

Natchitoches Parish School System



Title I Schoolwide Program Plan Fairview Alpha Elementary School

PK-6th

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Natchitoches Parish School System District Vision and Mission Statements

Vision:

Mission:

School Vision and Mission Statement

Vision: Our vision at Fairview Alpha Elementary is to educate the young minds of our students so that they are college and career bound in English, Math, Science and Social Studies. At Fairview Alpha we want to also give our students the social skills needed to be able to effectively communicate in society. Our students will have the opportunity to learn in a safe and caring environment filled with positive attitudes and respect for authority and themselves.

We will strive to **DO** and **BE** our best.

Mission: **Families And Educators - Together Everyone Achieves More**

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
 - 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"> • OLEAP 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.	55% of Kindergarten students meet or exceed Level D and Level E+ on EOY of Fountas and Pennell.	Fountas & Pennell
2.	68% of 2 nd grade students meet or exceed Level M and Level N+ on EOY Fountas and Pennell.	Fountas & Pennell
3.	93% of 3 rd grade students showed growth on the EOY LDOE Science Task. 54% of 4 th grade students showed growth on the EOY District Science Task. 67.7% of 5 th grade students showed growth on the EOY District Science Task.	LDOE Science Task District Science Task District Science Task
4.	33% of 4 th grade students were proficient in Modeling and Applications in math. 26% of 3 rd grade students were proficient in Expressing Mathematical Reasoning in math. 46% of 5 th grade students were proficient in Recognizing, Representing, and Determining Volume/Multiplying and Dividing Whole Numbers.	LEAP 2025
5.	33% of 4 th grade students were proficient in Written Expression. 41% of 3 rd grade students were proficient in Written Expression. 41% of 5 th grade students were proficient in Vocabulary.	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:

Contributing Factor: Fairview Maintains a safe and orderly campus.	
Domain: 100 100 School Climate Sub domain: 110 Safety 120 Discipline	
Instrument(s): Parent, Student, Teacher Surveys, PBIS plan, JCampus, Walkthrough Observations	
Data Type:	Findings
1. Behavioral	1. Administration found teachers have behavioral expectations posted and reinforce with students regularly.
2. Attitudinal	2. Parents (93%) Teachers (100%) and Students (86%) felt safe at school.
3. Archival	3. JCampus data shows that there was only 1 exclusion from the previous year.

Contributing Factor: Teachers use a variety of instructional strategies in the classroom.	
Domain: 500 Curriculum, Assessment, and Instruction Sub domain: 510 Instructional Strategies	
Instrument(s): Walkthrough Observations, Teacher Questionnaire, Student Survey	
Data Type:	Findings
1. Behavioral	1. Administration walkthrough observations show a wide variety of strategies (cooperative learning, Kagan, small group instruction) used during instruction.
2. Attitudinal	2. Teachers said they had extensive integration of standards-based bulletin boards (FAE strategy).
3. Attitudinal	3. 72% of students reported that teachers used a variety of strategies in the classroom.

Contributing Factor: FAE maintains a positive learning and working environment.	
Domain: 200 School Culture Sub domain: 220 Collaboration	
Instrument(s): Teacher Questionnaire, Grade level meeting minutes, collaboration binders	
Data Type:	Findings
1. Attitudinal	1. Teachers reported that most students at this school can achieve at or about the level of other students in the nation.
2. Archival	2. Teachers met bi-weekly during after school faculty meetings with sign-in sheets.
3. Archival	3. Informal collaboration notes kept in binder in data room.

