

Natchitoches Parish School System



Title I Schoolwide Program Plan East Natchitoches Elementary School

5th and 6th Grade

1001 East Fifth Street

Natchitoches, LA 71457

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SY: 2018-2019

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Natchitoches Parish School System District Vision and Mission Statements

Vision: The mission of the Natchitoches Parish School System is to create an educational environment that links students, parents, communities, and businesses to produce a well-educated society.

Mission: The actions of Natchitoches Parish School System are based on the firm belief that quality educational environment is created only when students, parents, communities, and businesses join with the school to contribute all available resources and talents to benefit all children.

School Vision and Mission Statement

Vision: The vision of East Natchitoches Elementary is to create a challenging learning environment that encourages high expectations for success. *We inspire every student to SOAR every day.*

Mission: East Natchitoches recognizes that each student is a unique individual. Striving for excellence through hard work, dedication, and high achievement is the mission our faculty/staff, parents, students, and community will accomplish this year.

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 eight required components as mandated by Every Student Succeeds Act, Title I:
 - (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
 - LEAP 2025 Data
 - End-of-Course (EOC) Test Data
 - ACT Test Data
 - Graduation Rates
 - Attendance Rates
 - Fountas & Pinnell Data
 - iSTEEP Student Data
 - Student Discipline Data
 - LEAP 360 Assessment Data
 - 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"> • iSTEEP Data • LEAP 2025 Data • ACT Data • LEAP360 Assessment Data • EOC 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 2017-2018 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.	48.3% proficiency rate in 6 th grade ELA	LEAP 2025 2017-2018 Assessment
2.	37.8% proficiency rate in 5 th grade ELA-led all subjects	LEAP 2025 2017-2018 Assessment
3.	42.9% proficiency rate in ELA school-wide	LEAP 2025 2017-2018 Assessment
4.		
5.		

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

Contributing Factor:	There is evidence that standard based curriculum is use to support achievement in ELA.A
Domain: 520 Sub domain: 550	
Instrument(s):	Administrator Walkthroughs, leadership team formal/informal observations/ lesson plans

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Data Type:	Findings
<ol style="list-style-type: none"> Behavioral Behavioral Behavioral 	<ol style="list-style-type: none"> Walkthroughs and observations noted the use of district curriculum scope and sequence, pacing guides and standards based resources. Data tracking forms reveal and increase in mastery of standards across various reporting categories. School-wide teaching model, data analysis, and Compass training for teachers. Walkthroughs, observations, and lesson plans noted the use of district approved interventions for Tier 2 RTI and skill recovery.

Contributing Factor: Assessment aligned to LEAP 2025 format.

Domain:
Sub domain: NA NA

Instrument(s):

Data Type:	Findings
<ol style="list-style-type: none"> Archival Archival Archival 	<ol style="list-style-type: none"> All assessments were turned in with lesson plans and approved by administration before administering to students. Students used technology weekly in assessments to familiarize themselves with keyboarding and LEAP 2025 Online Tools. All assessments included key testing vocabulary and timed simulations.

Contributing Factor: Administration/teachers work well through communication, collaboration, and support.

Domain: 100
Sub domain: NA NA

Instrument(s): Parent Surveys/Staff Surveys

Data Type:	Findings
<ol style="list-style-type: none"> Behavioral Behavioral Behavioral 	<ol style="list-style-type: none"> Parents feel welcomed at the school. (%) Parents feel teachers communicate student progress. (%) Teachers work together well. (%)

*Must list at least three findings to justify a Contributing Factor.

WEAKNESSES

Part Ib: Weaknesses - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	20.3% proficiency rate for social studies (school-wide)	LEAP 2025 2017-2018 Assessment
2.	36.6% proficiency rate for math (school-wide)	LEAP 2025 2017-2018 Assessment
3.	Less than 40% proficiency rate in ELA 5 th grade (37.8%)	LEAP 2025 2017-2018 Assessment
4.		
5.		

