

Natchitoches Parish School System



Title I School Wide Program Plan Goldoni Elementary-Junior High School

**Grades Preschool – 8th Grade
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SY: 2018-2019

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Natchitoches Parish School System District Vision and Mission Statements

Vision:

Mission:

School Vision and Mission Statement

Vision: Goldonna Elementary Junior High School will be a nurturing, caring, and safe environment that supports the needs of all students academically and socially to become well rounded productive individuals in this ever changing competitive world. Classes will be academically engaging with rigor and relevance and standards-based, focusing on differentiated instruction for all students.

Our students will be Courageous, Ambitious, Trustworthy and Strong.

Mission: Community And Educators: We Are Only As Strong As Our Weakest Link

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, School wide 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): School wide 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 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 difficulties 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 School Wide 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
 - iSTEEP Student Data
 - Student Discipline Data
 - Student Benchmark Assessment Data
 - Instructional Staff Mapping
 - Classroom Observation/Walkthrough Data
- Attitudinal Data
 - Parental Data
 - Student Data
 - Teacher Data

Data Comprehensive Needs Assessment & Summary

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators		<ul style="list-style-type: none"> • Administrator Questionnaire and/or Interview 	<ul style="list-style-type: none"> • Attendance Data 	<ul style="list-style-type: none"> • Demographic Data
Teachers		<ul style="list-style-type: none"> • Faculty Survey • Teacher Questionnaire and/or Interview • Faculty Focus Group 	<ul style="list-style-type: none"> • Classroom Observations • Attendance Data 	<ul style="list-style-type: none"> • Demographic Data
Students	<ul style="list-style-type: none"> • 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 2018-19 Title I School Wide 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 school wide 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.	85% 2 nd grade students met or exceeded Level M and Level N+ on EOY Target.	2018 Fountas and Pinnell
2.	59% 3 rd grade students were proficient in Additional & Supporting Content in math. 56% 8 th grade students were proficient in Congruence & Similarity/Pythagorean Theorem in math. 50% 5 th grade students were proficient in Recognize, Represent, & Determine Volume/Multiply & Divide Whole Numbers in math.	2018 Leap 2025
3.	55% 3 rd grade students were proficient in Informational Text in ELA. 50% 8 th grade students were proficient in Informational Text in ELA. 50% 5 th grade students were proficient in Literacy Text and Vocabulary in ELA.	2018 Leap 2025
4.	44% 8 th grade students were proficient in Geography and Civics. 38% 8 th grade students were proficient in Economics 32% 3 rd grade students were proficient in Economics. 26% 4 th grade students were proficient in Economics.	2018 Leap 2025

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:

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Contributing Factor: Alignment of curriculum in all content areas	
Domain: 500 Curriculum, Assessment and Instruction Sub domain: 520 Curriculum Content	
Instrument(s): Teacher Questionnaire, Student SIP Survey, and Teacher Lesson Plans	
Data Type:	Findings
1. Attitudinal	1. 100% of teachers say they follow district curriculum.
2. Attitudinal	2. 97% of students feel they know what they are supposed to be learning.
3. Archival	3. Teacher lesson plans follow district pacing guides in math and guidelines for ELA.

Contributing Factor: Goldoni maintains a positive and safe school climate	
Domain: 100 School Climate Sub domain: 120 – Discipline/Positive behavior	
Instrument(s): Student and Parent SIP Survey, PBIS Plan, and Student Discipline Data	
Data Type:	Findings
1. Attitudinal	1. 87% of students and 93% of parents and staff say the school is safe for students.
2. Archival	2. Students rewarded for no infractions with PBIS incentives based on PBIS Plan.
3. Behavioral	3. Only 2% of students with out of school suspension for fighting or hitting other students.
4. Attitudinal	4. 85% of students and 82% of parents say that classroom rules are enforced fairly by teachers most or all of the time.

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Contributing Factor: Variety of Instructional Strategies implemented.	
Domain: 500 Curriculum and Instruction Sub domain: 510 – Instructional Strategies	
Instrument(s): Teacher Questionnaire, Student and Parent SIP Survey, Classroom Observations	
Data Type:	Findings
1. Attitudinal	1. Student (83%) and parents (95%) say that teachers use different types of activities that are appropriate and challenging.
2. Attitudinal	2. Teachers report moderate of extensive integration of Kegan structures (86%).
3. Behavioral	3. Classroom observations show increased integration of a variety of instructional strategies (Kagan, Daily 5, technology).