*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.	81 % of 1 st grade students did not meet or were approaching Level I or below on EOY Fountas & Pennell.	Foutnas & Pennell
2.	67% of 6 th grade students did not show growth on the EOY District Science Task.	District Science Task
3.	56% of 3 rd grade students were weak in Addition and Supporting Content in math. 60% of 4 th grade students were weak in Expressing Mathematical Reasoning in math. 59% of 5 th grade students were weak in Solving Fraction Problems.	LEAP 2025
4.	59% of 3 rd grade students were weak in Written Expression. 67% of 4 th grade students were weak in Written Expression. 54% of 5 th grade students were proficient in Written Expression.	LEAP 2025
5,	88% of 3 rd grade students were weakt in Economics. 84% of 4 th grade students were weakt in Geography. 67% of 5 th grade students were weakt in Economics.	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: Low parental involvement.	
Domain: 100300 Family and Community Relationship Sub domain: 320 School Involvement	
Instrument(s): Parent Survey, Parent Sign-in Sheets, JCampus	
Data Type:	Findings
1. Attitudinal	1. 35% of parents are involved in school-supported activities.
2. Behavioral	2. Low parent participation at Family Read Day, Title I night and Testing Day. (See sign-in sheets from previous year) Archived in the Title I Crate.
3. Archival	3. Inability to contact parents through contact information

Contributing Factor: Weakness in Math facts	
Domain: 500 Curriculum, Instruction and Assessment Sub domain: 520 Instructional Strategies	
Instrument(s): LEAP test, Teacher Questionnaire	
Data Type:	Findings
1. Cognitive	1. Teachers report that students did not know basic math facts.
2. Attitudinal	2. Parents feel that students at other schools can achieve better grades than their children.
3. Cognitive	3. LEAP test data

Contributing Factor: Classroom instruction and assessment not aligned.	
Domain: 500 Curriculum, Instruction and Assessment Sub domain: 530 Assessment content and Structure	
Instrument(s): student survey, Compass observations	
Data Type:	Findings
1. Attitudinal	1. 33% of students stated that teachers require them to do extra school work to improve their grades.
2. Archival	2. SPS letter ranking of C
3. Behavioral	3. Assessment was identified as a weakness on both informal and formal observations in Compass.

*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. **To increase student achievement on the Fountas and Pinnell Assessment in grades K-2 as measured by EOY Fountas and Pinnell assessment.**
2. **To increase student achievement in Math on LEAP 2025.**
3. **To increase student achievement in ELA on LEAP 2025.**
4. **To increase student achievement in Science and Social Studies on LEAP 2025.**

Action Plan

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

Content Area(s): ELA K-2				
Weakness(es):	81% of students in 1 st grade did not meet EOY or exceeded EOY target according to Fountas and Pinnell assessment.			
Objective(s):	To increase the percentage of 1 st grade students at core as measured by Fountas & Pinnell EOY assessment from 19% to 70%.			
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 (what will be taught): 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. Kindergarten teachers will teach ARC Curriculum. 2 nd grade teachers will teach EL Curriculum. Curriculum will include Fountas and Pinnell Systematic Phonics, Nancy Fetzner Writing materials and classroom literacy stations modeled from Debbie Diller trainings. Teachers in grades K-2 will implement the Sunday Phonics System in their daily instruction. Teachers will use the Okapi Reading program as part of interventions. Teachers will participate in Rti PD provided by Dr. Mary Beth Vansickle.	Teachers Administrators	Aug-May 2018-2019	Title I	RTI Progress Monitoring through Okapi; F&P Benchmark reports Weekly Walkthrough Observations by Leadership team
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,	Teachers Administrators	Daily Weekly Biweekly Quarterly		Lesson Plans Data Reports –F&P reports Weekly Walkthrough Observations by Leadership team for

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<p>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>				<p>implementation of RtI.</p>
<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>	<p>Teachers Administrators</p>	<p>Daily Weekly Biweekly Quarterly</p>		<p>Data Reports Lesson Plans Weekly Assessments</p>
<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>	<p>Teachers Administrators</p>	<p>Daily Weekly Biweekly Quarterly</p>	<p>Title II</p>	<p>Data Reports Lesson Plans Weekly Assessments</p>
<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 mtgs, AR store and Resource Flyer</p>	<p>Teachers Administrators</p>	<p>Sept 2018 Spring 2019 Monthly</p>	<p>Materials and supplies already purchased</p>	<p>Sign-in Sheets/Agenda Invitations Photos Student agendas</p>
<p>Summative Assessments: Students will show growth in Reading Fluency as measured by Fountas and Pinnell Benchmark Assessment System BOY to EOY 2018</p>				

