



2025-2026

Rapides Parish School System
Title I Schoolwide Program Plan

J.B. Nachman Elementary School

**PK-5
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Louisiana Department of Education: Believe to Achieve – Educational Priorities

State of Louisiana and District Critical Goals – Louisiana students will:

- All students will perform on grade level in literacy and numeracy by the end of third grade (PK-3rd).
- Students in grades 4-8 will be proficient on LEAP in all core content areas, will meet individual growth targets in ELA and Math, and make connections with high school and career opportunities.
- Students in grades 8-12 will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.
 - Focus on LEAP exams and national/state identified assessments to accelerate towards college, career, and/or service readiness.

District Vision and Mission Statement

Vision: Rapides Parish Schools are relentlessly committed to a supportive and innovative educational system that engages our community, empowers individuals and elevates our people to their maximum potential.

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

School Vision and Mission Statement

Vision: J.B. Nachman 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.

School Name: _____

Principal	Date
Title I Chairperson	Date
District Title I Coordinator	Date
Deputy Assistant Superintendent of School Improvement	Date
Superintendent or Designee	Date

SWP Committee Members/Leadership Team

Name	Position	Email Address
Rebecca Warren	Principal	rebeccal.warren@rpsb.us
Tracy Bock	Asst. Principal	tracy.bock@rpsb.us
Lori Robertson	Lead Teacher/Title I Chair	lori.robertson@rpsb.us
Cassandra Wells	SPED Teacher	cassandra.wells@rpsb.us
Kim Roberts	ESL Teacher	kim.roberts@rpsb.us
Nicole O'Neal	PreK Teacher/Community Engagement Coordinator	nicole.oneal@rpsb.us
Raymie Keegan	2nd Grade ELA Teacher	raymie.keegan@rpsb.us
Rebekah Sauve	3rd Grade ELA Teacher	rebekah.sauve@rpsb.us
Lacy Wiley	5th Grade Math Teacher	lacy.wiley@rpsb.us
Wendy Braley	Science	wendy.braley@rpsb.us
Rachel Thomas	Social Studies	rachel.thomas@rpsb.us
Jenise Mertens	Title I Coordinator	jenise.mertens@rpsb.us
Sharonte Williams	Community Leader/Parent	sharonte.williams@gmail.com
Nida Jada Awada	Parent	jadanida@yahoo.com
Johnny Harbor	Community Minister/Guardian	jrhsr58@gmail.com
<p>Meeting Schedule: The SWP Committee Meeting Schedule August 13, 2025 @ 12:15pm for initial planning and development January 7, 2025 @ 12:15pm for mid year review and update May 13, 2026 @12:15pm for end of year review and update</p>		

School: J. B. Nachman Elementary School

SPS 89.6 (2023 - 2024), projected 85.5 (2024 - 2025)

Letter Grade B

Check all that apply (verify with principal):

CIR - Comprehensive Intervention Required

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

Schools that have a graduation rate less than 67%

UIR - Academic - Urgent Intervention Required for Academics:

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

Economically Disadvantaged

Hispanic/Latino

Black

White

Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

Process of key performance and instructional data.

Table A: For elementary/middle school, identify the indexes for ELA, math, science, social studies, and all subjects assessment index for each testing grade.

Table B: For high school, identify performance proficiencies, composites, rates, and indexes for each component area.

Discuss successes/challenges.

Set goals and create SWP.

