



2025-2026

Rapides Parish School System
Title I Schoolwide Program Plan

Peabody Magnet High School

9-12
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Louisiana Department of Education: Believe to Achieve – Educational Priorities

State of Louisiana Critical Goals – Louisiana students will:

1. All students will perform on grade level in literacy and numeracy by the end of **3rd grade**. (PK-3rd).
2. Students in **grades 4-8** will be proficient on LEAP in all core content areas, will meet individual growth targets in ELA and Math, and make connections with high school and career opportunities.
3. Students in **grades 8-12** will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.
Focus on LEAP exams and national/state identified assessments to accelerate towards college, career, and/or service readiness.

District Vision and Mission Statement

Vision: Rapides Parish Schools are relentlessly committed to providing a supportive and innovative educational system that ENGAGES our community, EMPOWERS individuals, and ELEVATES our people to their maximum potential.

Mission: By the reporting year for the 2024-2025 school year, Rapides Parish Public Schools will attain at least a 90 District Performance Score.

School Vision and Mission Statement

Vision: We believe that we will be a school where students thrive academically, grow personally, and graduate ready to lead with purpose, pride, and resilience.

Mission: The mission of Peabody Magnet High School is to provide a safe, supportive environment where students are empowered to excel academically, grow personally, and transform their future through opportunity and high expectations. Furthermore, our mission is to implement tiered school-wide student support programs that increase achievement proficiency by 10% in all major content areas and ensure college and career readiness through targeted pathways that increase graduation rates.

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 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): Evidence of certification/highly qualified,
 - (Component 4): Evidence of high quality and ongoing professional development for teachers, principals, and paraprofessionals (and, if appropriate, other stakeholders) which is aligned with assessed needs.
 - (Component 5): Strategies to attract high-quality certified teachers to high-needs schools,
 - (Component 6): Strategies to increase parental involvement,
 - (Component 7): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
 - (Component 8): 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 9): 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 10): 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.

School Name: Peabody Magnet High School

Principal	Date
Title I Chairperson	Date
District Title I Coordinator	Date
Deputy Assistant Superintendent of School Improvement	Date
Superintendent or Designee	Date

SWP Committee Members/Leadership Team

Name	Position	Email Address
Keandra Ford	Principal	keandra.ford@rpsb.us
Kesha Hill	Acting Executive Assistant Principal	kesha.hill@rpsb.us
Charmelle Joffrion	Assistant Principal	charmelle.joffrion@rpsb.us
Alisha King	Assistant Principal	alisha.king@rpsb.us
Candace Bailey	Title I Chairperson, Lead Teacher	candace.bailey@rpsb.us
Jenise Mertens	District Title I Coordinator	jenise.mertens@rpsb.us
Lori Washington	Parent Representative	lori86wash@yahoo.com
Amber Coleman	Parent Representative	amber.coleman@rpsb.us
Bubba McCall	School Board Representative	willard.mccall@rpsb.us
Tiffany McNeal	Parent/Feeder System Liaison	tiffany.mcneal@rpsb.us
Connie Bell	PMHS Feeder System Coordinator	connie.shell@rpsb.us
Shannon Senviel	Community Representative, CLTCC Liaison	shannon.senviel@hotmail.com
Erica Bell	Classroom Teacher	erica.bell@rpsb.us
Cameron A.	Student	augustin@rpsb.us
Anniya D.	Student	davidsonbnw@rpsb.us
Marlee W. (added after October)	Student	WinbushQNZ@rpsb.us
Meeting Schedule of Dates and Times: Initial Planning and Development of SWP date(s) Q1: 9/18/2025, Q2: 10/30/2025, Q3: 1/15/2026, Q4: 4/30/ 2026 Mid Year Review and Update: December 2025 End of Year Review and Reflection: May 2026		

School: Peabody Magnet High School

SPS 2023-2024: 65.4; 2024-2025: Unreleased

Letter Grade 2023-2024: C; 2024-2025: Unreleased

Check all that apply (verify with principal):

☐ CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools

Schools that have a graduation rate less than 67%

☒ UIR - Academic - Urgent Intervention Required for Academics:

Schools earned a score for one or more student groups that is equivalent to an “F” for at least two years

☐ Economically Disadvantaged

☐ Hispanic/Latino

☐ Black

☐ White

☒ Students with Disabilities

☐ English Learners

☐ Two or more Races

☐ UIR - Discipline - Urgent Intervention Required for Discipline:

Process of key performance and instructional data.

Table A: For elementary/middle school, identify the indexes for ELA, math, science, social studies, and all subjects assessment index for each testing grade.

Table B: For high school, identify performance proficiencies, composites, rates, and indexes for each component area.

Discuss successes/challenges.

Set goals and create SWP.

