

2024-2025



# **Rapides Parish School System Title I Schoolwide Program Plan**

**School J. B. Nachman Elementary School**

**PK-5  
4102 Wakefield Blvd.  
Alexandria, LA 71303  
Rebecca Warren  
318.445.7725  
[rebeccal.warren@rpsb.us](mailto:rebeccal.warren@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:** J. B. Nachman Elementary believes that when our students are engaged in inquisitive learning, empowered with knowledge, and elevated with confidence, they will become lifelong learners.

**Mission:** The mission of J. B. Nachman Elementary is to ensure teaching and learning is occurring in a safe and orderly environment, so all students can reach their learning potential.

## District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I certify that this plan contains the ten required components as mandated by No Child Left Behind Act of 2001, Title I, Improving the Academic Achievement of the Disadvantaged, Public Law 107-110, Section 1114, Schoolwide Programs, (b)(1):
  - (Component 1): Evidence of the use of a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described in Section 1111(b)(1),
  - (Component 2): Schoolwide reform strategies that (a) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement as described in Section 1111(b)(1)(D), and (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations,
  - (Component 3): Evidence of certification/highly qualified,
  - (Component 4): Evidence of high quality and ongoing professional development for teachers, principals, and paraprofessionals (and, if appropriate, other stakeholders) which is aligned with assessed needs.
  - (Component 5): Strategies to attract high-quality certified teachers to high-needs schools,
  - (Component 6): Strategies to increase parental involvement,
  - (Component 7): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
  - (Component 8): Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program,
  - (Component 9): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure those students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance, and
  - (Component 10): Coordination and integration of Federal, State, and local services and programs.
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

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

### SWP Committee Members/Leadership Team

Name	Position	Email Address
Rebecca Warren	Principal	rebeccal.warren@rpsb.us
Tracy Bock	Assistant Principal	tracy.bock@rpsb.us
Lori Robertson	Lead Teacher/Title I Chair	lori.robertson@rpsb.us
Wendy Braley	Teacher/3rd Math and Science	wendy.braley@rpsb.us
Lacy Wiley	Teacher/5th Math	lacy.wiley@rpsb.us
Sharonte Williams	Community Leader	sharonte.williams@gmail.com
Farran McQueen	Parent	318.541.8811 or 318.448.0578
Nida Jada Awada	Parent	<a href="mailto:jadanida@yahoo.com">jadanida@yahoo.com</a> 318.730.9050
Nicole O'Neal	PreK Teacher	nicole.oneal@rpsb.us
Cassandra Wells	Sped Teacher	cassandra.wells@rpsb.us
Brandy Hearnberger	Title I Coordinator	<a href="mailto:brandy.hearnsberger@rpsb.us">brandy.hearnsberger@rpsb.us</a>

#### **SWP Committee Meeting Schedule:**

The SWP committee will meet  
 August 27th @ 5:30pm for the initial planning and development  
 January 28th @ 12:15 pm for the mid year review and update  
 May 5th @ for the end of year review and reflections

**Faculty SWP Review/Update meeting**- These dates will pair with the school based QDR meetings during a TCM. When reviewing QDR data, the SWP's Action Plans will have a pulse check. The purpose is to determine if the school is moving at pace to reach the quarterly goals set in the SWP. The agenda and sign in sheets should be submitted with these months PD benchmarks as its own file named Q1\_SWP\_FacReview.

October 8, 2024

January 7, 2025

March \_\_, 2025

May 13, 2025

**School: J. B. Nachman Elementary**

**SPS 86 (2022/2023), 88(2023/2024)**

**Letter Grade B**

**Check all that apply (verify with principal):**

☐ **CIR - Comprehensive Intervention Required**

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

**Schools that have a graduation rate less than 67%**

☐ **UIR - Academic - Urgent Intervention Required for Academics:**

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

☐ **Economically Disadvantaged**





## 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:

The SWP committee is composed of administrators, a SWD teacher, upper and lower ed teachers, the lead teacher, the Title I chair, an African-American community/parent, one of our EL parents, and one parent of a regular ed student. We pride ourselves on working with our diverse population of families at Nachman to ensure we include all stakeholders with the opportunity to have input in the ongoing development of our School-wide Improvement Plan. We provide various occasions/events throughout the year where we gather insight and/or needs of our students and their families.

