



2025-2026

Rapides Parish School System Title I Schoolwide Program Plan

Hayden R Lawrence Upper Elementary School

Grades 3-5
646 Hwy 1207
Deville, La 71328
Samantha Paul
318-466-5858
samantha.paul@rpsb.us

Table of Contents

Louisiana Department of Education: Believe to Achieve – Educational Priorities	2
District Vision and Mission Statement	3
School Vision and Mission Statement	3
Schoolwide Plan Assurances	4
Schoolwide Plan Committee Members	5
School Labels	6
Data	7
1.1 Family and Stakeholder Involvement	8
1.2 Comprehensive Needs Assessment Summary Report	10
Action Plan	13
Goals	14
1.3 Strategies for Improvement	16
1.4. Student Support Services	17
1.5 Student Opportunities	17
1.6 Multi-Tiered Systems of Support for Behavior	18
1.7 Professional Development	19
1.8 Student Transition	19
Additional Parental Involvement Activities	20

Louisiana Department of Education: Believe to Achieve – Educational Priorities

State of Louisiana Critical Goals – Louisiana students will:

1. All students will read on grade level by the end of **3rd Grade**.
2. Students in **grades 4-8** will meet maximum growth targets, effectively engage in interests and opportunities, and make connections with high school and career opportunities.
3. Students in **grades 8-12** will be effectively supported in selecting and successfully progressing through graduation pathways that will lead to maximizing their potential.
Focus on ACT/WorkKeys, IBCs, DE, and Associate Degrees

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: Our mission is for every student to reach his or her highest potential.

School Vision and Mission Statement

Vision: Our vision is for our students to leave our school with the knowledge and skills necessary to continue a successful life-long learning path.

Mission: Our mission is for every student to reach his or her highest potential.

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.

SBLC Chairperson	Date
Principal	Date
Deputy Assistant Superintendent	Date
Superintendent or Designee	Date

SWP Committee Members/Leadership Team

Name	Position	Email Address
Samantha Paul	Principal	samantha.paul@rpsb.us
Jennifer Sikes	Assistant Principal	jennifer.sikes@rpsb.us
Ashley Guidry	Lead Teacher	Ashley.Guidry@rpsb.us
Katie Williams	Lead Special Education	Katie.williams@rpsb.us
Haley Ryland	5th Grade Teacher	haley.ryland@rpsb.us
Lindsay Crain	4th Grade Teacher	lindsay.crain@rpsb.us
Emily Blood	4th Grade Teacher	emily.blood@rpsb.us
Emily Wood	Specials Teacher	emily.wood@rpsb.us
Eden Witcher	Parent	
Megan Cole	Parent	
Morgan Atwood	Parent	

SWP Committee Meeting Schedule:

- Initial Planning and Development of SWP:
- Mid Year Review and Update:
- End of Year Review and Reflection:

Faculty SWP Review / Update Meeting: These dates will pair with the school based QDR meetings during a TCM. When reviewing QDR data, the SWP's Action Plans will have a "pulse check". The purpose is to determine if the school is moving at a pace to reach

quarterly, semester, or end of year goals set in the SWP. The agenda and sign in sheet will be submitted with these months PD benchmarks as its own file named: Q1_SWP_FacReview

Dates:

October

January

March

May

School: Hayden R Lawrence

SPS 82.3

Letter Grade B

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.

Discuss successes/challenges.

Set goals and create SWP.

Table A: Elementary/Middle School Data

Grade	ELA Index		Math Index		Science Index		Social Studies Index		All Subjects Assessment Index	
	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023
3	69.2	77.4	64.4	76.4	66.8	66.4		52.6	66.8	71.1
4	72.8	85.2	62.3	79.3	69.7	85.1		75.3	68.3	81.6
5	81.9	80.2	69.4	66.9	79.6	79		63	77	72.7
Grades 3 to 5	74.5	80.9	65.4	74.2	72	76.8		63.6	70.6	75.1

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:

Open House is held at the beginning of the school year. At this event we promote our Parent-Teacher Committee and our SWP Committee. As we review our participants we strive to include a diverse representation of our students in the committees. Our parents of students with disabilities and economically disadvantaged are our largest subgroups. Being that Buckeye is largely homogenous in our racial diversity, with 95% of our students being white, we do not typically have a variety of races represented on our committees.

Within the first 60 days of school, the school will present their Schoolwide Plan to parents, explaining what Title I is and how the funding will be used. During this meeting, parents will be informed of various opportunities to become involved in their student's academic progress. Parents will also be invited to offer feedback to be considered in the further development and revision of the SWP.

- Last year's meeting we received feedback from parents that they would like more information on the various electronic platforms that our students use so that they can best assist their student. This school we will host Parent training that educates our parents on how to use various electronic platforms that students are required to use like:
- These training nights will also include SWP committee meeting information on data and spending to gain input on improving our students' success and parent engagement.

