



2024-2025

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

**Grades 6-12  
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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:** To challenge students to become the best version of themselves and use their influence to make the world a better place.

**Mission:** Students will reach their highest potential and become independent, life-long learners.

## 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.

Chairperson	Date
Principal	Date
Deputy Assistant Superintendent	Date
Superintendent or Designee	Date

### SWP Committee Members/Leadership Team

Name	Position	Email Address
ReBecca Holt	Principal	rebecca.holt@rpsb.us
Ericka Luty	Title I Chairperson	ericka.luty@rpsb.us
Brandy Hearsberger	Title I Coordinator	brandy.hearsberger@rpsb.us
Andrew Barber	Community Member	318-334-3228
Heather White	Parent	225-936-9806
Elizabeth Jenkins	Parent	318-452-7113
Lacey Hoosier	Teacher	lacey.hoosier@rpsb.us
Daniel Weatherford	Teacher	daniel.weatherford@rpsb.us
Paige McCrory	Teacher	paige.mccrory@rpsb.us

**SWP Committee Meeting Schedule:**

Initial Planning and Development of SWP: 8/21/24 @ 2:40PM  
 Mid Year Review and Update: 1/06/25 TBD  
 End of Year Review and Reflection: 5/23/25 TBD

**Faculty SWP Review/Update Meeting:** These dates will pair with the school based QDR meetings during a TCM. When reviewing QDR data the SWP’s Action Plans will have a “pulse check.” The purpose is to determine if school is moving at pace to reach quarterly, semester, or end of year goals set in the SWP. The agenda and sign in sheet should be submitted with these months PD benchmark as its own file named: *Q1\_SWP\_FacReview*

Please list dates here:  
 October \_\_\_  
 January \_\_\_  
 March \_\_\_  
 May \_\_\_

**School:** Buckeye High School

**SPS:** 93.6

**Letter Grade:** A

**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	
	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023
6	84.7	95.0	77.3	70.9	69.3	66.6	N/A	59.6	78.7	76.4
7	93.7	88.4	73.2	68.9	73.3	83.3	N/A	63.8	81.4	77.0
8	77.7	83.4	83.3	66.9	92.3	83.6	N/A	65.2	82.9	74.9
Grades 3 to 8	85.4	88.5	77.9	68.8	78.2	78.3	N/A	63.1	80.9	76.0

**Table B: High School Data**

SPS COMPONENT	23-24 PERFORMANCE		CHANGE FROM 22-23		PERSON RESPONSIBLE
LEAP 2025 Proficiency	Algebra 1	50.3%	Algebra 1	-24.0%	Brodnax, McLaughlin, and Sasser
	Geometry	45.6%	Geometry	+4.4%	Ricketts and Sasser
	English I	44.0%	English I	-0.3%	Kirtland and Norris
	English II	42.8%	English II	-1.4%	Kirtland, Norris, and Dryden
	Biology	32.4%	Biology	-3.3%	McMickens and DeRosia
	US History	26.8%	US History	-2.6	Edmondson, Davis, and Martin
ACT Composite	20.6		18.4		Gillpatrick
ACT/WorkKeys Index	83.4		72.6		Gillpatrick
Graduation Index	99.1%		94.4%		Gillpatrick
Strength of Diploma Index	123.7		107.0		Gillpatrick

Attendance Rates Among Students	Changes from 22-23 to 23-24 School Year	23-24 School Year	22-23 School Year	21-22 School Year	18-19 School Year
<b>TOTAL SCHOOL</b>	<b>+0.8%</b>	<b>91.4%</b>	<b>90.6%</b>	<b>87.6%</b>	<b>92.3%</b>
6th Grade	+2.0%	93.6%	91.6%	87.2%	93.5%
7th Grade	+1.8%	93.6%	91.8%	89.4%	93.8%
8th Grade	+1.6%	93.4%	91.8%	90.4%	91.9%
<b>JH Combined</b>	<b>+1.9%</b>	<b>93.6%</b>	<b>91.7%</b>	<b>88.6%</b>	<b>93.1%</b>
9th Grade	-0.2%	90.3%	90.5%	87.9%	92.3%
10th Grade	-0.7%	89.0%	89.7%	85.9%	91.7%
11th Grade	+0.2%	89.4%	89.2%	85.0%	92.2%
12th Grade	+1.1%	90.5%	89.4%	86.4%	90.9%
<b>HS Combined</b>	<b>0.0%</b>	<b>89.8%</b>	<b>89.8%</b>	<b>86.3%</b>	<b>91.8%</b>