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

Contributing Factor: Lack of curriculum alignment to standards	
Domain: 100 Sub domain: NA NA	
Instrument(s): LEAP 2025 Social Studies Assessment Data	
Data Type:	Findings
1. Archival	1.
2. Archival	2.
3. Archival	3.

Contributing Factor: Below grade reading ability	
Domain: 100 Sub domain: NA NA	
Instrument(s): LEAP 2025 Assessment Data	
Data Type:	Findings
1. Archival	1.
2. Archival	2.
3. Archival	3.

Contributing Factor:	
Domain: 100 Sub domain: NA NA	
Instrument(s):	
Data Type:	Findings
1. Archival	1.
2. Archival	2.
3. Archival	3.

*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.

ELA/Reading Goal 1: East Natchitoches will increase the scores of 5th and 6th grade students by decreasing the number of students not meeting a proficiency score of 70% on the LEAP 360 interim assessment/EAGLE checkpoints/ fluency reading.

Reading SPS Index Goal:

Math Goal 2: East Natchitoches will increase the scores of 5th-6th grade students by decreasing the number of students not meeting a proficiency score of 70% on the LEAP 360 interim assessment/EAGLE checkpoints/ fluency math checkpoints.

Math SPS Index Goal:

Historical Data

	2015-2016	2016-2017	2017-2018
ELA			42.9
MATH			36.6
SS		Field test	23.8
SCIENCE			Field test

Action Plan

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

Content Area(s): By Spring 2018-2019, all students will increase student achievement in Reading/English Language Arts attaining proficiency or above.																			
Weakness(es):	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all listed. Based on the LEAP 2025 assessment index, the ELA proficiency rate are as follows: 5 th grade: 37.8% (73/193) 6 th grade: 48.3% (88/182) School wide: 42.9% (161/375)																		
Objective(s):	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. ELA scores will improve from 42.9% proficiency to 47.2 % school wide by May 2019.																		
Research-Based Strategy(ies):	Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas 	<input type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning																
		<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Curriculum Alignment																
		<input type="checkbox"/> Universal Design for Learning	<input type="checkbox"/> Strategic Instruction Model																
<table border="1"> <thead> <tr> <th>Action Steps (aligned to the Strategy(ies) selected)</th> <th>Persons Responsible</th> <th>Target Date(s)/Timeline</th> <th>Funding Source(s) and Cost</th> <th>Documentation</th> </tr> </thead> <tbody> <tr> <td> Curriculum (what will be taught): LDOE ELA Guidebook 2.0 Units </td> <td>Ms. Davis Ms. Weaver Teachers</td> <td>August 2018 -May 2019</td> <td></td> <td>Lesson plans</td> </tr> <tr> <td> Instruction (what it will look like in the classroom - Include here textbooks, associated materials, software, etc. Also include plans for use of assessment data to inform instruction, integration of technology or other programs such as Accelerated Reader, any after-school tutoring, interventions, student groupings, etc.): </td> <td>Ms. Davis Ms. Weaver Teachers</td> <td>August 2018 -May 2019</td> <td></td> <td>Lesson Plans, Observational Data, Student Work Samples, Computer lab schedule</td> </tr> </tbody> </table>					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): LDOE ELA Guidebook 2.0 Units	Ms. Davis Ms. Weaver Teachers	August 2018 -May 2019		Lesson plans	Instruction (what it will look like in the classroom - Include here textbooks, associated materials, software, etc. Also include plans for use of assessment data to inform instruction, integration of technology or other programs such as Accelerated Reader, any after-school tutoring, interventions, student groupings, etc.):	Ms. Davis Ms. Weaver Teachers	August 2018 -May 2019		Lesson Plans, Observational Data, Student Work Samples, Computer lab schedule
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<p>LDOE ELA Guidebook 2.0 Units 5th Grade: Making of the Scientist, the Birchbark House, The Lion, the Witch, and the Wardrobe 6th Grade: Hatchet, Out of the Dust, The Witch of Blackbird Pond</p> <p>Assessments: Quick writes, text dependent questions, LDOE tasks, LEAP 360 assessments Technology: Teachers will take utilize computer labs more for student technology exposure for reading comprehension and writing within a timed session. Class engagement- KAGAN Structures/ Wireless Buzzers (Clickers), mentor sentences 212 Afterschool Program, SOAR, and Sunday time will provide additional intervention times.</p>				<p>212 sign-in sheets Sunday sign-in sheet</p>
<p>Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency - Identify any and all assessments created/used to monitor student progress and inform instruction.):</p> <p>EAGLE LDOE tasks/rubrics Teacher Created Assessments (approved by administration)</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Lesson Plans & Observational Data, Student Results, Assessments turned in with Lesson plans</p>
<p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments - Describe system for delivering and monitoring professional development, such as summer training, regular collaborative planning sessions.):</p> <p>Professional Learning Communities/Faculty Meetings *Teachers will analyze student performance data/student work *Collaborate and develop effective instructional strategies based on specific area of need.</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Meeting Agendas, Observations, Walkthrough Data, Student data</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 - Describe activities that are directly related to identified content area.):</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>PTO/PACE Sign-In Sheets Agendas</p>

