



2024-2025

**Rapides Parish School System
Title I Schoolwide Program Plan
Peabody Magnet High School**

9-12
2727 Jones Ave
Alexandria LA, 71302
Dennis Stewart
318-448-3457
dennis.stewart@rpsb.us

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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 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:

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

School Vision and Mission Statement

Vision:

We believe that ALL students will press towards their highest potential of Academic Achievement so they can be productive citizens and lifelong learners.

Mission:

Every student will leave Peabody Magnet High School prepared for their next educational experience.

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.

Title I Chairperson	Date
Principal	Date
Director of Title I	Date
Superintendent or Designee	Date

SWP Committee Members/Leadership Team

Name	Position	Email Address
Dennis Stewart	Principal	Dennis.stewart@rpsb.us
Brandy Hearnberger	Title I Coordinator	Brandy.hearnberger@rpsb.us
Kesha Hill	Title I Chairperson	Kesha.hill@rpsb.us
Lashaunda Johnson	Teacher	lashaunda.johnson@rpsb.us
Jessica Thompson	Teacher	jessica.thompson@rpsb.us
Audrinanna Williams	Teacher	audrinanna.williams@rpsb.us
Kourtland Marcotte	Student	marcottejto@rpsb.us
Tyra Batiste	Student	batisteywt@rpsb.us
Genique Anthony	Community Member	genique34@yahoo.com
April Pryor	Parent	aJohnson-Pryear@goodwillnla.org
Kimberly Davis	Parent	hottamale.kd@gmail.com

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 school is moving at pace to reach quarterly, semester, or end of year goals set in the SWP. The agenda and sign in sheet should be submitted with these months PD benchmark as its own file named: *Q1_SWP_FacReview*

Please list dates here:

October 23-25, 2024

January 7-8, 2025

March 18-19, 2025

May 23, 2025

School: Peabody Magnet High School

SPS 65.4

Letter Grade C

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 B: High School Data

SPS COMPONENT	23-24 PERFORMANCE		CHANGE FROM 22-23		PERSON RESPONSIBLE
EOC Proficiency	Algebra 1	43.3	Algebra 1	6.5	Kesha Hill/ LaShaunda Johnson/Audrianna Williams
	Geometry	18.1	Geometry	0.5	Kesha Hill/ LaShaunda Johnson/Audrianna Williams
	English I	46.6	English I	11.9	Jasmine Belmon
	English II	40.1	English II	18.1	Jasmine Belmon
	Biology	25.3	Biology	2.8	Kesha Hill/ LaShaunda Johnson/Audrianna Williams/Alisha King
	US History	12.4	US History	1.4	Jasmine Belmon
ACT/WorkKeys Composite	47.8		39.5 +8.3		Charmelle Joffrion
Graduation Rate	73.7		75.3 -1.6		Marian Price/ Becky Cedars
Graduation Index	66.3		83.7 -17.4		Marian Price/ Becky Cedars

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:

- Parents are involved in taking our school wide Family-School Relationships Survey in the spring.
- The Schoolwide Plan will be communicated to our parents and stakeholders via our school website. We will also include a survey allowing parents to provide feedback on the SWP once it is posted in August.
- Parents/guardians make educational decisions for their students by advocating for their needs by maintaining open communication with teachers and administration.
- Open House is held at the beginning of the school year.
- Parents will be presented with the Schoolwide Plan and have the opportunity to provide feedback.
- The Stakeholders meeting will be held in September and will involve all stakeholders as we discuss the effectiveness rating of last year's plan and the comprehensive needs assessment for the coming year.
- Using the data from our surveys, parent meetings and communication we are seeking out a diverse group of parents that represent all of our

population (SPED, Socioeconomic groups, students being raised by non-parent individuals, new Bolton students, etc.)

Provide examples of changes made to the schoolwide plan based on input from families/parents:

Caregivers are given a survey to complete at the end of SWP meetings and the opportunity to offer suggestions and voice concerns. Parents expressed difficulty completing college entrance forms. In turn, we purchased and set up a parent workstation for desktop computers to provide a space where they can receive assistance with those items. There was concern about merging two schools and in response we conducted campus visits where the merging schools were able to teambuild and get to know each other.

