have clear curricula, instruction, and classroom assessment for targeted content areas</li> </ul>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum</b> (what will be taught): Teachers in grades 3-5 will teach content based on Eureka Math Modules utilizing the NPSB pacing calendars. Teachers will supplement the curriculum with fluency/basic math facts, math vocabulary, testing vocabulary, Kagan for cooperative learning, and breaking down problems.	C. Coleman  3-5 Math Teachers	August 2017-May 2018		Lesson plans reviewing by administrator; weekly walkthrough observations for implementation of curriculum and Kagan strategies
<b>Instruction</b> Students will learn to use a variety of math strategies to increase understanding of complex math skills. Students will work in small groups to better understand the content. Students will work one-on-one with teacher as needed for additional instruction. Students will engage in discussions about math to help master skills. Technology and hands on activities will be used as supplemental materials to teach skills in math.	3-5 Math Teachers	August 2017-May 2018		Lesson plans reviewing by administrator; weekly walkthrough observations for implementation of curriculum and Kagan strategies
<b>Formative Assessments:</b> Students will be assessed weekly on math fluency skills. Teachers will utilize Eureka topic quizzes and module assessments. Students will also work with Eagle and released test items. Students will also participate in district benchmark	C. Coleman  3-5 Math Teachers	August 2017-May 2018		Jcampus grade reports, student fluency records, benchmark scores

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<p><b>assessments throughout the year.</b></p>				
<p><b>Professional/Staff Development:</b> Teachers will participate in any Eureka training provided by the district. Math teachers will meet regularly to discuss successful strategies used in the classroom.</p>	<p>C. Coleman 3-5 Math Teachers</p>	<p>August 2017-May 2018</p>		<p>In-service sign-in sheets</p>
<p><b>Parental Involvement/Instruction:</b> <b>Parents will be provided with information at our Back-to-School Meeting (first week of school).</b> <b>Students will be given math specific websites that are beneficial for their specific grade.</b></p>	<p>3-5 Math Teachers</p>	<p>August 2017-May 2018</p>		<p>Sign-in Sheets form Back to School night, copy of website list</p>
<p><b>Summative Assessments:</b> Students will show growth in Math as measured by the scores on the 2018 LEAP 2025 Assessment.</p>				

Action Plan: Science

Content Area(s): Implementation of the new Louisiana State Science Standards				
<b>Weakness(es):</b>	The adoption of the new science standards in the spring of 2017 will involve drastic changes to our student’s learning progressions for science content and to the teaching strategies and methods used in classrooms. Therefore teachers are at a weakness in science instruction this year as they are learning the new three dimensional standards and altering their methods of instruction to meet the new standards.			
<b>Objective(s):</b>	Teachers will implement the new three dimensional Louisiana state science standards in grades K-5 using inquiry based instruction and the 5 E learning model during the 2017-18 school year.			
<b>Research-Based Strategy(ies):</b>	Each strategy should: <ul style="list-style-type: none"> <li>• Be aligned and designed to achieve the objective(s)</li> <li>• Address underlying causes of strengths &amp; weaknesses</li> <li>• Be appropriate for the needs of targeted student population</li> <li>• Be implemented with available fiscal and human resources</li> <li>• Have clear curricula, instruction, and classroom assessment for targeted content areas</li> </ul>	<input type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment	
		<input checked="" 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
<b>Curriculum</b> (what will be taught): Teachers in grades K-5 will implement the new Louisiana state science standards.	All classroom teachers K-2. Mrs. Gray and Mrs. Church	School year 2017-18		Lesson plans Principal and peer observations
<b>Instruction</b> In August, teachers will receive district level science professional development to begin implementation of the standards. After professional development teachers will use the 5E model of inquiry based instruction to begin teaching the students. Students will learn the new content through inquiry based instruction. Teacher lesson plans will show evidence of discovery based instruction using the 3 dimensions of the new state science standards.	All classroom teachers K-2. Mrs. Gray and Mrs. Church	School year 2017-18		Lesson plans Principal and peer observations Professional development sign in sheets