*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.	75% Kindergarten students did not meet or were approaching Level C or below on EOY targets. 69% 1 st grade students did not meet or were approaching Level I or below on EOY targets	2018 Fountas and Pinnell
2.	28% 6 th grade students were proficient in History. 26% 7 th grade students were proficient in History. 26% 4 th grade students were proficient in History. 22% 4 th grade students were proficient in Civics. 21% 7 th grade students were not proficient in Economics.	2018 Leap 2025
3.	36% 6 th grade students were proficient in Rational Numbers/Multiply & Divide Factors in Math. 32% 7 th grade students were proficient in Analyze Proportional Relationships & Solve Problems in Math. 32% 7 th grade students were proficient in Operations & Rational Numbers in Math. 32% 7 th grade students were proficient in Expressing Mathematical Reasoning in Math.	2018 Leap 2025

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	30% 5 th grade students were proficient in Modeling and Application in Math. 21% 7 th grade students were proficient in Modeling and Application in Math.	
4.	43% 4 th grade students were proficient in Informational Text in ELA. 42% 7 th grade students were proficient in Vocabulary in ELA. 37% 7 th grade students were proficient in Knowledge & Use of Language Conventions in ELA. 31% 8 th grade students were proficient in Written Expressions in ELA. 25% 8 th grade students were proficient in Knowledge & Use of Language Conventions in ELA. 25% 8 th grade students were proficient in Knowledge & Use of Language Conventions in ELA.	2018 Leap 2025

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: Weakness in math facts	
Domain: 500 Curriculum and instruction Sub domain: 530 Assessment content and structure	
Instrument(s): LEAP 2025 and Teacher Questionnaire	
Data Type:	Findings
1. Cognitive	1. 79% of 7 th grade students scored weak in Math Major Content.
2. Attitudinal	2. 78% of teachers feel that students care about learning and getting a good education.
3. Cognitive	3. 48% of 6 th grade students scored weak in Math Major Content.

Contributing Factor: Low parental involvement
Domain: 300 Family and Community Relationships Sub domain: 320 School Involvement

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Instrument(s): Parent SIP survey, JCampus, and Parental Sign-in Sheets	
Data Type:	Findings
1. Archival	1. Inability to contact parents through contact information.
2. Attitudinal	2. Parents feel that students at Goldoni are not as smart as other students in Louisiana.
3. Behavioral	3. Low parental turnout at Open House, Math Night-Grandparents Day, Family Reading Night, and Testing workshop.

Contributing Factor: Weakness in ELA	
Domain: 500 Curriculum and instruction Sub domain: 530 Assessment content and structure	
Instrument(s): LEAP 2025 and Teacher Questionnaire	
Data Type:	Findings
1. Cognitive	1. 69% of 8 th grade students scored weak in ELA Major Writing Performance.
2. Attitudinal	2. 78% of teachers feel that students care about learning and getting a good education.
3. Cognitive	3. 48% of 4 th grade students scored weak in ELA Major Writing Performance.

*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.)

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

Action Plan

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

Content Area(s): Math				
Weakness(es):	36% 6 th grade students were proficient in Rational Numbers/Multiply & Divide Factors in Math. 32% 7 th grade students were proficient in Analyze Proportional Relationships & Solve Problems in Math. 32% 7 th grade students were proficient in Operations & Rational Numbers in Math. 32% 7 th grade students were proficient in Expressing Mathematical Reasoning in Math. 30% 5 th grade students were proficient in Modeling and Application in Math. 21% 7 th grade students were proficient in Modeling and Application in Math.			
Objective(s):	To increase the percentage of students in each grade from 57% to 70% measured by LEAP 2025 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 	X Data-Driven Decision Making	X Meaningful Engaged Learning	
		X Response to Intervention	X Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Curriculum (what will be taught): Teachers in grades K-8 will teach content based on the Eureka Math Modules utilizing the NPSB pacing calendars. Teachers will supplement the curriculum with fluency/basic math facts, math vocabulary, testing vocabulary. Kagan strategies will be used for cooperative learning and breaking down word problems. Teachers in grades 3-5 grade will teach Eureka Missions through Zearn and teachers in 6-8 will teach Illustrative Math. Students will be assigned to content mastery centers and/or afterschool tutoring for skill recovery and reinforcement of math facts. After school tutoring (4 teachers X 6hr X 7 weeks @ 20/hr).	Principal	August 2018- May 2019 Tutoring Jan-April 2019	Title 1 100-13SB	Lesson plans reviewed by principal. Weekly walkthrough observations for implementation of Kagan Structures. Tutoring sign-in sheet
Instruction Students will learn to use a variety of math strategies to increase understanding of complex math skills. Strategies will include:	All Teachers	August 2018- May 2019	Computer tutor @ 12,000 per year V Math Live	Computer class schedule and skill list