Table A: Elementary/Middle School Data (N/A)

Table B: High School Data

SPS COMPONENT	24-25 PERFORMANCE (23-24)		CHANGE FROM 23-24		PERSON RESPONSIBLE
EOC Proficiency	Algebra 1	23-24: 52.6 24-25: 55.2	Algebra 1	+2.6	Candace Bailey (LT)
	Geometry	23-24: 18.2 24-25: 33.3	Geometry	+15.1	Candace Bailey (LT)
	English I	23-24: 51.9 24-25: 60.1	English I	+8.2	Cynthia Humphrey (IC)
	English II	23-24: 38.6 24-25: 44.9	English II	+6.3	Cynthia Humphrey (IC)
	Biology	23-24: 24 24-25: 26.3	Biology	+2.3	Candace Bailey (LT)
	US History	23-24: 11.2 24-25: 15.9	US History	+4.7	Cynthia Humphrey (IC)
ACT/WorkKeys Composite	23-24: 47.8 24-25: 33.8		-14.0		Charmelle Joffrion (AP)
Graduation Rate	23-24: 73.7 24-25: 86.0		+12.3		Becky Cedars
Graduation Index	23-24: 66.3 24-25: NR		Not officially released		Becky Cedars

Link QDR Here: [Peabody Magnet 24-25 QDR](#)

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. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

Family and Stakeholder Engagement

To ensure a comprehensive and inclusive schoolwide plan, we will undertake several steps to prepare a diverse group of families and parent leaders. Through diverse representation, the school will reach out to a broad spectrum of families, ensuring representation from various cultural and socioeconomic backgrounds. Personal invitations will be sent to parents and guardians to encourage their participation, emphasizing the importance of their input.

During each respective meeting, the school will inform parents on school budget information, including the purchase of curriculum instructional items, student and school achievement data, and upcoming parental engagement opportunities. The school will also organize Parent Partnership workshops focused on teaching parents how to read and interpret school data. These workshops will cover key metrics such as student achievement scores, attendance rates, and other relevant performance indicators. Sessions will explain the school's curriculum, including its goals, structure, and how it supports student learning. This includes hands-on activities to help parents understand curriculum standards and learning outcomes. Parents will be given access to educational guides and resources that explain educational jargon, data interpretation, and curriculum details in an accessible manner. Some changes that were made to the schoolwide plan based upon parent feedback is the inclusion of partnership meetings to help increase parental knowledge regarding course and graduation requirements including reading transcripts and other pertinent student information. Engagement will focus on the following components:

Collaboration with Community Organizations: Partnerships with local community organizations to help provide additional training and support, particularly for underserved families.

Continuous Support:

- Follow-Up Sessions: Regular follow-up meetings and refresher workshops will be scheduled to reinforce learning and address any new

questions or concerns.

- Accessible Communication Channels: Ongoing communication through emails, newsletters, and dedicated online forums to keep parents informed and engaged.
- Feedback Mechanism:
 - Surveys and Feedback Forms: Parents will be encouraged to provide feedback on the training sessions and suggest improvements.
 - Interactive Sessions: Interactive Google Meet Q&A sessions and group discussions will allow parents to share their perspectives and experiences directly.

Data Comprehensive Needs Assessment- Sample Data Collection

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators		● Administrator Questionnaire and/or Interview	● Attendance Data	● Demographic Data
Teachers		● Faculty Survey ● Teacher Questionnaire and/or Interview ● Faculty Focus Group	● Classroom Observations ● Attendance Data	● Demographic Data
Students	● DIBELS Data ● EL Data ● LEAP 2025 Data ● ACT Data ● Benchmark Assessment	● Student Survey ● Student Focus Group	● Discipline Data ● Attendance Data	● School Performance Score Data ● Demographic Data ● Subgroup Component Data

	Data ● IEP Progress Data ● Graduation Rates			● CIR/UIR status
Parents		● Parent Survey ● Parent Focus Group	● Attendance Data	● Demographic Data

1.2. Comprehensive Needs Assessment

- Strengths and Weaknesses are derived from cognitive student data: the “**what.**” Strengths and weaknesses determine areas of focus that 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 that lead to specific implementation activities (the Action Plan).

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: Educational Priorities](#), e.g. *percentage of students on or above grade level in literacy by subgroup*.

Based on the results of the needs assessment, list the school’s priorities.

Response:

Priority 1: Increase the proficiency (students scoring mastery or above) on our LEAP/EOC in English I & II by 10%.

Priority 2: Increase the proficiency (students scoring mastery or above) on our LEAP/EOC in Algebra I & Geometry by 10%.

Priority 3: Increase our yearly average ACT composite score by 0.5 point.

Priority 4: Increase the number of students scoring gold or higher on WorkKeys assessments by 10%.

Priority 5: Increase the proficiency (students scoring mastery or above) on LEAP/EOC in all reportable categories by 10%.

Priority 6: Increase the number of students scoring 50% or higher on ASVAB.

Priority 7: Increase student attendance rates by 10% through provision of support and resources that target truancy and chronic absenteeism.

Priority 8: Increase parental involvement by 10% in all arenas of school beyond athletic events.