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Surveys are used to gain feedback from the parents and community leaders when needed regarding upcoming school decisions.
- Teacher Parent Conferences take place when either the parent or the teacher have a concern. The concern may be regarding academics or behavior.
- Open House is held at the beginning of the school year either in person or virtually. This offers parents a chance to meet their child's teachers.
- Parent Teacher Conferences are held at the parent or the teacher's request. This helps keep parents informed of their student's progress.
- PTO is engaged in communication to inform decision making and teacher and student support
- Parent Panorama Survey data is analyzed and then used as guidance for making a broad spectrum of school decisions.

Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:

- Robo-Calls, emails and text messages are sent out by the principal and assistant principal to keep parents informed of school events.
- The school website and Facebook page provide information pertaining to upcoming events and other happenings at the school.
- Report cards are sent home every nine weeks to keep parents informed of progress.
- PowerSchool is a way for parents to keep track of their child's grades and progress electronically.
- Open House is held at the beginning of the school year either in person or virtually. This offers parents a chance to meet their child's teachers.
- Parent Teacher Conferences are held at the parent or the teacher's request. This helps keep parents informed of their student's progress.

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 (House Leaders) 	<ul style="list-style-type: none"> ● Classroom Observations ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data
Students	<ul style="list-style-type: none"> ● LEAP 2025 Data ● ACT Data ● Proficiency Exams Data ● IEP Progress Data ● Graduation Rates 	<ul style="list-style-type: none"> ● Student Focus Group (Student Council) 	<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 (PTO) 	<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:
 Students in grades 8-12 will be effectively supported in selecting and successfully progressing through graduation pathways that will lead to maximizing their potential. ACT/Workkeys, EOC’s, ASVAB

Priority 1: Providing the support for students on the TOPS pathway to score 20 or higher on the ACT.
 Priority 2: Providing the support for students taking the Workkeys exam to score gold or higher.
 Priority 3: Providing the support for all students to score at least 50% on the ASVAB. (50% is the national average)
 Priority 4: Providing the support for all students to score mastery or above on their end of course assessments.
 Priority 5: Attendance and reducing truancy.
 Priority 6: Parental Involvement in all arenas of school success beyond just our athletic events.

Data Comprehensive Needs Assessment: Goal 1

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Our LEAP Index increased from 24.8 (2022-2023) to 33.7 (2023-2024)	QDR 23-24
2. Our ACT/WorkKeys index increased from 39.5 (2022-2023) to 46.8 (2023-2024)	QDR 23-24
3. Algebra I Leap 2025 EOC scores increased more than 10%	District Data Source
4. English Leap 2025 EOC scores increased more that 10%	District Data Source
5. Teacher retention. Approximately 91% of our teachers chose to return for the 2024-2025 school year.	Staffing report

Strengths Contributing Factors- Narrative

Leap Index/Leap EOC (Algebra I & English I & II)- Teachers engaged in targeted instruction focusing on essential standards during instruction based on data analysis that impacted student achievement. Algebra I teachers designed highly engaging RTI sessions focusing on grade level standards where students were experiencing difficulty. They used the first forty minutes of each day for this time. Algebra I students participated in Mastery Prep Boot Camp provided by the district.

ACT/Workkeys- Core teachers participated in ACT certification sessions. They used those researched based practices to design lessons that impacted student achievement in class and on the ACT. Teachers also analyzed student data during after school sessions to inform instruction. Students participated in ACT tutoring via Studyville provided by the district. Core teachers provided Workkeys remediation and practice sessions for students.

Teacher Retention- There is emphasis on building relationships with students. Teachers stated that they are invested in our students' success and that those relationships have created that culture at Peabody. They have also stated that their purpose is being fulfilled here. To make sure we maintain this growth we will be embedding teacher support/mentoring within our house system teacher to teacher.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Maintaining weekly Data Teams schedule due to teacher absences and providing coverage for those classes. Teachers were needed to cover classes and therefore were oftentimes unable to attend Data Teams.	Data team sign- in sheets.
2. Limited involvement from parents in decision making due to low attendance of Title I meetings.	Meeting sign-in sheets.
3. Student attendance rates.	Powerschool/EdLink
4. LEAP proficiency in US History	DRC EOC Scores
5. LEAP proficiency in Geometry	DRC EOC Scores

Weaknesses Contributing Factors- Narrative

Weekly Data Teams- due to a significant number of teacher absenteeism, attendance for weekly data teams was not consistent.