For example, at the start of each school year, we invite our parents to participate in our Back-to-School orientation meeting. This is a time when we share our EOY academic data from the previous spring (2024) data along with the mission, vision, and goals of our school and the district. Additionally, we share the curriculum and how to access student's grades in PowerSchool. We also talk about the various assessments that will take place during the school year.

Throughout the school year, we provide our K-2 families with BOY, MOY, and EOY data on their child for the DIBELS and iReady math assessment. These reports included information about their student's assessment and strengths and weaknesses. To keep parents abreast of their child's weekly academic progress, papers are sent home to parents each Wednesday. Parents must sign the papers and return them with any concerns about their child's academic progress. This is a two-way type of communication.

Just like our K-2 students, we keep the parents of our 3rd—5th-grade students informed about the results of the STAR, LEAP, and iReady math and reading tests. We also hold LEAP Test Prep meetings with parents in February and March to ensure they understand the assessment. We usually have 25+ parents in attendance. Generally, the attendees are parents of 3rd-grade students because this is their first encounter with the state-mandated test.

In addition to meeting with parents, the principal creates a folder with various assessments for each student in grades 3-5 (e.g., MOY Star assessment, iReady math and/or reading tests, and for 4<sup>th</sup> and 5<sup>th</sup>-grade students, their previous year's LEAP assessment scores). During the meeting, the principal reviews their tests, and students set goals for the EOY assessments. Students take the folders home along with a letter from the principal explaining the purpose of the "test talks" and share the information with their parents. We have received positive feedback from parents about this event and will continue to do it in the future. Students in grades 3<sup>rd</sup> – 5<sup>th</sup> also take home weekly folders with their class assignments/tests.

ELPT scores are sent home with our ESL students once scores are released in May. Although our ESL teachers spend time staying in contact with our ESL parents, the results from this year's ELPT assessment were low. Only 47% of our K-2 students and 44% of our 3<sup>rd</sup> – 5<sup>th</sup> grade students met their EOY growth performance target.

Overall, students did not perform well on the written section of the test, and this deficit caused the scores to drop. We must do a better job preparing our students for the written portion of this assessment and communicating with parents about the test.

Like our ESL teachers, our teachers who work with our SWD do a good job keeping parents abreast of their child's progress or lack thereof. Teachers who instruct SWD, send home a quarterly progress report sharing with parents the progress toward their child's IEP goals.

Test results for ELPT, LEAP Connect, Dibels, STAR are sent home to parents. For our ESL students, printed communication or forms sent home are translated into the appropriate home language of our students.

To meet our 10% academic increase goal, we will increase parental opportunities to inform them about curriculum and data analysis.

## 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"> <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>
Teachers		<ul style="list-style-type: none"> <li>Faculty Survey</li> <li>Teacher Questionnaire</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>
Students	<ul style="list-style-type: none"> <li>DIBELS Data</li> <li>EL Data</li> <li>LEAP 2025 Data</li> <li>ACT Data</li> <li>Benchmark Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>Student Survey</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> </ul>
Parents		<ul style="list-style-type: none"> <li>Parent Survey</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:**

Nachman has a diverse population of students. Sub-groups include minorities, ESL students, students with disabilities, homeless students, and students from low socio-economics homes. Of the 550 students currently registered at Nachman 13% are students classified with disabilities and 13% are ESL students. The enrollment at Nachman usually fluctuates between 565 and 575, so enrollment is slightly down from last year, but historically it increases after Labor day. We receive Title I funding and are classified as a CEP school, which means students receive a free breakfast and lunch.

Our out-of-school suspensions remain consistent with last year. There were a total of 34 out-of-school suspensions for the 2022 - 2023 and 2023 - 2024 school years. This year we will implement the Ripple Effect at Nachman with a goal of reducing the suspense rate by 50%.