Table A: Elementary/Middle School Data

Grade	ELA Index		Math Index		Science Index		Social Studies Index		All Subjects Assessment Index	
	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024
3	87.6	98.3	73.2	95.5	67.0	85.9			74.4	91.2
4	92.7	95.9	77.1	69.9	74.8	70.0				
5	72.7	84.3	68.3	80.5	60.9	56.4				
Grades 3 to 5	83.7	92.8	72.6		67.1					

1.1. Family and Stakeholder Engagement

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

Response:

The SWP committee is composed of administrators, one SWD teacher, one ESL teacher, upper and lower elementary teachers, the lead teacher/Title I chair, an African-American community/parent, one of our EL parents, and one parent of a regular education 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. Currently at Nachman, approximately 14% of our population is categorized as SPED, 11% english learners, and 4% homeless. 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. We will host this meeting on Thursday, August 28, 2025. During this meeting, we share our EOY academic data from the previous spring (2025) data along with the mission, vision, and goals of our school and the district. Additionally, we share the curriculum and how to access student information in OnCourse. We also discuss the various assessments that will take place during the school year. Finally, parents are encouraged to complete and submit a digital survey allowing our stakeholders a voice.

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 assessments. These reports include information about their student's assessment along with strengths and weaknesses. To keep parents abreast of their child's weekly academic progress, papers are sent home to K-2 parents each Wednesday. Parents must sign the papers and return them noting any concerns about their child's academic progress. This is a two-way type of communication. Additionally, parents may access their child's academic record at any time through OnCourse. A change we are implementing this year is meeting with K-2 parents at the beginning of the school year to discuss the district's reading curriculum, Imagine Learning, and assessment tool, DIBELS, in depth. We want our parents to be knowledgeable about academic expectations, and therefore become actively engaged in their child's learning and current on their progress.

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 throughout the year. We also hold LEAP Test Prep meetings with parents in February 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. We hope to increase this number this school year.

In order to encourage students to take ownership of their learning, 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 4th and 5th-grade students, their previous year's LEAP assessment scores). During the meeting, the principal reviews their tests, and students set goals for the EOY LEAP assessments. Students take the folders home along with a letter from the principal explaining the purpose of the "test talks" to share with their parents. We have received positive feedback from parents about this event and will continue to do it this school year.

We have a large population of ESL students who take the ELPT assessment each year. 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 20% of our K-2 students met their trajectory target and 32% of our 3rd – 5th grade met their trajectory. Overall, students did not perform well on the written section of the test, and this deficit caused the scores to drop. One change we are making this year based on parent requests and evidenced by our test scores, is hosting a Parent ELPT testing night prior to the test. This would give teachers an opportunity to share information with parents and answer questions. In the past we have addressed this individually, but these meetings resulted in interaction with very few parents.

Like our ESL teachers, our teachers who work with our SWD do a great 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.

To further encourage parental involvement within our school, our parent/teacher conferences each semester include the student. Each student sets goals within the classroom environment and shares those goals and progress made toward them with their parent or guardian during their conference further strengthening the bond between home and school.

To meet the 10% proficiency goal in all reportable content areas, we will increase parental opportunities throughout the school year to inform them about curriculum and

data analysis of student work.

At our end-of-year SWP stakeholder meeting, it was brought to our attention by parents that students missed some of the “fun” activities we’ve hosted in years past. Our 4th and 5th grade teachers plan to host a back-to-school dance for their students to bring some “fun” to our campus. Additionally, our 5th graders will be attending StarBase for the first time this year. Finally, parents requested that all open houses be held at different times at the beginning of the school year to accommodate parents whose children attend school on multiple campuses. While this is a district decision, we did allow for more of an “Open House” vibe this year with no structured activities and allowed parents and students to leisurely visit with their child’s teachers and drop off supplies before the first day of school. This ‘meet and greet’ was extremely successful and appreciated by families.

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 565 students registered at Nachman 13% are students classified with disabilities and 13% are ESL students. The enrollment at Nachman usually fluctuates between 565 and 575. 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 suspension rate by 50%. This implementation did not decrease the number of suspensions, in fact, our out-of-school suspensions increased. In April, we suspended 16 students for various reasons. Our Discipline committee has worked over the summer on a new system that will be introduced at our back-to-school meeting in August.

