



2024-2025

Rapides Parish School System Title I Schoolwide Program Plan

School: **Carter C Raymond**

PK-8

2510 St. Charles

Lecompte, LA 71346

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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: Our vision is to educate lifelong learners through positive interactions and relationships in order to improve lives.

Mission: Carter C. Raymond seeks to create a challenging learning environment that encourages high expectations and empowers students to reach their fullest 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 1 Chairperson Stephanie Andries	Date
Principal Dr. Jill Summers	Date
Director of Federal Programs Dr. Laquanta Jones	Date
Superintendent or Designee	Date

SWP Committee Members/Leadership Team

Name	Position	Email Address
Dr. Cheronda Cooper	Assistant Principal	cheronda.cooper@rpsb.us
Stephanie Andries	ELA Teacher/Title 1 Chairperson	stephanie.andries@rpsb.us
Paulley Rabalais	Literacy Coach	paulley.rabalais@rpsb.us
Pierre LaCaze	Master Teacher	julius.lacaze@rpsb.us
Brandi Schultz	Parent	brandi.schultz@rpsb.us
Dr. Jill Summers	Principal	jill.summers@rpsb.us
	Parent	
	Parent	
	Community Member	
	Student	

SWP Committee Meeting Schedule:

Week of September 23, 2024

January

May

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

January

March

May

School: Carter C Raymond Junior High

SPS 66.3

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

1.1. Family and Stakeholder Engagement

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

- Open House is scheduled for the beginning of the year, August 6, 2024. At this function, we promote our PTO and strive to get a diverse population serving on the committee. The school makeup is predominately African American, but there is a small percentage of Hispanics in our Head Start classes comprising the Forest Hill and Glenmora communities.
- Within the first 60 days of school, the school will present their Schoolwide Plan to parents, explaining what Title I is and how the funding will be used. During this meeting, parents will be informed of various opportunities to become involved in their student's academic progress. Parents will also be invited to offer feedback to be considered in the further development and revision of the SWP.
- Several meetings were held for a Community Focus group to discuss Bond and changes to Carter C Raymond. These meetings were heavily attended by district and community members.
- Quarterly Title 1 meetings were held to discuss needs, challenges, and celebrations. School data was shared with parents educating them on how SPS is calculated.
- A parent organization was formed and led by Mrs. Peaslee. Parental input was given for school wide fundraisers
- Due to a high percentage of ESL students in Head Start, parents were able to communicate with Spanish speaking FAC and Para. All materials sent home included English and Spanish.
- Through Together Tuesday, several new partnerships were formed resulting in continued support for the school throughout the year (Zeta Phi Beta, Holy Comforter Church, LSUA, Methodist Women)

Data Comprehensive Needs Assessment- Sample Data Collection

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators		<ul style="list-style-type: none"> • Administrator Questionnaire and/or Interview 	<ul style="list-style-type: none"> • Attendance Data 	<ul style="list-style-type: none"> • Demographic Data
Teachers		<ul style="list-style-type: none"> • Faculty Survey • Teacher Questionnaire and/or Interview • Faculty Focus Group 	<ul style="list-style-type: none"> • Classroom Observations • Attendance Data 	<ul style="list-style-type: none"> • Demographic Data
Students	<ul style="list-style-type: none"> • DIBELS Data • EL Data • LEAP 2025 Data • ACT Data • Benchmark Assessment Data • IEP Progress Data • Graduation Rates 	<ul style="list-style-type: none"> • Student Survey • Student Focus Group 	<ul style="list-style-type: none"> • Discipline Data • Attendance Data 	<ul style="list-style-type: none"> • School Performance Score Data • Demographic Data • Subgroup Component Data • CIR/UIR status
Parents		<ul style="list-style-type: none"> • Parent Survey • Parent Focus Group 	<ul style="list-style-type: none"> • Attendance Data 	<ul style="list-style-type: none"> • Demographic Data

1.2. Comprehensive Needs Assessment

- Strengths and Weaknesses are derived from cognitive student data: the “**what**.” Strengths and weaknesses determine areas of focus that lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why**.” Contributing Factors determine selected strategies that lead to specific implementation activities (the Action Plan).