Our retention rate was down from last year. In 2022 - 2023 a total of 21 students were retained. Of the 19 students retained in the 2023 - 2024 school year, 10 of these students were in first grade. The data from the end-of-year from the DIBELS assessment revealed a lack of proficiency in the area of phonological awareness for our first grade students. Focus for the 2024 - 2025 school year for K-2 students will be phonological awareness.

**DIBELS DATA 2023 - 2024**

2023 Dibels Composite	BOY	MOY	EOY		2024 Dibels Composite	BOY	MOY	EOY
Kindergarten	54%	56%	74%		Kindergarten	30%	58%	64%
1st grade	51%	36%	47%		1 <sup>st</sup> grade	46%	49%	59%
2 <sup>nd</sup> grade	62%	65%	64%		2 <sup>nd</sup> grade	57%	71%	58%

Overall	56%	52%	62%		Overall	44%	59%	60%
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As reflected on the 2024 end of year DIBELS assessment, the overall number of K-2 students scoring in proficiency dropped from 62% in 2023 to 60% in 2024. Kindergarten dropped by 10% and 2<sup>nd</sup> grade dropped by 6%. Although the PLC focus was on student growth and best practices used in the classrooms, as mentioned earlier, the Dibels data revealed that students were lacking phonological awareness. There were also staffing issues in one of the kindergarten classes. The focus for our K-2 students this school year will be phonological awareness, student growth, and teaching to the condition of the standard.

#### LEAP DATA 2023 - 2024

2023 LEAP Mastery & Advance	Overall	3rd	4th	5th		2024 LEAP Mastery & Advance	Overall	3rd	4th	5 <sup>th</sup>
ELA	65%	64%	68%	64%		ELA	66.8%	69.9%	66.7%	64.0%
MATH	50%	52%	48%	49%		MATH	51.2%	63.9%	41.1%	48.8%
SCIENCE	36%	34.2%	38.2%	35.6%		SCIENCE	42.8%	61.4%	39.3%	27.9%
SOCIAL STUDIES	41%	46%	44%	30%		Field test – No Score				

LEAP data from the 2022 - 2023 and 2023 - 2024 school years revealed a slight growth in students scoring mastery and above in ELA, math, and science.

In 2023 the overall growth in students scoring mastery or higher in ELA was 65%. In 2024 the number of students scoring proficiency was 66.8% - an increase of 1.8%. The increase in ELA was a focus on writing. In 3rd grade, 84% of students had a strong performance rating,

in 4th grade 76% of students had a strong performance rating, and in 5th grade, 71% of students scored strong in writing.

Despite the increase in the ELA proficiency scores, we did struggle in a few areas. In 3rd grade, 32% of students were still below proficiency in the subcategory of Literary Text and 36% of students scored below proficiency in the Informational Text subcategory. Additionally, 48% of our 4th grades are below mastery in the areas of Informational Text and 48% of our 5th graders are below mastery in the subcategory of Vocabulary.

In math, overall students scoring mastery or higher on the LEAP assessment in 2023 was 50%. In 2024, overall students scoring mastery or higher was 51.2% - an increase of 1.2% proficiency. The slight increase is attributed to 72% of students scoring strong in the subcategory of Fractions and Equivalence. In 4th and 5th grades students scored strong in the subcategory of Expressing Mathematical Reasoning (46% and 57%).

Although there was a slight increase in the overall percent of students scoring mastery or higher in math, there are still areas of concern. In 3rd grade, 60% of students are still below mastery in the subcategory of multiplication and division problem solving. Sixty-three percent of students in 4th and 59% of students in 5th are scoring below mastery in solving fraction problems.

In science, the overall percentage of students scoring mastery or above increased from 36% to 42.8%. There was growth in 3rd grade, from 34.2% proficiency in 2023 to 61.4% proficiency in 2024. The percentage of students in 4th grade increased from 38.2% in 2023 to 39.3% of students scoring mastery in 2024. However, in 5th grade there was a significant decline in the number of students scoring mastery. In 2023, 35.6% of 5th grade students attained mastery in science, but in 2024 the proficiency rate dipped to 27.9% .

