

2016-2017

Natchitoches Parish School System



Title I Schoolwide Program Plan Provencal Elementary/Junior High School

Preschool through 8th Grade

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SY: 2017-2018

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Natchitoches Parish School System District Vision and Mission Statements

Vision:

Mission:

School Vision and Mission Statement

Vision: Our vision at Provencal Elementary/Junior High School is to provide a safe, nurturing environment, which fosters a positive attitude, strong work ethic, individual responsibility, mutual respect, a love for learning, and freedom to take academic risks on the journey of life-long learning.

Mission: Our mission at Provencal School is to equip every student to be successful in life through teaching academics, social skills, and life skills.

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.

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.	K-2 Fountas & Pinnell Literacy Continuum results indicated 83% of kindergarten students met or exceeded the EOY target, 69% of first grade students met or exceeded the EOY target, and 83% of second grade students met or exceeded the EOY target.	Fountas & Pinnell Literacy Continuum
2.	Results of LEAP testing indicated Knowledge and Use of Language Conventions is a strength.	LEAP Results
3.	LEAP results indicate Additional and Supporting Content was a strength in all grade levels 3 rd -8 th with the exception of 6 th grade.	LEAP Results
4.	2016-2017 Discipline Frequency report shows that we had a total of 143 referrals generating from 67 students out of our total enrollment of 436 students.	JCAMPUS Discipline Report
5.	LEAP results indicate Geography and/or Economics are strengths for all grade levels.	LEAP Results

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: Teachers set high expectations for students and themselves

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Domain: 500 Sub domain: 510, 520, 530	
Instrument(s): Lesson Plans and Classroom Observations	
Data Type:	Findings
1. Behavioral	1. Teachers plan and deliver rigorous lessons aligned to the current curriculum.
2. Behavioral	2. Informal and formal assessments utilized daily during instruction.
3. Behavioral	3. Teachers implement engagement strategies (i.e. Kagan) during instruction.

Contributing Factor: School-wide Behavioral Expectations set which incorporate respect for all and celebrations for academic success.	
Domain: 100 Sub domain: 110, 120	
Instrument(s): Student survey, PBIS meeting agendas, and observations	
Data Type:	Findings
1. Attitudinal	1. School Climate Survey results indicate students and parents feel safe and respected on our campus. Students feel that teachers listen to them and care about them.
2. Behavioral	2. PBIS team supplied teachers with Panther Bucks to reward students instantly, and the team held monthly celebrations to recognize and reward positive behavior.
3. Behavioral	3. Students are recognized and rewarded for growth on Benchmark Assessments, scoring Advanced on LEAP, and highest overall growth for LEAP for each homeroom class.

Contributing Factor: Teachers effectively use technology to enhance instruction	
Domain: 700 Sub domain: 710, 730	
Instrument(s): Classroom Observations, Computer Lab and Master Schedule, Lesson Plans, PD Agendas	

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Data Type:	Findings
<ol style="list-style-type: none">1. Archival2. Archival3. Behavioral	<ol style="list-style-type: none">1. All classrooms are equipped with a smart board and document camera to enhance instruction and computers for student use.2. Computer Lab added to our master schedule to provide all classes the opportunity to receive instruction in keyboarding and research utilizing the internet.3. Teachers participated in small group professional development learning to integrate technology into instruction.

*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.	Fifth grade Assessment Index for ELA declined 28.0%, Math declined 34.2%, and Science declined 31.5%.	Assessment Index Comparison for Student Growth Purposes
2.	31% of First Grade Students did not meet the EOY Growth Target	Fountas & Pinnell Literacy Continuum Results
3.	RTI implementation is unstructured	RTI Lesson Plans; Teacher Survey
4.	45% of third graders, 48% of fourth graders, 61% of fifth graders, indicated a weakness in Written expression.	LEAP scores
5.	LEAP results indicate civics is a weakness in 3 rd , 4 th , and 6 th , and history is a weakness in 5 th and 7 th grades.	LEAP Results