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<ol style="list-style-type: none"> 1. The school will host a Testing/Title I Night in order to help parents become aware of testing data for ELA, Math, Social Studies, and Science. 2. The school will host a Family Reading & Literacy Night in order to help parents become aware of Common Core state standards and learn ways to help our children succeed. Teachers will incorporate Science and Social Studies texts/activities during this night. 3. Teacher will have open two-way communication with parents about student progress and/or student behaviors (FACEBOOK, automated call system, REMIND 101). 4. PTO/PACE committees will meet to promote two-way communication on student progress and the school environment. 				<p>Parental Communication Logs – JCAMPUS Parent/Teacher Conference Sign-In Sheet</p>
<p>Summative Assessments:</p>				

Action Plan

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

Content Area(s): By Spring 2018-2019, all students will increase student achievement in mathematics attaining proficiency or above.				
Weakness(es):	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all listed. Based on the LEAP 2025 assessment index, the math proficiency rate are as follows: 5 th grade: 37.1% (72/194) 6 th grade: 36.6% (67/183) School wide: 36.6% (138/377)			
Objective(s):	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. Math scores will improve from 36.6% proficiency to 40.3% school wide by May 2019.			
Research-Based Strategy(ies):	Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas 	<input type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning	
		<input type="checkbox"/> Response to Intervention	<input 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): 5 th Grade: ZEARN 6 th Grade: Illustrative Math	Ms. Davis Ms. Weaver Teachers	August 2018 -May 2019		Lesson Plans, Observation and Walkthrough Data
Instruction (what it will look like in the classroom - Include here textbooks, associated materials, software, etc. Also include plans for use of assessment data to inform instruction, integration of technology or other programs such as Accelerated Reader, any after-school tutoring, interventions, student groupings, etc.):	Ms. Davis Ms. Weaver Teachers	August 2018 -May 2019		Lesson Plans, Observational Data Math Test Reports – Student Data