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Growth in English I & English II Assessment Indices over a three year period	Source: LEAP 2025 EOC Data/Writing Tasks/English I & English II

2. Growth in Algebra I Assessment Index over a three year period	Source: LEAP 2025 EOC Data/Algebra I
3. Growth in Geometry Assessment Index over a three year period	Source: LEAP 2025 EOC Data/Proficiency Exams/Geometry

Strengths Contributing Factors- (Narrative) -
Domain: English
Narrative: English I Assessment Index: LEAP Assessment Index by year: 2022-2023: 46.6; 2023-2024: 51.9; 2024-2025: 60.1 English II Assessment Index: LEAP Assessment Index by year: 2022-2023: 40.1; 2023-2024: 38.6; 2024-2025: 44.9 • From 2022-2023 to 2023-2024, English I demonstrated major gains/increases in proficiency: (+5.3 index points, 11.37% growth) • This past school year (2024-2025), English I demonstrated continual growth in EOC proficiency: (+8.2 index points; 15.8% growth) • This past school year (2024-2025), English II demonstrated an increase in proficiency: (+6.3 index points, 16.32% growth) These increases demonstrate that our English I and II teachers are continually growing students in the areas of ELA proficiency with focus on reading comprehension, text structure, and responding to text prompts through writing. The increase in our SPS index could be attributed to our specific academic interventions including daily Tier I curriculum, QDR monitoring, quarterly data analyses/reviews, and content-specific grade level acceleration support. All monitoring structures (QDR, acceleration, Tier 1 implementation, etc.) have positively impacted all English I & II, specifically as exposure to Tier I curriculum was maintained throughout the year. ACCESS TO HIGH-QUALITY INSTRUCTION THROUGH COLLABORATION MODELS: During the 2024-2025 school year, all teachers were placed in content-specific, assessment-based (i.e., LEAP/EOC, ACT, WorkKeys) collaborative groups. Access to high quality instruction was provided through intentional coaching plans, embedded support through professional development, content-specific mentorship, and teacher collaboration meetings. ADDITIONAL FACTORS: Our school implemented intervention-based, embedded instructional models that focused on content-specific foundational skills within lessons to accelerate learning for all students, especially those students who exhibited greater gaps. Students received on-time, individualized support to accelerate their understanding of major content standards. All data was collected, analyzed, and monitored weekly to ensure students received the greatest support in accordance with the depth of the standard.

Strengths Contributing Factors- (Narrative) -
Domain: Algebra I
Narrative: Algebra I Assessment Index: LEAP Assessment Index by year: 2022-2023: 36.8 (Check this #); 2023-2024: 52.6; 2024-2025: 55.2

- From 2022-2023 to 2023-2024, Algebra I demonstrated major gains/increases in proficiency: (+15.8 index points, 42.9% growth)
- This past school year (2024-2025), Algebra I demonstrated continual growth in EOC proficiency: (+2.6 index points; 4.9% growth)

These increases demonstrate that Algebra I teachers are continually growing students in the areas of math proficiency with focus on algebraic expressions and mathematical reasoning. Again, this increase in our index could be attributed to our specific academic interventions including daily Tier I curriculum, QDR monitoring, quarterly data analyses/reviews, and content-specific grade level acceleration support. All monitoring structures (QDR, acceleration, Tier 1 implementation, etc.) have positively impacted all courses, specifically as exposure to Tier I curriculum was maintained throughout the year.

ACCESS TO HIGH-QUALITY INSTRUCTION THROUGH COLLABORATION MODELS: During the 2024-2025 school year, all teachers were placed in content-specific, assessment-based (i.e., LEAP/EOC, ACT, WorkKeys) collaborative groups. Access to high quality instruction was provided through intentional coaching plans, embedded support through professional development, content-specific mentorship, and teacher collaboration meetings.

ADDITIONAL FACTORS: Our school implemented intervention-based, embedded instructional models that focused on content-specific foundational skills within lessons to accelerate learning for all students, especially those students who exhibited greater gaps. Students received on-time, individualized support to accelerate their understanding of major content standards. All data was collected, analyzed, and monitored weekly to ensure students received the greatest support in accordance with the depth of the standard.

Strengths Contributing Factors- (Narrative) -

Domain: Geometry

Narrative: Geometry Assessment Index: LEAP Assessment Index by year: **2022-2023:** 17.6 (Check this #); **2023-2024:** 18.1; **2024-2025:** 33.3

- From 2022-2023 to 2023-2024, Geometry demonstrated major gains/increases in proficiency: (+0.5 index points, 2.8% growth)
- This past school year (2024-2025), Geometry demonstrated continual growth in EOC proficiency: (+15.2 index points; 83.98% growth)

Although Geometry proficiency remains low, these increases demonstrate that our teachers are continually growing students' conceptual knowledge of transformations, similarity, and congruence. The increase in our SPS index could be attributed to our specific academic interventions, including daily Tier I curriculum, QDR monitoring, quarterly data analyses/reviews, and content-specific grade level acceleration support. All monitoring structures (QDR, acceleration, Tier 1 implementation, etc.) have positively impacted all courses, specifically as exposure to Tier I curriculum was maintained throughout the year.