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

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: EduKincational 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:

Based on the results of the needs assessment, the following indicators are priorities for Carter C. Raymond:

- Students with disabilities make up a large percentage of our small population. Teachers for this population are covering several grade spans and several content areas. Paraprofessionals will be given small groups of students to remediate and track through the year. Teachers will work closely with classroom teachers to supplement the grade level instruction with scaffolds.
- TCMs will be revamped to include content specific collaboration. Vertical planning will be used in order to unwrap standards and ensure alignment of instruction and assessment is taking place.
- Students in Grade 3 did not receive as much exposure to Dibels criteria. Students will be exposed to the Dibels components in RTI every morning with priority given to Oral Reading Fluency.
- Math scores saw a decline due to the 3rd and 4th grade math teacher leaving mid year. New staff members have been hired and will work closely with the lead teacher and a highly qualified math teacher to recover some of the loss.

Data Comprehensive Needs Assessment: Goal 1

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Pre K students showed 80% (4 out of 5) students were on benchmark on Phonemic segmentation.	Dibels (EOY)
2. Kindergarten students increased 58% on EOY data (all subtests)	Dibels (EOY)
3. LEAP connect student (8th grade) scored above goal in ELA, Math, and Science.	LEAP Connect
4. Fifth and sixth grade ELA showed growth in index score.	LEAP Data
5.	

Strengths Contributing Factors- Narrative

1. The 2023-2024 PreK class consisted of 5 students which allowed for small group instruction. However, overall Dibels scores did not show the growth expected due to the one minute time limit.
2. Literacy coach worked with Kindergarten teacher to explain best practices for increasing Dibels scores.
3. Special ed teacher allowed time in the schedule to provide targeted interventions to LEAP connect students in order to best prepare him for the test.
4. Special ed teacher servicing students in Grades K-4 has vast knowledge of science of reading, Dibels, and Imagine Learning Curriculum.
5. An increase in 5th ELA (16.4%) and 6th ELA (21.6%) was shown due to instruction by a highly qualified teacher.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Third Grade students showed a decline of 28% on Dibels EOY exam.	Dibels
2. PreK students were not successful on Dibels due to time limits.	Dibels
3. Math scores in grades 3rd, 4th, 6th, and 8th showed a decline.	Leap Scores
4.	
5.	

Weaknesses Contributing Factors- Narrative

1. Third grade ELA teacher worked mostly with 4th grade students since this was her homeroom. Third grade homeroom teacher focused more heavily on math and science and retired mid year.
2. PreK teacher was not trained on Dibels until the end of the year.
3. Third and Fourth grade math teacher resigned mid year and a long term sub was placed in the class. This sub was not proficient in iReady instruction.
4. Imagine Learning was implemented for the first time in grades K-2. Throughout the year, teachers worked to address gaps in the curriculum, but many gaps did not arise until the EOY Dibels assessment.

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, Dibels scores in grades K-3rd will increase by 10%. 2023-2024 EOY data indicated Kindergarten students grew 58%, 1st grade students grew 1%, 2nd grade students declined by -1%, and 3rd grade students declined by -28%.				
State Goal:						
OBJECTIVES:		DESIRED OUTCOMES:				
1.1	All students in grades PK- 2nd grade will use intervention time blocks to improve areas of Dibels (LNF, fluency, Phonemic awareness, etc).	Dibels screeners will be used to track student progress and identify areas of need.				
1.2	All students in 3rd grade will use intervention time block to improve areas of Dibels (MAZE, nonsense word fluency, word reading fluency, oral reading fluency)	Dibels screeners will be used to track student progress and identify areas of need.				
Activities of Action Plan		Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness
						Support / PDF Links

Thoughtful, student driven master schedules are derived and implemented so teachers have common planning time.	Jill Summers	School Funds	5/1/2024	student work samples TCM	Increase the time to work with co teachers to meet all needs of students	
All students in grades PK-3rd will use common, state supported assessments to monitor the progress of students	Teachers in grades PK-3rd	School funds	9/1/2024	TCM	Increase the number of students meeting maximum growth targets as identified in teacher data reviews in the QDR template by 10%	
During the first 30 days, teachers will administer Dibels as the K-3 literacy assessment	Paulley Rabalais	School funds	9/1/2024			