An area of strengths as indicated by the percentage of students scoring strong on the 2024 LEAP 2025 data was 3rd grade. Sixty-four percent of students scored strong in the subcategory of Evaluate.

Although, there were several subcategories where students scored below proficiency: 49% of 3rd grade students were below in the area of Investigation; 70% of 4th grade students were below in both the subcategories of Investigate and Evaluate; 70% of 5th graders were below in the area of Evaluate and 76% were below in the area of Reason Scientifically. We believe this decline was indicative of a new science curriculum and a new teacher in 5<sup>th</sup> grade who struggled with teaching to the rigor of the standard.

There is no data for the social studies section of the LEAP due to the state piloting a field test.

We believe the slight upward trend in the percentage of students scoring mastery or higher on the 2024 LEAP 2025 ELA, Math, and Science assessments are attributed to teachers focusing on students' individual growth target during RTI.

Our goal this year is to increase the number of students scoring mastery and above by 10% in all reportable areas. We will accomplish

this goal by focusing on writing across the curriculum, ensuring the condition of the standard is taught in all subject areas, and intentionally setting and tracking goals with all students according to their needs.

#### School Performance Scores

	Overall SPS	Assessment Index	SWD Assessment Index
2024	88 (projected)	80.1	
2023	86	77.5	
2022	81	71.8	

The SPS data indicates a continuous increase in the SPS scores over the past three years. We believe this is attributed to the laser-like focus in RTI, which ensures students are getting assistance in filling learning gaps. Additionally, there is a focus on writing and teaching to the rigor of the standard. Although we have not received our official SPS for the 2024 school year, we predict another increase in our SPS by at least two points.

**Students with disabilities -** Based on our LEAP results from the Spring of 2024, our SWD showed stagnant to minimal growth in all content areas in all grade levels. Although final scores from the state have yet to be released, we expect minimal growth. Our weaknesses include reasoning and application in math, writing in ELA, and questioning in science.

**ELPT Assessment results—**Based upon our ELPT data for the Spring of 2024, 21 out of 33 students showed growth in one or more targeted areas on the ELPT test. A consistent weakness trend was seen in the " WRITING " area. This weakness prevented several students from testing out of the ELL program by achieving a “transitioning” score or goal.

## Data Comprehensive Needs Assessment: Goal 1

### Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Slight increase from 2023 to 2024 in 3rd, 4th, and 5th grade ELA, math, and science	LEAP
2. Projected increase in the projected SPS	LEAP, Interest and Opportunities, and SPS
3. Family Engagement	Parent survey
4.	
5.	

### Strengths Contributing Factors- Narrative

Contributing factors to our success were the intentional focus in TCM meetings ensuring students were getting individual assistance. Additionally, there was a focus on writing and teaching to the rigor of the standard. Our Nachman Data Dashboard and the QDR afforded us ongoing opportunities to track student data and fill in gaps throughout the year.

### Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. 4th and 5th grade science	2024 LEA_ 2025
2. ESL students - writing	ELPT
3. K-2 DIBELS - phonological awareness	DIBELS
4.	
5.	



**Weaknesses Contributing Factors- Narrative**

- The lack of understanding and teaching to the condition and rigor of the standards in all subject areas.
- There is a need to intentionally break down standards when lesson planning ESL students need more exposure to writing.
- Lack of consistency and fidelity in K-2 classes when teaching Heggerty and skills block rotations.