Data Comprehensive Needs Assessment- Sample Data Collection

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators		<ul style="list-style-type: none"> ● Administrator Questionnaire and/or Interview 	<ul style="list-style-type: none"> ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data
Teachers		<ul style="list-style-type: none"> ● Faculty Survey ● Teacher Questionnaire and/or Interview ● Faculty Focus Group 	<ul style="list-style-type: none"> ● Classroom Observations ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data
Students	<ul style="list-style-type: none"> ● DIBELS Data ● EL Data ● LEAP 2025 Data ● Benchmark Assessment 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 ● CIR/UIR status
Parents		<ul style="list-style-type: none"> ● Parent Survey ● Parent Focus Group 	<ul style="list-style-type: none"> ● Attendance Data 	<ul style="list-style-type: none"> ● 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:																																							
<p>Reading Performance (Percentage of Strong) 3rd Grade: 57%(2023) to 51%(2024) 6% decrease 4th Grade: 60%(2023) to 49%(2024) 11% decrease 5th Grade: 53%(2023) to 56%(2024) 3% increase Schoolwide Average: 57%(2023)to 52%(2024) 5% decrease</p> <p>Writing Performance (Percentage of Strong) 3rd Grade: 58%(2023) to 47%(2024) 9% decrease 4th Grade: 64%(2023) to 41%(2024) 23% decrease 5th Grade: 58%(2023)to 68%(2024) 10% increase Schoolwide Average: 61%(2023)to 52%(2024) 9% decrease</p>	<table border="1"> <thead> <tr> <th>ELA</th> <th>Advanced</th> <th>Mastery</th> <th>Basic</th> <th>App. Basic</th> <th>Unsat</th> <th>Ast Index</th> <th>Percent Mastery+</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>9</td> <td>55</td> <td>32</td> <td>26</td> <td>14</td> <td>69.2</td> <td>47%</td> </tr> <tr> <td>4th</td> <td>10</td> <td>49</td> <td>32</td> <td>24</td> <td>8</td> <td>72.8</td> <td>48%</td> </tr> <tr> <td>5th</td> <td>6</td> <td>71</td> <td>28</td> <td>14</td> <td>6</td> <td>81.9</td> <td>62%</td> </tr> </tbody> </table>							ELA	Advanced	Mastery	Basic	App. Basic	Unsat	Ast Index	Percent Mastery+	3rd	9	55	32	26	14	69.2	47%	4th	10	49	32	24	8	72.8	48%	5th	6	71	28	14	6	81.9	62%
ELA	Advanced	Mastery	Basic	App. Basic	Unsat	Ast Index	Percent Mastery+																																
3rd	9	55	32	26	14	69.2	47%																																
4th	10	49	32	24	8	72.8	48%																																
5th	6	71	28	14	6	81.9	62%																																
<p>Math Performance Major Content (Percentage of Strong) 3rd grade: 48% (2023) to 35% (2024) 13% decrease 4th grade: 52% (2023) to 36% (2024) 16% decrease 5th grade: 38% (2023) to 31% (2024) 7% decrease Schoolwide Average: 46% (2023) to 34% (2024) 12% decrease</p> <p>Math Performance Additional & Supporting Content</p>	<table border="1"> <thead> <tr> <th>Math</th> <th>Advanced</th> <th>Mastery</th> <th>Basic</th> <th>App. Basic</th> <th>Unsat</th> <th>Ast Index</th> <th>Percent Mastery+</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>4</td> <td>44</td> <td>47</td> <td>31</td> <td>10</td> <td>64.4</td> <td>35%</td> </tr> <tr> <td>4th</td> <td>2</td> <td>40</td> <td>42</td> <td>25</td> <td>14</td> <td>62.3</td> <td>34%</td> </tr> <tr> <td>5th</td> <td>8</td> <td>38</td> <td>46</td> <td>17</td> <td>16</td> <td>69.4</td> <td>37%</td> </tr> </tbody> </table>							Math	Advanced	Mastery	Basic	App. Basic	Unsat	Ast Index	Percent Mastery+	3rd	4	44	47	31	10	64.4	35%	4th	2	40	42	25	14	62.3	34%	5th	8	38	46	17	16	69.4	37%
Math	Advanced	Mastery	Basic	App. Basic	Unsat	Ast Index	Percent Mastery+																																
3rd	4	44	47	31	10	64.4	35%																																
4th	2	40	42	25	14	62.3	34%																																
5th	8	38	46	17	16	69.4	37%																																

3rd grade: 38% (2023) to 36% (2024) 2% decrease
 4th grade: 65% (2023) to 33% (2024) 32% decrease
 5th grade: 38% (2023) to 42% (2024) 4% increase
 Schoolwide Average: 47% (2023) to 37% (2024) 10% decrease

