



**2025-2026**

Rapides Parish School System  
Title I Schoolwide Program Plan

**Scott M. Brame Middle School**

**Grades 6-8  
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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 **3<sup>rd</sup> 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:**

Rapides Parish Public Schools will increase the number of students meeting proficiency in all reportable categories by 10%.

### **School Vision and Mission Statement**

#### **Vision:**

Our Brame Family actively invests in promoting excellence through a safe, supportive and innovative environment where everyone grows academically, athletically and artistically.

#### **Mission:**

We believe that each child must have the opportunity to learn in a safe and disciplined environment in all areas, including academics, technology, athletics, the arts, and school-sponsored activities.

## 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: \_\_\_\_\_

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
<b>Sonsiri Pathoumthong</b>	<b>Principal</b>	<b>sonsiri.pathoumthong@rpsb.us</b>
<b>Stacy Castaneda</b>	<b>Assistant Principal</b>	<b>stacy.castaneda@rpsb.us</b>
<b>Ron Heard</b>	<b>Assistant Principal</b>	<b>ron.heard@rpsb.us</b>
<b>Amanda King</b>	<b>Lead Teacher</b>	<b>amanda.king@rpsb.us</b>
<b>Timonee McDonald</b>	<b>Title I chairperson</b>	<b>timonee.mcdonald@rpsb.us</b>
<b>Debbie Dean</b>	<b>PTC Representative</b>	<b>318-664-3968</b>
<b>Gilbert Flores</b>	<b>Parent</b>	<b>318-715-7145</b>
<b>Anthony Work</b>	<b>Community Member</b>	<b>330-312-0242</b>
<b>Mary Ann Hagan</b>	<b>Community Engagement Coordinator</b>	<b>maryann.hagan@rpsb.us</b>
<b>Jennifer Vautrot</b>	<b>Teacher</b>	<b>jennifer.vautrot@rpsb.us</b>

**Meeting Schedule of Dates and Times:**

Initial Planning and Development of SWP date(s): June 4, 2025, June 5, 2025, August 15, 2025, and August 22, 2025

Mid Year Review and Update: January 9, 2025 @ 1 pm

End of Year Review and Reflection: May 8, 2025 @ 1pm

School: Scott M. Brame Middle School

SPS \_\_\_\_\_

Letter Grade \_\_\_\_\_

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**

Grade	ELA Index		Math Index		Science Index		Social Studies Index		All Subjects Assessment Index	
	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024
6	67.1	66.8	54.7	59.6	36.3	51	35.4	n/a	52.7	59.2
7	73	62.4	58.3	63.9	53.7	56	49.5	n/a	61.7	60.7
8	75.9	76	41.7	47.9	55.5	50.5	57.5	n/a	60.4	60.3
Grades 6 to 8	71.9		54.9		48.5		47.3	n/a	60.4	

SPS Score Board					
Benchmark		100+	85+	145+	145+
SPS Historical Data and Goal Summary	K-8 SPS	K-8 Progress Index	K-8 Assessment Index	K-8 I & O	DCAI
2024-2025 Final	74.2	87.5	58.3	147.57	142.2
Post Data Cert					
Weight		25.0%	65.0%	5.0%	5.0%
2024-2025 QDR 3	56.8	87.5	31.3	150.0	142.2
2024-2025 ODR 2	63.5	87.5	41.6	150.0	142.2
2024 -2025 QDR 1	51.1	87.5	22.5	150.0	142.2
2024--2025 Goals	92.5	87.5	86.3	150.0	141.1
2023-2024 State Reported Data	75.5	87.5	60.5	144.8	140.9
2022-2023 State Reported Data	78.0	91.8	63.1	141.7	138.9
2021-2022 State Reported Data	78.3	93.4	63.6	136.8	135.3

Table B: High School Data

SPS COMPONENT	24-25 PERFORMANCE		CHANGE FROM 23-24		PERSON RESPONSIBLE
EOC Proficiency	Algebra 1	100%	Algebra 1	n/a spring 23' 100 pass rate	Ellen Lester

### 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:**

- |   |
|---|
| <ul style="list-style-type: none"><li>• The school will meet ESEA required Family Involvement requirements as outlined by the RPSB Family and Community Engagement Coordinator.</li><li>• Brame will have monthly Parent Feedback surveys from monthly Parental Engagement Meetings.</li><li>• Monthly meetings will be held educating parents on parent requested information based on feedback surveys</li></ul>  |
| <ul style="list-style-type: none"><li>• Within the first 60 days of school, the school will present their Schoolwide Plan to parents, explaining what Title I is and generally 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.</li><li>• Parents have requested involvement in the Title I planning meetings. Feedback was given during the “What Is Title I” meeting via a parent feedback survey.</li></ul> |
| <ul style="list-style-type: none"><li>• School’s Parent and Family Engagement Policy is uploaded onto the school’s website.</li></ul>   |
| <ul style="list-style-type: none"><li>• Current Schoolwide Plan is uploaded on to the school website.</li></ul>   |
| <ul style="list-style-type: none"><li>• School-Parent Compact is uploaded on the school website.</li><li>• Parents gave active written/verbal feedback on the School Parent Compact in May of 2025 in order to create the 2025/26 School Parent Compact</li></ul>   |
| <ul style="list-style-type: none"><li>• The school will distribute prior year student score reports and parent support materials during Parent and Family Engagement activities such as Student-Led Conferences and Open House.</li></ul>   |
| <ul style="list-style-type: none"><li>• Any printed communications or forms sent home are translated into the appropriate home language of the student using available resources, such as TransAct.</li><li>• Parents will be instructed via social media to download the new Rapides Parish School Board app.</li><li>• We will be seeking out parents for our SWP Committee and PTO that represent our student body in regards to ethnicity, gender, varied family dynamics, and economic status.</li></ul>   |
| <ul style="list-style-type: none"><li>• We have added an additional ELL teacher to support our growing ELL population.</li><li>• Train/educate parents on the new Oncourse program.</li></ul>   |