Parental Involvement- It has been stated by some parents that our meetings are too early for parents to attend.

Student Attendance Rates- Means of transportation, lack of enforcement from parent or guardian, and family hardships at home were some of the most frequent reasons students stated for being absent.

US History Proficiency- The US History teacher from last year was a first year history teacher and struggled with our students. Students not at proficiency 86.49%.

Geometry Proficiency- One of our geometry teachers was a second year teacher and a first year high school teacher and struggled with pacing. The other teacher was a permanent sub and first year full time geometry teacher.

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:		In all reportable areas, Peabody Magnet High School will increase by 10% by the end of the 2024-2025 school year, and all students will meet their growth targets (20 points) on their LEAP 2025 assessments.
State Goal:		
OBJECTIVES:		DESIRED OUTCOMES:
1.1	Increase average composite ACT score by 1 point.	Increase ACT composite from 15.5 to 16.5.
1.2	Increase EOC assessments in proficiency by at least 10%. Algebra I 43.3% to 53.3% Geometry 18.1% to 28.1% English I 46.6% to 56.6% English II 40.1% to 50.1% Biology 25.3% to 35.3% US History 12.4% to 22.4%	100% of students will meet their growth target (increasing their EOC score by 20 points) and 100% of students will meet the school goal of increasing EOC proficiency by 10%.

1.3	Workkeys	100% of students will score gold or platinum on their WorkKeys assessment.				
1.4	Increase participation and scores for ASVAB	100% of students will take the ASVAB and score at least 50%.				
Activities of Action Plan	Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Support / PDF Links
ACT Studyville- tutoring services for ACT	Charmelle Joffrion	District	Weekly	Sign in Sheets	<ul style="list-style-type: none"> Students meet ACT / WorkKeys goals. 	
Mastery Prep- online ACT support	Charmelle Joffrion	District	Monthly	Mastery Prep Report	<ul style="list-style-type: none"> Students meet ACT / WorkKeys goals. 	
Mastery Prep Boot Camp	Charmelle Joffrion	District	Spring	Sign in Sheets	<ul style="list-style-type: none"> Students meet ACT / WorkKeys goals. 	
Mastery Prep ACT supplemental curriculum	Charmelle Joffrion	Title I	Monthly	Mastery Prep Report	<ul style="list-style-type: none"> Students meet ACT / WorkKeys goals. 	
TCMs & Common Planning with fidelity	Administrative Staff	School Funds	Weekly	Sign in Sheets	<ul style="list-style-type: none"> Increase in quality instruction. Student data analysis. Content teachers will have common planning. 	
Coaching Cycles (walkthroughs, collaborations, and mentor teachers)	Administrative Staff	School Funds	Weekly	ILT Meetings, coaching cycle documentation	<ul style="list-style-type: none"> increased collaborative planning effective teacher support increased teacher retention effective instructional implementation 	
EOC Studyville Boot Camps	Alisha King	District Funds	Spring	Sign in Sheets	<ul style="list-style-type: none"> Increase in EOC proficiency by 10% in all subjects 	

					<ul style="list-style-type: none"> • Students meet their growth target 	
Mastery Prep EOC Boot Camp	Kesha Hill	District Funds	Spring	Sign in Sheets	<ul style="list-style-type: none"> • Increase in EOC proficiency by 10% in all subjects • Students meet their growth target 	
Structured RTI addressing grade level content weaknesses	Administration	School Funds	Weekly	Lesson Plans	<ul style="list-style-type: none"> • Effective strategies for student remediation being identified and employed. 	
Participation in District level and school level professional development	Jasmine Belmon Kesha Hill LaShaundra Johnson Alicia King Audrinanna Williams	Title I, Title II, School, District Funds	As Provided	Sign in Sheets	<ul style="list-style-type: none"> • Increased understanding of standards and curriculum implementation. 	