ACCESS TO HIGH-QUALITY INSTRUCTION THROUGH COLLABORATION MODELS: During the 2024-2025 school year, all teachers were placed in content-specific, assessment-based (i.e., LEAP/EOC, ACT, WorkKeys) collaborative groups. Access to high quality instruction was provided through intentional coaching plans, embedded support through professional development, content-specific mentorship, and teacher collaboration meetings.

ADDITIONAL FACTORS: Our teacher retention for Geometry remained at 100%. Although our Geometry teachers have a combined experience of less than five years, our school implemented intervention-based, embedded instructional models that focused on content-specific foundational skills within lessons to accelerate learning for all students, especially those students who exhibited greater gaps. Students received on-time, individualized support to accelerate their understanding of major content standards. All data was collected, analyzed, and monitored weekly to ensure students received the greatest support by the depth of the standard. In an effort to strengthen our proficiency, our goal will be to continually provide coaching models to assist in our embedded instructional models.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. ACT/WorkKeys Composite Index	Source: ACT Score Report & WorkKeys Score Report Data
2. Low proficiency/Assessment index in US History	Source: LEAP 2025 EOC Data/Proficiency Exams/US History
3. Low proficiency/Assessment index in Biology	Source: LEAP 2025 EOC Data/Proficiency Exams/Biology

Part 1Ib: 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:

Weaknesses Contributing Factors- (Narrative) -
Domain: ACT/WorkKeys Composite Index
Narrative: ACT /WorkKeys Composite Index by year: 2022-2023: 39.5; 2023-2024: 47.8; 2024-2025: 33.8 ACT School Average Composite Score: - From 2022-2023 to 2023-2024, ACT/WorkKeys Composite proficiency demonstrated major gains: (+8.3 index points, 21% growth) - This past school year (2024-2025), ACT/WorkKeys Composite index demonstrated a sharp decline: (-14.0 index points; 29.3% decline) - This past school year (2024-2025), the overall ACT Composite score average was a 15.35, which demonstrates a deficiency from the state average score of 18.2 and the national average score of 19.2.

CONTRIBUTING FACTORS TO LOW PERFORMANCE/INDEX:

Weekly Data Teams:

There was no dedicated ACT/WorkKeys data team in place. This limited the ability to consistently analyze and respond to ACT/WorkKeys-specific data. While teachers did review student data during after-school sessions, the absence of a structured team reduced the effectiveness and consistency of data-driven instruction related to ACT/WorkKeys performance.

Lack of Additional Student Tutoring Opportunities:

The majority of students did not have access to ACT tutoring through Studyville or the ACT Bootcamp provided by the district. This lack of widespread tutoring support contributed to missed opportunities for targeted intervention and preparation. Only thirty-five students participated in the Fall and Spring ACT Bootcamps.

Student and Parental Involvement:

Many students and parents demonstrated limited knowledge regarding available financial aid options, including the three levels of the TOPS grant scholarship. This lack of awareness hindered their ability to plan effectively for paying college tuition at technical schools, community colleges, and universities.

Weaknesses Contributing Factors- (Narrative) -

Domain: US History Proficiency

Narrative:

US History Proficiency:

Being short one U.S. History teacher resulted in fifty students receiving instruction from a permanent substitute at the beginning of Quarter 2, with 95.4% of those students performing below proficiency.

Student Attendance Rates:

Means of transportation, lack of enforcement from parents or guardians, and family hardships at home were some of the most frequent reasons students stated for being absent on A/B days.

Teacher Retention:

Two of four US History teachers are non-certified, and both struggled with pacing, which has impacted the effective delivery of the curriculum.

Weaknesses Contributing Factors- (Narrative) -
Domain: Geometry Proficiency
Narrative: Geometry Proficiency: Both geometry teachers are non-certified, with a combined total of less than three years of teaching experience. Additionally, both teachers struggle with pacing, which has impacted the effective delivery of the curriculum. Student Attendance Rates: Means of transportation, lack of enforcement from parents or guardians, and family hardships at home were among the most frequently cited reasons students stated for being absent on A/B days. New Curriculum: Exposure to a new Tier 1 curriculum.

The identified weaknesses will lead to the overall goals, objectives and activities.