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<p><b>Formative Assessments</b> Students will complete science tasks to show evidence of students meeting the performance expectation with each standard.</p>	<p>All classroom teachers K-2. Mrs. Gray and Mrs. Church</p>	<p>School year 2017-18</p>		<p>Student work Teacher’s gradebook and task rubrics</p>
<p><b>Professional/Staff Development</b> Teachers will have the opportunity to participate in monthly professional development at the district level as well as participating in state webinars a various dates throughout the school year</p>	<p>All classroom teachers K-2. Mrs. Gray and Mrs. Church</p>	<p>August 2017 Monthly 2017-18</p>		<p>District Professional Development sign in sheets State webinar registration documentation</p>
<p><b>Parental Involvement/Instruction:</b> Parents will be provided with information at Meet and Greet and Parent/Teacher Conferences regarding method and resources that provide support for science instruction. Information regarding new science instruction will be provided to parents as it becomes available to teachers. (C)</p>	<p>All classroom teachers K-2. Mrs. Gray and Mrs. Church</p>	<p>School year 2017-18</p>		<p>Sign-in from Meet and Greet,</p>
<p><b>Summative Assessments:</b> Field tests for LEAP 2025 will not provide test data, therefore performance tasks to assess each standard will show student understanding and achievement.</p>				



**Action Plan: Develop School/Community Involvement Plan**

Content Area(s): School and Community Involvement				
<b>Weakness(es):</b>	As a result of surveys and Advanc-Ed Accreditation review, it was found that our school lacked a formal advocacy/mentorship plan for each student.			
<b>Objective(s):</b>	Improve school-wide sense of community through the development and implementation of a mentorship program, grade level buddies, and participation in university projects.			
<b>Research-Based Strategy(ies):</b>	Each strategy should: <ul style="list-style-type: none"> <li>• Be aligned and designed to achieve the objective(s)</li> <li>• Address underlying causes of strengths &amp; weaknesses</li> <li>• Be appropriate for the needs of targeted student population</li> <li>• Be implemented with available fiscal and human resources</li> <li>• Have clear curricula, instruction, and classroom assessment for targeted content areas</li> </ul>	<input type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Curriculum:</b> Students will learn how to develop and build healthy relationships between students and teachers as well as relationships among their peers.	All faculty and staff	August 2017 – May 2018		Mentor Program Guideline
<b>Instruction:</b> The mentor program is a student advocacy- focused group designed to discuss a variety of topics and provide an outlet for students to share within a familiar, safe, small group setting. Each teacher/staff member will serve as an advocate to a group of 12-15 students from Kindergarten to 5 <sup>th</sup> grade. These groups will meet once every 9 weeks during a designate time within the school day. Also, a school-wide sense of community will be cultivated through partnerships within the school among different grade levels and participation in university projects.	All faculty and staff	August 2017 – May 2018		Student written reflections  Grade Level Collaboration Logs  University/Community Collaboration Logs
<b>Formative Assessments:</b> The effectiveness of this goal will be measured through teacher and student Advanc-ED surveys. These surveys will be completed at the end of the year.	Leadership Team Principal	May 2018		Survey results
<b>Parental Involvement/Instruction</b> (Identify each activity according to the Epstein Model: (P) Parenting, (C) Communicating, (V) Volunteering, (L@H) Learning @ Home, (DM) Decision Making, (CC) Collaborating with the Community - Describe	All Teachers Parents	August 2017		Parent /Volunteer Sign in sheet

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<p>activities that are directly related to identified <b>content area.</b>):</p> <p>(P) (V) Parent volunteers will be used throughout the year to assist in the implementation of the mentor program and grade level buddy activities.</p> <p>(V) (CC) NSU faculty/staff and community members will participate in various activities throughout the year to enhance community involvement in our school.</p>				<p>University/Community Collaboration Logs</p>
<p><b>Summative Assessments:</b> School and Community Involvement plan developed, implemented, and evaluated through Advanc-ED teacher, student, and stakeholder survey results.</p>		<p>August 2017-May 2018</p>		