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<p>Fluency Building with basic math facts at grade appropriate levels using Rocket Math and Flashmasters.</p> <p>Technology Based Instruction and Remediation: Integration of technology into the instructional day will improve students thinking skills, support instructional skills and increase student familiarity with the computer. V Math Live.</p> <p>Students in grades 3-5 will utilize iPads for daily Zearn lessons. Students in grades 6-8 will utilize iPads for daily Illustrative lessons.</p>				
<p>Formative Assessments Students will be assessed weekly on math fluency skills as part of graded assignments and as timed exit tickets. Teachers will utilize assessments aligned to LEAP 2025 in conjunction with sample test items.</p>	All teachers	August 2018- May 2019		JCampus grade reports; Students charts in each classroom displaying fluency skill levels.
<p>Professional/Staff Development Training on NPSB RTI process. Teachers will receive training throughout the year provided by Sarah Rachal and the company that is working with (Zearn and Illustrative Math). All math teachers will meet monthly to review strategies, strengths, weaknesses and needs for improvement.</p>	Principal	August 2018- May 2019	Title 1 100-11SB materials/supplies Title 1 100-13SB	Sign-in sheets and agendas for PD Sign-in sheets for monthly math teachers
<p>Parental Involvement/Instruction Parents will receive information about math instruction through newsletters and suggested websites. Students will be provided a list of interactive websites to practice math skills at home. Family Math Night.</p>	Principal	August –May 2019	Title 1 100-11SB Materials/ supplies	Copies of newsletters List of websites Sign-in for Math Night
<p>Summative Assessments: Students will show growth in Math as measured by the 2019 LEAP 2025 Assessment.</p>				

Action Plan

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

Content Area(s): ELA				
Weakness(es):	43% 4 th grade students were proficient in Informational Text in ELA. 42% 7 th grade students were proficient in Vocabulary in ELA. 37% 7 th grade students were proficient in Knowledge & Use of Language Conventions in ELA. 31% 8 th grade students were proficient in Written Expressions in ELA. 25% 8 th grade students were proficient in Knowledge & Use of Language Conventions in ELA. 25% 8 th grade students were proficient in Knowledge & Use of Language Conventions in ELA.			
Objective(s):	To increase the percentage of students in each grade from 62% to 70% measured by LEAP 2025 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 	X Data-Driven Decision Making	X Meaningful Engaged Learning	
		X Response to Intervention	X Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Curriculum (what will be taught): Teachers in grades 3-8 will teach content based on the LDE Guidebooks within the NPSB framework and offer RTI instruction based on the NPSB guidelines. Teachers in K-2 will follow the NPSB ELA curriculum and include literacy centers in their classrooms.	ELA Teachers Principal	August 2018 -May 2019		Lesson Plans reviewed by principal. Weekly walkthrough observations by principal for implementation of the guidebook activities and ELA curriculum.
Instruction Students will complete activities based on be-weekly mechanics school-wide calendars created by teachers to incorporate skills necessary for writing components. Students will learn to use daily vocabulary words in classrooms with guidance from teachers.	ELA Teachers Principal	August 2018 -May 2019	Title1 600-11SB Materials/supplies See note in math section for Computer tutor	Weekly walkthrough observations for implementation of Vocabulary calendars into instruction.

