Rapides Parish Schools

ENGAGE EMPOWER ELEVATE

2025-2026

Rapides Parish School System
Title I Schoolwide Program Plan

Caroline Dormon Junior High

PK-8
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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 perform on grade level in literacy and numeracy by the end of third grade (PK-3rd).
2. 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.
3. 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 providing 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 by 10% in all reportable categories (grade and subject).

School Vision and Mission Statement

Vision: The vision of Caroline Dormon Junior High is to create a collaborative, loving, and safe educational experience that is not only academically challenging, engaging, and innovative, but also focuses on growing and developing the whole child to their maximum potential.

Mission: The mission of Caroline Dormon Junior High is to increase the number of students meeting proficiency by 10% in all reportable categories (grade and subject) through effective TCMs, data review, effective use of technology, supplemental curriculum for RTI, high dosage tutoring, and targeted instruction.

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
Jennifer Bordelon	**Principal**	**jennifer.bordelon@rpsb.us**
Sarah Butler	**Assistant Principal**	**sarah.butler@rpsb.us**
Christina Prejean	**Lead Teacher/ Title I Chairperson**	**christina.prejean@rpsb.us**
Kimberlye Langston	**Counselor**	**kimberlye.langston@rpsb.us**
Angele Butler	**Teacher (K-2 Rep)**	**angele.butler@rpsb.us**
Marcie Gothreaux	**Teacher (3-5 Rep)**	**marcie.gothreaux@rpsb.us**
Gaynell Byrd	**Teacher (6-8 Rep)**	**gaynell.byrd@rpsb.us**
Karen Turrentine	**SPED Teacher**	**karen.turrentine@rpsb.us**
Joy Rister	**Parent**	**JoyT.Rister@gmail.com**
Stacy Wheat	**Parent**	**stacylwheat@gmal.com**
Mayor Butler	**Community Stakeholder**	**dbutler@thetow.org**
Corbin Unsicker	**Student**	**UnsickerSIT@rpsb.us**
Jenise Mertens	**District Title I Coordinator**	**jenise.mertens@rpsb.us**

Meeting Schedule of Dates and Times:

Initial Planning and Development of SWP date(s): June 4, 2025, June 5, 2025, August 8, 2025
Mid Year Review and Update: January 9, 2026
End of Year Review and Reflection: May 22, 2026

School: Caroline Dormon Junior High

SPS 98.7

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	
	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024
3	91.0	105.6	93.5	91.9	81.5	92.5			88.7	96.7
4	112.7	91.8	98.8	94.1	105.2	92.9			105.6	92.8
5	95.3	90.0	69.3	84.4	96.3	103.7			87.0	93
6	98.6	85.6	93.9	77.6	80.2	65.8			90.9	91.2
7	101.6	103.6	84.3	96.1	74.5	82.2			86.8	73.6
8	108.5	107.6	80.0	98.0	96.2	101.6			99.5	87.6
Grades 3 to 8	100.7	96.6	88.2	91.4	87.7	85.8			93.1	89.2

Table B: High School Data

SPS COMPONENT	24-25 PERFORMANCE		CHANGE FROM 23-24		PERSON RESPONSIBLE
EOC Proficiency	Algebra 1	109.4	Algebra 1	123.2	Jordan Beaubouef

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 held at the beginning of the year. At this event, we will present our SWP to parents, explaining what Title I is and how the funding will be used. During the 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 through an electronic survey to be considered in the further development and revision of the SWP, including what is going well, what needs improvement, and what opportunities are available for more family engagement/involvement. We will also promote our SWP committee. As we review our participants, we strive to include a diverse representation of our students in the committees. Our parents of students with disabilities and economically disadvantaged are our largest subgroups. Being that Caroline Dormon is largely homogenous in our racial diversity, with 90% of our students being white, we do not typically have a variety of races represented on our committees. Based on our EOY SWP meetings and surveys, education was needed for the parents on different assessments, etc. This year we will try to host Title I and PTO meetings on the same night, following one another, to hopefully support one another and increase parental involvement. These Title I events will be educating parents on student assessments, achievement, etc.

CDJH Title I Parent Survey

Important Dates
Parent Teacher Conferences

- October 13 - 16, 2025
- February 9 - 12, 2026

Progress Reports

- September 10, 2025
- November 12, 2025
- February 5, 2026
- April 20, 2026

School Events

- Open House & Annual Title I Family Presentation: August 7, 2025

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:

- **increase in targeted RTI, HDT, and after-school tutoring increased DIBELS proficiency**
- **decrease in proficiency exam performance from PE2 to PE3; proficiency exam performance did not align with growth targets**
- **increase in ELA performance overall - targeted writing, collaboration, and planning with ELA teachers and the consistent use of iReady Reading**
- **increase in the number of repeated negative behavior patterns; increase in restorative practices needed**