Math Performance Expressing Mathematical Reasoning

3rd grade: 52% (2023) to 25% (2024) 27% decrease
 4th grade: 52% (2023) to 37% (2024) 15% decrease
 5th grade: 36% (2023) to 42% (2024) 6% increase
 Schoolwide Average: 47% (2023) to 35% (2024) 12% decrease

Math Performance Modeling & Application

3rd grade: 46% (2023) to 46% (2024) 0% increase
 4th grade: 57% (2023) to 35% (2024) 22% decrease
 5th grade: 37% (2023) to 50% (2024) 13% increase
 Schoolwide Average: 47% (2023) to 44% (2024) 3% decrease

Science Performance Investigate (Percentage of Strong)

3rd grade: 27% (2023) to 38% (2024) 11% increase
 4th grade: 56% (2023) to 42% (2024) 14% decrease
 5th grade: 54% (2023) to 46% (2024) 8% decrease
 Schoolwide Average: 46% (2023) to 42% (2024) 4% decrease

Science Performance Evaluate (Percentage of Strong)

3rd grade: 32% (2023) to 34% (2024) 2% increase
 4th grade: 48% (2023) to 29% (2024) 19% decrease
 5th grade: 52% (2023) to 46% (2024) 6% decrease
 Schoolwide Average: 44% (2023) to 36% (2024) 8% decrease

Science Performance Reason Scientifically (Percentage of Strong)

3rd grade: 40% (2023) to 45% (2024) 5% increase
 4th grade: 62% (2023) to 50% (2024) 12% decrease
 5th grade: 59% (2023) to 51% (2024) 8% decrease
 Schoolwide Average: 53% (2023) to 49% (2024) 4% decrease

Science	Advanced	Mastery	Basic	App. Basic	Unsat	Ast Index	Percent Mastery+
3rd	8	39	50	31	8	66.9	35%
4th	13	47	24	31	8	69.7	49%
5th	19	44	34	20	8	79.8	50%

DIBELS (3rd Grade)				DIBELS (2nd Grade incoming to HRL)		
BOY	MOY	EOY	YTD Growth	BOY	MOY	EOY
50%	57%	67%	17%	55%	53%	57%

OVERALL STRENGTHS Listed IN CNA

Reading interventions were successful throughout the year, as the percentage of students scoring at or above benchmark on the DIBELS assessment increased by 17% (50%-67%)

62% of our 5th grade students scored mastery or above on the ELA portion of the LEAP Spring 2024 assessment.

68% of our 5th grade students scored strong/moderate on the Writing Performance subcategory on the LEAP Spring 2024 assessment.

73% of our students in grades 3-5 scored strong/moderate on the Reason Scientifically subcategory on the LEAP Spring 2024 assessment.

The assessment index in 5th grade math increased 2.5 points.

OVERALL WEAKNESSES Listed IN CNA

Although our 3rd grade students grew 17% on the Dibels assessment, 3rd Grade ELA dropped 8.2 points on the assessment index as compared to the previous year's 3rd grade students.

4th grade ELA dropped 12.4 points on the assessment index

4th grade science dropped 15.4 points on the assessment index

43% of our incoming 3rd grade students scored below benchmark on their end of the year DIBELS assessment.

52% of teachers surveyed at the end of the school year felt that student incentives/discipline was not consistent across grade levels.

Data Comprehensive Needs Assessment: Goal 1

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. During the 2023-2024 school year, third-grade students reading below grade level improved by 17%.	August 2023- May 2024 Dibels assessment.
2. 62% of our 5th grade students scored mastery or above on the ELA portion of the LEAP Spring 2024 assessment.	LEAP 2025 assessment
3. 68% of our 5th grade students scored strong/moderate on the Writing Performance subcategory on the LEAP Spring 2024 assessment.	LEAP 2025 assessment
4. 73% of our students in grades 3-5 scored strong/moderate on the Reason Scientifically subcategory on the LEAP Spring 2024 assessment.	LEAP 2025 assessment
5. The assessment index in 5th grade math increased 2.5 points.	LEAP 2025 assessment

Strengths Contributing Factors- Narrative

- The increase in DIBELS scores can be attributed to daily targeted RTI provided by certified teachers.
- The assessment index on the LEAP 2025 increased in 5th grade math, science, and ELA. This is attributed to the fact that all 5th grade teachers are teaching in their area of certification.
- Teachers are using high quality instructional materials.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. 33% of fourth-grade students will enter the 2024 school year not reading on grade level.	May 2024 Dibels data
2. 43% of third-grade students will enter the 2024 school year not reading on grade level.	May 2024 Dibels data
3. 47% of students scored mastery or advanced on the 3rd grade ELA portion of the 2025 LEAP test	LEAP 2025 assessment
4. 48% of students scored mastery or advanced on the 4th grade ELA portion of the 2025 LEAP test	LEAP 2025 assessment
5. 35% (3rd grade), 49% (4th grade) 37% (5th grade)of students scored mastery or advanced on the science portion of the 2025 LEAP test	LEAP 2025 assessment
6. 35% (3rd grade), 34% (4th grade), 37% (5th grade) of students scored mastery or advanced on the math portion of the 2025 LEAP test	LEAP 2025 assessment