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: Fifth Grade students were not given adequate opportunity to participate in online testing practice	
Domain: 500 Sub domain: 510, 520	
Instrument(s): LEAP Results, Lesson Plans with Assessments Attached	
Data Type:	Findings
1. Behavioral	1. Lack of opportunity for online assessment practice given to students.
2. Behavioral	2. Students did not possess sufficient computer skills
3. Archival	3. Current curriculum does not promote integration of technology use by students into the lessons

Contributing Factor: Implementation of RTI is inconsistent and unstructured	
Domain: 700 Sub domain: 730, 740	
Instrument(s): Lesson plans, teacher survey, and assessment results	

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<p>Data Type:</p> <ol style="list-style-type: none"> 1. Cognitive 2. Behavioral 3. Attitudinal 	<p>Findings:</p> <ol style="list-style-type: none"> 1. Students are not placed in groups based on specific skill needs. 2. Lack of focused lesson planning for specific student needs. 3. RTI time allotted in master schedule is used for other activities such as homework, checking agendas, or beginning instruction early for the following period.
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Contributing Factor: Larger class sizes for the first half of the school year in first grade	
Domain: 500 Sub domain: 550	
Instrument(s): Fountas & Pinnell Literacy Continuum	
<p>Data Type:</p> <ol style="list-style-type: none"> 1. Archival 2. Behavioral 3. Behavioral 	<p>Findings</p> <ol style="list-style-type: none"> 1. One-third of one first grade section currently has IEPs and we utilize inclusive practices due to not having available staff to utilize full inclusion. 2. Insufficient personnel to adequately implement RTI to meet individual student needs. 3. SPED Teacher was on extended sick leave.

*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:

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

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

Content Area(s): ELA					
Weakness(es):	LEAP results indicated that 51 % of 3 rd – 5 th grade students received the rating of Weak in Written Expression.				
Objective(s):	By May 2018, 55% of 3 rd – 6 th grade students taking the LEAP ELA will receive a rating of Moderate to Strong for Written Expression.				
Research-Based Strategy(ies):	<ul style="list-style-type: none"> In an effort to achieve our objective we will utilize Data Driven Decision Making, RTI, and a Strategic Instruction Model in an effort 	X Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning		
		X Response to Intervention	<input type="checkbox"/> Curriculum Alignment		
		<input type="checkbox"/> Universal Design for Learning	X Strategic Instruction Model		
Action Steps (aligned to the Strategy(ies) selected)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Curriculum: Current Louisiana Standards		ELA Teachers in Grades K-8	2017-2018 School Year		Lesson Plans, PD, Collaborative Meeting Agendas
Instruction: ELA content teachers will collaborate in order to create a school wide informative and narrative graphic organizer. <ol style="list-style-type: none"> ELA content teachers will provide instruction on enhancing student’s writing. Teachers will provide RTI instruction daily and incorporate the LEAP 360 program based on the needs of students. Teachers will implement and track student’s comprehension using a computer based tracking program daily. Teachers will utilize document cameras and Smart Boards to enhance instruction in an effort to improve student achievement. 		Penrod and (K-8) ELA teachers	September 2017 to May 2018	Title I \$9,000	Sign in sheets, notes, finished product, lesson plans, classroom observations, student work samples, RTI lesson plans, assessment data, master schedule, AR logs
Formative Assessments: Classroom assessments LEAP 360 LEAP Computer based reading program tracking reports		teachers	August 2017 to May 2018		Lesson plans, student results, data team minutes

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<p>Professional/Staff: Collaborative planning session LEAP 360 professional development Computer based comprehension tracking program professional development</p>	<p>Teachers, Yount, Teacher Leaders</p>	<p>August 2017 to May 2018</p>		<p>Meeting agendas Classroom observations</p>
<p>Parental Involvement/Instruction: Family nights – Title I, literacy, testing School to home communication – agenda/newsletter Parents to serve on SIP team</p>	<p>School staff</p>	<p>August 2017 to May 2018</p>		<p>Sign-in sheets, communication logs, agendas</p>
<p>Summative Assessments: LEAP, LEAP 360, Fountas and Pinnell</p>				