## Data Comprehensive Needs Assessment- Sample Data Collection

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
<b>Administrators</b>	LEADS (Louisiana Educator Advancement and Development System) Louisiana Educator Evaluation Certification Assessment	<ul style="list-style-type: none"> <li>● Administrator Questionnaire and/or Interview</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>● Demographic Data</li> </ul>
<b>Teachers</b>	Numeracy Training Science of Reading	<ul style="list-style-type: none"> <li>● Faculty Survey</li> <li>● Teacher Questionnaire and/or Interview</li> <li>● Faculty Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>● Demographic Data</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>● EL Data</li> <li>● LEAP 2025 Data</li> <li>● Benchmark Assessment Data</li> <li>● IEP Progress Data</li> <li>iReady &amp; Achieve</li> </ul>	<ul style="list-style-type: none"> <li>● Student Survey</li> <li>● Student Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Data</li> <li>● Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>● School Performance Score Data</li> <li>● Demographic Data</li> <li>● Subgroup Component Data</li> <li>● CIR/UIR status</li> </ul>
<b>Parents</b>		<ul style="list-style-type: none"> <li>● Parent Survey</li> <li>● Parent Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>● Demographic Data</li> </ul>

**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:**  
 The school’s priorities center around reading comprehension and math computation. As in the past, Brame is committed to coaching teachers; researchers agree quality, experienced teachers produce better gains in student achievement (Hattie, 2003; Ladd, 2009; Podolsky, Kini, & Darling-Hammond, 2019). Coaching and Teacher Collaboration Meetings will focus on student work, state standards, and the Louisiana Educator Rubric as the impetus for classroom instruction. In addition, regards to the new accountability system, the school and the district will be focused on targeting the bottom 25% of students.

**Data Comprehensive Needs Assessment: Goal**

**Part 1a: Successes**

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Algebra I	EOC
2. iReady Math	Progress to Annual Typical Growth 116%
3. 7th and 8th grade ELA	LEAP scores

Strengths Contributing Factors- (Narrative) -
Strength 1: Algebra I

Narrative: Despite our algebra teacher missing 6 weeks of school prior to state testing, all students passed the Algebra I exam.

**Strengths Contributing Factors- (Narrative) -**

Strength 2: iReady Math

Narrative: Students utilized iReady in math. The progress to annual typical growth was 116%. This is attributed to the leadership of the math department head and her diligence in supporting teachers with iReady and plans for student time spent on lessons. All of Brame’s math teachers incorporated teaching and thinking strategies from Peter Liljedahl’s *Building Thinking Classrooms*.

**Strengths Contributing Factors- (Narrative) -**

Strength 3: ELA

Narrative: Strengths in the 2024-2025 school year center around highly qualified teachers utilizing tier 1 curriculum with fidelity. In 7th and 8th grade ELA, teachers used Achieve 3000 to increase reading comprehension.

Additional contributing factors to Brame’s strengths are grade level and content specific intentional planning meetings, researched-based strategies of our content area professional learning communities, and the use of school-wide tiered instructional coaching model.

**Part 1b: Challenges**

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. 6th Grade Math	LEAP scores, iReady
2. 6th Grade Science	LEAP scores, Proficiency exams
3. 8th grade math	LEAP scores, Proficiency exams

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

**Weaknesses Contributing Factors- (Narrative) -**

Weakness 1: 6th grade math

Narrative: Sixth grade math scores were low due to the inexperience of the teachers. Out of the three sixth grade math teachers, two were first year teachers and the third had three years experience.

**Weaknesses Contributing Factors- (Narrative) -**

Weakness 2: 6th grade science

Narrative: We had two sixth grade science teachers. One in his second year of teaching and the other with 5 years experience. The teacher with more experience left in February due to complications with her pregnancy; no certified teachers were available to fill in for her and we struggled to even find a substitute teacher to cover her classes.

**Weaknesses Contributing Factors- (Narrative) -**

Weakness 3: 8th grade math

Narrative: Of the three 8th grade math teachers, one was a first year teacher, one had 2 years experience, and the third teacher (with many years of experience) had an injury that kept her out of school for 6 weeks in the spring.

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.)