Action Plan - Activities indicated should address all subgroups and both objectives. **Must have 2 objectives. (Rows may be added.)**

School GOAL:	Peabody Magnet High School will achieve a 10% increase in all reportable areas by the end of the 2025-2026 school year. Additionally, all students will meet their growth targets by gaining 20 points on the LEAP 2025. By the end of the 2025–2026 school year, Peabody Magnet High School will increase its overall School Performance Score (SPS) index from 66.8 to 70. This growth will be driven by a school-wide focus on embedded instruction and skills-based intervention targeting priority standards, as monitored through QDR tools. To support Rapides Parish Public Schools’ district-wide goal of improving student proficiency, the school will achieve a 10% increase in performance across all core content areas, as measured by LEAP 2025 EOC assessment index scores. Students will also demonstrate growth by gaining at least 20 points on the LEAP 2025 assessment. In addition, the school’s average ACT score will increase by 0.5 points, and the percentage of students earning a Gold or Platinum WorkKeys certification (Level 5 or 6) will rise by 10%.
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State Goal:	Louisiana Department of Education Six Critical Goals: 1. Students enter kindergarten ready 2. Students will achieve mastery level on 3rd grade assessments and enter 4th grade prepared for grade-level content 3. Students will achieve mastery level on 8th grade assessments and enter 9th grade prepared for grade-level content 4. Students will graduate on time 5. Graduates will graduate with a college and/or career credential 6. Graduate eligible for a TOPS award					
OBJECTIVES:			DESIRED OUTCOMES:			
1.1	Increase EOC assessments in proficiency by at least 10%. Algebra I 50.6% to 55.7 % Geometry 35.3% to 38.8 % English I 42.6% to 46.8 % English II 52.8% to 58.1 % Biology 27.3% to 30.0 % US History 17.0% to 18.7 %		100% of students will meet their growth target (increasing their EOC score by 20 points). 100% of students will meet the school goal of increasing EOC proficiency by 10%. *NOTE: These numbers will be revised once the official 24-25 EOCs are verified.			
1.2	Increase average composite ACT score by 0.5 point.		Increase ACT composite from 15.3 to 15.8.			
1.3	Increase the number of students earning a Platinum or Gold on the Workkeys assessment by 10%.		Increase the number of students earning a Gold or Platinum level certificate from 10% to 12%.			
Activities of Action Plan	Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Documentation in Google Classroom
Mastery Prep online ACT support	Charmelle Joffrion	District	Monthly	Mastery Prep Report	Students meet ACT / WorkKeys goals.	
Mastery Prep Boot Camps (Fall and Spring)	Charmelle Joffrion	District	Spring	Sign in Sheets	Students meet ACT / WorkKeys goals.	
Mastery Prep ACT supplemental curriculum	Charmelle Joffrion	Title I	Monthly	Mastery Prep Report	Students meet ACT / WorkKeys goals.	

TCMs with fidelity (ACT or EOC teachers)	Administrative Staff	School Funds	Weekly	Sign in Sheets	● Increase in quality instruction. ● Student data analysis.	
Coaching Cycles (walkthroughs, collaborations, and mentor teachers)	Administrative Staff	School Funds	Weekly	ILT Meetings, coaching cycle documentation	● Increased collaborative planning ● Effective teacher support ● Increased teacher retention ● Effective instructional implementation	
EOC Studyville Boot Camps	Alisha King	District Funds	Spring	Sign in Sheets	● Increase in EOC proficiency by 10% in all subjects ● Students meet their growth target	
Structured RTI addressing grade level content weaknesses	Administration	School Funds	Weekly	Lesson Plans	● Effective strategies for student remediation being identified and employed.	
Participation in District level and school level professional development	Kesha Hill Alisha King Charmelle Joffrion Candace Bailey Cynthia Humphrey	Title I, Title II, School, District Funds	As Provided	Sign in Sheets	● Increased understanding of standards and curriculum implementation.	

2025-2026 HIGH SCHOOL GOALS				
DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	Documentation in Google Classroom
EOC Algebra I	Increase EOC assessments in proficiency by at least 10%, from 50.6% to 55.7%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.		

		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		C&I/Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
EOC Geometry	Increase EOC assessments in proficiency by at least 10%, from 35.3% to 38.8%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.		
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		C&I/Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
EOC English I	Increase EOC assessments in proficiency by at least 10%, from 42.6% to 46.8%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.		
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		C&I/Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
EOC English II	Increase EOC assessments in proficiency by at least 10%, from 52.8% to 58.1%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.		
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		C&I/Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
EOC Biology	Increase EOC assessments in proficiency by at least 10%, from 27.3% to 30.0%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.		
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		

		C&I/Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
EOC U.S. History	Increase EOC assessments in proficiency by at least 10%, from 17.0% to 18.7%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.		
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		C&I/Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning. TCI History Alive online supplemental curriculum implementation.		

1.3. Strategies for Improvement

Provide a description 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 underperforming subgroups. Be sure to address all four strategies and identify the [Believe to Achieve: Educational Priorities](#) the school will target in the narrative.