2024-2025 HIGH SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	EVIDENCE/ PDF LINKS
Algebra I	Increase EOC assessments in proficiency by at least 10%, from 43.3% to 53.3%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.	LaShaunda Johnson/Audrinanna Williams	
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		Instruction & Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
Geometry	Increase EOC assessments in proficiency by at least 10%, from 18.1% to 28.1%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.	Johnson/Audrinanna Williams	
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		Instruction & Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
English I	Increase EOC assessments in proficiency by at least 10%, from 46.6% to 56.6%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.	Jasmine Belmon/Johnson/Audrinanna Williams	
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		Instruction & Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
English II	Increase EOC assessments in proficiency by at least 10%, from 40.1% to 50.1%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.	Jasmine Belmon/Johnson/Audrinanna Williams	
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		Instruction & Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		

Biology	Increase EOC assessments in proficiency by at least 10%, from 25.3% to 35.3%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.	Alisha King/Johnson/Audrinanna Williams	
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		Instruction & Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning.		
U.S. History	Increase EOC assessments in proficiency by at least 10%, from 12.4% to 22.4%	TCM: Weekly meetings to analyze data and student performance to determine strategies that positively impact teacher actions and student learning outcomes.	Jasmine Belmon/Johnson/Audrinanna Williams	
		RTI: Teachers will utilize RTI to address grade level content misconceptions and areas of weakness in student learning.		
		Instruction & Assessment: Teachers will implement strategies from TCM's as well as use tier 1 curriculum to impact student learning. They will create lesson plans through common planning. TCI History Alive online supplemental curriculum implementation.		
Student Attendance	To effectively track student attendance to address truancy.	Implement Live Schools (Title I Funds) to create a house system to address attendance, behavior, and academic performance.		
Teacher Attendance	Create a culture where teachers believe in the impact their attendance has on the success of their students.	Implement Live Schools (Title I Funds) to create a house system to address attendance, behavior, and academic performance. This is a reward system aimed to highlight positive behavior of students and teachers.		
Behavior/PBIS	Utilize determined strategies to decrease behavior with tier 2 and 3 students.	Implement Live Schools (Title I Funds) to create a house system to address attendance, behavior, and academic performance. This is a reward system aimed to highlight positive behavior of students and teachers. Continue our mentorship program with our tier 2 and 3 students with community partners. House Leaders (teachers) will participate in weekly after school teams to analyze data and plan for strategies to address behaviors as well as the incentives for the cycle.		
Parental/Community Involvement	To conduct four academic parent/community events.	A team of teachers and students will plan and conduct academic events. Our production class will create videos for the community highlighting campus events and academic happenings.		
STEM	Increase student opportunities for various careers in STEM	Students will have the opportunity to participate in our robotics, drone, and engineering programs	Chamelle Joffrion/Derrick Madison	

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):			
Objective(s):		1. 2.	
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
Guaranteed and viable curriculum (what will be taught): <ul style="list-style-type: none"> State Developed HQIM (High Quality Instructional Materials) will be implemented throughout all instruction. 	<ul style="list-style-type: none"> Mastery among learners. HQIM evident during walk-throughs and formal observations. 	Instructional Funds	
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): <ul style="list-style-type: none"> District quarterly proficiency exams HQIM TCMs TCI immersive digital social studies supplemental curriculum for social 	<ul style="list-style-type: none"> Mastery among learners. HQIM evident during walk-throughs and formal observations. Teacher effective collaboration during TCMs. 	<ul style="list-style-type: none"> Instructional Funds TCI: Title I (\$41,868) 	

studies			
<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"> • Social studies students will have the opportunity to gain deeper knowledge about the Holocaust by visiting the museum in Dallas, Texas. • Structured RTI to impact student learning for areas of weakness. • 	<ul style="list-style-type: none"> • Effective identification of students requiring intervention/acceleration by teachers during TCMs. • Effective strategies for student remediation being identified and employed. 	<ul style="list-style-type: none"> • Instructional Funds • Title I (\$7,000) 	
<p>Administrative staff and content leads will engage in summer planning for quality instruction and to refine processes and procedures.</p>	<p>Teachers and students will be prepared for the upcoming school year, teacher onboarding will be effective, and processes and procedures will be proactive.</p>	<p>Title I Funding</p>	
<p>House Leaders for the Live Schools program will participate in after school planning sessions throughout the year.</p>	<p>Students and teachers will benefit from planned strategic implementation of incentives and action steps to prevent and address student behavior and academic achievement.</p>	<p>Title I Funding</p>	
<p>Supplemental Materials for Geometry</p>	<p>Students will be able to</p>	<p>Title I Funding</p>	