Action Plan

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

Content Area(s): ELA				
Weakness(es):	59% of 3 rd grade students were weak in Written Expression. 67% of 4 th grade students were weak in Written Expression. 54% of 5 th grade students were weak in Written Expression.			
Objective(s):	To increase the percentages in each grade to 70% proficient as measured by the LEAP 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 checked="" type="checkbox"/> <input type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> <input type="checkbox"/> Meaningful Engaged Learning	
		<input checked="" type="checkbox"/> <input type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> <input type="checkbox"/> Curriculum Alignment	
		<input type="checkbox"/> <input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> <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 3-6 will teach content based on the LDE Guidebooks with the NPSB framework and the additional lessons and activities from Learnzillion.com. Teachers will supplement curriculum with fluency, language acquisition, and mechanic instruction.	Teachers Administrators	Aug – May 2019		Lesson plans reviewed by administrator; Weekly walkthrough observations by administrator for implementation of guidebook activities.
Instruction Students will complete activities based on bi-weekly mechanics school-wide calendars created by teachers to incorporate skills necessary for writing components. Students will use daily elementary wide vocabulary words in all classrooms with guidance from teachers. Students in grades 3-6 will attend Project 212 for after school remediation Art education will be taught in grades K-6 th . The art instructor will collaborate with	Teachers Administrators	Aug- May 2019	Title I 610-11SB Materials/supplies 21 st Century Grant	Weekly walkthrough observations for implementation of Vocabulary calendars into instruction.

Action Plan

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

Content Area(s): Math				
Weakness(es):	56% of 3 rd grade students were weak in Addition and Supporting Content in math. 60% of 4 th grade students were weak in Expressing Mathematical Reasoning in math. 59% of 5 th grade students were weak in Solving Fraction Problems.			
Objective(s):	To increase the percentages in each grade to 70% proficient as measured by the LEAP 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 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 (what will be taught): Teachers in grades K-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 word problems. Teachers in grades 3 rd , 4 th and 5 th grade will teach Eureka Missions through Zearn. 6 th grade teacher will teach Illustrative Math. Teachers will use Rocket Math, Fast Math and Flash masters for fluency.	Administrator	Aug – May 2019		Lesson plans reviewed by administrator; Weekly walkthrough observations for implementation of Kagan Structures.
Instruction Students will learn to use a variety of math strategies to increase understanding of complex math skills. Strategies will include <ul style="list-style-type: none"> • Fluency building with basic math facts at grade appropriate levels using Rocket 	All Teachers	Aug – May 2019	Title I 610-11SB materials/supplies	Weekly walkthrough observations by administrator for implementation of

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<p>Math and Flashmasters.</p> <ul style="list-style-type: none"> • Interactive websites to offer remediation and alternative ways of mastering Louisiana State Standards. • Students in grades 3-5 will utilize iPads for daily Zearn lessons. • Students in grade 6 will utilize iPads for daily Illustrative lessons. <p>Read Draw Write (RDW) will be used to break down word problems. Students in grades 3-6 will attend Project 212 for after school remediation Art education will be taught in grades K-6th. The art instructor will collaborate with classroom teachers to enforce content taught in the classroom. Projects will coincide with content currently taught and provide differentiation. Standards-based bulletin boards will be implemented in each classroom.</p>			21 st Century Grant	RDW and Math talk into instruction.
<p>Formative Assessments Students will be assessed weekly on math fluency skills as part of graded assignments and as timed exit tickets. Teacher will utilize assessments aligned to LEAP 2025 .</p>	All teachers	Aug – May 2019		Jcampus grade reports every 4.5 weeks; Student chart posted in the classroom for fluency skill level.
<p>Professional/Staff All Math teachers will meet monthly and review strategies, strengths, weaknesses and needs for improvement. Teachers will receive training throughout the year provided by Sarah Rachal and the company that the district is working with (Zearn and Illustrative Math). Two teachers will attend the LATM Conference held in Baton Rouge. Two teachers will attend LACUE</p>	Administration	Aug – May 2019 Oct. 22- 24 Nov. 27-29	MASS Title II	BOY sign-in sheets for PD. Sign-ins for monthly math teacher planning meetings.
<p>Parental Involvement/Instruction Parents will be provided with information at Open House regarding websites (learnzillion.com, etc) that provide instruction related to math skills. (C) Grade specific training for parents through the parent newsletters and websites for remediation based on Louisiana State Standards/Eureka Math to help them assist their child in Math school work. (L@H) Students will be provided with a list of interactive websites to practice math skills at home. (L@H)</p>	Administration	Aug – May 2018		Sign-in from Open House, copies of parent newsletters, survey of website use (October, 2017) for follow up training as necessary
<p>Summative Assessments: Students will show growth in Math as measured by the 2018 LEAP 360 state assessment.</p>				