<b>School GOAL:</b>	By the end of the 2025-2026 school year, all students will meet their growth targets or grow by 20 points on their LEAP 2025 assessment.						
<b>State Goal:</b>	Students will meet maximum growth targets, effectively engage in interest and opportunities, and make connections with high school and career opportunities.						
<b>OBJECTIVES:</b>			<b>DESIRED OUTCOMES:</b>				
<b>1.1</b>	All students meet their growth targets on their LEAP 2025 assessments in ELA, Math and Science.		Overall Progress Index will increase from 87.5 to 89.5.				
<b>1.2</b>	All students will grow by 20 points on their LEAP 2025 assessments in ELA, Math, and Science		Overall Assessment Index will increase from 60.3 to 62.3.				
<b>Activities of Action Plan</b>		<b>Responsible Person/Groups</b>	<b>Funding Source</b>	<b>Target Date</b>	<b>Evidence of Implementation</b>	<b>Target Goal: Evidence of Effectiveness</b>	<b>Documentation in Google Classroom</b>
Weekly TCM's (Teacher Collaboration Meetings)		Stacy Castaneda (ELA, science) & Amanda King (math, social studies)	School Funds	August 12, 2025- May 22, 2026	TCM Agendas, Sign-In Sheets, Long Range Plan, Meeting Recap/Minutes	Increase quality of instruction Student Data Analysis	Weekly TCM's (Teacher Collaboration Meetings)
Participate in school PD for curriculum content support		Stacy Castaneda & Amanda King	Title II	August 12, 2025- May 22, 2026	Sign In Sheets Surveys	Increased understanding of standards and curriculum implementation	
Participate in school PD for new teacher induction monthly meetings		Stacy Castaneda & Amanda King	Title II	August 12, 2025- May 22, 2026	Sign In Sheets Surveys	increased understanding of also of classroom management and student engagement for new teachers	

<p>The SWP is regularly updated to address student needs and ensure all students meet state academic standards. Additionally, the Chairperson will develop or revise the school budget to support SWP goals and comply with all Federal, State, and District requirements.</p>	<p>Timonee McDonald</p>	<p>Title I</p>	<p>August 12, 2025- June 26, 2026</p>	<p>SWP Committee Meeting Agenda</p>	<p>Revisions of the SWP based upon student data and input from SWP Committee minutes/feedback.</p>	

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS				
DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	Documentation in Google Classroom
<p>ELA</p>	<p><b>By the end of the 2025-2026 school year, 85% of our students will increase their reading comprehension by one grade level as determined by the STAR assessment.</b></p>	<p><b>TCM:</b> Increase teachers' capacity in implementing instructional coherence and student ownership of learning.</p> <p><b>RTI:</b> beginning Q2, students will be in ability grouped RTI classes. Students underperforming in ELA/reading will be with experienced ELA teachers to remediate these students.</p> <p><b>C&amp;I/Assessment:</b> use of high quality instructional materials - LA Guidebooks; quarterly proficiency tests from the district to monitor progress; student goal setting.</p>	<p><b>Sons Pathoumthong &amp; Stacy Castaneda</b></p>	
<p>Math</p>	<p><b>By the end of the 2025-2026 school year, 90% of students will</b></p>	<p><b>TCM:</b> Increase teachers' capacity in implementing instructional coherence and student ownership of learning.</p>	<p><b>Sons Pathoumthong &amp; Amanda King</b></p>	

	<p><b>achieve their annual typical growth as determined by iReady curriculum.</b></p>	<p><b>RTI:</b> beginning Q2, students will be in ability grouped RTI classes. Students underperforming in math will be with experienced math teachers to remediate these students.</p> <p><b>C&amp;I/Assessment:</b> use of high quality instructional materials - Ready Math; quarterly proficiency tests from the district to monitor progress; student goal setting.</p>		
Science	<p><b>By the end of the 2025-2026 school year, 85% of students will increase their achievement level by 10%.</b></p>	<p><b>TCM:</b> increase teachers' capacity in implementing instructional coherence and student ownership of learning.</p> <p><b>RTI:</b> Beginning Q2, students will be in ability grouped RTI classes. Students low in reading and math will be placed with experienced ELA and math teachers to remediate these students. Our highest students will be placed with experienced science teachers to enrich and strengthen students' knowledge.</p> <p><b>C&amp;I/Assessment:</b> use of high quality instructional materials - Amplify Science; quarterly proficiency tests from the district to monitor progress; student goal setting.</p>	<b>Sons Pathoumthong &amp; Stacy Castaneda</b>	
Social Studies	<ul style="list-style-type: none"> <li>• Grow at least 60% of our students</li> <li>• Increase our % proficiency (Mastery &amp; Advance) by at least 10% (30% to 40%)</li> </ul>	<p><b>TCM:</b> increase teachers' capacity in implementing instructional coherence and student ownership of learning.</p> <p><b>RTI:</b> Beginning Q2, students will be in ability grouped RTI classes. Students low in reading and math will be placed with experienced ELA and math teachers to remediate these students. Our highest students will be placed with experienced social studies teachers to enrich and strengthen writing and critical thinking skills.</p> <p><b>C&amp;I/Assessment:</b> use of high quality instructional materials - Bayou Bridges; quarterly proficiency tests from the district to monitor progress; student goal setting.</p>	<b>Sons Pathoumthong &amp; Amanda King</b>	
Accelerated Reader	<p>85% of Brame's students will meet their AR goals with 75% accuracy each nine weeks.</p> <p>Books will be provided in the library to increase reading levels and</p>	<p>Students will set individual goals for AR points each nine weeks.</p> <p>ELA teachers will provide time for students to read in class.</p> <p>The ELA department will provide quarterly rewards for students who meet their AR goals.</p>	<b>Kelly Walker &amp; Meghan Tabor</b>	