Our retention rate increased for the 2024 - 2025 school year. Twenty-three students were retained compared to nineteen students in the 2023 - 2024 school year. First grade had the most retentions with a total of nine students and third grade had the second highest rate for a total of seven retentions. The increased retention rate for third grade is due to the implementation of Act 422 that states all students must read on grade level by the end of their third grade year. The reason for first graders being retained was due to failure in reading and scoring well below on the EOY of DIBELS assessment. It should be noted that the data from the end-of-year DIBELS assessment revealed a lack of proficiency in the area of phonological awareness for our first grade students. Phonological awareness will continue to be the focus for the 2025 - 2026 school year for K-2 students.

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Increase in DIBELS K-1 EOY benchmark or above scores - 61% to 72%. A growth of 11%	DIBELS - QDR
2. Increase in proficiency in 4th grade LEAP Math 41.1 to 44.6 - an increase of 3.5%	LEAP - QDR, Proficiency exams
3. Increase in proficiency in 4th and 5th grade LEAP Science 4th grade - 39.3 - 42.2 +2.9% 5th grade - 27.9 - 29.4 +1.5%	LEAP - QDR

Strengths Contributing Factors- (Narrative) -

Domain: ELA

Narrative: Data trend showed an increase of 12% of kindergarteners scoring benchmark or higher on the EOY DIBELS assessment and an increase of 23% of first graders scoring benchmark or higher on the EOY DIBELS assessment. The contributing factor of this increase was a focus on phonological awareness during RTI time and the continuous progress monitoring of students. Additionally, the intentional focus during TCMs on data and tracking students to ensure they were receiving specific individual assistance

Strengths Contributing Factors- (Narrative) -
Domain: Math
Narrative: There was an increase of 3.5% of students scoring mastery or higher on the Math LEAP sessions in 4th grade. The contributing factor for this increase is due to the intensive coaching and support from the school, district, and iReady coaches and the continuous tracking of data on the QDR and the DATA dashboard.

Strengths Contributing Factors- (Narrative) -
Domain: Science
Narrative: There was an increase of 2.9% in 4th grade and 1.5% in 5th of students scoring mastery or higher on the Science section of the LEAP assessment. The contributing factor for this increase is due to the intensive support and coaching from the school, district, and Amplify coaches and the continuous tracking of data on the QDR and the DATA dashboard.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. 3rd - 5th grade ELA	2025 LEAP , Writing tasks
2. ESL	ELPT
3. 3rd - 5th grade Math	2025 LEAP, Proficiency exams

Part 1lb: Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Weaknesses Contributing Factors- (Narrative) -
Domain: ELA

Narrative: The lack of understanding of the condition and rigor of the standards. Success criteria was often absent in instruction so students did not have adequate modeling to enhance comprehension. Written components were not assessed using the LDOE rubric with fidelity.

Weaknesses Contributing Factors- (Narrative) -

Domain: ESL

Narrative: Lack of time and intentionality spent teaching elements of the ELPT. Before AMIRA which was implemented in February 2025, there was no way to assess or progress monitor students effectively in ELPT-like situations. Teacher and Paraprofessional schedule was not streamlined to make best use of resources.

Weaknesses Contributing Factors- (Narrative) -

Domain: Math

Narrative: While we did show some growth in 4th grade math LEAP scores, students dropped in proficiency levels and did not obtain growth targets. In order to try to stay on pace with Proficiency Exam expectations, key skills were not taught to depth and rigor of the standard.