Content Area(s): English, Math, Science, Social Studies, & Electives				
Objective(s):		- Increase EOC proficiency by at least 10% in all reportable categories. - Improve overall LEAP assessment proficiency in Algebra I by 50.6% to 55.7%, Geometry 35.3% to 38.8%, English I from 42.6% to 46.8%, English II from 52.8% to 58.1%, Biology from 27.3% to 30.0%, and US History from 17.0% to 18.7%		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom	
Guaranteed and viable curriculum (what will be taught):	- Mastery among learners. - HQIM is evident during walk-throughs and formal observations. - LEAP 2025 score reports - Quarterly assessment - IXL Reports	Instructional Funds		

Instructional and assessment strategies that strengthen the academic program To support effective instruction in all content classrooms, students will be provided with opportunities to engage with instruction and grade-level conditions through programs that increase acceleration and limit/decrease distractions from learning: ● IXL (Supplemental content resource and LEAP-like format) ● GoGuardian	● Mastery among learners. ● HQIM evident during walk-throughs and formal observations. ● Teacher effective collaboration during TCMs.	● Instructional Funds ● TCI: Title I ○ Estimated costs \$7500.00	
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):	● Effective identification of students requiring intervention/ acceleration by teachers during TCMs. ● Effective strategies for student remediation are being identified and employed. ● Acceleration ● ACT Boot Camps ● ACT Prep tutoring sessions	● Instructional Funds ● Title I	
Administrative staff and content leads will engage in summer planning for quality instruction and to refine processes and procedures.	● Teachers and students will be prepared for the upcoming school year, teacher onboarding will be effective, and processes and procedures will be proactive.	● Title I Funding	
Improve the quality and efficiency of our STEM opportunities/programs	● Students will have more opportunities to	● Title I(RunDown Creator - \$710.00)	

RunDown Creator- Broadcasting/Media	participate in robotics, and engineering robotics and drone programs through creating more classes and purchasing equipment to build the program.	Title IV	
Improve the quality and efficiency of the magnet program.	Provide students with high quality materials and equipment to enable them to create high quality products. Broadcasting Software and equipment	Title I	

1.4. Student Support Services

Provide a description of schoolwide improvement 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 and address applicable [Believe to Achieve: Educational Priorities](#).

Student Support Services			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
COPE ETS recruiters provide individual and group counseling and guidance. Students are involved in informational workshops during monthly visits to the school. The informational workshops provide motivation and reinforcement on the academic skills necessary for secondary and post-secondary success.	Students participating in the Cope Trio program will enroll and attend a college or university.	School Funds	

Small Group Mentoring for Freshmen: Career Compass provides small group intervention counseling to approximately 30% of the Freshmen at Peabody HS. Information is given concerning Jump Start pathways and general knowledge of job forecasts in our state.	Students in Career Compass will successfully progress through their Jumpstart program by meeting the requirements, including obtaining the specified IBC.	District Funding	
Small group mentoring for Sophomores: Career compass coaches work through a series of activities to assist students with the process of choosing a diploma path and incorporating dual enrollment into their schedules. Process for selection of students served: Students were chosen by district personnel, the principal, or the counselor based on set criteria of Rapides Parish.	Students in Career Compass will successfully progress through their Jumpstart program by meeting the requirements, including obtaining the specified IBC.	District Funding	
Behavior Strategist The Behavior Strategist is a Rapides Parish School Board employee from the department of J. B. Lafargue. The Behavior Strategist services students with behavior problems through counseling. Students are recommended by the teacher or administration. The administration reviews and verifies the final student list	Support students' behavioral needs by receiving special education services.	Special Education Funding	

Trinity Community Health Center This health center provides medical attention for the students of Peabody. The health center offers, but is not limited to, vaccines, athletic physicals, and monitoring of diabetic students, as well as dispensing medicine. The health center has a social worker who serves students due to parental consent, administrative recommendation, and teacher recommendations. Process students are served: Parents of each student who is serviced must complete a consent form and provide an array of medical information prior to student visits to the health center.	Students will have access to healthcare, which will decrease absenteeism and improve the quality of their mental and physical health.		
Arts for Gifted and Talented Students who are identified as gifted and talented in the Arts participate in one on one instruction with a certified talented teacher in their area of excellence. Students meet with this instructor every week at school, and their talents are further developed by the creation of a portfolio of work they may use to apply for post-secondary programs. The portfolio also serves as a means for students to reflect on personal growth, as well as areas of opportunity in which they can further develop their	The goal of an arts talented and gifted program is to help students develop their talents and pursue their interests while also challenging them academically and socially. As well as giving them a space to express their talents and gifts.	District Funding	

skills. Also, all students in the Art classes			
JAG Program The JAG program (Jobs for America's Graduates) is a nationally recognized dropout prevention program in which students are selected based on both personal and academic barriers. Examples of barriers typical to Peabody High School include: single parent families, parents who did not complete high school, parents who do not work, a pattern of excessive absences, and socioeconomic status. Students are interviewed and selected by the JAG Specialists based on the level of need, with higher need students having priority. Students are taught both social and workplace skills required for success after high school. Students also interact with guest speakers through tours, field trips, and classroom visits. These guest speakers include representatives of four year and vocational colleges and potential employers. Many speakers are also motivational in nature and speak about overcoming adversity and personal challenges. Students are also part of a Career Association in which they have leadership roles and responsibilities. The program	Jobs for America's Graduates' (JAG) mission is to empower our nation's young people with the skills and support to succeed in education, employment, and life.	District Funding	

is limited to 151 students to ensure our JAG Specialists are able to individually counsel and meet the needs of all those in the program.			
Healthy Behaviors Club The Healthy Behaviors Club encourages students to become proactive in health and lifestyle decisions. The club meets twice per month and organizes events at school and within the community. The students encourage people of all capabilities to have fun and take care of their physical health.	The Healthy Behaviors Club's mission is to improve the health status of Central Louisiana. The Rapides Foundation's Healthy Behaviors Initiative addresses the important health behaviors of tobacco prevention and control, substance and alcohol abuse prevention, healthy eating, and active living.	Rapides Foundation	

1.5. Student Opportunities

Provide a description of 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) and address applicable [Believe to Achieve: Educational Priorities](#).

