

Natchitoches Parish School System



Title I Schoolwide Program Plan Fairview Alpha Elementary School

PK-6th Grade
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Natchitoches Parish School System District Vision and Guiding Principals

Vision: Persistent Pursuit of Progress

Guiding Principles:

- *Student learning is our highest priority.*
- *Student safety is our greatest responsibility.*

School Vision and Mission Statement

Vision: **PERSISTENT PURSUIT OF PROGRESS**

Mission: **THROUGH OUR PERSISTENT PURSUIT OF PROGRESS, 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 CARE ENVIRONMENT FILLED WITH POSITIVE ATTITUDES AND RESPECT FOR AUTHORITY AND THEMSELVES.**

#TOGETHERWECAN

District Assurance

- I hereby certify that this plan contains the eight required components as mandated by Every Student Succeeds Act, Title I:
 - (Component 1.1): Family and Stakeholder Engagement – Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments;
 - (Component 1.2): 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 1.3): Evidence of schoolwide strategies that the school is implementing to: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement in underperforming subgroups;
 - (Component 1.4): Evidence of Student Support Services – Identify strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment;
 - (Component 1.5): Evidence of Student Opportunities – Identify schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (Such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access);
 - (Component 1.6): Evidence of Multi-Tiered Systems of Support (MTSS) for Behavior – Identify the school's multi-tiered system of support being utilized to prevent and address problem behavior;
 - (Component 1.7): Evidence of Professional Development – Identify the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from assessments. Include information on how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs;
 - (Component 1.8): Evidence of Student Transition: Identify the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Principal	Date
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Director of Federal Programs	Date
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Superintendent	Date
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Data Portfolio

(Title I Schoolwide Programs Component 1.2)

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

- Cognitive Student Data
 - LEAP 2025 Data
 - Attendance Rates
 - Sonday System Data
 - STAR Data
 - Student Discipline 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"> LEAP 2025 Data Sonday System Data STAR Data IEP Progress Data 	<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 2020-2021 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.	61.5% of Kindergarten Students are at or above benchmark in early literacy. 58% of 1 st grade students are at or above benchmark in early literacy.	STAR 360
2.	63.5% of 1 st grade students are at or above benchmark in math.	STAR 360
3.	3 rd grade – 57% moderate-strong in informational text and vocabulary. 4 th grade – 47% Moderate-strong in vocabulary. 41% Moderate-strong in literary text. 5 th grade – 48% moderate- strong in vocabulary. 6 th grade – 48% moderate -strong in informational text.	LEAP 2025
4.	3 rd grade – 56% moderate-strong in expressing mathematical reasoning 4 th grade – 62% moderate – strong adding and supporting content. 54% moderate-strong expressing mathematical reasoning.	LEAP 2025
5.	95% of students did not receive an out of school suspension. 87% of students did not receive a discipline referral.	JCampus

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 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 (100%) Teachers (100%) and Students (100%) feel safe at school.
3. Archival	3. JCampus data shows that there were not any exclusions from the previous year.

Contributing Factor:	
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. Archival	3. 94.7 of students that teachers use a variety of strategies in the classroom, not just using pen and paper.

Contributing Factor: FAE maintains a positive learning and working environment.	
Domain: 200 School Culture Sub domain: 220 Collaboration	
Instrument(s): Teacher Survey, Bi-weekly PLC's	
Data Type:	Findings
1. Attitudinal	1. 76.4% of teachers report that students have professional goals and aspirations behind entertainment and sports.
2. Archival	2. Teachers met bi-weekly after school for PLC's with sign-in sheets.
3. Archival	3. Teachers met weekly during grade level meetings with minutes kept in a binder and agendas were uploaded to the Title I crate.