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:	By the end of the 2025 - 2026 school year, we will grow all students by 10% in all reportable categories.	
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 74% to 84%.				
1.2	Students in 4th and 5th grade will increase their growth target by 20 points in all core areas on the LEAP 2026 assessment.	Increase the overall assessment index from 74.4 to 85.				
Activities of Action Plan	Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Documentation in Google Classroom
Teachers will utilize HQIM Tier 1 curriculum for instruction (e.g. Imagine Learning, Guidebooks, iReady Math, Amplify Science, Bayou Bridges). Technology used in classrooms to ensure HQIM is presented in a quality manner Document cameras allow students to present work to class for peer learning.	Teachers Administrators	District Title I	August 2025-May 2026	Lesson plans Observations TCMs	Assessments and quarterly grades will determine effectiveness of instruction.	
Teachers will participate in district and other content training to ensure understanding of HQIM and how to use materials with best practices during class/small group instruction.	Teachers	District	August 2025-May 2026	Lesson plans Observations TCMs	Teachers will implement small group rotation strategies to assure all students needs are met as evidenced by quarterly grades and DIBELS assessments.	
The Instructional Leadership Team will observe and provide feedback identifying strengths and areas of potential growth to teachers in their core content area and then meet after school to share observation data and plan action steps for school improvement.	ILT Teachers	Title I	August 2025-May 2026	Lesson plans Observations TCMs	Teachers will become proficient at instructing all learners at levels as evidenced by quarterly grades, PEs, and LEAP scores.	
Teachers will provide RTI/Enrichment in the areas of math and ELA to bridge	Teachers Paraprofessionals	District Title I - laminatio	August 2025-May 2026	Lesson plans Observations TCMs	Students will meet growth targets on LEAP 2026 assessment.	

gaps and/or enrich learning opportunities. Teachers will implement small group instruction in both math and ELA using manipulatives and laminated resources to engage all types of learners.		n; ELA and math manipulatives				
HDT will be provided to students who are below or well below the proficiency level in math and/or ELA.	Teachers Paraprofessionals	District	September 2025-May 2026	IASP Schedules Observations	Students will exhibit growth as determined by consistent progress monitoring.	
ESL teachers will implement a program, AMIRA, addressing the specific needs of ELL students.	Roberts		August 2025-May 2026	Diagnostic Data	AMIRA progress monitoring reports will keep ESL teacher abreast of student progress and areas of concern.	
Students will benefit from Scholastic News in the library by gaining access to engaging, age-appropriate articles that connect current events to their learning. The magazine supports reading comprehension, critical thinking and vocabulary development while sparking curiosity about the world. With its interactive activities and real-world connections, Scholastic News helps students build knowledge across subjects, practice informational reading skills, and become more confident, informed readers.	Thomas	Title I	September 2025-May 2026	Observations Learning Walks		

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS					
DOMAIN	GOAL(S)	ACTION		PERSON RESPONSIBLE	Documentation in Google Classroom

ELA	<p>Increase K-2 proficiency from 74% to 84.</p> <p>Increase 3-5 proficiency from 59.9% to 70%.</p>	<p>TCM: Weekly data dig centered around progress monitoring, pacing guides and focus on success criteria and student work.</p>	<p>Rebecca Warren Lori Robertson</p>	
		<p>RTI: Daily RTI and weekly progress monitoring for below level students.</p>		
		<p>C&I/Assessment: Utilizing HQIM, pacing guides, and assessment data to assure student growth towards goals.</p>		
Math	<p>Increase K-2 proficiency from ...</p> <p>Increase 3-5 proficiency from 42.9% to 53%.</p>	<p>TCM: Weekly data dig centered around progress monitoring, pacing guides and focus on success criteria and student work.</p>	<p>Tracy Bock Lacy Wily</p>	
		<p>RTI: Daily RTI and weekly progress monitoring for below level students.</p>		
		<p>C&I/Assessment: Utilizing HQIM, pacing guides, and assessment data to assure student growth towards goals.</p>		
Science	<p>Increase 3-5 proficiency from 34.4% to 45%.</p>	<p>TCM: Weekly data dig centered around progress monitoring, pacing guides and focus on success criteria and student work.</p>	<p>Tracy Bock Wendy Braley</p>	
		<p>RTI: Differentiation of instruction to meet the needs of all students.</p>		
		<p>C&I/Assessment: Utilizing HQIM, pacing guides, and assessment data to assure student growth towards goals.</p>		
Social Studies	<p>Increase 3-5 proficiency from ...</p>	<p>TCM: Weekly data dig centered around progress monitoring, pacing guides and focus on success criteria and student work.</p>	<p>Lori Robertson Rachel Thomas</p>	
		<p>RTI: Differentiation of instruction to meet the needs of all students.</p>		
		<p>C&I/Assessment: Utilizing HQIM, pacing guides, and assessment data to assure student growth towards goals.</p>		
Accelerated Reader	<p>Increase student reading comprehension and cultivate a love for reading.</p>	<p>Monitoring weekly, monthly, and quarterly AR reports</p>	<p>Rachel Thomas Lori Robertson</p>	
		<p>Provide weekly, quarterly, and yearly AR awards</p>		
Student Attendance	<p>Decrease absenteeism by 50%.</p>	<p>Monitor daily check in/out documents and attendances</p>	<p>Rebecca Warren</p>	
		<p>Communicate with parents on a regular basis via DOJO, letters, and face to face meetings. Report excessive truancy to CWA. (Stamps for mailing communications purchased using Title I funds. Reports will be printed by Principal Warren..)</p>		
Teacher Attendance	<p>Decrease absenteeism by ...</p>	<p>Monitor weekly clock in/out reports and meet with personnel who have excessive absences.</p>	<p>Rebecca Warren</p>	
		<p>Conduct monthly drawing rewarding one teacher for perfect attendance.</p>		