Weaknesses Contributing Factors- Narrative
<ul style="list-style-type: none">● Lack of content/standard knowledge to ensure teaching/assessing to mastery in all areas/sub groups.<ul style="list-style-type: none">○ Two of the five 4th grade ELA classes taught by an uncertified/first year teacher.○ Three of the five 4th grade math classes taught by a new to grade level/content teacher.○ All 4th grade science classes taught by an uncertified/new to grade level teacher.○ Three of the four 5th grade math classes taught by a new to grade level teacher with only 1 year of teaching experience.● We attribute the weaknesses in 3rd grade to the reading level of 3rd grade students when they entered 3rd grade. Only 50% of students were reading on grade level.

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 1:		By the end of the 2024-2025 school year, proficiency in all contents will increase by 10% as compared to the Spring 2024 LEAP assessment results.
State Goal:		Students in grades 3-8 will meet their maximum growth targets.
OBJECTIVES:		DESIRED OUTCOMES:
1.1	Overall ELA proficiency will increase from 52%(Spring 2024 LEAP) to 62%(Spring 2025 LEAP).	<p>Students will</p> <ul style="list-style-type: none"> ● demonstrate comprehension of grade-level fiction, poetry and drama ● demonstrate comprehension of grade level nonfiction including texts about history, science, and the arts ● use context to determine the meaning of words and phrases in grade-level texts. ● respond to grade level text with writing that is <ul style="list-style-type: none"> ○ well developed and organized ○ mechanics, usage, spelling, and citation practices properly used
1.2	Overall math proficiency will increase from 35%(Spring 2024 LEAP) to 45%(Spring 2025 LEAP).	<p>Students will demonstrate proficiency in:</p> <ul style="list-style-type: none"> ● knowledge of grade level content and supporting content ● mathematical reasoning ● modeling and application
1.3	Overall science proficiency will increase from 45%(Spring 2024 LEAP) to 55%(Spring 2025 LEAP).	<p>Students will demonstrate proficiency in:</p> <ul style="list-style-type: none"> ● applying the practices, or behaviors, of scientists and engineers ● investigating real-world phenomenon ● designing solutions to problems.
1.4	Percentage of 3rd grade students reading on/above grade level will increase from 50% to 75%.	Percentage of 3rd grade students scoring mastery or advanced on the ELA portion of the 2025 LEAP test will increase by 10%.
1.5	Increase parent school communication and help students build a positive connection to their school.	Implement the House System using Live School to communicate with students and parents.

Activities of Action Plan	Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Support / PDF Links
Incorporate common planning on the master schedule to allow for teacher collaboration	Administration	N/A	8/8/2024	Master Schedule	Content teachers will have common planning.	
Weekly TCMs (Teacher Collaboration Meetings)	Jennifer Sikes (Math/Social Studies) Ashley Guidry (ELA/Science) Samantha Paul	N/A	5/22/2025	TCM Agendas, Sign-In Sheets, and Meeting Minutes	Increase in quality instruction. Student data analysis.	
Utilize Tier 1 curriculum resources for instruction and supports	Admin, teachers	District Funds	August 2024 - May 2025	Lesson plans, observations	Utilize Tier 1 curriculum resources for instruction and supports	
Participation in District PD for curriculum support	District Administration	Title II	5/22/2025	Sign-In Sheets and Surveys	Increased understanding of standards and curriculum implementation.	
Students will have access to a wide range of nonfiction and fiction books in the library.	Sikes/Henry	Title 1	November 2025	100% of students will check two books out every week.	Grade level equivalency on the Star end of year assessment will increase by at least one point in each grade level.	
Teachers in every content area in grades 3-5 have access to Flocabulary/ Nearpod to help build and reinforce vocabulary to address weaknesses in reasoning scientifically.	Sikes	Title 1	August 2024 - May 2025	Teachers will note implementation in their lesson plans.	Increase percentage of "strong" performance in the Reason Scientifically subclaim from 49%(Spring 2024 LEAP) to 59% (Spring 2025 LEAP).	
Teachers will implement the House System using Live School.	Paul/Sikes/ Guidry	Title 1	August 2024 - May 2025	Documentation /Tracking in Live School	Reinforce positive behaviors Increase parent communication	https://liveschoolapp.com/#/

Science teachers will use Science IXL for enrichment and remediation during RTI time.	Paul/Guidry	Title 1	August 2024 - May 2025	Teachers will note implementation in RTI lesson plans.	Increase science proficiency from 45% (Spring 2024 LEAP) to 55% (Spring 2025 LEAP).	
Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities.)	Technology/ Inventory person	Title 1	B.O.Y and E.O.Y inventory submission dates	Inventory Sheets	1:1 ratio, Technology order requisitions	