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

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

School GOAL 1:		By the end of the 2024 - 2025 school year all students will meet their growth targets; students in 4th and 5th grades will grow by 20 points on the LEAP 2025 assessments.						
State Goal:		All students will read on grade level by the end of 3rd grade, and students in 4th and 5th grade will meet their maximum growth targets.						
OBJECTIVES:				DESIRED OUTCOMES:				
1.1	Students in K-3 will read on grade level by the end of the school year.			Increase the overall EOY DIBELS composite score from 60% to 70%				
1.2	Students in 4th and 5th grade will increase their growth target by 20 points on the LEAP 2025 Assessment.			Increase the overall assessment index from 80.1 to 85.				
Activities of Action Plan			Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Support / PDF Links

Teachers will utilize HQIM Tier I curriculum for instructions (e. g. Imagine Learning, Guidebooks, iReady Math, Amplify science, and Bayou Bridges)		Teachers Administration	District	August 2024 - May 2025	Lesson plans Observations TCMs		
Teachers will participate in district and other content trainings to ensure understanding of HQIM and how to use materials with best practices during class/small group instruction		Teachers	District	August 2024 - May 2025	Sign-in sheets Lesson plans Class observations		
Teachers will provide RTI/Enrichment in the areas of math and ELA to bridge gaps and/or enrich learning opportunities		Teachers and paras	District	August 2024 - May 2025	Lesson plans Observations TCMs		
HDT will be provided to students who are below or well below the proficiency level in math and/or ELA		Teachers Paras Outside tutors/retired teachers	State District	October 2024 - May 2025	IASP Schedules Observations		
ESL teachers will implement a focused writing program for the ESL students (writing was a weakness on the ELPT assessment)		Roberts and Ardoin	Title I	Quarterly Evaluations	Diagnostic Data		
Decreasing student time on Chromebooks and devices as a means of primary instruction.	Rucker	N/A	August 8, 2024-May 22, 2025	Reports from iReady and Diagnostic/ QDR	Increasing ela achievement levels of on or above in ela by 10%		

## 2024-2025 ELEMENTARY/MIDDLE SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	EVIDENCE/ PDF LINKS
ELA	K-2 proficiency from 60% - 70% 3-5 proficiency from 65% - 75%	K-5 daily implementation of RTI/Enrichment support to bridge gaps and/or provide enrichment for high performing students	Admin Team Bock, Robertson, & Warren	
		High Dose Tutoring (HDT) expanded academic support for students K-5 who did not achieve mastery on statewide assessments in reading (DIBELS and LEAP)		
		HQIM with continuous progress monitoring (DIBELS)		
Math	K-2 proficiency from 62% - 72% 3-5 proficiency from 55% - 65%	K-5 daily implementation of RTI/Enrichment support to bridge gaps and/or provide enrichment for high performing students	Tracy Bock Lacy Wile	
		High Dose Tutoring (HDT) expanded academic support for students in K-5 who did not achieve mastery on statewide assessments in math (iReady and LEAP)		
		HQIM along with best practices with continuous progress monitoring		
Science	3 - 5 proficiency 36% - 46%	Focus on scientific reasoning skills, CER writing strategies and vocabulary.	Tracy Bock Wendy Braley	
		Teachers will attend all Amplify PD and embedded trainings throughout the school year and implement strategies in the classroom		
		HQIM along with chapter/unit assessment monitoring of QDR data		
Social Studies	3 - 5 proficiency from 41% - 51%	Focus on vocabulary and RACES writing strategies via Bayou Bridges curriculum	Lori Robertson Rachel Thomas	
		Teachers will attend all Bayou Bridges district and embedded PDs/trainings throughout the year and implement strategies in the classroom		
		HQIM along with chapter/unit assessment monitoring of QDR		
Accelerated Reader	Increase overall average GE from to	Monitoring monthly Accelerated Reading reports	Barbara Hammond Rebecca Warren	
		Provide weekly, quarterly, and yearly AR awards		
Student Attendance	Decrease absenteeism by 10%	Monitor daily check in/out documents and attendances	Rebecca Warren	
		Communicate with parents on a regular basis via DoJo, letters, and face to face meetings. Report excessive truancy to CWA		
Teacher Attendance		Monitor weekly clock in/out reports and meeting with personnel who have excessive absences	Rebecca Warren	