Behavior/PBIS	Decrease OSS by 50%.	Monitor behavior and reward exemplary behavior at the Quarterly Awards Ceremony.	Traci Thompson	
Parental/Community Involvement	Increase parent/community involvement activities that focus on literacy and numeracy.	Host monthly events for families and the community. In Spring 2026, an event TBD will host families for a summer reading extension and books will be given to parents to have and read with their students during the summer to lessen reading comprehension loss and increase love of reading. (Title I-\$2000) Continue with the implementation of student led conferences each semester.	Nicole O'Neal Rebecca Warren	

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):	<ol style="list-style-type: none"> 1. Students will read on grade level by the end of third grade. 2. Increase proficiency levels by 10% in all reportable content areas. 		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Guaranteed and viable curriculum (what will be taught): Tier 1 curriculum is implemented in the following areas: ELA (K-2) - Imagine Learning ELA (3-5) - Guidebooks Math (K-5) - iReady Math (Reports will be generated, printed in color, and shared with parents - Title 1). Science (K-5) - Amplify Social Studies (K-5) - Bayou Bridges	Lesson Plans Learning Walks Gradebook Assessments TCM Agendas	District Title I - ink	

<p>Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs):</p> <p>ELA - RACES writing strategies for 3-5 grade levels, reading logs for K-5 students, Heggerty, Accelerated Reader, and small group instruction are strategies and programs used to increase phonemic awareness, comprehension, fluency, and writing skills. Teachers will use anchor charts for students to be able to create work onto, gallery walks, etc. STAR (2-5), iReady diagnostic (3-5), mClass progress monitoring (K-3), Language & Literacy are used to monitor and adjust instruction throughout the year. Additionally, Proficiency Exams in all content areas in grades 3-5 track mastery of standards quarterly. Technology enhanced lessons are used for all students (e.g. L&L...)</p> <p>Math - iReady Math diagnostic; manipulatives, both kinesthetic and digital; vocabulary instruction and daily review; daily word problem; math discourse; daily fluency practice; My Path individual learning for enrichment and remediation. Progress monitoring, In</p>	<p>Lesson Plans Learning Walks Observations TCM Agendas QDR Student Data RTI & HDT Data Dashboards</p>	<p>Title I - ELA manipulatives and library books, chart paper</p> <p>Title I - math manipulatives and supplies for small group instruction</p>	
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grades 3-5, Growth Mastery assessments, quarterly Proficiency Exams, as well as LEAP practice questions and assessments will help monitor success and growth in weaker areas.

Science - Amplify HQIM in grades K-5; interactive simulation models through technology; hands-on investigations through HQIM; progress monitoring through proficiency exams in grades 3-5; LEAPlike assessments built-in through HQIM; on-the-fly assessments to gather pulse of all students in core knowledge understanding; cross-curricular and content specific vocabulary; supplementation with Generation Genius to ensure standards are mastered; 180 Days of Science to reinforce concepts.