2024-2025 ELEMENTARY/MIDDLE SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	EVIDENCE/ PDF LINKS
ELA	Overall ELA proficiency will increase from 52% (Spring 2024 LEAP) to 62% (Spring 2025 LEAP).	Implementation of HQIM	Guidry/Paul	
		Teachers will post and communicate daily learning intentions and success criteria.		
		Weekly TCM to: unpack standards; annotate curriculum; plan effective standards based lessons; analyze student work; plan for remediation and enrichment		
		Daily targeted/standards based RTI		
		Common writing vocabulary in all grade levels/content areas		

		Teachers will ensure that students are completing the required number of Ready reading lessons on their individual learning path.		
Math	Overall math proficiency will increase from 35% (Spring 2024 LEAP) to 45% (Spring 2025 LEAP).	Implementation of HQIM	Sikes/Paul	
		Teachers will post and communicate daily learning intentions and success criteria.		
		Weekly TCM to: unpack standards; annotate curriculum; plan effective standards based lessons; analyze student work; plan for remediation and enrichment		
		Daily use of Fluency Flight		
		Spiral review consisting of test released items will be used as bellwork.		
		Daily targeted/standards based RTI		
		Teachers will ensure that students are completing the required number of Ready reading lessons on their individual learning path.		
Science	Overall science proficiency will increase from 45% (Spring 2024 LEAP) to 55% (Spring 2025 LEAP).	Implementation of HQIM	Guidry/Paul	
		Teachers will post and communicate daily learning intentions and success criteria.		
		Weekly TCM to: unpack standards; annotate curriculum; plan effective standards based lessons; analyze student work; plan for remediation and enrichment		
		Daily targeted/standards based RTI		
		Teachers will ensure that students are completing the required number of IXL lessons on their individual learning path.		
		Teachers will use the coherence flowchart with additional content/vocabulary as an at home study tool.		
Social Studies	The overall social studies assessment index will increase	Implementation of HQIM	Sikes/Paul	

	from 35.5%(Spring 2023 LEAP) to 45.5%(Spring 2025 LEAP).	Teachers will post and communicate daily learning intentions and success criteria.		
		Weekly TCM to: unpack standards; annotate curriculum; plan effective standards based lessons; analyze student work; plan for remediation and enrichment		
		Daily targeted/standards based RTI		
DIBELS	Percentage of 3rd grade students reading on/above grade level will increase from 50% to 75%.	Daily small group RTI	Sikes/Paul	
		All students will work nightly on fluency using their DIBELS notebook.		
Accelerated Reader	To increase the grade level equivalency in each grade level by at least 1 point.	Quarterly incentives for students reaching AR goal		
		SSR time provided throughout the week.		
Student Attendance	3rd grade- 90.8 4th grade- 90.8 5th grade 91.2 2023-2024 average= 91	Quarterly incentives for student attendance	Paul/Nugent	
		Truant students will be turned over to CWA for support.		
Teacher Attendance	2023-2024 average= 92	Teacher shout outs	Paul	
Behavior/PBIS	Support students' behavioral, academic, social, and emotional growth and well being.	Implementation of the House System	Sikes/Paul	
		Students earn/spend incentive points in Live School		
		Quarterly Pep Rallies		
Parental/Community Involvement	Improve relationships among staff, students and parents through a variety of engagement activities to better support students' academic, behavior and social/emotional needs.	Finalsite updated frequently	Guidry/Paul	
		Parent Teacher Conferences		
		Quarterly feeder system events		
		School/Community Events: Open House, Fall Book Fair, Parent Picnic, Winter Olympics, Bayou to Buckeye		

--	--	--	--	--

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): ELA			
Objective(s):	<ol style="list-style-type: none"> Students reading on grade level will increase from 50% to 75% by the end of the 2024-2025 school year. Overall ELA proficiency will increase from 52%(Spring 2024 LEAP) to 62%(Spring 2025 LEAP). 		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<p>Guaranteed and viable curriculum (what will be taught)</p> <p>ELA: Guidebooks</p>	<ul style="list-style-type: none"> Lesson Plans Observations Student Work Analysis Proficiency Exam Data IAP Data Standards Mastery data 	<p>LDOE Guidebook Curriculum</p> <hr/> <p>District Instructional Funds</p>	<p>https://louisianacurriculumhub.com/</p>
<p>Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs)</p>	<ul style="list-style-type: none"> Lesson Plans Observations Student Work Analysis Proficiency Exam Data IAP Data Standards Mastery data 	<p>LDOE Guidebook Curriculum</p> <p>Ready Reading</p> <hr/> <p>District Instructional Funds</p>	

Effectively implement the Louisiana State Standards for ELA by utilizing the Guidebook curriculum with a focus examining textual resources and text complexity to build students' ability to read and understand grade-level complex texts and express an understanding clearly through writing and speaking.