(Binders)	organize Patterson Materials.		
Supplemental Materials for Law Classes	Students will gain understanding of street law.	Title I Funding	
Instructional Supplies	All students will be equipped to participate and be engaged in class with the needed supplies.	Title I Funding	
Improvement of STEM opportunities	Students will have more opportunities to participate in robotics, drone, and engineering robotics and drone programs through creating more classes and purchasing equipment to build the program.	Title I & Title IV Funding	

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
COPE ETS recruiters provide individual and group counseling and guidance. Students are involved in informational workshops during	Students participating in the Cope Trio program will enroll and attend a college or university.	NA	

<p>monthly visits at the school. The informational workshops provide motivation and reinforcement on the academic skills necessary for secondary and post-secondary success.</p>			
<p>Small Group Mentoring for Freshmen: Career Compass provides small group intervention counseling to approximately 30% of the Freshmen at Peabody HS. Information is given concerning Jump Start pathways and general knowledge of job forecasts in our state.</p>	<p>Students in Career Compass will successfully progress through their Jumpstart program by meeting the requirements including obtaining specified IBC.</p>	<p>District Funding</p>	
<p>Small group mentoring for Sophomores: Career compass coaches work through a series of activities to assist students with the process of choosing a diploma path and incorporating dual enrollment into their schedules. Process for selection of students serviced: Students were chosen by district personnel, the principal or counselor based on set criteria of Rapides Parish.</p>	<p>Students in Career Compass will successfully progress through their Jumpstart program by meeting the requirements including obtaining specified IBC.</p>	<p>District Funding</p>	
<p>Behavior Strategist The Behavior Strategist is a Rapides Parish School Board employee from the department of J. B. Lafargue. The</p>	<p>Support students behavioral needs receiving special education services.</p>	<p>Special Education Funding</p>	

<p>Behavior Strategist services students with behavior problems with counseling. Students are recommended by the teacher or administration. The administration reviews and verifies the final student list</p>			
<p>Trinity Community Health Center This health center provides medical attention for the students of Peabody. The health center offers but is not limited to vaccines, athletic physicals, and monitoring of diabetic students as well as dispense medicine. The health center has a social worker that services students due to parent consent, administrative recommendation and teacher recommendations. Process students are serviced: Parents of each student who is serviced must complete a consent form and provide an array of medical information prior to student visits to the health center.</p>	<p>Students will have access to healthcare which will decrease absenteeism and improve the quality of their mental and physical health.</p>		
<p>Arts for Gifted and Talented Students that are identified as gifted and talented in the Arts participate in one on one instruction with a certified talented teacher in their area of excellence. Students meet with this instructor on a weekly basis</p>	<p>The goal of an arts talented and gifted program is to help students develop their talents and pursue their interests while also challenging them academically and socially. As well as giving them a space to express their talents and gifts.</p>	<p>District Funding</p>	

<p>at school, and their talents are further developed by the creation of a portfolio of work they may use to apply for post-secondary programs. The portfolio also serves as a means for students to reflect on personal growth, as well as areas of opportunity in which they can further develop their skills.</p>			
<p>JAG Program The JAG program (Jobs for America's Graduates) is a nationally recognized drop-out prevention program in which students are selected based on both personal and academic barriers. Examples of barriers typical to Peabody High School include: single parent families, parents who did not complete high school, parents who do not work, a pattern of excessive absences, and socioeconomic status. Students are interviewed and selected by the JAG Specialists based on level of need, with higher need students having priority. Students are taught both social and workplace skills required for success after high school. Students also interact with guest speakers through tours, field trips, and classroom visits. These guest speakers include representatives of four year and vocational colleges and potential employers. Many</p>	<p>Jobs for America's Graduates' (JAG) mission is to empower our nation's young people with the skills and support to succeed in education, employment, and life.</p>	<p>District Funding</p>	