Social Studies - HQIM Bayou Bridges for 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 district pacing; 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

Title 1 - Grade 5 Science Kits

<p>enrichment to aid in reading and comprehending informational text aligned to the Louisiana Social Studies Student Standards.</p>			
<p>Go Guardian will be purchased to ensure students are on task and implementing online safety in all courses.</p>	<p>Usage Reports</p>	<p>Title I - Go Guardian- \$1500</p>	
<p>Interventions and strategies to increase student achievement in underperforming subgroups (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.</p> <p>Additional support is given through High Dose Tutoring (HDT) 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 RTI and HDT 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	Documentation in Google Classroom
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	
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	School SBLC committee members	J.B. Lafargue	

<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: DARE, robotics, cheerleading, boys and girls basketball, fitness team, 4-H, newspaper staff, choir, Girls on the Run, BETA Club, theater, performing arts, and art</p> <p><i>Title IV funds will be used to pay a theater teacher to work with students to produce a theater production each semester.</i></p> <p><i>Additionally, Title IV funds will be used to pay for art supplies needed for art lessons via Library/STEM enrichment classes. All PreK - 5th grade students will have access to these classes. The purpose of the art program is to support a well-rounded education by enhancing the visual arts curriculum with upgraded materials that allow for more complex, culturally relevant, and skill-building projects. Through hands-on, creative experiences in painting, sculpture, printmaking, and design, students will strengthen fine motor skills, express themselves artistically, and make cross-curricular connections that support cognitive</i></p>	<p>School master schedule Sign-in sheets Extracurricular activities sign-in sheets</p> <p>Stipend sheets and sign-in logs</p> <p>Art work throughout the year. There will be an end of the year Art Show with all student work displayed for the students, faculty, staff, parents and community</p>	<p>School funds BETA Club funds Cheerleading funds</p> <p>Title IV</p> <p>Title IV - Art supplies</p>	
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<p><i>and social-emotional growth. This contributes to our SWP focus on engagement, equity, and achievement for all learners, as well as having a profound impact on social and emotional skills by interacting with the different forms of media.</i></p>			
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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	Documentation in Google Classroom
<p>Members of our SBLC committee, teachers, and administration continuously work to identify and support students struggling academically, emotionally, and behaviorally.</p> <p>RIT and HDT are 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 newspaper staff and BETA Club.</p> <p>Behavioral help services are available</p>	<p>SBLC agendas, sign-in sheets, and minutes from minutes</p> <p>School schedule LDOE funds</p> <p>JBL personnel</p>		

<p>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 conduct quarterly behavior and academic celebrations that include ALL students.</p>	<p>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	Documentation in Google Classroom
<p>Our lead teacher participates in monthly PD through the district. This information is redelivered during weekly TCM meetings.</p> <p>The district has embedded professional development days covering various topics throughout the school year for our teachers and</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>District funds</p> <p>District funds</p>	