## 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:**

When choosing our parents that serve on the SWP committee we look for a good sample to represent our student population. At our first SWP meeting we explain and train our parents on all components of the SWP, its data, and goals. We also have an infographic presentation for our parents/stakeholders that is released on our social media platforms which gives an overview and the plans/goals set by the SWP committee. This avenue of communication allows us to reach a larger part of our community. Following these presentations parents/families/stakeholders are provided an opportunity to ask questions and/or make comments through a survey.

## 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 and/or Interview</li> <li>● Faculty Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>● Demographic Data</li> </ul>
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> <li>● IEP Progress Data</li> <li>● Graduation Rates</li> </ul>	<ul style="list-style-type: none"> <li>● Student Survey</li> <li>● Student Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Discipline Data</li> <li>● Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>● School Performance Score Data</li> <li>● Demographic Data</li> <li>● Subgroup Component Data</li> <li>● CIR/UIR status</li> </ul>
Parents		<ul style="list-style-type: none"> <li>● Parent Survey</li> <li>● Parent Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Data</li> </ul>	<ul style="list-style-type: none"> <li>● Demographic Data</li> </ul>

## 1.2. Comprehensive Needs Assessment

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

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

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: Educational Priorities](#), e.g. *percentage of students on or above grade level in literacy by subgroup*.

**Based on the results of the needs assessment, list the school’s priorities.**

### **Response:**

After conducting a Comprehensive Needs Assessment, the following was discovered:

- Increasing the instructional minutes in math increased proficiency among students.
- The 10-minute decrease in instructional minutes in ELA slightly declined proficiency among students.
- CTMs (collaborative team meetings) for high school were not effective during the 23-24 school year as evident through walk-throughs and decreasing performance scores.
- Student attendance had a slight increase, but attendance was among the main components teachers expressed they were battling the most.

**Part 1a: Successes**

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Geometry Proficiency	LEAP Scores
2. ACT Composite Increase	ACT Scores
3. Strength of Diploma Increase	QDR Tracker
4. JH Math	LEAP Scores
5. 8th Grade Science	LEAP Scores

Strengths Contributing Factors- Narrative
<ul style="list-style-type: none"> <li>● Geometry <ul style="list-style-type: none"> <li>○ Proficiency increased by 4.4% from previous geometry scores. This is attributed to the group of students testing in which they were 74.3% proficient the previous year in Algebra I.</li> </ul> </li> <li>● ACT Composite <ul style="list-style-type: none"> <li>○ Composite score increased from 18.4 to 20.6. This 2.2 point growth is a reflection of consistent use of MasteryPrep program and effective instructional strategies preparing students for the assessment. In addition to this, students participated in multiple ACT BootCamps led by Mastery Prep.</li> </ul> </li> <li>● Strength of Diploma <ul style="list-style-type: none"> <li>○ Strength of diploma index increased from 107 (class of 2023) to 123.7 (class of 2024). This is a reflection of a targeted approach the administration team utilized by ensuring all seniors were provided with as many certifications and college credit as possible prior to graduation. One of the biggest areas of growth was the increase in students taking and passing the CLEP assessment.</li> </ul> </li> <li>● JH Math Proficiency <ul style="list-style-type: none"> <li>○ Proficiency of the math portion of the LEAP 2025 assessment increased from 35.9% to 44.9%. This is a reflection of the positive impact a block schedule has within a math course. Instruction minutes increased from 50 minutes daily in 22-23 school year to 90 minutes daily in the 23-24 school year.</li> <li>○ 8th grade math grew from 36.2% proficiency to 53.6% proficiency. This 17.4% increase is attributed to the new 8th grade/Alg I course implemented in the 2023-2024 school year. This accelerated class led to more students having greater understanding of 8th grade content and beyond.</li> </ul> </li> <li>● 8th Grade Science Proficiency <ul style="list-style-type: none"> <li>○ 8th grade science proficiency increased from 42.8% (2023) to 48.0% (2024). When looking at the cohort data, this group of students also grew in proficiency from 45.7% (7th grade in 2023) to 48% (2024). This is attributed to a highly effective teacher who is consistently engaging students in high quality instruction materials and strategies.</li> </ul> </li> <li>● Math is a strength within grades 9-12. This is attributed to highly qualified teachers who teach mastery of the standards daily as evidence through walk-through and formal observations.</li> </ul>