2024-2025 ELEMENTARY/MIDDLE SCHOOL GOALS				
DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	EVIDENCE/ PDF LINKS
ELA	The ELA assessment index in grades 3-8 will increase from 44.8% to 54.8% as measured by the 2024-2025 LEAP Assessment.	<div><div>1.</div><div>Set SMART Goals and track all data from district mandated assessments.</div></div> <div><div>2.</div><div>Teach comprehension strategies such as summarizing, predicting, questioning, and making inferences.</div></div> <div><div>3.</div><div>Use rubrics and writing exemplars to create mastery of writing standards.</div></div>	Cheronda Cooper (3rd-8th) Jill Summers (PK-2nd)	

		<ol style="list-style-type: none"> 4. Introduce academic vocabulary daily and have students use the words in context. 5. Teachers will unwrap standards and have a clear understanding of the conditions needed for mastery. 6. All teachers will participate in weekly content TCM's to unwrap standards, disaggregate student data, and assure alignment of HQIM, instructions and assessment. 7. Daily RTI focused on Dibels (K-2) Writing (3-8) 8. ELA teachers will participate in district professional development. 9. Science of reading protocol will be used in K-2 classrooms and include the use of word walls, sound walls, manipulatives, etc. 		
Math	The Math assessment index in grades 3-8 will increase from 30.3% to 40.3% as measured by the 2024-2025 LEAP Assessment.	<ol style="list-style-type: none"> 1. Set SMART Goals and track all data from district mandated assessments. 2. STAR Academy students will complete hands-on, STEM based lessons to explore career options. 3. Use rubrics and writing exemplars to create mastery of writing standards. 4. Teachers will unwrap standards and have a clear understanding of the conditions needed for mastery. 5. Teachers will incorporate LEAP test questions into their lessons and modify instruction based on data reports. 6. Teachers use HQIM and assessments to guide instruction and adjust instructions. 7. Teachers will participate in coaching sessions with iReady consultant on scheduled dates. 8. All teachers will participate in weekly content TCM's to unwrap standards, disaggregate student data, and assure alignment of HQIM, instructions and assessment. 9. Math teachers will attend district professional development. 	Pierre LaCaze	

Science	The Science assessment index in grades 3-8 will increase from 37.8% to 47.8% measured by the 2024-2025 LEAP Assessment.	<ol style="list-style-type: none"> 1. 7th Grade students will participate in STAR academy which includes hands-on, discovery learning tied to career exploration. 2. All K-8 students will participate in weekly STEM activities to improve critical thinking skills 3. Amplify will be used in all grade levels 4. Science teachers will collaborate and vertically plan with other science teachers in weekly PLC meetings. 5. All science teachers will attend district professional development. 6. IXL will be purchased to support skills needed in Science that are not covered by Amplify curriculum. 	Pierre LaCaze	
Social Studies	The Social Studies assessment index in grades 3-8 will increase by 10% as measured by the 2024-2025 LEAP Assessment.	<ol style="list-style-type: none"> 1. 7th Grade students will participate in STAR Academy which includes hands-on discovery learning tied to career exploration. 2. K-8 teachers will attend district professional development on Bayou Bridges curriculum. 3. On-site coaching will occur with district and A-pel Personnel. Feedback and next steps will be given to teachers to improve instruction 4. IXL will be purchased to support skills needed in Social Studies that are not covered by Bayou Bridges Curriculum. 	Cheronda Cooper	
Student Attendance	increase student attendance by 10% from previous year.	<ol style="list-style-type: none"> 1. develop a student reward system for attendance 2. identification of students who are habitually tardy or absent 	Windy Guillot	
Teacher Attendance	increase teacher attendance by 10% from previous year.	<ol style="list-style-type: none"> 1. develop a teacher reward system for attendance 	Jill Summers	
Behavior/PBIS	decrease OSS by 10% from previous year	<ol style="list-style-type: none"> 1. PBIS plan has been revamped with a House System for students and teachers. Look-fors are given for teachers and students to earn points in Dojo. Challenges and celebrations occur regularly. 	Pierre LaCaze Cheronda Cooper	
Parental/Community Involvement	The school will see a 10% increase in parental involvement during		Kathy Goudeau	