		Report excessive absenteeism to the HR		
Behavior/PBIS	Decrease OSS from 32 - 20	Monitor behavior and reward good behavior at the Quarterly Award Ceremony	Traci Thompson	
		Use Ripple Effects as a replacement for OSS		
Parental/Community Involvement	Increase parent/community involvement activities that focus on literacy and numeracy	Host monthly events for families and the community	Nicole O'Neal Rebecca Warren	
		Implement student led conferences during P-T conferences		

### 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): All (ELA, math, science and social studies)			
Objective(s):	<ol style="list-style-type: none"> <li>Students will read on grade level by the end of third grade</li> <li>Increase proficiency levels by 10% in all reportable content areas</li> </ol>		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<b>Guaranteed and viable curriculum</b> (what will be taught): <b>Tier 1 curriculum is implemented in the following areas:</b> <b>ELA - K-2 Imagine Learning</b> <b>ELA - 3-5 Louisiana Guidebooks</b> <b>Math - K-5 Ready Math</b> <b>Science - K-5 Amplify</b> <b>Social Studies - K-5 Bayou Bridges</b> <b>CBT class - Unique Learning</b>	Lesson Plans Walk-throughs Gradebook - assessments TCM agendas	District Funds	
<b>Instructional and assessment strategies that strengthen the academic program</b>	Lesson Plans Observations	District Funds	

<p>(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> <p><b><u>ELA-RACES</u> writing strategies for all grade levels, three reads, and reading logs for K-5 students are strategies used to increase comprehension and fluency. STAR (2-5); iReady diagnostic (2-5), mClass progress monitoring(K-3), IL/EL Robot - all ESL and K-2 students and myPath for students in 3 - 5 are all used to monitor and adjust instruction throughout the year. Additionally, Proficiency Exams are used in grades 3 - 5 and in all subject areas to track mastery of standards. Technology-enhanced lessons are used for all students (e.g., myPath iReady for 3 - 5 and IL/EL Robot for all students in K-2).</b></p> <p><b><u>Math:</u> iReady Math diagnostic; manipulatives, both kinesthetic and digital; vocabulary instruction and daily review; daily word problems; 3-read strategy; math discourse; fluency practice daily K-5; MyPath individual learning for enrichment and remediation. Progress monitoring, Growth Mastery assessments, Proficiency Exams as well as LEAP</b></p>	<p>TCM agendas Student data in QDR RTI and HDT data dashboards</p>		
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Practice assessments and questions will help monitor success and growth in weaker areas.

**SCIENCE:** Amplify HQIM for grades K-5; Interactive simulation models through technology; hands on investigations through HQIM; Progress monitoring through proficiency exams in grades 3-5; LEAP like assessments built in through HQIM; on the fly assessments to gather pulse of all students in core knowledge understanding; Vocabulary that is cross-curricular and content specific; Supplementation with generation genius to ensure standards are mastered. 180 days of science to reinforce concepts.

**Social Studies:**

Bayou Bridges HQIM for all grades K-5. Claims and writing with exposure to primary sources in all grades. Continuous cycle of instruction throughout the year for each grade as determined by the HQIM. Technology enhanced videos and virtual field trips as built in by the curriculum. 180 days of Social Studies to reinforce geography and civic concepts in all grades; Daily writing and vocabulary enrichment to aid in Reading Informational text skills and Louisiana Social Studies Student Standards.

<p><b>Go Guardian and Generation Genus will be purchased to ensure students are on task, implementing online safety in all courses, and having online academic support programs to fill in learning gaps.</b></p>	<p>Usage Reports</p>	<p>Title I</p>	
<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>Interventions for students below and well below grade level are addressed through RTI which is scheduled daily for all students in grades K-5 from 8:30 - 9:00.</p> <p>Additional support is given via HDT (High Dosage Tutoring) throughout the school day.</p> <p>Various supplies will be provided to ensure students have necessary materials to succeed.</p>	<p>Master schedule that includes HDT and RTI times</p>	<p>District Funds</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](#).