**Part 1b: Challenges**

<b>WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT/LINKS</b>
1. Social Studies Curriculum Shift	LEAP 2025 Scores
2. Continuing Student Low Attendance	Attendance Report
3. HS English I & II	LEAP 2025
4. JH ELA	LEAP 2025

<b>Weaknesses Contributing Factors- Narrative</b>
<ul style="list-style-type: none"><li>● Social studies across the campus (grades 6-12) is a consistent weakness. Social Studies index is the lowest Grades 6-8 and the lowest proficiency rate among high school LEAP 2025 (see p. 7 for breakdown of data). This is attributed to the shift within the standards over the past year. The most impactful change for our teachers was not only a change in standards but a change in time periods and regions taught in middle school SS content. Our teachers, many of which are veteran teachers in the previous SS format have had a large learning curve.</li><li>● Although the attendance rates for the school have increased over the past 3 years, the rates are not at the level they were in the 2018-2019 school year (pre-Covid pandemic). Changing the culture revolving around attending school daily post-Covid is still a primary concern. The slight increase in rates could be reflective of the PBIS store and make-up policy for absences that was implemented in the 23-24 school year.</li><li>● English I and English II proficiency scores remain stagnant over the past 3 years. Although teachers are experienced in teaching their content, students are not demonstrating growth in proficiency. It has been expressed that teachers believe the Guidebook curriculum does not fully meet the standard; therefore, teachers utilize a number of supplemental resources.</li><li>● JH ELA assessment index decreased from 88.5 to 85.4. 7th grade ELA, however, increased by 5.3 points due to a different testing platform. An attributing factor to the decrease in 6th and 8th is the decrease from 100 daily instructional minutes to 90 daily instructional minutes. The 10-minute per day decrease in instructional minutes reduced opportunities for teachers to provide additional remediation as needed.</li></ul>

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

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

<b>School GOAL 1:</b>	By the end of the 2024-2025 school year, all students will meet their growth targets or grow by 20 points on their LEAP 2025 assessments.					
<b>State Goal:</b>	Students in grades 4-8 will meet maximum growth targets.					
<b>OBJECTIVES:</b>			<b>DESIRED OUTCOMES:</b>			
<b>1.1</b>	All students will meet their growth targets on their LEAP 2025 assessments in ELA, math, English I, English II, Algebra I, and Geometry.		100% of students meet their growth target.			
<b>1.2</b>	All students will grow by 10 points on their LEAP 2025 assessments in Algebra I, English I, Geometry, English II, 6-8 ELA, 6-8 Math, and 6-8 science.		100% of students grow by 10 points.			
<b>Activities of Action Plan</b>	<b>Responsible Person/Groups</b>	<b>Funding Source</b>	<b>Target Date</b>	<b>Evidence of Implementation</b>	<b>Target Goal: Evidence of Effectiveness</b>	<b>Support / PDF Links</b>
Incorporate common planning on the master schedule to allow for teacher collaboration	Administration Team	N/A	8/8/2024	Master Schedule	<ul style="list-style-type: none"> <li>Content teachers will have common planning.</li> </ul>	
Weekly TCMs (Teacher Collaboration Meetings)	Kelly Gillpatrick (Math) ReBecca Holt (ELA) Ericka Luty (Social Studies) Lisa Parish (Science)	N/A	5/22/2025	TCM Agendas, Sign-In Sheets, and Meeting Minutes	<ul style="list-style-type: none"> <li>Increase in quality instruction.</li> <li>Student data analysis.</li> </ul>	
Participation in District PD for curriculum support	District Administration	Title II	5/22/2025	Sign-In Sheets and Surveys	<ul style="list-style-type: none"> <li>Increased understanding of standards and curriculum implementation.</li> </ul>	