	encourage students to read a variety of genres. - Title I, \$1000			
Student Attendance	Student attendance will improve or maintain Q1: 93% Q2: 91% Q3: 93.7_% Q4: _%_	Our attendance clerk will send home truancy letters and arrange for conferences with parents and administrators. (Title I - Postage) Students with perfect attendance will be rewarded quarterly as part of MTSS.	Ron Heard & Christine Langston	
Teacher Attendance	Teacher attendance will increase from _9_% out in Q1 to _7_% out in Q4	Lunch will be provided quarterly for teachers with perfect attendance. Enforced discipline procedures will decrease student disruptions, allowing teachers to teach and therefore decrease teacher absenteeism.	Sons Pathoumthong & Amanda King	
Behavior/PBIS	The number of ISS incidents will decrease from _263_ to _237_ (10% decrease)	Students with no behavior incidents will be rewarded quarterly as part of PBIS. Targeted students will check in/check out with a designated mentor on campus.	Sons Pathoumthong & Ron Heard	
Parental/Community Involvement	Increase the amount of parents engaged at school sponsored events from _40_% on average to _50_%.	Quarterly parent engagement opportunities provided by Mrs. Hagan (parental involvement/Together Tuesday coordinator) and Mrs. McDonald (Title I chairperson) JAG will bring in one community member as guest speaker each month.	Sons Pathoumthong & Mary Ann Hagan	

### 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.

<b>Content Area(s):</b> ELA	
<b>Objective(s):</b>	<ol style="list-style-type: none"> <li>To increase student reading level by one year's growth</li> <li>10% increase in proficiency scores in all reportable categories</li> </ol>

Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
<p><b>Guaranteed and viable curriculum</b> (what will be taught):</p> <ul style="list-style-type: none"> <li>● <b>State developed HQIM will be implemented throughout all instruction</b> <ul style="list-style-type: none"> <li>○ <b>ELA guidebooks</b></li> </ul> </li> </ul>	<p>Annotated teacher guides, TCM agendas/recaps, student work, walk through and formal observations, QDR tracker, and student trackers</p>	<p>District funds</p>	
<p><b>Instructional and assessment strategies that strengthen the academic program</b> (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"> <li>● Specific planning as well as Teacher Collaboration Meetings.</li> <li>● All grade levels and contents will use common formative assessments to monitor the progress of the students throughout the school year</li> <li>● Teacher use high-quality curriculum embedded assessments and/or high quality proficiency exams to plan for individual needs of students</li> <li>● District Content Leaders will support educators to develop a deep knowledge of the content,</li> </ul>	<p>Lesson Plans, observations, TCM agendas/recaps, student data, PD sign in sheets, QDR tracker, QDR Student Tracker, POs, Software Tracking, Inventory, master schedule, RTI schedule</p>	<p><b>Title I</b>, Title II, School Funds Instructional Funds, Technology Funds</p>	

<p>implement high-yield instructional strategies, and support the vetted curriculum resources</p> <ul style="list-style-type: none"> <li>● All teachers, including Special Education teachers, prepare for and deliver instruction using high-quality materials and NIET best practices</li> <li>● Students with disabilities access grade-level content with their peers through the use of embedded supports with a high-quality curriculum.</li> <li>● Provide students with devices so that the school can achieve and maintain a 1:1 ratio</li> <li>● Provide interactive boards, accessible devices, and other hardware to assist with the instruction of state standards</li> <li>● Purchase accessories and document cameras and/or other devices to enhance instruction</li> <li>● Invest in curriculum resources to support instruction and enhance best practices</li> <li>● after school meetings for new teachers</li> <li>● after school meetings for entire content areas to analyze vertical alignment of standards</li> </ul>			
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<p><b>Interventions and strategies to increase student achievement in underperforming subgroups</b> (Include plans for dedicated time for intervention, enrichment, and acceleration):</p> <ul style="list-style-type: none"> <li>• Achieve 3000 for 8th grade</li> <li>• IXL for 6th and 7th graders for math performance</li> <li>• Biweekly Progress checks: Students set goals (digital format) at the beginning of each quarter and check in with core teacher to check on progress of these goals.</li> <li>• Mentor/Mentee: All core teachers will select (5) students who they will mentor for the semester based on their academic progress, lack of parental support, and motivation level.</li> <li>• Data Walls are being implemented in the classrooms and will be updated quarterly to help students and staff visualize growth to 20 points.</li> <li>• After School Opportunities for students to receive specialized help in math, ELA, science, and social studies</li> </ul>	<p>School Calendar, Observations, Digital goal setting and progress check forms, RTI spreadsheet, student work, QDR tracker and student tracker, iReady, AR and Achieve3000 reports</p>	<p>Title I - Achieve 3000, \$14,704.75 IXL, \$6956.25</p> <p>Instructional Funds, Technology</p> <p>IXL: Used by more than 17 million students and over a million teachers, IXL is the most widely researched edtech program in the country. And today, we're announcing a major milestone: IXL's effectiveness has now been studied in all 50 states and the District of Columbia.</p> <p>When test-takers learn with IXL, they perform better on state assessments, scoring up to 15 percentile points higher in math and 17 points higher in language arts. The results are consistent across grade levels and student populations—including English learners, students receiving special education services, those from economically disadvantaged backgrounds, and learners in both urban and rural settings—many of whom see equal or even greater gains with IXL compared to their peers.</p> <p><a href="https://www.ixl.com/materials/us/press/Press_release__IXL_s_Effectiveness_Now_Proven_in_All_50_States.pdf">https://www.ixl.com/materials/us/press/Press_release__IXL_s_Effectiveness_Now_Proven_in_All_50_States.pdf</a></p> <p>Achieve 3000: More than 20 years of independent research has shown that students who use <i>Achieve3000 Literacy</i></p>	
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		on a weekly basis can double and even triple their expected Lexile® gains. This powerful differentiated learning platform is proven to unlock potential and accelerate literacy growth for all students. On average, students across all grade levels completing one or more lessons per week with an average first-try score of 75% or higher experienced accelerated growth.	
<b>Homework Help and Grade Recovery after school programming</b> (Two days a week for six weeks)	Individual Test results, LEAP, and Report Cards	<b>Title I -Stipends \$8190</b>	