<p>administration. Some of the dates already scheduled are: August 5 & 7, 2025 September 15, 2025 October 20, 2025 January 5, 2026 March 9, 2026 Teachers attend and engage in weekly Teacher Collaborative Meetings (TCM) focusing on the depth of standards, student work, progress monitoring, data digs to ensure students maximum potential is reached. Additionally, during TCMs 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 and the lead teacher for their after hours time.</p> <p>Substitute teachers will be needed to cover class for five ILT teachers (Lacy Wily, Wendy Braley, Rachel Thomas, Beky Sauve, Raymie Keegan) once a month to provide time to conduct learning walks, meet with teachers, conduct data digs, and attend TCM</p>	<p>TCM agendas, sign-in sheets, teacher QDR data</p> <p>Title I proposal Agendas and sign-in sheets</p> <p>Title I proposal Agendas and sign-in sheets</p>	<p>School and district funds</p> <p>Title I funds</p> <p>Title I funds</p>	
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<p>meetings in their assigned content area in order to track student progress toward the 10% school goal and to coach teachers focusing on best practices, etc.</p> <p>Three 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>Back to school PD Agendas and sign-in sheets</p>	<p>Title II</p>	
<p>One new teacher will attend the LDOE New Teacher Experience throughout the school year. The program supports early career teachers with coaching and other experiences. Dawnyelle Stocker will attend classes in Monroe, LA on 10/22/25, 11/17/25, 1/20/26, 2/25/26</p>	<p>Registration and agendas</p>	<p>Title II</p>	
<p>3rd and 4th grade ELA teachers will attend a PD with Dr. Torrence Williams on 10/24/25</p>	<p>RPSB calendar</p>	<p>Title II</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	Documentation in Google Classroom
<p>The school will host an open house before school begins for parents, families, and students to meet teachers and explore school based student involvement opportunities.</p> <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> <p>AMMS will visit Nachman’s 5th grade students in the spring of 2026 to ensure the smooth transition of those students attending their school. The admin team, various club members, and select students will provide an assembly for all 5th grade students.</p>	<p>Classroom/teacher sign-in sheets</p> <p>School media Brame information packets sent home to parents</p> <p>School media School calendar Parent packets</p>	<p>General funds</p>	

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

<p>Federal Program’s Family Involvement and</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.
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Community Goal(s):	<p>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.</p> <p>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.</p>
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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)	Documentation in Google Classroom (List docs)
Weakness(es): Providing consistent monthly family activities and receiving feedback from families. Objective(s): To provide a variety of events and activities that encourage and engage our Nachman families to partner with faculty and staff in their child's school journey.	Open House August 7, 2025 5:00-6:30	Warren	8/7/25	School funds	Classroom sign-in sheets	
	Parent Orientation - Title I meeting	Warren, Bock, Robertson	K-2 3-5	School funds	Sign-in sheets Agenda PowerPoint Presentation	
	Weekly folders to K-2 parents containing graded papers	Classroom Teachers	Weekly	School funds		
	Monthly calendar	O'Neal	Monthly	School funds		
	Parent BETA meeting	Thomas	September 2025	School funds	Sign-in sheet	
	Back to School Dance	4th & 5th Grade Teachers	August 2025	School funds	Ticket Sales	
	Fall Into Reading Family Event	O'Neal Robertson	September 2025	Title I (paper for handouts \$25)	Sign-in sheet	
	Basketball games	Coach K & Thomas	September & October 2025	School funds		
	Walk to School Day	Hollman & Laborde	October 2025	School funds		

	Student Led Parent/Teacher Conference	Admin & Teachers	October 14-16, 2025	Admin & Teachers	Sign-in sheets	
	Track or Treat	Admin & Teachers	October 2025	Knight Club funds		
	Veterans Program	Thompson	November 2025	School funds		
	Family Walk Night	Hollman & Laborde	November 2025	School funds		
	Family Reading Night	Thomas	November 2025	Title I- laminated materials for parents; School funds		
	Fall Theater Performance	Thompson	November 2025	School funds Title IV		
	Christmas Choir Concert	Thompson	December 2025	School funds		
	Culture Night	O'Neal Roberts	January 2026	School funds		
	STEM Night	Teachers & Admin	February 2026	School funds		
	Book Fair Week	Thomas	February 2026	School funds		
	Mardi Gras Parade	Johnson & Wily	February 2026	School funds		
	LEAP Parent Test Information Night	Teachers & Admin	February 2026	School funds		
	Family Walk Night	Hollman & Laborde	March 2026	School funds		
	Spring Theater Performance	Thompson	March 2026	School funds Title IV		
	Spring Concert	Thompson	April 2026	School funds		
	Field Day	Hollman & Laborde	May 2026	School funds		

	Awards Day	Thompson, Roberts, Reynolds	May 2026	School funds		
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