## 2024-2025 ELEMENTARY/MIDDLE SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	EVIDENCE/ PDF LINKS
<b>ELA</b>	Students scoring proficiency on LEAP 2025 will increase from <b>53%</b> to <b>55%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	ReBecca Holt	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
	Students meeting their ELA target score on the LEAP 2025 will increase from <b>19%</b> to <b>30%</b> .	Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		
<b>Math</b>	Students scoring proficiency on LEAP 2025 will increase from <b>45%</b> to <b>48%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	Kelly Gillpatrick	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
	Students meeting their math target score on the LEAP 2025 will increase from <b>25%</b> to <b>30%</b> .	Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		
<b>Science</b>	Students scoring proficiency on LEAP 2025 will increase from <b>36%</b> to <b>40%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	Lisa Parish	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
		Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		
<b>Social Studies</b>	Students scoring proficiency on LEAP 2025 will increase from <b>28%</b> (2023) to <b>35%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	Ericka Luty	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
		Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		
<b>iReady Diagnostics</b>	<p><b>Reading:</b> The median score of students' progress to annual typical growth will increase from <b>7%</b> (2024) to <b>50%</b>.</p> <p><b>Math:</b> The median score of students' progress to annual typical growth will increase from <b>144%</b> (2024) to <b>175%</b>.</p>	Teachers will monitor MyPath lessons through their homeroom.	Ericka Luty	<ul style="list-style-type: none"> <li>● iReady weekly reports</li> <li>● iReady growth data</li> </ul>
		Teachers will provide remediation when appropriate to support students in their progress of their learning paths.		
		Students will spend 60 minutes per week in their MyPath lessons. (30min for math & 30min for reading)		

<b>Student Attendance</b>	Student attendance will increase from <b>91.4%</b> to <b>94%</b> .	PBIS store will be established to incentivize students.	Pam Frederick	
		Truant students will be turned over to CWA for support.		
<b>Teacher Attendance</b>	Teacher attendance will increase from <b>90%</b> to <b>95%</b> .	Teachers are recognized monthly and rewarded.	Lisa Parish	
		Teachers with perfect attendance for a month will be allowed to wear jeans every Monday the following month.		
<b>Behavior/PBIS</b>	The amount of ISS incidences will decrease from 226 incidences to 204 incidences ( <b>10% decrease</b> ).	PBIS store will be established to incentivize students.	Mark Belgard	
		Ripple Effects will be implemented to address specific infractions leading to ISS.		
<b>Parental/Community Involvement</b>	Increase the amount of parents engaged at parent/teacher conferences from <b>7%</b> to <b>10%</b> .	Increase social media posts encouraging parents to attend.	Renee Smith	
		Increase SchoolMessenger calls/emails to encourage parents to attend.		

## 2024-2025 HIGH SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	EVIDENCE/ PDF LINKS
<b>LEAP 2025 Algebra I</b>	Students scoring proficiency on LEAP 2025 will increase from <b>50%</b> to <b>57%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	Kelly Gillpatrick	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
	Students meeting their math target score on the LEAP 2025 will increase from <b>52%</b> to <b>55%</b> .	Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		
<b>LEAP 2025 Geometry</b>	Students scoring proficiency on LEAP 2025 will increase from <b>46%</b> to <b>50%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	Kelly Gillpatrick	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
	Students meeting their math target score on the LEAP 2025 will increase from <b>13%</b> to <b>30%</b> .	Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		
<b>LEAP 2025 English I</b>	Students scoring proficiency on LEAP 2025 will increase from <b>44%</b> to <b>49%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	ReBecca Holt	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
	Students meeting their ELA target score on the LEAP 2025 will increase from <b>27%</b> to <b>35%</b> .	Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		
<b>LEAP 2025 English II</b>	Students scoring proficiency on LEAP 2025 will increase from <b>43%</b> to <b>48%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	ReBecca Holt	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
	Students meeting their ELA target score on the LEAP 2025 will increase from <b>24%</b> to <b>32%</b> .	Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		
<b>LEAP 2025 Biology</b>	Students scoring proficiency on LEAP 2025 will increase from <b>32%</b> to <b>36%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	Lisa Parish	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
		Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		