<b>Content Area(s): math</b>			
<b>Objective(s):</b>	3. To increase student scores on LEAP by 10% 4. To increase the number of proficient students in math		
<b>Action Plan</b>	<b>Evidence of Effectiveness</b>	<b>Item(s), Funding Source(s) and Cost</b>	<b>Documentation in Google Classroom</b>
<b>Guaranteed and viable curriculum</b> (what will be taught): <ul style="list-style-type: none"> <li>● <b>State developed HQIM will be implemented throughout all instruction</b> <ul style="list-style-type: none"> <li>○ <b>Ready math</b></li> </ul> </li> </ul>	Annotated teacher guides, TCM agendas/recaps, student work, walk through and formal observations, QDR tracker, and student trackers	District funds	
<b>Instructional and assessment strategies</b>	Lesson Plans, observations, TCM	Title I, Title II, School Funds	

<p><b>that strengthen the academic program</b>  (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"> <li>● Specific planning as well as Teacher Collaboration Meetings.</li> <li>● All grade levels and contents will use common formative assessments to monitor the progress of the students throughout the school year</li> <li>● Teacher use high-quality curriculum embedded assessments and/or high quality proficiency exams to plan for individual needs of students</li> <li>● District Content Leaders will support educators to develop a deep knowledge of the content, implement high-yield instructional strategies, and support the vetted curriculum resources</li> <li>● All teachers, including Special Education teachers, prepare for and deliver instruction using high-quality materials and NIET best practices</li> <li>● Students with disabilities access on grade-level content with their</li> </ul>	<p>agendas/recaps, student data, PD sign in sheets, QDR tracker, QDR Student Tracker, POs, Software Tracking, Inventory, master schedule, RTI schedule</p>	<p>Instructional Funds, Technology Funds  <b>Title I: \$5988.68</b></p>	
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<p>peers through the use of embedded supports with a high-quality curriculum.</p> <ul style="list-style-type: none"> <li>● Provide students with devices so that the school can achieve and maintain a 1:1 ratio</li> <li>● Provide interactive boards, accessible devices, and other hardware to assist with the instruction of state standards</li> <li>● Purchase accessories and document cameras and/or other devices to enhance instruction</li> <li>● Invest in curriculum resources to support instruction and enhance best practices. Teachers will use instructional materials (pens, pencils, colored paper, sharpeners, card stock, etc. for use with students in small group and individual activities).</li> <li>● After-school meetings for new teachers</li> <li>● After-school meetings for entire content areas to analyze vertical alignment of standards</li> </ul>			
<p><b>Interventions and strategies to increase student achievement in underperforming subgroups</b> (Include plans for dedicated time for intervention, enrichment, and acceleration):</p>	<p>School Calendar, Observations, Digital goal setting and progress check forms, RTI spreadsheet, student work, QDR tracker and student tracker, iReady, AR and Achieve3000 reports</p>	<p>Instructional Funds, Technology</p>	

<ul style="list-style-type: none"> <li>● Biweekly Progress checks: Students set goals (digital format) at the beginning of each quarter and check in with core teacher to check on progress of these goals.</li> <li>● Mentor/Mentee: All core teachers will select (5) students who they will mentor for the semester based on their academic progress, lack of parental support, and motivation level.</li> <li>● Data Walls are being implemented in the classrooms and will be updated quarterly to help students and staff visualize growth to 20 points.</li> <li>● After School Opportunities for students to receive specialized help in math, ELA, science, and social studies</li> </ul>			
<p><b>Homework Help and Grade Recovery after school programming</b> (Two days a week for six weeks)</p>	<p>Individual Test results, LEAP, and Report Cards</p>	<p><b>Title I -Stipends \$8190</b></p>	

**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](#).

<b>Student Support Services</b>			
<b>Narrative</b>	<b>Evidence of Effectiveness</b>	<b>Item(s), Funding Source(s) and Cost</b>	<b>Documentation in Google Classroom</b>
<p><b>Safe School Videos</b>                      The safety of our students is of utmost importance. RPSB offers the Vector Training, K-12 Student Edition Online Training System. These courses are informative and helpful towards maintaining a safe learning environment. In an effort to meet the ever-evolving needs of our youth, the Rapides Parish district leadership team has designed a virtual training schedule for all students enrolled in grades 6-12. These courses are completed before school or during scheduled RTI time as needed. They can also be completed at home.</p>	<p>SafeSchool Student Reports</p>	<p>District Funds</p>	
<p><b>On Campus School Health Center</b></p>	<p>SBHC Documentation, Consents and Records</p>	<p>District Funds</p>	