	academic events. Sign in sheets will be collected for evidence.			
Interests and Opportunities	Students at Carter C Raymond will participate in clubs and organizations that contribute to educating the whole child.	<ol style="list-style-type: none"> 1. Robotics club will be offered and students will participate in local competitions, parent nights, etc. 2. 4H club is offered to students in grades 4-8 3. Students are able to participate in basketball 4. Students are able to participate in track and field 5. Choir will be offered to students and conducted by outside volunteer 	Zach McKnight Stephanie Robertson	

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): Math			
Objective(s):	Math proficiency scores in Grades 3-8 will show an increase in mastery levels: 3rd grade (0%- 10%), 4th grade (0% - 10%), 5th Grade (18.2%-28.2%), 6th grade (7.1%-17.1%), 7th grade (17.6%-27.6%) and 8th grade (18.8%-28.8%).		
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">• iReady Math• STAR Math	Teachers will monitor effectiveness by assessing students using weekly assessments and district made proficiency exams. All data will be tracked weekly during PLC meetings and plans of actions will be developed to address deficits.	district funded	
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): <ol style="list-style-type: none">1. Math teachers will plan collaboratively to unpack the math units using a backwards design approach. Iready reports will be analyzed and small groups	<ul style="list-style-type: none">• Weekly planning minutes• Lesson plans• iReady data reports• Student work		

<p>formed to address weaknesses.</p> <p>2. Student data will be analyzed weekly to make sure students are meeting success criteria of standards.</p> <p>3. Math tutoring will be implemented</p>			
<p>Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):</p> <ul style="list-style-type: none"> • Special ed teachers and paras will be used to work with those students who need math enrichment. • RTI will be every morning from 7:20-7:50. 	<ul style="list-style-type: none"> • RTI intervention tracking forms. • iReady Data reports • Progress monitoring 		

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
<ol style="list-style-type: none">1. Outside agencies provide some support for targeted students.2. Behavior strategists work with targeted students to improve behavior.3. The school has no counselor on site so the principal and assistant principal fill in this role as needed.4. SBLC team in place to address screening of referred students.5. IEP Progress reports are sent home every 9 weeks with students.	<ol style="list-style-type: none">1. decrease in the amount of discipline issues	<ol style="list-style-type: none">1. No cost to school2. General Funds/Sped Funds3. No cost to school4. No cost to school5. No cost to school	

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. Eighth grade students will be exposed to various careers and opportunities through the Quest for Success class earning a high school credit.2. Seventh grade students will be exposed to keyboarding components earning a high school credit.3. Seventh grade students will be enrolled in the STAR Academy program exposing them to hands-on learning tied to careers available in the area.4. Students in grades 4th-8th are allowed opportunities to participate in extracurricular sports and activities (Basketball, 4-H, Educators Rising, Robotics)	<ol style="list-style-type: none">1. students are able to participate in courses to earn high school credits2. building computer skills needed to further education3. % of Students Pursuing these activities in upper grades	<ol style="list-style-type: none">1. District Funds (online Training for Teacher)2. District Funds (curriculum)3. STAR Grant (Modules)4. Title 1 Funds (supplies)	

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">Several students receive behavioral services from outside agencies. In the past, these visits have been few. Schedules will be devised before school starts to make sure these students receive their outside help.Behavior strategist has received a list of students with high concerns for emotional and behavioral issues. She will work with these students weekly in groups and individually.An on-site ISS room will be initiated in order to provide reflection time for classroom misbehaviors.Ripples Intervention will be used and tracked for habitual behaviors.	<ol style="list-style-type: none">Power School Behavior ReportsDojo School wide Point Report	<ol style="list-style-type: none">No cost to schoolGeneral Funds/Sped FundsSchool Funds (on staff personnel)District Funds (curriculum)	