- ELA teachers will implement district Guidebook curriculum scope and sequence.
- Using weekly student work, and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities
- ELA teachers will administer Dibels three times a year to monitor student growth.
- ELA teachers will administer the STAR Reading test three times a year to monitor student growth.
- Students will be provided 45 minutes weekly to complete their individualized learning paths in Ready Reading.
 - Students needing enrichment will focus on Part B type LEAP questions grasping a concept, analyzing information, evaluating a principle, or applying a skill.
- Students needing

<p>acceleration will use this RTI time to focus on writing prompts.</p>			
<p>Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):</p> <ul style="list-style-type: none"> • 3rd grade students who are not reading at grade level will be provided with daily RTI using DIBELS resources provided by the district. • ELA teachers will provide targeted remediation/enrichment five times a week for 35 minutes each day using Ready Reading standards based lessons. 	<ul style="list-style-type: none"> • RTI Lesson Plans • Observations • Student Work Analysis • Standards Mastery data 	<p>LDOE Guidebook Curriculum Ready Reading DIBELS resources (Amplify)</p> <hr/> <p>District Instructional Funds</p>	

Content Area(s): Math			
Objective(s):	Overall math proficiency will increase from 35% (Spring 2024 LEAP) to 45% (Spring 2025 LEAP).		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<p>Guaranteed and viable curriculum (what will be taught)</p> <p>Math: Ready Math</p>	<ul style="list-style-type: none"> • Lesson Plans • Observations • Student Work Analysis • Proficiency Exam Data • Standards Mastery data 	<p>Ready Math Curriculum</p> <hr/> <p>District Instructional Funds</p>	

Instructional and assessment strategies that strengthen the academic program

(What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs)

Effectively implement the Louisiana Student Standard Companion Documents for Math that equates mathematical concepts to stories, with an aim of developing conceptual understanding.

- Math teachers will implement iReady Math scope and sequence
- Math teachers will embed the constructed response questions within the iReady Math lessons
- Using weekly student work analysis (through TCM), standards mastery assessments and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities
- Math teachers will administer the Diagnostic Math test four times a year to monitor student growth.
- Students will be provided 45 minutes weekly to complete their individualized learning paths in Ready Math.
 - Students needing enrichment will focus on Type II & III LEAP questions

- Lesson Plans
- Observations
- Student Work Analysis
- Proficiency Exam Data
- Standards Mastery data

Ready Math Curriculum

District Instructional Funds

<p>Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):</p> <ul style="list-style-type: none"> Math teachers will provide targeted remediation/enrichment five times a week for 35 minutes each day using Ready Math standards based lessons. 	<ul style="list-style-type: none"> RTI Lesson Plans Observations Student Work Analysis Standards Mastery data 	<p>Ready Math Curriculum</p> <hr/> <p>District Instructional Funds</p>	
---	---	--	--

Content Area(s): Science			
Objective(s):	Overall science proficiency will increase from 45% (Spring 2024 LEAP) to 55% (Spring 2025 LEAP).		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<p>Guaranteed and viable curriculum (what will be taught)</p> <p>Science: Amplify Science</p>	<ul style="list-style-type: none"> Lesson Plans Observations Student Work Analysis Proficiency Exam Data IXL Data 	<p>1. Amplify Curriculum</p> <hr/> <p>1. District Instructional Funds</p>	
<p>Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs)</p>	<ul style="list-style-type: none"> Lesson Plans Observations Student Work Analysis Proficiency Exam Data IXL Data 	<p>1. Amplify Curriculum 2. Flocabulary 3. IXL</p> <hr/>	

<p>Effectively implement the Louisiana state standards for Science and exploring science concepts to help students make sense of the world around them.</p> <ul style="list-style-type: none"> • Science teachers will implement Science scope and sequence • Science teachers will embed the constructed response questions within their Science lessons. • The CER model will be used for written responses. • Using weekly student work analysis (through TCM), and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities • Science teachers will utilize the Science labs to enrich their Science lessons. Science teachers will conduct experiments. • Teachers will use the coherence flowchart with additional content/vocabulary as an at home study tool. • Teachers will use Flocabulary to support vocabulary comprehension. 		<ol style="list-style-type: none"> 1. District Instructional Funds 2. Title 1 3. Title 1 	
<p>Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):</p>	<ul style="list-style-type: none"> • RTI Lesson Plans • Observations • Student Work Analysis • IXL Data 	<ol style="list-style-type: none"> 1. Amplify Curriculum 2. Flocabulary 3. IXL <hr/>	

<ul style="list-style-type: none"> • Science teachers will provide targeted remediation/enrichment five times a week for 35 minutes each day using IXL and 180 Days of Science standards based lessons. • Teachers will use the coherence flowchart with additional content/vocabulary as an at home study tool. • Teachers will use Flocabulary to support vocabulary comprehension. 		<ol style="list-style-type: none"> 1. District Instructional Funds 2. Title 1 3. Title 1 	
--	--	---	--