<p><b>with contracted counselor</b> Mental health services are contracted with a licensed mental health professional counselor who collaborates with RPSB qualified professionals in identifying, intervening, and progress monitoring the social-emotional developmental needs of at-risk students.</p>			
<p><b>Outside Counseling Agencies</b> There are some students who receive services from outside counseling agencies. These counselors come into the schools and are assigned students. They pull students out of class or elective and work with them for up to 30 minutes or so. These counselors usually are associated with family counseling services that students are receiving.</p>	<p>Sign In Sheets, Counselor Notes and Minutes</p>	<p>District</p>	
<p><b>JBL Behavior Strategist</b> Behavior Strategists are employed by the district and funded by CEIS. Our strategist comes in weekly and works with students identified as having significant behaviors or “at risk” for those behaviors. Students are on contract and closely monitored. The strategist also interacts regularly with students and</p>	<p>Discipline Records, Strategist’s records, BIP, SignIn/Sign Out Records</p>	<p>JBL</p>	

<p>their families. A core group of students meet, discuss and learn coping strategies. They focus on coping techniques as well as learn and practice social skills.</p>			
<p><b>Mentor/Mentee Program</b> Mentor/Mentee Meetings: Each teacher will mentor 5 students throughout the year. Twice each quarter there will be a scheduled time for a formal meeting where goals, grades, strengths, weaknesses, effort, etc. are tracked, monitored and discussed. Teachers will informally follow up with these students in between scheduled times to ensure students are on track.</p>	<p>Digital Progress Check and Goal Setting, School Calendar</p>	<p>School Funds</p>	
<p><b>SEL</b> The first quarter, the students participate in SEL groups led by Coach Sons during PE classes. Lessons focus on student expectations and behaviors.</p>	<p>RTI Schedule, School Calendar</p>	<p>School Funds</p>	
<p><b>Homework Help and Grade Recovery Program</b> After school programs are funded through Title I to allow students time to complete homework assignments and make-up work/tests in a safe focused environment with an educator on hand to assist the</p>	<p>Sign-In Sheets, Progress Reports, Report Cards, Test Scores</p>	<p><b>Title I -Stipends \$8190</b></p>	<p>Timonee McDonald</p>

student if required.			
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**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**.

<b>Student Opportunities</b>			
<b>Narrative</b>	<b>Evidence of Effectiveness</b>	<b>Item(s), Funding Source(s) and Cost</b>	<b>Documentation in Google Classroom</b>
<p><b>JAG</b> Jobs for America's Graduates (JAG) Program is the nation's largest dropout prevention and recovery program serving youth 12-21 years of age. JAG provides an educational setting that promotes academic and skills attainment, civic responsibility, leadership development and social awareness that is necessary to become a responsible citizen and productive worker.</p>	<p>PowerSchool Schedule, Lesson Plans, JAG compliance reports</p>	<p>District</p>	
<p><b>Scripps National Spelling Bee</b> Spelling Bee Club will be implemented and sponsored by one of our 7<sup>th</sup> grade teachers, Mrs. Mary Ann Hagan. Students will compete against area schools and</p>	<p>Sign In, Spelling Bee (school, feeder system, district)</p>	<p>District Funds</p>	

<p>districts. This enrichment opportunity will enhance the academic program while investing in time in creating well-rounded students.</p>			
<p><b>High School Credit</b></p> <ul style="list-style-type: none"> <li>● Art I</li> <li>● Algebra I</li> <li>● IBCA</li> <li>● Quest for Success</li> </ul>	<p>PowerSchool Schedule; DCAI, Transcript</p>	<p>District, Instructional, Title IV</p>	
<p><b>Clubs / Interest / Opportunities</b></p> <ul style="list-style-type: none"> <li>● Beta</li> <li>● 4-H</li> <li>● Honor Court</li> <li>● Yearbook</li> <li>● Digital Media</li> </ul>	<p>School Calendar, Club Meeting Minutes, Facebook, DCAI</p>	<p>School Funds, Title IV</p>	
<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>● Football</li> <li>● Track and Field</li> <li>● Basketball</li> <li>● Archery</li> <li>● Softball</li> <li>● Baseball</li> <li>● Cheer</li> <li>● Dance</li> <li>● Soccer</li> </ul>	<p>School Calendar, Team Records, Facebook, District Records, Schedules</p>	<p>School Funds, Athletic Funds</p>	

Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Enrichment Classes, PE, Art, Music, Digital Media, Yearbook):  
 Brame offers the following programs:

- Quest for Success
- Introduction to Business Computer Application
- Band
- Strings
- Choir

- Health/PE
- Algebra I
- Art (Art embedded in our master schedule encourages creative thinking and innovative problem-solving skills, which are valuable in all academic disciplines and future careers)
- Related Services such as Speech, Occupational Therapy, Physical Therapy, Adaptive PE, Assistive Technology, ABA Therapy
- Talented Art and Music

**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
<p>Students engage in a positive and supportive learning environment that develops social, emotional, and academic skills to cultivate personal agency and life-long success.</p> <p><b>Brame implements the following multi-tiered system of supports to prevent and address problem behavior.</b></p> <p><b>PBIS - Program</b> - PBIS celebrations reinforce positive behavior. Students compete and work hard to earn these rewards and celebrations.</p>	<p>SBHC Documentation, Consents and Records</p> <p>Master Schedule Spreadsheets Quarterly Competition Records Discipline Records Facebook Post</p>	<p>District Funds, School Funds, Community Support Funding</p>	

Consequences start over each quarter, allowing students to start fresh and be the best they can be.