Student Support Services			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
All students have access to our in-house school clinic - Trinity Health Clinic. Parents must give permission for their child to access both mental and medical services.	Roster of students with parental permission	Grant outside of the district	
We also have a school nurse that oversees medical assistance to our students with minor issues. She oversees the administration of daily medicines as directed by a medical doctor for students	RPSB assigned nurse to our school	District funds	
Approved outside mental health agencies are granted access to their clients who are students at our school.	List of approved providers from the district	Outside district source	
Our SBLC committee meets weekly to review referrals from teachers and parents about students with possible disabilities, behavioral, and	School SBLC committee members	JBL	



<p>academic problems.</p> <p>The Healthy Behaviors Initiative grant focuses on helping students, faculty, and staff make healthy lifestyle choices. The goal is to provide individuals with information about drugs, alcohol, vaping, and healthy behaviors that will ensure a good quality of life.</p> <p>Various supplies will be provided to ensure students have necessary materials to succeed.</p>	<p>PE teachers on committee</p>	<p>Outside grant</p>	
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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](#).

Student Opportunities			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<p>In order to ensure our students are exposed to a variety of opportunities in order to build outside interests, we have incorporated several extracurricular activities into our schedule: Robotics, cheerleading, boys basketball, Fitness Team, 4-H, The newspaper committee, Choir, Girls on the Run, BETA Club, Theater, and Performing Arts.</p> <p><i>Title IV funds will be used to pay a Theatre teacher to work with students on school theatre productions.</i></p>	<p>School master schedule Sign in sheets Extracurricular activities sign in sheets</p> <p>Stipend sheets and sign-in logs</p>	<p>School funds BETA Club funds Cheerleading funds</p> <p>Title IV</p>	

#### 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
<p>Members of our SBLC committee, teachers, and administration continuously work to identify and support students struggling academically, emotionally, and</p>	<p>SBLC agendas, sign-in sheets, and minutes from meetings.</p>		

<p>behaviorally.</p> <p>RTI and HDT (High Doses Tutoring) is incorporated into our schedule to assist students who are struggling academically. Students who are “high flyers” receive various types of enrichment opportunities such as serving on the newspaper committee and BETA Club.</p> <p>Behavioral help services are available to students struggling emotionally and behaviorally through the Trinity Health Clinic. Our school behavioral strategist also works with students who have behavioral issues.</p> <p>We use PBIS and our House System to encourage and support ALL students. We have quarterly behavior and academic celebrations that include all students.</p>	<p>School schedule LDOE funds</p> <p>JBL personnel Trinity Clinic</p>		
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**1.7. Professional Development**

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

**Believe to Achieve: Educational Priorities** and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Professional Development			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<p>Our lead teacher participates in weekly or bi-weekly PD through the district. This information is redelivered at weekly TCM meetings.</p> <p>The district has embedded professional development days covering various topics throughout the school year for teachers and administration. Some of the dates already scheduled are:  August 5 &amp; 6, 2024  September 16, 2024  October 21, 2024  December 2, 2024  January 5, 2025  February 17, 2025</p> <p>Teachers attend and engage in weekly TCM meetings focusing on the depth of standards, student work, progress monitoring, data digs to ensure students maximum potential is reached. Additionally, during TCM meetings teachers will plan collaboratively utilizing the Louisiana Tier 1 curriculum.</p> <p>ILT members meet the last Monday of each month to report on their area of focus in order to increase each reporting category by 10%. These meetings take place after school. Stipends will be paid to eight teachers</p>	<p>RPSB calendar, Principals' Memo, Director of Elementary's weekly memo, and TCM agendas</p> <p>District calendar, Principals' memo, Director of Elementary's memo</p> <p>TCM agendas, sign in sheets, teacher QDR data</p> <p>Title II proposal Agenda and sign in sheet</p>	<p>District funds</p> <p>District funds</p> <p>School and district funds</p> <p>Title II funds</p>	