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			and computer programs.	
<p>Formative Assessments Students will be assessed weekly on writing and mechanics skills as graded assignments and as exit tickets. Teachers will utilize assessments that are aligned with the LEAP 2025.</p>	ELA Teachers	August 2018 -May 2019		JCampus Grades.
<p>Professional/Staff Development During the beginning of the school year PD, ELA teachers will meet to review materials for vocabulary instruction and to review strategies for the year. All ELA teachers will review strategies and students’ strengths and weaknesses. Each month, ELA teachers will receive a calendar that lists all strategies to be taught on a biweekly basis.</p>	ELA Teachers	August 2018 -May 2019		Monthly Agendas and sign in sheets. Curriculum Calendars.
<p>Parental Involvement/Instruction Utilizing student agendas and weekly newsletters, parents will be provided with information that will help them become familiar with their child’s schoolwork. Parents will be provided information regarding AR and student goals.</p>	Principal	August 2018 -May 2019		Parents sign-in from Open House. Copies of newsletters. Student Data binders.
<p>Summative Assessments: Students will show growth in ELA as measured by the 2019 LEAP 2025 assessment.</p>				

Action Plan

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

Content Area(s): Science and Social Studies				
Weakness(es):	66% of 6 th grade students showed growth on the EOY Science Task. 28% 6 th grade students were proficient in History. 26% 7 th grade students were proficient in History. 26% 4 th grade students were proficient in History. 22% 4 th grade students were proficient in Civics. 21% 7 th grade students were not proficient in Economics.			
Objective(s):	To increase the percentage of students in grades 3-8 from 41% to 70% measured by LEAP 2025 Social Studies Assessment. To increase the percentage of proficient in 6 th grade Science from 66% to 70% on LEAP 2025.			
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 checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Curriculum Teachers will integrate science lab activities into the curriculum having student maintain interactive notebooks for both science and social studies. Teachers in grades 3-6 will work within the STEM Scopes curriculum to plan Teachers in grades 3 rd and 6 th will work within the LDE curriculum to plan project-based learning activities modeled from the LA states science regional/state guidelines. Teachers in grades 4 th and 5 th will work within the Social Studies Weekly curriculum. Using sample test questions, teachers in grades 3-6 will incorporate bell-ringers every day to prepare students for standardized testing.	Science and Social Studies Teachers	August 2018 -May 2019		Lesson plans referencing lab activities and project planning. Walkthrough observations of science classrooms. Student projects.

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<p>Instruction Students will select projects using topics from the LA assessment guide key concepts for specific grade level and utilize the text, school library, and computer lab for research. Teachers in grades 3rd and 6th will follow the scope and sequence designed by the curriculum teams. During classroom instruction, teachers will guide students through the steps for effectively creating a project. iPad labs will be used in the classroom for projects in Social Studies. Students will use the laptops for research. iPad labs will be used in the classroom for STEM Scopes.</p>	<p>Science and Social Studies Teachers</p>		<p>Title I</p>	<p>Lesson Plans. Walkthrough observations. Student projects.</p>
<p>Formative Assessments Students will complete weekly science lab activities as directed by teachers with documentation as part of interactive notebooks to be used as part of grading. Teacher will utilize assessments aligned to LEAP 2025.</p>	<p>Science Teachers</p>	<p>August 2018 -May 2019</p>		<p>JCampus Grades</p>
<p>Professional/Staff Development During beginning of year PD, teachers will receive updates from curriculum team participants on changes to Louisiana Social Studies curriculums including assessment plans. Science teachers will meet monthly to review curriculum maps and plan for project-based activities and lab activities. Teachers in grades 4th and 5th will meet with Sarah Rachal for PD on Social Studies Weekly.</p>	<p>Science and Social Studies Teachers</p>	<p>August 2018 -May 2019</p>	<p>Title II</p>	<p>Sign-in sheets and agendas for PD. Sign-in sheets for monthly social studies meetings. Grade level curriculum maps.</p>
<p>Parental Involvement/Instruction At Open House, parents will get information regarding the guidelines for social studies.</p>	<p>Social Studies Teachers</p>	<p>August 2018 -May 2019</p>		<p>Sign-in from Open House.</p>
<p>Summative Assessments: Students will show growth in Science and Social Studies as measured by the 2019 LEAP 2025 Assessment.</p>				

Action Plan

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

Content Area(s): ELA K-2				
Weakness(es):	25% of students in Kindergarten met EOY or exceeded EOY target according to Fountas and Pinnell assessment. 31% of students in 1 st grade met EOY or exceeded EOY target according to Fountas and Pinnell assessment.			
Objective(s):				
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 checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model	
Action Steps (aligned to the Strategy(ies) selected)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Curriculum Teachers in grades k-2 will teach reading foundational skills according to the NPSB pacing calendars using the 2017-2018 NPSB curriculum plans and will use leveled reading materials aligned with the F&P intervention programs. Curriculum will include Fountas and Pinnell Systematic Phonics, Nancy Fetzter. Writing materials and classroom literacy stations modeled from Debbie Diller trainings. Teachers in grades K-2 will implement the Souday Phonics System in their daily instruction. Teachers will use the Okapi Reading program as part of interventions.	Teachers Administrators	August 2018-May 2019	Title I	RTI Progress Monitoring through Okapi. F&P Benchmark reports. Weekly walkthrough Observations by principal.