- **Quarterly celebrations**
- **Brame Facebook** keeps students informed about events and positive things going on at Brame
- **Banner Competitions -**
  - Teams will compete for five banners each quarter (Academic, Attendance, Behavior, AR, & i-Ready). Each banner earned is (25) points per quarter. Teams will have the opportunity to earn additional points throughout the quarter/year. Examples are; winning Team Pride Tuesday (5) points, winning the team games at the celebrations (5) points, highest attendance at parental involvement events throughout the school year, etc.
  - The team with the most points at the end of each quarter will earn an incentive (ice cream truck, Kona Ice, etc.). The points start over each quarter. However, the points will

accumulate throughout the school year for the purposes of crowning an overall winner at the end of the year. The winning team will earn a field trip to Surge Entertainment Center in Lafayette

- **Lunch Detentions** - designed as a consequence for minor behavior infractions
- **Student of the Month** - one 6th grade, one 7th grader and one 8th grader are selected each month and recognized on morning announcements, the marquee sign, and social media. The student also receives a yard sign in their yard.
- **SEL meetings** - These meetings are held the first quarter with each grade level once a week and are led by Coach Sons.
- **I Counselor** available to meet with students and counsel with them as needed
- **Field Day** provides incentive for students to finish the year strong
- **Master Schedule** allows for:
  - **Teaming** allows for teachers to “team” students at risk of major behavior consequences
  - **GLT** allows teams the opportunity to discuss student progress 2-3x per week
  - **You Owe Me** - allows for students to be held in class to make up work or get help

<ul style="list-style-type: none"> <li>○ with assignments</li> <li>○ <b>Mentor/Mentee</b> meetings with selected students that are tracked throughout the year</li> </ul>			
<ul style="list-style-type: none"> <li>● <b>Ripple Effect Whole Spectrum Multi-Tiered Intervention System</b> provides personalized, trauma-informed, culturally responsive behavior support for students. This program is utilized with students that are assigned to ISS</li> </ul>	ISS Records	District and School Funds	
<p><b>Trinity Health Clinic</b>  Students have the opportunity to get mental health services from a licensed health professional. Social Worker collaborates with RPSB qualified professionals in identifying, intervening and progress monitor the social-emotional development of news of at-risk students.</p>			

## 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
<p><b>Title I School Planning:</b></p> <ul style="list-style-type: none"> <li>SWP Meetings</li> <li>Activities that support core instruction such as ordering and taking in/distributing supplies, data analysis, technology platforms, etc.</li> <li>School Level prior approval PD activities.</li> </ul> <p>Resources for parents to use for meetings: binders, bulletin board paper, paints, colored paper, card stock, post-it notes, pens, etc.</p>	Agenda and Sign In Sheets	Title I- \$3143	
<p><b>Teacher Collaboration Meetings (TCMs):</b> Math, ELA, Science, and Social Studies teachers will meet as a content department on Fridays during planning time. This time will be used for curriculum collaboration and planning, data analysis (LEAP, diagnostic, unit, and proficiency assessments), examine strengths and weaknesses across the grade levels, plan for differentiation, learn new strategies, and walk through feedback from administration. Our Special Education teachers are included in these TCMs.</p> <p>Materials for use: chart paper, note cards, clip boards, card stock.</p>	Agendas and Sign-In Sheets	Title I-\$1000	

<p><b>Other PD Opportunities</b></p> <ul style="list-style-type: none"> <li>• RPSB has embedded professional development days in the school calendar. District led PD will be offered for all RPSB employees</li> <li>• Teacher Leader Summit in New Orleans. Attendees will improve the everyday practice of educators in Louisiana by building knowledge and skills, provide opportunities for educators to collaborate and share best practices, and equip educators with high-quality strategies, resources, and professional learning aligned with Louisiana’s educational priorities</li> <li>• Teachers can also request to attend conferences or trainings relevant to their subject/grade level.</li> <li>• Core content such as Science Amplify will have after school collaboration opportunities</li> <li>• SPED teachers receive PD throughout the year as well as Dragnet on weekends</li> <li>• Curriculum specialist offer support to teachers using Tier I curriculum assigned by district</li> </ul>	<p>Agendas, Sign-In Sheets, Travel Documentation, PD calendars</p>	<p>School Funds, District Funds, Title II, Title I - Registration for Teacher Leader in New Orleans \$ 1200.00</p>	
<p><b>BEST Mentors</b> New teachers will be assigned a mentor teacher. They will meet 10 hours per semester and will observe twice per semester focusing on refinement areas and needed support.</p>	<p>Mentor/Mentee Calendars and/or Agendas</p>	<p>BEST mentors are paid through the district.</p>	
<p><b>LDOE: Teacher Evaluation Rubric</b> Teachers will be observed using the TER. With this rubric comes the POP cycle: Preconference, observation, Post conference. Coaching takes place between observations.</p> <ul style="list-style-type: none"> <li>• Teachers with 0-3 years experience will be observed at least 3 times per year</li> </ul>	<p>Rubric Results</p>	<p>School Funds</p>	

<ul style="list-style-type: none"> <li>Teachers with 4+ years experience will be observed at least once</li> </ul>			
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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.**