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<p>5th grade- ZEARN, EAGLE, and LDOE released items 6th grade-Illustrative Math, EAGLE, and LDOE released items</p> <p>Assessments: ZEARN Illustrative math LDOE released items/tasks LEAP 360 assessments EAGLE</p> <p>Technology: Teachers will take utilize computer labs more for student technology exposure in mastering mathematical practice and applying math standards in a timed session. Class engagement- KAGAN Structures/ Wireless Buzzers (Clickers)</p> <p>212 Afterschool Program, SOAR, and V-Math time will provide additional intervention times.</p>				<p>Student LEAP Results District Benchmark Reports – Quarterly Computer lab schedule 212 sign-in sheets V-Math sign in sheets</p>
<p>Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency - Identify any and all assessments created/used to monitor student progress and inform instruction.):</p> <p>EAGLE LDOE tasks/rubrics ZEARN/Illustrative Math assessments</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Lesson Plans Student Reports Professional Learning Centers</p>
<p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments - Describe system for delivering and monitoring professional development, such as summer training, regular collaborative planning sessions.):</p> <p>Professional Learning Communities/Faculty Meetings *Teachers will analyze student performance data/student work *Collaborate and develop effective instructional strategies based on specific area of need. *Complete a book study 5 Practices for Orchestrating Productive Mathematics Discussions [NCTM] Paperback – April 15, 2011 by Margaret Schwan Smith Mary Kay Stein</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Training Sign-In Sheets & Agendas</p>

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<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 – Describe activities that are directly related to identified content area.):</p> <ol style="list-style-type: none"> 1. The school will host a Testing/Title I Night in order to help parents become aware of testing data for ELA, Math, Social Studies, and Science. 2. The school will host a Family Reading & Literacy Night in order to help parents become aware of Common Core state standards and learn ways to help our children succeed. Teachers will incorporate Science and Social Studies texts/activities during this night. 3. Teacher will have open two-way communication with parents about student progress and/or student behaviors (FACEBOOK, automated call system, REMIND 101) 4. PTO/PACE committees will meet to promote two-way communication on student progress and the school environment. 	<p>Ms. Davis Ms. Weaver Teachers PACE/PTO committees</p>	<p>August 2018 -May 2019</p>		<p>PTO/PACE Sign-In Sheets Agendas Parental Communication Logs – JCAMPUS Parent/Teacher Conference Sign-In Sheets</p>
<p>Summative Assessments:</p>				

Action Plan

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

Content Area(s): By Spring 2018-2019, all students will increase student achievement in social studies attaining proficiency or above.				
Weakness(es):	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all listed. Based on the LEAP 2025 assessment index, the social studies proficiency rate are as follows: 5 th grade: 17% (32/187) 6 th grade: 23.8% (42/176) School wide: 20.3% (74/363)			
Objective(s):	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. Social studies scores will improve from 20.3% proficiency to 22.4% school wide by May 2019.			
Research-Based Strategy(ies):	Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas 	<input type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning	
		<input type="checkbox"/> Response to Intervention	<input 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): 5 th grade- Social Studies Weekly 6 th grade-LDOE and DBQ	Ms. Davis Ms. Weaver Teachers	August 2018 -May 2019		Lesson Plans Observations & Walkthrough Data
Instruction: Teachers will use primary/secondary sources to implement in social studies instruction. Teachers will collaborate with ELA teachers to teach students how to use a common Close Reading Strategy to comprehend historical texts and sources.	Ms. Davis Ms. Weaver Teachers	August 2018 -May 2019		Lesson Plans Observations & Walkthrough Data, Student work samples

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<p>Technology: Teachers will utilize computer labs more for student technology exposure in analyzing documents/sources and writing responses. Class engagement- KAGAN Structures/ Wireless Buzzers (Clickers)</p>				<p>Collaborative Meeting agendas/sign-in sheets. Computer lab schedule</p>
<p>Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency - Identify any and all assessments created/used to monitor student progress and inform instruction.):</p> <p>EAGLE LDOE tasks/rubrics Social Studies Weekly/DBQ assessments</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Lesson Plans w/Assessments attached, PLC minutes agenda w/sign-in sheet, Student reports</p>
<p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments - Describe system for delivering and monitoring professional development, such as summer training, regular collaborative planning sessions.):</p> <p>Professional Learning Communities/Faculty Meetings *Teachers will analyze student performance data/student work *Collaborate and develop effective instructional strategies based on specific area of need. *PD will be planned by school leadership team based on point of need using data (walkthroughs/ teacher’s request/ LDOE & NPSB support).</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Lesson Plans, Observations & Walkthrough Data, PD Sign-in Sheets, Collaborative Planning Agendas w/sign-in sheets.</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 - Describe activities that are directly related to identified content area.):</p> <ol style="list-style-type: none"> 1. The school will host a Testing/Title I Night in order to help parents become aware of testing data for ELA, Math, Social Studies, and Science. 2. The school will host a Family Reading & Literacy Night in order to help parents become aware of Common Core state standards and learn ways to help our children succeed. Teachers will incorporate Science and Social Studies texts/activities during this night. 	<p>Ms. Davis Ms. Weaver Teachers PTO/PACE committees</p>	<p>August 2018 -May 2019</p>		<p>Parental Communication Logs – JCAMPUS Parent/Teacher Conference Sign-In Sheets Newsletters</p>