Student Opportunities			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
- Students will participate in supplemental learning activities via Mastery Prep for ACT and WorkKeys (technology devices will be required/needed) - CLEP testing lab for those students who can best benefit from taking a CLEP exam. - Utilizing our Cohort tracker to	- ACT composite will increase by half a point. - Students will earn college credits. - Students will meet	- Title I (Estimated Cost: ~\$2500 or more) - Testing Funding - School Funding	

monitor students' collection of graduation requirements, which best prepare our students to meet their post-secondary goals. 4. The school partners with Southern University/LSUA to offer eligible students Dual Enrollment classes (technology devices will be required/needed) 5. The school will also conduct in-house supplemental learning activities including ACT prep Saturday sessions and ACT Boot Camp workshops to help increase the average ACT score of our students and consequently increase the number of students who will be college and career ready upon graduation. The Boot Camp and Saturday sessions are to help engage students with test-taking strategies in preparation for ACT testing. 6. Students will be provided opportunities for make-up work and attendance recovery sessions in house to decrease number of students requiring grade recovery and/or credit recovery (technology devices will be required/needed) 7. The school will provide technology instructional devices/resources to remain in 1:1 compliance to assist with tier 1 curricular online platforms and all assessment needs	graduation requirements and obtain post-secondary goals. 4. All students enrolled will earn dual enrollment credits. 5. OnCourse analytics and gradebook, ACT scoresheets and data 6. Early Warning System tracking documents & analytics	4. Testing Funding 5. Title I (Items 1- 6)including technology; Estimated Cost (~45000)	
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1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in [Believe to Achieve: Educational Priorities](#), including [coordinated early intervening services \(CEIS\)](#) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Multi-Tiered Systems of Support for Behavior			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
1. Student Accountability Lead - The Student Accountability Lead plays a vital role in supporting student success through the lens of the Multi-Tiered System of Supports (MTSS). This position is responsible for promoting a positive school climate by implementing and managing a tiered approach to student discipline. The Student Accountability Lead collaborates with teachers, administrators, and support staff to develop and monitor behavior intervention plans, ensure equitable disciplinary practices, and track student behavior data to inform schoolwide decisions. By addressing the root causes of behavioral issues and providing targeted interventions, the lead ensures that all students have the opportunity to remain engaged in learning and grow in a	1. Reduction in Office Discipline Referrals, improved Student Behavior Trends, consistent Implementation of Behavior Intervention Plans, increased Attendance and Engagement, improved School Climate	1. Yearly district salary 2. School Funds 3. School Funds 4. School Funds 5. Title I Funds 6. Title I Funds, Para	