Action Plan

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

Content Area(s): Math				
Weakness(es):	LEAP results indicate 44% of students in grades 3-8 exhibited weakness in expressing mathematical reasoning.			
Objective(s):	58% of 3 rd -8 th grade students taking the 2018 LEAP test will score in the moderate to strong range for expressing mathematical reasoning..			
Research-Based Strategy(ies):	In an effort to achieve our objective, we will utilize Date-Driven Decision Making and Curriculum Alignment to restructure our RTI in an effort to improve student achievement. Utilize Eureka math instructional model across grade levels.	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input 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: Current Louisiana Math Standards, Eureka Math Modules	Math Teachers	August 2017 to May 2018		Lesson Plans, Classroom Observations
Instruction: Teachers will utilize state resources to enhance daily instruction based on individual needs of students and/or groups of students. Utilize state/district resources to create and administer weekly probes to assess and monitor student progress toward proficiency. Teachers will utilize document cameras and Smart Boards to enhance instruction in an effort to improve student achievement.	Math Teachers	August 2017 to May 2018		Lesson Plans, Progress Monitoring, RTI Lesson Plans, Assessment Data
Formative Assessments: Classroom Assessments, Probes, LEAP, LEAP 360	Teachers	August 2017 to May 2018		Lesson Plans, Student Results, Data Team Meetings
Professional/Staff Development: Professional Development for determining individual student needs, Professional Development on creating probes and utilizing state resources	Yount, Teacher Leaders	August 2017 to May 2018		Meeting Agendas, Sign-In Sheets

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<p>Parental Involvement/Instruction: Family Nights – Title I, Math, Testing School to Home Communication ---- agenda, newsletter Parents to serve on SIP Team</p>	<p>School Staff</p>	<p>August 2017 to May 2018</p>		<p>Meeting Agendas, Sign- in Sheets</p>
<p>Summative Assessments: LEAP, LEAP 360</p>				

Action Plan

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

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Content Area(s): Science and Social Studies					
Weakness(es):	2017 LEAP results indicate 25% (57 of 227) of students in grades 3-7 scored unsatisfactory or approaching basic on the science test. 2017 LEAP results indicate 49% (115 of 233) of students in grades 3-7 scored unsatisfactory or approaching basic on the social studies test.				
Objective(s):	78% of students in grades 3-8 taking the 2018 LEAP science test will score Basic or above. 55% of students in grades 3-8 taking the 2018 LEAP social studies test will score Basic or above.				
Research-Based Strategy(ies):	In an effort to achieve our objective, we will utilize Data-Driven Decision Making and Curriculum Alignment to improve student achievement.	<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 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: Current Louisiana Student Standards for Science and Social Studies		Science and Social Studies Teachers	August 2017 to May 2018		Lesson Plans, Classroom Observations
Instruction: Utilize Scientific Engineering Practices (SEPs) Teachers will utilize a minimum of two LDOE science and social studies tasks each nine-week grading period. Enrichment and hands-on activities that correlate with the science standards Utilize LDOE organizers relative to analyzing primary and secondary source documents Science Fair		Science and Social Studies Teachers Foster	August 2017 to May 2018		Lesson Plans, Classroom Observations, Completed Tasks Student EXhibits
Formative Assessments: Rubrics utilized to score completed LDOE science and social studies tasks.		Teachers	August 2017 to May 2018		Completed Tasks, Rubrics
Professional/Staff Development: Collaborate Planning Sessions to create timelines, Complete Deep Dive Assessment Guidance Activity		Science and Social Studies Teachers	Once every nine weeks September 2017 to May 2018		Sign-In Sheets, Collaborative Notes, Timelines, Completed Activity
Parental Involvement/Instruction: Science Fair		Foster	Spring 2018		Student Projects, Rubrics

Summative Assessments: LEAP

Additional Parental Engagement and Community Activities
 (other than those included in Academic Goals)
(Title I Schoolwide Component 4)

District Goal(s):	The district will work to: <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)
<p>Weakness(es): We do not currently have a parent-teacher organization.</p> <p>Objective(s): Form an organization for parents to become actively involved in planning and promoting school activities to enhance student education.</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>				

Transition to Next Level School Programs

(Title I Schoolwide Component 5)

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

Objective(s)	Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
Weakness(es): Objective(s):					