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">1. Literacy coach will attend Plain Talk Conference in order to gain most recent knowledge on Science of Reading2. Principal will attend Model Schools Conference in order to gain knowledge on increasing proficiency, dealing with mental health, and increasing rigor in high poverty schools.3. MS science teacher will attend NSTA conference in order to sharpen knowledge of science concepts and curriculum. Increased knowledge will help him achieve his goal of increasing proficiency by 10%.4. Lead Teacher will attend NSTA in order to stay abreast of changes in science curriculum to help him better facilitate TCMs.	<ol style="list-style-type: none">1. increasing rigor within the classroom allowing teachers to meet all needs of students2. Attending conferences alongside peers provides valuable insight into dealing with discipline, attendance, and academics in order to increase achievement.3. Teacher is new to the science curriculum. Attending the conference would allow him to connect with other science teachers to increase his knowledge of the curriculum.4.	<ol style="list-style-type: none">1. Title 1 Funds (\$2,000.00)2. Title 1 Funds (\$4,000.00)3. Title 1 Funds (2,000.00)	<ol style="list-style-type: none">1. https://myell.org/plain-talk/2. https://2025.modelschoolsconference.com/users/criteria3. https://www.nsta.org/conferences-and-events

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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"> Students in the 8th grade enroll in "Quest for Success" allowing for students to earn a Carnegie Unit prior to enrolling in high school. The teacher will become certified to teach the course by completing the online CTE training provided by the district. Students in the 8th grade will schedule classes and meet with the high school counselor throughout the school year to prepare for 9th grade. Students in 6th-8th grade will participate in COPE in order to seek future opportunities. Students in Head Start will participate in school wide activities to prepare for transition to PreK Career Compass will work with 6-8 students on Career Awareness 	<ol style="list-style-type: none"> assist in smooth transition to high school students will learn needs of highschool and coping skills COPE provides counseling and job exploration in order to prepare students for high school. 	<ol style="list-style-type: none"> School/District Funds School funds School funds School funds 	http://cope5star.com/

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

Federal Program's Family Involvement and Community Goal(s):	<p>The district will work to:</p> <ol style="list-style-type: none"> 1. Ensure that caregivers have the necessary knowledge and skills to be proactive advocates for their children and provide meaningful and varied opportunities to become involved in supporting their children's academic achievement. 2. Provide caregivers with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready. 3. Provide caregivers with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of families.
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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>Parent events are mostly attended by parents of our younger grades. Little participation happens in the elementary/middle grades.</p> <p>Objective(s):</p> <p>Increase family involvement in the academic events</p>	<ol style="list-style-type: none"> 1. The school will meet ESEA required Family Involvement requirements as outlined by the RPSB Family and Community Engagement Coordinator. 2. 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 use. 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 	<ol style="list-style-type: none"> 1. Kathy Goudeau 2. Stephanie Andries 	9/1/2024	<ol style="list-style-type: none"> 1. No cost 2. No cost 3. No cost 		

hosted by the school.	<p>the further development and revision of the SWP.</p> <p>3. Pre-Kindergarten teacher will offer Orientation for parents</p> <p>4. The school will host Parent-Teacher conferences on _____accomodating families by hosting conference times throughout the day.</p> <p>5. Communication with families will be made through Remind and School Messenger encouraging participation</p> <p>6. Feeder system activities will be hosted throughout the year with a focus on literacy, math, and STEM.</p> <p>7. Parent in-services will be held to familiarize parents with Dibels testing and Leap testing and to provide resources to help assist their child.</p> <p>8. Report cards, praise report cards, test scores, etc will be mailed to parents to inform them of their students progress.</p>	<p>3. Denyse Holt</p> <p>4. All teachers</p> <p>5. Jill Summers</p> <p>6. Kathy Goudeau</p> <p>7. Paulley Rabalais, content level teachers</p> <p>8. Jill Summers</p>		<p>4. No cost</p> <p>5. District Funded messenger system</p> <p>6. Title 1 funds</p> <p>7. Title 1 funds</p> <p>8. Title 1 funds</p>		
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