supportive environment. 2. Yondr Phone Collection Pouches- The use of Yondr phone collection pouches is a proactive strategy to support positive student behavior and academic focus during the school day. By securely locking away personal cell phones, students are free from digital distractions, allowing them to engage more fully in instruction, collaborate with peers, and participate in a respectful learning environment. This practice aligns with school-wide efforts to promote self-regulation, reduce behavioral disruptions related to phone use, and reinforce a culture of accountability. The Yondr system also supports the goals of the Multi-Tiered System of Supports (MTSS) by creating clear expectations and reducing triggers that can lead to disciplinary incidents, ultimately fostering a safer and more productive school climate. 3. Tiered Behavior System - To ensure a consistent, equitable approach to student discipline, a tiered behavior documentation system is being implemented schoolwide. This system requires teachers to document student	2. Decrease in Phone-Related Discipline Referrals, Improved Classroom Engagement, Higher Academic Performance Indicators, Positive Teacher and Student Feedback, Reduction in Cyberbullying and Social Media Conflicts During School Hours, Consistent Use and Compliance, Improved School Climate Data. Together, these outcomes reflect the effectiveness of the Yondr system as a tool for fostering discipline, academic focus, and a respectful school culture. 3. Consistent Behavior Documentation by Staff, Timely and Appropriate Interventions, Reduction in Escalated Behavior Incidents, Improved Behavior Data Tracking,		
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behaviors based on the level of intensity. Tier 1 (minor, classroom-managed), Tier 2 (moderate, requiring intervention), and Tier 3 (severe, requiring immediate administrative support). By aligning behavior incidents with tiers, the school can effectively monitor patterns, provide timely interventions, and respond appropriately based on the severity of each offense. This structured approach empowers teachers to manage routine behaviors while ensuring that the Student Accountability Leads and administrators can address escalating issues using targeted strategies within the Multi-Tiered System of Supports (MTSS). The system promotes transparency, early intervention, and data-driven decision-making to support student growth and a positive school climate. 4. The School Truancy Liaison plays a critical role in supporting student attendance and academic success by addressing the root causes of chronic absenteeism. Serving as a bridge between the school, families, and community resources, the liaison monitors attendance data, identifies students at risk for truancy, and works proactively to engage	Early Warning System tracking, Targeted Support Plans in Place, Staff Confidence and Consistency in Behavior Management, Increased Administrative Efficiency, Equity in Discipline Practices. These indicators reflect a well-functioning system that not only documents student behavior accurately but also uses that data to intervene effectively and equitably. 4. Improved Attendance Rates, Decrease in Truancy Referrals, Timely and Accurate Attendance Monitoring, Family Engagement and Outreach Documentation, Individualized Attendance Plans, Connections to Support Services, Staff and Family Feedback, and		
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families in developing solutions. Through home visits, conferences, and personalized outreach, the Truancy Liaison helps remove barriers to attendance (such as transportation issues, family challenges, or lack of engagement) and connects students to appropriate interventions and support services. This role is essential to fostering a culture of accountability and ensuring all students have consistent access to learning opportunities. 5. SmartPass- digital hall pass monitoring system. The digital hall pass monitoring system provides schools with real-time attendance tracking 6. Multi-support Student Services paraprofessional - This position is responsible for assisting with instructional support services in math and reading and maintenance of school support services including record keeping, preparing materials, data chats with students, reporting, and communication between staff and families in coordination with all instructional administrators and/or school staff to ensure professional maintenance of student services and related	Reduction in Repeat Cases. These data points together demonstrate the Truancy Liaison's effectiveness in preventing and addressing absenteeism through a proactive, supportive approach. 5. Reduction in students in the hallway during instructional time; reduction of missed instructional time by monitoring number of times a student can leave the classroom and timestamps; tracking of behavior and reduction of behavior issues by limiting which students leave the classroom together		
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records as necessary for high student loads. This position will be funded through Title I funds for a period of 1 calendar year			
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1.7. Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support

Believe to Achieve: Educational Priorities and use of data from assessments. Include 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.

Professional Development			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
1. The administration team will participate in the Innovative Schools Conference to gain academic, behavioral, and leadership skills to utilize with teachers to impact student learning. 2. The administration team will participate in the Model Schools Conference to gain academic, behavioral, and leadership skills to utilize with teachers to impact student learning. 3. Administration team, counselors, and teachers will participate in the Teacher Leader to gain academic, behavioral, and leadership skills to utilize with teachers to impact student	Improved student outcomes, consistent instructional practices, increased use of data-driven decision-making, enhanced staff confidence and capacity, stronger tiered support systems, increased student support services, actionable meeting documentation, positive school climate trends, and reduced staff turnover with higher morale.	Title I	

learning. 4. Administrators and the leadership team will participate in summer professional development to utilize data to impact student achievement. 5. Weekly TCMs (Teacher Collaboration Meetings) and ILT provided/monitored by the district and in-house will help develop our intentional plans of growing our teachers to meet the needs of our students. 6. Beginning of the year district led trainings 7. Teacher in services periodically throughout the year 8. Specific curriculum support provided by district and curriculum companies			
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1.8. Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Student Transition			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
- University Campus Visits - College/Career Fair - Future Nurses of CENLA Day - Military Campus Visits	- Students will successfully transition from middle school to high school. - Student schedules will be	Title 1	

5. Student Senior Graduation Orientation	created to meet their individual needs. 3. Students will be exposed to colleges and universities and therefore enroll in a college or university.		
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Additional Parental/Family Involvement and Community Activities (other than those included in Academic Goals)

Federal Program's Family Involvement and Community Goal(s):	The district will work to: 1. Ensure that caregivers have the necessary knowledge and skills to be proactive advocates for their children and provide meaningful and varied opportunities to become involved in supporting their children's academic achievement. 2. Provide caregivers 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 caregivers 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 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)	Documentation in Google Classroom (List docs)
Weakness(es): Our major weakness is engaging our parents and/or providing opportunities for them to engage with academic	Parents will have access to Parent Workstations that allow them to complete FAFSA, help their child enroll in college, and	Counselors and Career Compass Administration & teachers	Quarter 1 Year round	Title I Estimated Cost \$1500	The goal is to increase parent knowledge of access to student classroom support and programs. The frequency of parents expressing concern about not knowing students' progress will lessen.	

expectations and understanding the requirements for graduation for students.. Objective(s): Growing a diverse parent group that is actively engaged in the school and their students' success. Engaging parents through communication handouts, letters, and social media.	any other transition forms their students may need. Students will have regular communication letters sent to parents about school events and student progress as well as ways parents can support students. Items needed will be paper, ink, and stamps.					
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