<p>and the lead teacher for their after hours time.</p> <p>Substitute teachers will be needed to cover class for three ILT teachers (Lacy Wiley, Wendy Braley, and Rachel Thomas) once a month to provide time to conduct walk-through observations, meet with teachers, and conduct data digs, and attend TCM meetings in their assigned content area in order to track student progress toward the 10% school goal and to coach teachers with best practices, etc.</p> <p>Six teachers and three administrators will participate in content, leadership, and various professional development opportunities/trainings hosted by LDOE's yearly Teacher Leader Summit held in New Orleans, LA in May.</p>	<p>Title II proposal Agenda and sign in sheets</p> <p>Title I proposal Agendas registration fees</p>	<p>Title II funds</p> <p>Title I funds</p>	
<p>Two PE teachers will attend and present at the 2024 LAHPERD Convention in Baton Rouge, LA November 6-8, 2024</p>	<p>Title II proposal Agendas registration fees</p>	<p>Title II funds</p>	

**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

<p>The school will host an open house before school starts for parents, families, and students to meet teachers and explore school based student involvement opportunities.</p>	Classroom/teacher sign in sheets	General funds	
<p>Each year, in the spring students in the 5th grade take a field trip to Brame Middle School to tour the school, meet the administration and staff, in order to be introduced to all the clubs, classes, and extracurricular activities that will be offered to them when they transition to middle school the following year.</p>	School media Brame information packets sent home to parents	None	
<p>AMMS will visit Nachman's 5th grade students in the spring of 2025 to ensure the smooth transition of any student attending their school. The admin team, various club members, and a select group of students will provide an assembly for all 5th grade students.</p>	School media School calendar Packets for parents	None	
<p>Students from the Head Start program will participate in a field trip to Nachman in the spring to tour the school and participate in an activity in order to promote smooth and positive transitions.</p>	School media School calendar	District funds	

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

<b>Federal Program's Family Involvement and Community Goal(s):</b>	<b>The district will work to:</b> <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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	<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Target Date(s)/ Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Evidence of Effectiveness (indicate data instrument to be used, what will be measured or</b>	<b>PDF LINKS</b>
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					assessed, by whom, and frequency)	
<b>Weakness(es):</b>						
<b>Objective(s):</b>	Open House - August 7, 2024 from 5:00 - 6:30	Warren	8/7/24	School funds	Classroom sign in sheets	
	Parent Orientation - Title I meeting	Bock, Robertson & Warren	K-2 8/29/24 3-5 9/29/24	School funds	Sign in sheets Agenda PowerPoint presentation	
	Weekly folders to parents for K-2 with graded papers and behavior	Teachers	Weekly	School funds		
	Monthly calendar	O'Neal	Monthly	School funds		
	Parent BETA Meeting	Thomas	9/3/24	School funds	Sign in sheet	
	Basketball games	Coach K & Thomas	September & October 2024	None		
	Walk to School with your child Day	Hollman & Laborde	October 2, 2024	None		
	Student Led Parent-Teacher Conferences	Admin & teachers	October 14, 15, & 16	Teachers & admin	Sign in sheets	
	Track or Treat	Admin & teachers	October 22, 2024	Knight Club School funds		
	Veterans Program	Thompson	November 8, 2024	School funds		
	Family Walk Night	Hollman & Laborde	November 14, 2024	School funds		
	Seussical performance	Thompson	November 22 & 23, 2024	School funds Title IV		
	Knights on the Patio	Thompson Admin	December 5, 2024	Knight Club		
	Christmas Choir Concert	Thompson	December 19, 2024	School funds		
	Reading/Culture Night	Teachers & Admin	January 16, 2025	Title I funds		
	STEM Night	Teachers & Admin	January 30, 2025	Title I funds		
	Book Fair Week	Hammond	February 3 - 7, 2025	School funds		



	Mardi Gras Parade	Johnson and Wiley	February 28, 2025	School funds		
	LEAP Parent Testing Night	Teachers	February	School funds		
	Family Walk Night	Hollman & Laborde	March 6, 2025	School funds		
	Spring Play	Thompson	March 28 & 29, 2025	School funds		
	Spring Concert	Thompson	April 17, 2025	School funds		
	Field Day	Hollman & Laborde	May 15, 2025	School funds		
	Awards Day	Roberts, Reynolds, & Thompson	May 19 & 20, 2025	School funds		