*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.	83.5% of 2 nd grade students are below benchmark in Math. 82.5% of 2 nd grade students are below benchmark in Reading.	STAR 360
2.	3 rd grade – 69% weak in knowledge and use of language conventions 4 th grade – 65% weak in informational text and knowledge and use of language conventions 5 th grade – 69% weak in written expressions 6 th grade – 70% weak in vocabulary and 76% weak in written expression	LEAP 2025
3.	3 rd grade – 63% weak in solving problems within the operation and fractions as numbers and equivalents 4 th grade – 79% weak in comparing and solving problems with fractions and 65% weak in modeling and applications 5 th grade 76% weak in expressing mathematical reasoning and 72% weak in modeling and application. 6 th grade 85% weak in rational numbers/multiply and divide fractions, 82% weak in expressions, inequalities and equations and 82% weak in additional and supporting content.	LEAP 2025
4.	3 rd grade SS – 69% weak overall, 4 th grade SS – 85% weak overall 5 th grade SS – 87% weak overall, 6 th grade SS – 85% weak overall 3 rd grade Science – 53% weak overall, 4 th grade Science 73% weak overall, 5 th grade Science – 69% weak overall, 6 th grade Science 57% weak overall.	LEAP 2025
5.	Check in/Check out procedures were not done with fidelity. PBIS for buses was inconsistent resulting in a large number of bus referrals.	JCampus

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: 300 family and Community Relations Sub domain: 320 School Involvement	
Instrument(s): Parent Surveys, JCampus	
Data Type:	Findings
1. Attitudinal	1. COVID – parents could not participate in school activities.
2. Behavioral	2. COVID – no parent participation for Family Read/Math day du to COVID. NO Title I Day or Testing Day.
3. Archival	3. Inability to contact parents through JCampus information.

Contributing Factor: Weakness in Math Facts	
Domain: 500 Curriculum ,Instruction and Assessment Sub domain: 520 Instructional Strategies	
Instrument(s): LEAP 2025 ,Teacher Questionnaire	
Data Type:	Findings
1. Cognitive	1. Teachers report students did not know basic math facts.
2. Attitudinal	2. Parents feel that they do not understand most aspects of Louisiana’s School Accountability System.
3. Cognitive	3. LEAP 2025 test data

Contributing Factor: Classroom Instruction	
Domain: 500 Curriculum and Instruction Sub domain: 530 Assessment Content and Structure	
Instrument(s): Student survey, COMPASS observations	
Data Type:	Findings
1. Archival	1. SPS letter ranking of D
2. Attitudinal	2. 22% of students say that their teachers are good in writing, science, social studies, math and reading because of their teachers.
3. Archival	3. Assessment was identified as a weakness through observations.

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

Goals

State of Louisiana Critical Goals – Louisiana student will:

- CG1. Students enter kindergarten ready to learn. Page Number _____
- CG2. Students will achieve Mastery level on third-grade assessments and enter fourth grade prepared for grade-level content. Page Number _____
- CG3. Students will achieve Mastery level on eighth-grade assessments and enter ninth grade prepared for grade-level content. Page Number _____
- CG4. Students will graduate on time. Page Number _____
- CG5. Graduates will graduate with a college and/or career credential. Page Number _____
- CG6. Graduates will be eligible for a TOPS award. 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.

- Fairview Alpha's School Performance Score will increase from 57.1 to 67.1 by the end of the 2021-2022 school year as indicated by LEAP 2025.
- Fairview Alpha's ELA assessment index will increase to 35% proficient.
- Fairview Alpha's Math assessment index will increase to 32% proficient.
- Fairview Alpha's Science assessment index will increase to 26% proficient.
- Fairview Alpha's Social Studies assessment index will increase to 25% proficient.
- Fairview Alpha's performance assessment index will increase from 45.6% to 65%.
- Fairview Alpha Student Progress will increase from 91.6 points to 110 points on growth.