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Teachers will participate in RTI PD provided by Dr. Mary Beth Vansickle.				
<p>Instruction Teachers will follow the identified NPSB non-negotiables including Word Walls, Classroom Libraries, Incorporation of Academic Language, Literacy Stations, and clear spaces for students to have independent reading areas and small group instruction. Students will learn a variety of learning strategies to assist them in building foundational skills to build their fluency in first sound fluency, letter naming, Phoneme segmentation fluency, Nonsense word fluency – correct letter sounds, and nonsense word fluency – whole words read. Teachers will utilize Fountas & Pinnell Phonics Program, Okapi, Souday Phonics System as well as Kagan structures and technology within workstations (one station per week for introductions) and interventions.</p>	Teachers Administrators	Daily Weekly Biweekly Quarterly		Lesson Plans. Data Reports –F&P reports. Weekly walkthrough observations by principal for implementation of RTI.
<p>Formative Assessments Students will be assessed weekly by the reading teachers on foundational reading skills for reading fluency. Progress monitoring with weekly assessments will be used to track students' progress and fidelity to pacing calendars for students receiving interventions. Teachers will use Okapi, F&P and Souday Phonics System.</p>	Teachers Administrators	Daily Weekly Biweekly Quarterly		Data Reports Lesson Plans Weekly Assessments
<p>Professional/Staff Development Teachers will receive training on the NPSB curriculum in August, 2018. PD will include the integration of Okapi Reading Intervention System. Teacher will continue to receive training provided central office staff in utilizing workstations in the classroom as job-embedded professional development. (Debbie Diller)</p>	Teachers Administrators	Daily Weekly Biweekly Quarterly	Title II	Data Reports Lesson Plans Weekly Assessments
<p>Parental Involvement/Instruction Parents will be provided informational instructional fliers at Monthly parent nights listing educational websites they can access at home to help their child. (C, L@H). Parents will be provided information for nightly reading and reading activities to help their child read. (C, L@H)</p> <p>Curriculum make and take day, Testing Meeting, PTO meetings, and Resource Flyer.</p>	Teachers Administrators		Materials and supplies already purchased	Sign-in Sheets/Agenda Invitations Photos Student agendas
<p>Summative Assessments Students will show growth in Reading Fluency as measured by Fountas and Pinnell Benchmark Assessment System BOY to EOY 2019</p>				

Additional Parental Engagement and Community Activities

(other than those included in Academic Goals)

(Title I School Wide Component 4)

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)
<p>Weakness(es): Lack of parent participation for academic endeavors as opposed to extracurricular</p> <p>Objective(s): To increase the percentage of parents signing</p>	<p>Parental Involvement/Instruction (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)</p>	Principal	Monthly 2018-2019	Title 1 600-11SB Materials and Supplies	Parent/Student sign-in sheets Participant evaluations Newsletters with events listed.

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

(Title I School Wide Component 5)

Choose Appropriate Level

- Preschool to Elementary School
- Elementary School to Middle School
- Middle School to High School
- Other:

Objective(s)	Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)
<p>Weakness(es): No previous transition program for 8th grade students moving to high school</p> <p>Objective(s): To increase the opportunities for students to become familiar with the requirements for transitioning to the next grade.</p>	<p>8th grade students will be administered the Explore assessment and complete the interest inventory survey. Results will be reviewed with students for planning high school coursework in line with LA graduation requirements.</p> <p>8th grade students and parents will be provided information regarding scheduling and extracurricular opportunities at Lakeview High School.</p> <p>8th Grade students will attend an Open House at Lakeview to become familiar with the campus.</p>	<p>Teachers Principal</p>	<p>May 2019</p>	<p>General Fund for transportation</p>	<p>Explore, aptitude for high school readiness, Principal, once in the fall</p>