<p>speakers are also motivational in nature and speak about overcoming adversity and personal challenges. Students are also part of a Career Association in which they have leadership roles and responsibilities. The program is limited to 151 students to ensure our JAG Specialists are able to individually counsel and meet the needs of all those in the program.</p>			
<p>Healthy Behaviors Club The Healthy Behaviors Club encourages students to become proactive in health and lifestyle decisions. The club meets twice per month and organizes events at school and within the community. The students encourage people of all capabilities to have fun and take care of their physical health.</p>	<p>The Healthy Behaviors Club's mission to improve the health status of Central Louisiana, The Rapides Foundation's Healthy Behaviors Initiative addresses the important health behaviors of tobacco prevention and control, substance and alcohol abuse prevention, healthy eating and active living.</p>	<p>Rapides Foundation</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
<ol style="list-style-type: none"> 1. Students will participate in supplemental learning activities via Mastery Prep for ACT and WorkKeys 2. CLEP testing lab for those students who can best benefit from taking a CLEP exam. 3. Utilizing our Cohort tracker to monitor students' collection of graduation requirements which best prepare our students to meet their post-secondary goals. 4. The school partners with Southern University to offer eligible students Dual Enrollment classes. 	<ol style="list-style-type: none"> 1. ACT composite will increase by half a point. 2. Students will earn college credits. 3. Students will meet graduation requirements and obtain post-secondary goals. 4. All students enrolled will earn dual enrollment credits. 	<ol style="list-style-type: none"> 1. Title I (\$6,000) 2. Testing Funding 3. NA 4. Testing Funding 	

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1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

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

Multi-Tiered Systems of Support for Behavior			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<ol style="list-style-type: none"> Implementation of Live Schools system for tracking behavior, academic, attendance data for intervention and positive behavior reward actions. House Leaders of the Live Schools system will engage in weekly planning sessions to address uses and effectiveness of the program. Phones are put away in their Yonder Pouches every morning in the homeroom class and returned to at the end of the day. By students not having access to their phones this has reduced our amounts of behavior incidents on campus. 	<ol style="list-style-type: none"> Student behavior reports will decrease and student classroom engagement will increase. Teachers will have plans for incentives and strategies to increase effectiveness of the Live Schools program. Student behavior reports will decrease and student classroom engagement will increase. 	<ol style="list-style-type: none"> Title I (\$9,870) Title I Stipends NA 	

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
<ol style="list-style-type: none"> Administration team will participate in the Innovative Schools Conference to gain academic, behavioral, and leadership skills to utilize with teachers to impact student learning. Administration team will participate in the Model Schools Conference to gain academic, behavioral, and leadership skills to utilize with teachers to impact student learning. Administration team, counselors, and teachers will participate in the 	<ul style="list-style-type: none"> Travel paperwork PD agendas TCM/ILT calendars Sign-in sheets 	<ol style="list-style-type: none"> Title I (\$7,000) Title I (\$79,975.35) 	

<p>Teacher Leader to gain academic, behavioral, and leadership skills to utilize with teachers to impact student learning.</p> <ol style="list-style-type: none">4. Administrators and the leadership team will participate in summer professional development to utilize data to impact student achievement.5. Weekly TCMs (Teacher Collaboration Meetings) and ILT provided/monitored by the district and in-house will help develop our intentional plans of growing our teachers to meet the needs of our students.6. Beginning of the year district led trainings7. Teacher in services periodically throughout the year8. Specific curriculum support provided by district and curriculum companies9. Admin will participate in Jostens Conference to gain academic, behavioral, and leadership skills to utilize with teachers to impact student learning and climate and culture.			
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1.8. Student Transition

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

Student Transition			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<ol style="list-style-type: none"> 1. Going to Alexandria middle schools to showcase our special programs, athletics, and academic possibilities for incoming freshmen. 2. Taking our juniors and seniors to visit universities in Louisiana. 	<ol style="list-style-type: none"> 1. Student's will successfully transition from middle school to high school. 2. Student schedules will be created to meet their individual needs. 3. Students will be exposed to colleges and universities and therefore enroll in a college or university. 	<ol style="list-style-type: none"> 4. Title I (\$3,492) 	

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

<p>Federal Program's Family Involvement and Community Goal(s):</p>	<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.
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	Action Steps	Persons Responsible	Target Date(s)/ Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)	PDF LINKS
<p>Weakness(es):</p> <p>Objective(s):</p> <p>Growing a diverse parent group that is actively engaged in the school and their students' success.</p>	<p>Parents will have access to Parent Workstations that allow them to complete FAFSA, help their child enroll in college, and any other transition forms their students may need.</p>	<p>Administrative Team</p>	<p>1 Quarter</p>	<p>Funding Title I</p>	<p>The goal is to increase parent knowledge of access to student classroom support and programs. The frequency of parents expressing concern about not knowing students' progress will lessen.</p>	<p>Right to Know Letters</p>

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