Action Plan

(Title I Schoolwide Programs Components 1.3, 1.5, 1.7)

<ul style="list-style-type: none"> Content Area(s): ELA 					
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.				
	82.5% of 2 nd grade students are below benchmark in Reading.				
	3 rd grade – 69% weak in knowledge and use of language conventions				
	4 th grade – 65% weak in informational text and knowledge and use of language conventions				
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.				
	<ul style="list-style-type: none"> Fairview Alpha's ELA assessment index will increase to 35% proficient. 				
	Research-Based Strategy(ies):	Each strategy should:	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Meaningful Engaged Learning	
		<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"/> WIN – Whatever I need	<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. Teachers will use Okapi (guided reading) leveled readers.. Kindergarten and 1 st grade teachers will teach EL Curriculum beginning January 2022.. 2 nd grade teachers will teach EL Curriculum. Teachers in grades K-2 will implement the Sonday K/1 st will implement EL curriculum in January of 2022. Phonics System in their daily instructions. Tutors are in Kindergarten and 2 nd to implement curriculum through the direction of the teacher.		Teachers Administrators	August-May 2021-2022		Weekly Walkthrough observations WIN Progress Monitoring IRLA Acadience

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<p>Teachers in grades 3-6 will teach content based on the LDOE Guidebooks with the NPSB framework and the additional lessons and activities from LearnZillion. Teachers will supplement curriculum with fluency, language acquisition. Grades K-6 will implement WIN (Whatever I Need) every morning from 7:45-8:30. Students will be grouped in Tiers (I, II, III) with differentiated instruction taking place. Tier I will be for enrichment. Tier II will be using the Accelerate program that the LDOE has provided guidance on. Tier III for 4-6 will be using Virtual Reading Coach and grades K-3 will use SONDAY.</p> <p>Teachers will create January-May pacing calendars along with adding assessments that align to the standards.</p>				
<p>Instruction In K-2 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 for small group instructions. 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. Teachers will utilize Acadience, EL Curriculum, Okapi, Sonday Phonics System as well as Kagan structures and technology within workstations. In grades 3-6 teachers will follow LearnZillion with Fidelity. An Instructional Specialist will be on campus daily to provide feedback and follow-up from daily walkthroughs. Instructional Specialist and Principal will collaborate through Google Docs to assist teachers in need.</p>	Administration Instructional Specialist	August-May 2021-2022		Annotated lesson plans Data Reports Weekly Walkthrough observations
<p>Formative Assessments Students will be assessed weekly on writing assignments and mechanics skills as graded assignments and as exit tickets. Teachers will maintain student progress monitoring records to document intervention effectiveness – WIN – every two weeks in Tier II and Tier III. Teachers will use Acadience, SONDAY and Virtual Reading Coach for progress monitoring. Teachers will analyze section quizzes and reteach when necessary.</p>	Teachers	August-May 2021-2022		Data Reports Weekly Reports Annotated Lesson Plans
<p>Professional/Staff Development Teachers in grades K-3 along with the instructional specialist will go through LETRS training Units 1-8. Professional will be provided weekly through Cluster meetings on Wednesdays. K-2, 3-6 Math/Science and 3-6 ELA/Social Studies. The Cluster meetings will be led by the Instructional Specialist. The Instructional Specialist, Assistant Principal and Principal will meet as a Leadership Team every Thursday to discuss the next week's Cluster meeting.</p>	Administration Teachers	August-May 2021-2022		Data Reports Annotated Lesson Plans Weekly Assessments

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Parental Involvement/Instruction A Virtual Open House will be provide an overview of the programs that are offered at Fairview. Each grade level will tell what curriculum they are using and how the parents can contact the teachers.	Administration Teachers	August-May 2021-2022		Virtual Video Photos Student Agendas
Summative Assessments: Students will show growth in ELA as measured by Acadience, SONDAY and the LEAP 2025 Assessment.				

Action Plan

(Title I Schoolwide Programs Components 1.3, 1.5, 1.7)

Content Area(s): Math				
Weakness(es):	3 rd grade – 63% weak in solving problems within the operation and fractions as numbers and equivalents 4 th grade – 79% weak in comparing and solving problems with fractions and 65% weak in modeling and applications 5 th grade 76% weak in expressing mathematical reasoning and 72% weak in modeling and application. 6 th grade 85% weak in rational numbers/multiply and divide fractions, 82% weak in expressions, inequalities and equations and 82% weak in additional and supporting content.			
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. <ul style="list-style-type: none"> Fairview Alpha's Math assessment index will increase to 32% proficient. 			
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/ WIN	<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 break down work problems. Teachers in grades 1 st -5 th will teach Eureka Missions through ZEARN. 6 th grade will receive instruction through Illustrative Math. Teachers will use Rocket Math, Fast Math and Flash masters for fluency. An Instructional Specialist will be on campus daily to provide feedback and follow-up from daily walkthroughs. Instructional Specialist and Principal will collaborate through Google Docs to assist teachers in need. Teachers will create January-May pacing calendars along with adding assessments that align to the standards.	Administration Teachers	Aug – May 2021-2022		Annotated Lesson plans Weekly walkthrough observations