Action Plan

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

Content Area: Science & Social Studies				
Weakness(es):	74% of students in grades 3-6 were weak in Social Studies. 67% of 6th grade students did not show growth on the EOY Science Task.			
Objective(s):	To increase the percentage of students in grades 3-6 from 25.3% proficient to-70% in Social Studies. To increase the percentage of proficient in 6th grade Science 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 (what will be taught): Teachers 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. NO LONGER USING THIS AS A CURRICULUM – ONLY AS A RESOURCE GRADES 3-6 WILL USE THE SCOPE AND SEQUENCE AND MATERIALS/RESOURCES FROM LDOE. Using sample test questions, teachers in grades 3-6 will incorporate bell-ringers every day to prepare students for standardized testing.	Science teachers			Lesson plans referencing lab activities and project planning; Walkthrough Observations of Science classrooms; student projects
Instruction Students will complete activities using primary and secondary source document. Students will select projects using topics from the LA assessment guide key	Science Teachers Social Studies Teachers	Aug – May 2019		Lesson Plans Walkthrough Observations

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<p>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. Students will attend Project 212 after-school tutoring using STEM/STEAM activities to support the Science Curriculum. 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. Art education will be taught in grades K-6th. The art instructor will collaborate with classroom teachers to enforce content taught in the classroom. Projects will coincide with content currently taught and provide differentiation. Standards-based bulletin boards will be implemented in each classroom.</p>			21 st Century Grant Title I	Student projects
<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>	Science Teachers	Aug – May 2018		Jcampus grade reports every 4.5 weeks
<p>Professional/Staff Development During beginning of year PD, teachers will receive updates from curriculum team participants on changes to Louisiana Science curriculums including assessment plans. Science Teachers will meet review grade level concepts to plan for Science lab activities. Teachers will review topics/guidelines for Science curriculum. Science teachers will meet monthly to review curriculum maps and plan for project-based activities and lab activities. Teachers will receive PD throughout the year provided by the NPSB Science team. Teachers in grades 4th and 5th will meet with Sarah Rachal for PD on Social Studies Weekly. Two teachers will attend the LATM Conference held in Baton Rouge. Two teachers will attend LACUE</p>	Science Teachers	Aug. 2018 Monthly Oct. 22-24 Nov. 27-29	Title II	Sign-ins from PD and monthly meetings; guidelines and topics for each grade/content project; grade level curriculum maps
<p>Parental Involvement/Instruction At Open House, parents will get information regarding the guidelines for science lab rules and procedures.</p>	Administration	Aug – May 2019		Sign-in from Open House
<p>Summative Assessments: Students will show growth in Science and Social Studies as measured by the 2018 LEAP 360 State Assessment.</p>				

Additional Parental Engagement and Community Activities

(other than those included in Academic Goals)

(Title I Schoolwide 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 agendas at all grades to 80%.</p>	<p>Parental Involvement/Instruction Parents will be invited to participate in monthly focus meetings:</p> <p>September – Open House and Title I October – Parent/Teacher Conferences and Family Math Day November – Fall Carnival January – Parent/Teacher Conferences February – Book Fair March – Family Reading Day/Dr. Seuss Day April – Testing Workshop May – Report Card Parent Conferences *Copies of materials handed out during</p> <p>Teachers in Grades k-3 will use Class DoJo to maintain contact with parents</p>	Teachers Administration	Monthly 2018-2019	Title I Materials and supplies for family involvement.	Sign-ins for parent functions to be kept on file. Parents will complete short evaluations after each activity to identify strengths and areas of concern and to plan for future events. Copies of all materials handed out/sent home will be kept on file. Parent participation with Class Dojo.

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):					