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<p>3. Teacher will have open two-way communication with parents about student progress and/or student behaviors (FACEBOOK, automated call system, REMIND 101.</p> <p>4. PTO/PACE committees will meet to promote two-way communication on student progress and the school environment.</p>				
<p>Summative Assessments:</p>				

Action Plan

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

Content Area(s): By Spring 2018-2019, all students will increase student achievement in science attaining proficiency or above.																			
Weakness(es):	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. You may list more than one weakness if the strategy(ies)/activities address all listed. 2016-2017 East Natchitoches proficiency rate in science: ____ 2017-2018 LEAP 2025 Field Test																		
Objective(s):	An objective is an expression of the desired specific and time-bound outcomes. Each should be clearly stated, measurable, linked to the stated goal, time-bound, and realistic. Science scores will improve from ____ proficiency to ____% school wide by May 2019.																		
Research-Based Strategy(ies):	Each strategy should: <ul style="list-style-type: none"> • Be aligned and designed to achieve the objective(s) • Address underlying causes of strengths & weaknesses • Be appropriate for the needs of targeted student population • Be implemented with available fiscal and human resources • Have clear curricula, instruction, and classroom assessment for targeted content areas 	<input type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Meaningful Engaged Learning																
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<p>STEMSCOPES, science resources,</p> <p>Teachers use Cornell Notes to assist students in notetaking/interactive notebooks. Teachers will utilize the Frayer Model and CER strategies to assist students in vocabulary and writing.</p> <p>Teachers will also help students engage in science labs and lessons. Teacher will plan educational fieldtrips. (A maximum of 2 fieldtrips per year). Students will participate in school level, regional and state science fair (materials for board display, award ribbons, etc.)</p> <p>212 Afterschool Program and SOAR time will provide additional intervention times.</p> <p>Class engagement- KAGAN Structures/ Wireless Buzzers (Clickers)</p>				<p>Computer lab schedule 212 sign-in sheets</p>
<p>Formative Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency - Identify any and all assessments created/used to monitor student progress and inform instruction.):</p> <p>EAGLE LDOE tasks STEMSCOPE assessments</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Lesson Plans Student Reports PLCs Minutes</p>
<p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments - Describe system for delivering and monitoring professional development, such as summer training, regular collaborative planning sessions.):</p> <p>Professional Learning Communities/Faculty Meetings *Teachers will analyze student performance data/student work *Collaborate and develop effective instructional strategies based on specific area of need.</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Training Sign-In Sheets & Agendas</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 - Describe activities that are directly related to identified content area.):</p>	<p>Ms. Davis Ms. Weaver Teachers</p>	<p>August 2018 -May 2019</p>		<p>Parental Sign-In Sheets Agendas</p>