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Instruction Students will learn to use a variety of math strategies to increase understanding of complex math skills. Strategies include: <ul style="list-style-type: none"> Fluency building with basic math facts at grade appropriate levels using Rocket Math and Flashmasters. Students in grades 1-5 will utilize iPads for daily ZEARN lessons. Read/Draw/Write (RDW) will be used to break down work problems. 	Teachers	August-May 2021-2022		Weekly walkthroughs
Formative Assessments Students will be assessed weekly on math fluency skills as part of graded assignments and as timed exit tickets. Teachers in grades 1-5 will use Tower of Power to monitor students during independent practice. Teacher will utilize assessments aligned to LEAP 2025.	Teachers	August-May 2021-2022		Grades as evident by JCampus
Professional/Staff Development Teachers in grades 1-5 will participate in ZEARN PD The 6 th grade math teacher will participate in Illustrative Math PD Professional will be provided weekly through Cluster meetings on Wednesdays. K-2, 3-6 Math/Science and 3-6 ELA/Social Studies. The Cluster meetings will be led by the Instructional Specialist. The Instructional Specialist, Assistant Principal and Principal will meet as a Leadership Team every Thursday to discuss the next week's Cluster meeting.	Teachers	August-May 2021-2022		Weekly PLC's agendas and minutes Cluster Minutes
Parental Involvement/Instruction A Virtual Open House will be provide an overview of the programs that are offered at Fairview. Each grade level will tell what curriculum they are using and how the parents can contact the teachers. Parents will be provided through Google Classroom regarding websites that provide instruction related math skills. Students will be provided with a list of interactive math skills to practice math facts.		August-May 2021-2022		Parent Sign-in Copies of newsletters in Title I Crate
Summative Assessments: Students will show growth in Math as measured by the LEAP 2025 state assessment.				

Action Plan

(Title I Schoolwide Programs Components 1.3, 1.5, 1.7)

Content Area(s): Science/Social Studies					
Weakness(es):	<p>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.</p> <p>3rd grade SS – 69% weak overall, 4th grade SS – 85% weak overall 5th grade SS – 87% weak overall, 6th grade SS – 85% weak overall 3rd grade Science – 53% weak overall, 4th grade Science 73% weak overall, 5th grade Science – 69% weak overall, 6th grade Science 57% weak overall.</p>				
Objective(s):	<p>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.</p> <ul style="list-style-type: none"> Fairview Alpha's Science assessment index will increase to 26% proficient. Fairview Alpha's Social Studies assessment index will increase to 25% proficient. 				
Research-Based Strategy(ies):	<p>Each strategy should:</p> <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 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
<p>Curriculum (what will be taught):</p> <p>Teachers will integrate science lab activities into the curriculum having students maintain interactive notebooks for both science and social studies. Teachers in grades 3-6 will use Amplify science curriculum to plan. Teachers in grades 3-6 will work within the LDOE Scope and sequence for Social Studies. Teachers will use LEAP 2025 test prep to prepare for the LEAP 2025 in science and social studies. Teachers will create January-May pacing calendars along with adding assessments that align to the standards.</p>		Administration Teachers	August-May 2021-2022		Annotated lesson plans Weekly Walkthrough Observations
<p>Instruction</p> <p>Students will complete activities using primary and secondary source documents. Teachers in grades 3-6 will follow the scope and sequence for social studies.</p>		Teachers Instructional Specialist	August-May 2021-2022		Annotated Lesson Plans