<b>LEAP 2025</b> <b>U.S. History</b>	Students scoring proficiency on LEAP 2025 will increase from <b>27%</b> to <b>32%</b> .	Teachers analyze mastery of standards as they teach them during TCMs.	Ericka Luty	<ul style="list-style-type: none"> <li>● TCM Meeting Agenda and Minutes.</li> <li>● District Quarterly Assessment Growth Data</li> </ul>
		Teachers develop intervention plans for students not meeting mastery.		
		Teachers collaborate to develop effective instructional strategies to meet the depth of standards.		

**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 and English Language Arts			
Objective(s):	<ol style="list-style-type: none"> <li>100% of students meet their growth target in math and ELA.</li> <li>100% of students grow their scaled score by 10 points in math and ELA.</li> </ol>		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<p><b>Guaranteed and viable curriculum</b> (what will be taught):</p> <ul style="list-style-type: none"> <li>State Developed HQIM (High Quality Instructional Materials) will be implemented throughout all instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Mastery among learners.</li> <li>HQIM evident during walk-throughs and formal observations.</li> </ul>	Instructional Funds	
<p><b>Instructional and assessment strategies that strengthen the academic program</b> (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs):</p> <ul style="list-style-type: none"> <li>District quarterly proficiency exams</li> <li>HQIM</li> <li>TCMs</li> </ul>	<ul style="list-style-type: none"> <li>Mastery among learners.</li> <li>HQIM evident during walk-throughs and formal observations.</li> <li>Teacher effective collaboration during TCMs.</li> </ul>	Instructional Funds	
<b>Interventions and strategies to increase</b>	<ul style="list-style-type: none"> <li>Effective identification of</li> </ul>	N/A	

<p><b>student achievement in underperforming subgroups</b> (Include plans for dedicated time for intervention, enrichment, and acceleration):</p> <ul style="list-style-type: none"><li>● 30-minute targeted intervention/acceleration period daily. This is encompassed in the Master Schedule.</li></ul>	<p>students requiring intervention/acceleration by teachers during TCMs.</p> <ul style="list-style-type: none"><li>● Effective strategies for student remediation being identified and employed.</li></ul>		
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#### 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
<ul style="list-style-type: none"> <li>School uses screening and assessment data to make instructional decisions and/or to refer a student to the SBLC.</li> <li>The Healthy Behaviors Grant seeks to prevent and reduce tobacco use, substance and alcohol abuse, and overweight/obesity by focusing on changing policy, social norms and environments in Central Louisiana.</li> <li>Behavior Strategist will use social skills curriculum to target the students identified in need of behavioral support.</li> <li>SafeSchools Training Student Courses provide high quality and engaging online modular courses for students to help keep them safe and to ultimately positively impact the school culture.</li> <li>Ripple Effect Whole Spectrum Multi-tiered Intervention System provides personalized, trauma-informed, culturally responsive behavior support for students.</li> </ul>	<ul style="list-style-type: none"> <li>Decreased behavioral, social-emotional, and academic assistance.</li> </ul>	<ul style="list-style-type: none"> <li>General Fund</li> <li>IDEA</li> </ul>	

### 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
Students are strategically scheduled for courses that include certifications and/or AP/dual enrollment courses. All students on the JumpStart pathway receive the minimum of a basic credential and a majority of students on the TOPS University pathway leave campus with college credit. A large focus for our campus is helping students achieve a higher ACT score to provide them with state funding to further their learning through technical colleges or universities.	Students are prepared for careers/postsecondary education.	General Fund CTE Fund	

**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.

<b>Multi-Tiered Systems of Support for Behavior</b>			
<b>Narrative</b>	<b>Evidence of Effectiveness</b>	<b>Item(s), Funding Source(s) and Cost</b>	<b>PDF LINKS</b>
<p>Students engage in a positive and supportive learning environment that develops social, emotional, and academic skills to cultivate personal agency and life-long success. Students identified by the MTSS/SBLC committee are tiered and supported through appropriate action plans to meet their social, emotional, and academic needs.</p> <p>The Healthy Behaviors Grant seeks to prevent and reduce tobacco use, substance and alcohol abuse, and overweight/obesity by focusing on changing policy, social norms and environments in Central Louisiana. The goal is to provide students, staff and teachers with the knowledge and skills necessary to make better and informed behavior decisions leading to healthier lives.</p>	<p>Identified students are supported through their goals and show progress and decreased incidents of behavioral consequences and social needs.</p>	<p>General Fund IDEA</p>	