<b>Student Transition</b>			
<b>Narrative</b>	<b>Evidence of Effectiveness</b>	<b>Item(s), Funding Source(s) and Cost</b>	<b>Documentation in Google Classroom</b>
<p><b>Open House</b> Open House is scheduled before school starts allowing families to pick up schedules, meet the teachers, get supply lists, pay fees, learn about PTC and other opportunities to get involved, pick up apparel, tour the campus and get transportation information.</p>	Sign-In sheets, Social Media posts	School Funds	
<p><b>Swamp Tours (6th Grade Campus Tours)</b> Two days are scheduled in May where Brame welcomes the 6th graders from the feeder schools and the community to come get a campus tour and hear everything Brame has to offer.</p>	Community Outreach, Social Media Posts, Enrollment	School Funds	

<p><b>One-On-One Campus Tours</b> Families have the opportunity to schedule one-on-one tours of the campus. This is utilized mostly with our students with disabilities. Families want to meet with the SPED team and get familiar with the layout of the school and how the middle school schedule will affect their student.</p>	Sign-In Sheets	School Funds	
<p><b>SPED Transition meetings</b> In the Spring, sped teachers from our feeders school schedule a time to meet with our team and discuss incoming students as well as outgoing students to better learn the students' needs, goals and placement.</p>	Sign-In Sheets	School Funds	
<p><b>Feeder System Activities/Visits</b></p> <ul style="list-style-type: none"> <li>● <b>Athletics</b> <ul style="list-style-type: none"> <li>○ ASH coaches visit our campus developing relationships with our student athletes</li> <li>○ ASH football picks up our students for workouts</li> <li>○ Softball team works together to support each other</li> </ul> </li> <li>● <b>Scheduling</b> <ul style="list-style-type: none"> <li>○ ASH counselor meets with our 8th grade students in the spring and develops their schedule</li> </ul> </li> <li>● <b>Together Tuesday</b> <ul style="list-style-type: none"> <li>○ ASH organizations often join us for Together Tuesdays</li> </ul> </li> </ul>	Community Outreach Parental Involvement Opportunities Social Media Posts Feeder School Opportunities	School Funds and Community Funds	
<p><b>Digital Media Videos and Visits</b> Coach Sons uses videos created by the Digital Media team and Student Counsel to present to 6th grade students when he goes to their campus. He also brings some of our Honor Court members to help with the transitions and Q&amp;A sessions.</p>	Community Outreach Parental Involvement Opportunities Social Media Posts Feeder School Opportunities	School and District Funds	

<p><b>JAG</b> offers eligible students the opportunity to explore various opportunities with an academic focus and a career focus that identified students may not have otherwise been aware of</p>	<p>Community Outreach Parental Involvement Opportunities Social Media Posts Feeder School Opportunities</p>	<p>District Funds</p>	
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**Additional Parental/Family Involvement and Community Activities (other than those included in Academic Goals)**

<p><b>Federal Program's Family Involvement and Community Goal(s):</b></p>	<p><b>The district will work to:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
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	<p><b>Action Steps</b></p>	<p><b>Persons Responsible</b></p>	<p><b>Target Date(s)/ Timeline</b></p>	<p><b>Funding Source(s) and Cost</b></p>	<p><b>Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)</b></p>	<p><b>Documentation in Google Classroom (List docs)</b></p>
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<p><b>Weakness(es):</b> Despite having multiple communication channels and activities to support parental engagement, there is a lack of involvement from parents when it comes to their child's academic progress. Parents consistently attend athletic and other social events, but their participation in academic-related activities is limited.</p> <p><b>Objective(s):</b> Increase parental academic engagement</p>	<p><b>Team Nights:</b> Each grade level will be paid to meet with parents one evening within the first 9 weeks of school introducing themselves as their child's teachers, discussing classroom routines and expectations, showing how to use the technology platforms required of their student for school work and answer any questions or concerns</p>	<p>Sonsiri Pathoumthong Amanda King</p>	<p>Within the first 9 weeks</p>	<p>Title I</p>	<p>Sign In sheets, Parent Survey</p>	
	<p><b>Student-Led Conferences</b></p>	<p>Stacy Castaneda</p>	<p>October 14-16, 2024 February 10-13, 2025</p>	<p>School Funds</p>	<p>Sign In Sheets</p>	
	<p>Adding points for family involvement to our <b>quarterly competitions</b></p>	<p>Sonsiri Pathoumthong Stacy Castaneda</p>	<p>August 8, 2024 - May 22, 2025</p>	<p>School funds</p>	<p>Board in Cafeteria, Banners, Point Spreadsheet</p>	
	<p><b>Survey</b> parents to see what supports they need to help their students succeed</p>	<p>Amanda King</p>	<p>August 8, 2024 - May 22, 2025</p>	<p>School Funds</p>	<p>Survey Results</p>	
	<p><b>Scholastic Book Fair</b> <b>Family Nights - Spring &amp; Fall</b> Parents will have an opportunity to attend a family night for the bookfair.</p>	<p>Timonee McDonald</p>	<p>Sept 30, 2025 March?</p>	<p>School Funds Library</p>	<p>Sign-In sheets</p>	
	<p><b>CEC</b></p>	<p><a href="#">Mary Ann Hagan</a></p>	<p>Sept 23, 2025</p>	<p>School Funds,</p>	<p>Agendas, Sign-In Sheets, Flyers</p>	

	<p><b>Community Engagement Coordinator</b> Monthly Meeting and Quarterly Meetings will be held for parents and community members</p> <ul style="list-style-type: none"><li>• Sept 23, 2025 - OnCourse, Lunch Forms, and Trinity Forms Meeting</li></ul>			District Funds, Title I		
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