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iPads will be used in the classroom for projects in social studies. The Instructional Specialist, Assistant Principal and Principal will meet as a Leadership Team every Thursday to discuss the next week's Cluster meeting.				
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. Teachers will utilize assessments aligned to LEAP 2025 from the LDOE scope and sequence.	Teachers	August-May 2021-2022		JCampus grade reports
Professional/Staff Development Teachers in grades 3-6 will participate in Amplify Science Professional Development.	Teachers	August-May 2021-2022		BOY Sign-in sheets
Parental Involvement/Instruction There will be a virtual open house video that will get information regarding the guidelines for science lab rules and procedures.	Administration Teachers	August-May 2021-2022		Parent Newsletters
Summative Assessments: Students will show growth in Science and Social Studies as measured by LEAP 2025.				

Action Plan

(Title I Schoolwide Programs Components 1.3, 1.5, 1.7)

Content Area(s):				
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.			
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.			
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):		August-May 2021-2022		
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.):		August-May 2021-2022		
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.):		August-May 2021-2022		
Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments - Describe system for delivering and		August-May 2021-2022		

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monitoring professional development, such as summer training, regular collaborative planning sessions.):				
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 .):		August-May 2021-2022		
Summative Assessments:				

Action Plan

(Title I Schoolwide Programs Components 1.4, 1.6)

Behavior Intervention				
Weakness(es):	Check in/Check out procedures were not done with fidelity. PBIS for buses was inconsistent resulting in a large number of bus referrals			
Objective(s):	Students participating in check in/check out will regularly check in with mentor. Bus referrals will decrease by 20%.			
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 Goals				
Action Goals	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
School has five or fewer positively stated behavior expectations and examples by setting/location for student and staff behaviors defined and in place	PBIS Team	August-May 2021-2022		PBIS Binder
Expected academic and social behaviors are taught directly to all students in classrooms and across campus settings/locations.	Teachers	August-May 2021-2022		Teacher Lesson Plans
School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (i.e. flow chart) for addressing office-managed versus staff-managed problems (major vs. minor).	PBIS Team Teachers	August-May 2021-2022		PBIS Bomder
Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences are implemented within classrooms and consistent with school-wide systems.	Teachers PBIS Team	August-May 2021-2022		Dojo's record Teacher referrals and documentation
Discipline and academic outcome data are reviewed at least monthly for decision making.	PBIS Team	August-May 2021-2022		PBIS team agendas
Tier II/Tier III intervention policy and procedures are in place. There is a written request for assistance form and processes that are timely and available to all staff, families, and students. Tier II/Tier III supports are explicitly linked to Tier I supports	PBIS Team	August-May 2021-2022		PBIS Binder CICO BIP Data

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and students in Tier II supports are included in and have access to all Tier I supports.				
Tier II/Tier III has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need. These behavior support interventions must provide a) additional instruction/time for student skill development, b) additional structure/predictability, and/or c) increased opportunity for feedback (i.e. daily progress report).	Teachers CICO teachers SBLC team	August-May 2021-2022		CICO Teacher materials BIP data
There must be a tracking process for Tier II/Tier III supports for students, and it must use intervention outcomes data and decision rules for progress monitoring and modification.	SBLC Team CICO teachers	August-May 2021-2022		CICO records JCampus Report BIP data
A protocol for an ongoing review of fidelity is in place for each tier. At least annually, there is an overall assessment to assess effectiveness and efficiency of strategies, practices, range of interventions, fidelity of implementation and on-going supports that is shared with stakeholders, staff, and district leadership.	PBIS team SBLC team	August-May 2021-2022		Agendas JCampus Report

Additional Parental Engagement and Community Activities (1.1)

(other than those included in Academic Goals)

(Title I Schoolwide Component 1.1)

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 meetings:</p>	Teachers Administration	Monthly 2021-2022		<p>Sign-ins for parents functions to be kept on file. Parents will complete short evaluation after each activity to identify strengths and areas of concern to plan for future events.</p> <p>Copies of all materials handed out/sent home will be kept on file.</p> <p>Parent participation with Class Dojo.</p>

Transition to Next Level School Programs

(Title I Schoolwide Component 1.8)

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):					