### 1.7. Professional Development

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

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

Professional Development			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
Teachers receive a wide variety of professional development throughout the year including the following: <ul style="list-style-type: none"><li>• Weekly TCMs (Teacher Collaboration Meetings)</li><li>• Beginning of the year district led trainings</li><li>• Teacher inservices periodically throughout the year</li><li>• Specific curriculum support provided by district and curriculum companies</li></ul>	High quality effective instruction occurring daily	General fund Title II	

**1.8. Student Transition**

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

<b>Student Transition</b>			
<b>Narrative</b>	<b>Evidence of Effectiveness</b>	<b>Item(s), Funding Source(s) and Cost</b>	<b>PDF LINKS</b>
<p>During the spring, students in 8th grade will meet with their high school counselors to develop their freshman course schedule, as well as discuss graduation path opportunities.</p> <p>Students in the 7th grade enroll in "Keyboarding" allowing for students to earn a Carnegie Unit prior to enrolling in high school.</p> <p>Students in the 8th grade enroll in "Quest for Success" allowing for students to earn a Carnegie Unit prior to enrolling in high school.</p> <p>Students in the 8th grade have the option to enroll in Algebra I allowing students to earn a Carnegie Unit prior to enrolling in high school.</p> <p>Students in the 8th grade have the opportunity to enroll in Spanish I allowing students to earn a Carnegie Unit prior to enrolling in high school.</p>	<p>Students have at least 2 or more Carnegie Units when enrolling in high school.</p>	<p>CTE funding General fund</p>	

## 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>	<p><b>The district will work to:</b></p> <ol style="list-style-type: none"> <li>1. Ensure that caregivers have the necessary knowledge and skills to be proactive advocates for their children and provide meaningful and varied opportunities to become involved in supporting their children's academic achievement.</li> <li>2. Provide caregivers with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready.</li> <li>3. Provide caregivers with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of families.</li> </ol>
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	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><b>Weakness(es):</b> Although multiple points of communication and activities to support parental engagement, there is a lack of parental engagement pertaining or related to academic progress of students. Parents consistently attend athletic and other social events when offered.</p>	<ol style="list-style-type: none"> <li>1. Create an Open House for parents and students to attend.</li> <li>2. Create a Panther Parent Connect containing quarterly standards and success criteria for each course.</li> <li>3. Provide opportunities for parent/teacher conferences as scheduled by the district and by appointment.</li> </ol>	<ol style="list-style-type: none"> <li>1. ReBecca Holt</li> <li>2. Ericka Luty</li> <li>3. ReBecca Holt</li> </ol>	<ol style="list-style-type: none"> <li>1. 8/7/24</li> <li>2. 8/9/24</li> <li>3. Week of 8/14/24 and Week of 2/10/25</li> </ol>	<p>General fund for all action steps</p>	<ol style="list-style-type: none"> <li>1. Sign in sheets monitored by Mrs. Holt will indicate an increase in parental engagement.</li> <li>2. Panther Parent Connect documents will be posted via email, social media and the school website quarterly.</li> <li>3. Sign in sheets monitored by Mrs. Holt will indicate an increase in parental engagement.</li> </ol>	

<b>Objective(s):</b> Increase parental academic engagement.	4. Student council will create a video explaining PowerSchool and all of the information parents can receive through their app.	4. Sami Dryden	4. 9/6/24		4. Video will be uploaded to social media sites and an increase of parent and student logins will be evident on PowerSchool log in reports.	
	5. Provide opportunities for parents to become involved through PTA.	5. Elizabeth Jenkins (President of PTA)	5. 11/22/24		5. Mrs. Jenkins will provide information to the parents and engage them in the multiple fundraisers and events held on campus.	