Content Area(s): Social Studies			
Objective(s):	The overall social studies assessment index will increase from 35.5% (Spring 2023 LEAP) to 45.5% (Spring 2025 LEAP).		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<p>Guaranteed and viable curriculum (what will be taught)</p> <p>Social Studies: Bayou Bridges</p>	<ul style="list-style-type: none"> • Lesson Plans • Observations • Student Work Analysis • Proficiency Exam Data 	<ol style="list-style-type: none"> 1. Bayou Bridges Curriculum 2. Flocabulary <hr/> <ol style="list-style-type: none"> 1. District Instructional Funds 2. Title 1 	https://sites.google.com/view/apel-bb/home
<p>Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans</p>	<ul style="list-style-type: none"> • Lesson Plans • Observations • Student Work Analysis • Proficiency Exam Data 	<ol style="list-style-type: none"> 1. Bayou Bridges Curriculum 2. Flocabulary 	

<p>for use of assessment to inform instruction, integration of technology, and/or other programs)</p> <p>Effectively implement the Louisiana State Standards for Social Studies by utilizing the Louisiana State Standards with a focus on examining authentic sources to build knowledge of the social studies content, exploring meaningful questions about sources and content to build understanding, and developing and expressing claims that demonstrate their understanding of the content.</p> <ul style="list-style-type: none"> • Social Studies teachers will implement Louisiana Standard scope and sequence • Social Studies teachers will embed writing within their social studies curriculum. • The CER model will be used for written responses. • Using weekly student work analysis (through TCM), and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities • Teachers will use Flocabulary to support vocabulary comprehension. 		<hr/> <ol style="list-style-type: none"> 1. District Instructional Funds 2. Title 1 	
<p>Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention,</p>	<ul style="list-style-type: none"> • RTI Lesson Plans • Observations • Student Work Analysis 	<ol style="list-style-type: none"> 1. Bayou Bridges Curriculum 2. Flocabulary 	

<p>enrichment, and acceleration):</p> <ul style="list-style-type: none"> • Social studies teachers will provide targeted remediation/enrichment five times a week for 35 minutes each day using Bayou Bridges additional resources. • Teachers will use Flocabulary to support vocabulary comprehension. 		<hr/> <ol style="list-style-type: none"> 1. District Instructional Funds 2. Title 1 	
--	--	---	--

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	PDF LINKS
<p>School systems administer high-quality screeners to identify students with disabilities early and accurately. Schools use screening and assessment data to make instructional decisions and/or to refer a student to the SBLC.</p>	<ul style="list-style-type: none"> • SBLC agenda/minutes • RTI interventions for Tier 1 and 2 students 	<p>School Funds; IDEA Funds</p>	
<p>Students with disabilities access on grade-level content with their peers through the use of embedded supports within a</p>	<ul style="list-style-type: none"> • Teacher lesson plans • Master Schedule • RTI 	<p>School Funds; IDEA Funds</p>	

<p>high-quality curriculum. Students receive individualized support and instructional programs based on the unique needs identified in their IEPs.</p>			
<p>Mental health services will be contracted with licensed mental health professionals who will collaborate with RPSB qualified professionals in identifying, intervening, and progress monitoring the social-emotional developmental needs of at-risk students.</p>	<ul style="list-style-type: none"> ● Student Referral Log 	<p>District Funds</p>	
<p>The Healthy Behaviors Grant seeks to prevent and reduce tobacco use, substance and alcohol abuse, and overweight/obesity by focusing on changing policy, social norms and environments in Central Louisiana. The goal is to provide students, staff and teachers with the knowledge and skills necessary to make better and informed behavior decisions leading to healthier lives.</p>	<ul style="list-style-type: none"> ● Teacher Lesson Plans 	<p>District Funds</p>	

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	PDF LINKS
All students participate in a Robotics elective once a week.	<ul style="list-style-type: none"> ● Master Schedule ● Robotics Club participation ● Robotics Camp participation 	School Funds; Title 1 Funds; Title IV Funds	
Additional opportunities provided for students to participate in: Cheer, Volleyball, Girls on the Run, 4-H, Beta, Digital Media, Student Council and Basketball	<ul style="list-style-type: none"> ● Club Rosters 	School Funds; District Funds	

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	PDF LINKS
The school PBIS/House system teaches and reinforces behavioral, academic, social, and emotional growth and well being.	<ul style="list-style-type: none">● House Points● Individual/grade level incentive tracking (monthly spreadsheet)	School Funds; Title 1 Funds	