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<ol style="list-style-type: none"> 1. The school will host a Testing/Title I Night in order to help parents become aware of testing data for ELA, Math, Social Studies, and Science. 2. The school will host a Family Reading & Literacy Night in order to help parents become aware of Common Core state standards and learn ways to help our children succeed. Teachers will incorporate Science and Social Studies texts/activities during this night. 3. Teacher will have open two-way communication with parents about student progress and/or student behaviors (FACEBOOK, automated call system, REMIND 101) 4. PTO/PACE committees will meet to promote two-way communication on student progress and the school environment. 	<p>PTO/PACE committees</p>			<p>Parental Communication Logs – JCAMPUS Parent/Teacher Conference Sign-In Sheets</p>
<p>Summative Assessments:</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):</p> <p>Objective(s): To strengthen the relationship between home and school so that parents and teachers may cooperate for the student success</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> <ol style="list-style-type: none"> 1. The school will host an Open House/TITLE 1 Night for parents to come to meet and greet the faculty. 2. School administrators will organize a PTO to strength the relationship between home and school, so that parents and administrators/teachers may cooperate for student achievement. 3. School will provide support materials for parents to assist their children for academic success for 	<p>Ms. Davis Ms. Weaver Mr. Ridley PTO committee PACE representative</p>	<p>August 2018 -May 2019</p>		<p>Family Night Sign-In Sheets – used to measure parent attendance (growth or decline) at family nights throughout the school year. Frequency – August 8, 2017; October 30, 2016; March 14, 2018, and any other parent nights we have within the school year including both parent-teacher conference nights (October 19, 2017 and January 11-12, 2018).</p> <p>PTO/PACE minutes (agenda/sign in sheets)</p> <p>Communication logs– used to document teacher to parent communication about student grades, progress, and/or</p>

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	<p>open house and literacy/math nights.</p> <ol style="list-style-type: none"> 4. The school will host a Family Literacy Night in order to help parents become aware of Louisiana State Standards and learn ways to help our children succeed. (C, L@H) All family nights will consist of communicating to parents using a sound system. 5. The school will host a Family Math Night in order to help parents become aware of Louisiana State Standards and learn ways to help our children succeed. (C, L@H) 6. The school will host a Testing/Title I Night in order to help parents become aware of testing data for ELA, Math, Social Studies, and Science. (C) 7. Teacher will have open two-way communication with parents about student progress and/or student behaviors (FACEBOOK, automated call system, REMIND 101). Weekly posting will be made on school events. 8. The school will send home monthly newsletters to help keep the lines of communication flowing between school and home learning (C, L @ H) 9. PTO and PACE representative will meet periodically during the school year to support East Natchitoches in achievement school-wide goals. 10. Parents are asked to volunteer for book fair, state testing, and field day. 				<p>behavioral concerns. This will be ongoing throughout the year, but administrators can pull data at any time.</p> <p>Parent Survey Results – This instrument will give us the opportunity to poll parents on our strengths and areas of improvement in communicating and working with them. These surveys will be made available for parents to take at each parent/teacher conference (October 18, 2018 and January 17-18, 2019).</p>
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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)
<p>Weakness(es):</p> <p>Objective(s):</p> <p>To prepare students to transition to junior high</p>	<ol style="list-style-type: none"> 1. East Natchitoches administrators will collaborate with counselors/administrators from our feeder schools (Weaver Elementary/NJH-FRJS) to determine day/time for campus visits. 2. NJH-FRJS administrators and counselor will schedule to talk with our 6th grade students about scheduling classes for the next school year. 3. Students will have the opportunity to attend 212 and Saturday School for grade recovery and receive tutoring (remediation/enrichment). 	<p>Ms. Davis Ms. Weaver Mr. Ridley</p> <p>NJH-FRJS staff</p>	<p>August 2018 -May 2019</p>		<p>Student will complete survey to measure the effectiveness of the 6th grade tour completed in May 2018. It will be administered by elective teachers and turned into Ms. Walker for results.</p> <p>EOY student survey results will measure the effectiveness of the 2017 8th grade tour that will be done in May 2017 at NCHS. It will be administered by elective teachers and turned into Ms. Walker to give to high school counselors.</p>

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