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	PDF LINKS
Teachers in all grade levels and core content areas receive start-of-school curriculum-based training as well as ongoing curriculum-embedded training and support during the school year from a high-quality vendor.	<ul style="list-style-type: none"> ● Teacher Lesson Plans ● Classroom Observations ● Sign In Sheets 	District Funds	
RPSB has embedded professional development days in the school calendar. The district will lead PD opportunities for teachers and administrators across the district on the following dates: August 5 & 6, 2024 September 16, 2024 October 21, 2024 December 2, 2024 January 6, 2025 February 17, 2024	<ul style="list-style-type: none"> ● Teacher Lesson Plans ● Classroom Observations 	District Funds	
Teachers participate in meaningful PLCs weekly to discuss:	<ul style="list-style-type: none"> ● School Leadership Team Long Range Planning Document ● PLC agenda/minutes/ 	School Funds; Title 1 Funds	

<ol style="list-style-type: none"> 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who are already proficient? 	<ul style="list-style-type: none"> ● calendar ● Unit planning tools 		
<p>Every teacher and administrator has established goals for the year (SLTs) and has at least two touchpoints (observations, conferences) with a supervisor on progress towards these goals.</p>	<ul style="list-style-type: none"> ● Completed SLTS ● Classroom Observations ● Instructional Coaching Conferences 	<p>School Funds; Title 1 Funds</p>	
<p>Leadership team will use classroom observations, common planning time, and one-on-one coaching to support each teacher to prepare for and deliver instruction.</p>	<ul style="list-style-type: none"> ● Completed SLTS ● Classroom Observations ● Instructional Coaching Conferences 	<p>School Funds; Title 1 Funds</p>	
<p>Provide opportunities for educational staff to participate in nationally recognized conferences (<i>Model Schools, Get your Teach On, Visible Learning, etc.</i>)</p>	<ul style="list-style-type: none"> ● Participants will redeliver information to the HRL team 	<p>School Funds; Title 1 Funds</p>	<p>Title 1 funds</p>
<p>Teachers will participate in content, leadership, and enrichment professional development training held at the yearly Teacher Leader</p>	<ul style="list-style-type: none"> ● Participants will redeliver information to the HRL team 	<p>School Funds; Title 1 Funds</p>	

Summit, held in New Orleans, LA in May.			
---	--	--	--

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	PDF LINKS
In May, second grade teachers brought students to HRL for a tour of the school, a meet and greet with third grade teachers, and a welcome assembly in which the leadership team spoke to the incoming 3rd grade students.	100% of our second grade students are able to tour our campus, meet their teachers, and have their questions answered by our administration.	School Funds	
Special education teachers at Hayden R Lawrence, Buckeye Elementary, and Buckeye High School met in May to plan for successful transitions for their students.	Teachers shared IEP information and helpful strategies for meeting the unique needs of our students. All lead special education teachers participated in the meeting.	School Funds	
The school will host an open house before school starts for parents, families, and students to meet teachers and explore school based student involvement opportunities.	Parent Sign in Sheets; Parent sign up for Remind; Parent sign up for Power School Parent Portal; Parent sign up for HRL PTC.	School Funds	

Additional Parental/Family Involvement and Community Activities (other than those included in Academic Goals)

Federal Program's Family Involvement and Community Goal(s):	<p>The district will work to:</p> <ol style="list-style-type: none"> 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.
--	---

	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)	PDF LINKS
<p>Weakness(es):</p> <p>Our parents of students with disabilities and economically disadvantaged are our largest subgroups</p> <p>Objective(s):</p> <p>Increase parental academic engagement.</p>	<p>The school will host Parent-Teacher conferences on October 13-16, accommodating working families by hosting conference times after the standard school day. Additional conference times may be available throughout the week based on the school and parent community needs.</p>	Paul/Sikes	October 13-16	School Funds	Sign in sheets	

	School posts school events and announcements on social media platforms multiple times during the week, increasing family and community engagement and resulting in increased student engagement and achievement.	Bradley	Weekly Posts	School & District Funds	Facebook Logistics Report	
	Schools will provide information to their students and parents through platforms such as Finals site, PowerSchool Portal, district/school websites, and social media platforms.	Paul/Sikes/Bradley	Weekly Posts	School & District Funds	System wide reports	
	Nicki folders are sent home weekly for behavior, academics, and any other parent communication requiring feedback or notification	Paul/Sikes	Weekly	School Funds	Parent signature sheet	
	Parents are able to stay up-to-date on student progress and grades through PowerSchool and the PowerSchool smartphone app, in addition to receiving hard copies of student report cards and progress reports within a provided blue folder.	Paul/Nugent	August-May	District Funds	RPSB academic calendar dates for progress report and report card distribution	

	Fall Parent Picnic: Parents will have lunch on the front lawn with their student.	Paul/Sikes	November	School Funds	Parent Sign In Sheet	
	Additional opportunities provided for students to participate in: Cheer, Volleyball, Girls on the Run, Drama, 4-H, Beta and Basketball	Club Sponsors	August-May	School Funds	Club Rosters	