ELA Performance - Reading (Percentage of Strong)
3rd Grade: 78% (2024) to 70% (2025) 10% decrease
4th Grade: 64% (2024) to 73% (2025) 9% increase
5th Grade: 81% (2024) to 74% (2025) 7% decrease
6th Grade: 56% (2024) to 84% (2025) 28% increase
7th grade: 63% (2025)
8th Grade: 80% (2024) to 91% (2025) 11% increase
Schoolwide Average: 72% (2024) to 76% (2025) 4% increase

ELA Performance - Writing
3rd Grade: 72% (2024) to 48% (2025) 24% decrease

4th Grade: 50% (2024) to 97% (2025) 47% increase
5th Grade: 65% (2024) to 79% (2025) 14% increase
6th Grade: 44% (2024) to 80% (2025) 36% increase
7th Grade: 84% (2025)
8th Grade: 76% (2024) to 91% (2025) 15% increase
Schoolwide Average: 61% (2024) to 80% (2025) 19% increase

Math Performance - Major Content (Percentage of Strong)
3rd Grade: 69% (2024) to 68% (2025) 1% decrease
4th Grade: 64% (2024) to 73% (2025) 9% increase
5th Grade: 66% (2024) to 37% (2025) 29% decrease
6th Grade: 48% (2024) to 68% (2025) 20% increase
7th Grade: 58% (2024) to 49% (2025) 9% decrease
8th Grade: 66% (2024) to 61% (2025) 5% decrease
Schoolwide Average: 62% (2024) to 59% (2025) 3% decrease

Math Performance - Additional & Supporting Content
3rd Grade: 69% (2024) to 65% (2025) 4% decrease
4th Grade: 61% (2024) to 79% (2025) 18% increase
5th Grade: 58% (2024) to 65% (2025) 7% increase
6th Grade: 30% (2024) to 55% (2025) 25% decrease
7th Grade: 58% (2024) to 59% (2025) 1% increase
8th Grade: 58% (2024) to 67% (2025) 9% increase
Schoolwide Average: 56% (2024) to 65% (2025) 9% increase

Math Performance - Mathematical Reasoning & Modeling
3rd Grade: 65% (2025)
4th Grade: 70% (2025)
5th Grade: 53% (2025)
6th Grade: 80% (2025)
7th Grade: 59% (2025)
8th Grade: 67% (2025)
Schoolwide Average: 66% (2025)

Science Performance - Investigate (Percentage of Strong)
3rd Grade: 63% (2024) to 48% (2025) 15% decrease
4th Grade: 41% (2024) to 55% (2025) 14% increase
5th Grade: 55% (2024) to 72% (2025) 17% increase
6th Grade: 46% (2024) to 43% (2025) 3% decrease
7th Grade: 53% (2024) to 33% (2025) 20% decrease
8th Grade: 53% (2024) to 56% (2025) 3% increase
Schoolwide Average: 54% (2024) to 51% (2025) 3% decrease

Science Performance - Evaluate
3rd Grade: 66% (2024) to 45% (2025) 21% decrease
4th Grade: 52% (2024) to 61% (2025) 9% increase
5th Grade: 70% (2024) to 70% (2025)
6th Grade: 38% (2024) to 43% (2025) 5% increase
7th Grade: 50% (2024) to 41% (2025) 9% decrease
8th Grade: 64% (2024) to 50% (2025)14% decrease
Schoolwide Average: 57% (2024) to 51% (2025) 6% decrease

Science Performance - Reason Scientifically
3rd Grade: 56% (2024) to 33% (2025) 23% decrease
4th Grade: 64% (2024) to 70% (2025) 6% increase
5th Grade: 58% (2024) to 58% (2025)
6th Grade: 30% (2024) to 48% (2025) 18% increase
7th Grade: 53% (2024) to 43% (2025) 10% decrease
8th Grade: 56% (2024) to 65% (2025) 9% increase
Schoolwide Average: 53% (2024) to 53% (2025)

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Increase in proficiency for DIBELS in grades K, 2, & 3	August 2024 (BOY) - May 2025 (EOY) DIBELS assessments
2. Growth in Mastery+ for 4th & 6th grade levels (ELA, MATH, SCI)	2024-2025 LEAP 2025 Assessments, Coaching logs
3. 7th Grade Cohort growth in Mastery+ all subjects	2024-2025 LEAP 2025 Assessments
4. Increase in cohort ELA performance in all grades 4-8	2024-2025 LEAP 2025 Assessments, iReady Reading

Strengths Contributing Factors- (Narrative) -
Domain: DIBELS
Narrative: ● The growth in DIBELS scores can be attributed to daily practice and targeted RTI provided by teachers and HDT provided by teachers and tutors, in addition to after-school tutoring (HDT/RTI tracking and DIBELS data).

Strengths Contributing Factors- (Narrative) -
Domain: Growth in Mastery+ for 4th & 6th grade levels (ELA, MATH, SCI)
Narrative: The growth in Mastery+ for 4th & 6th grade in all subject areas can be attributed to one on one teacher coaching and collaborative planning with lead teacher and assistant principal (admin team coaching logs).

Strengths Contributing Factors- (Narrative) -
Domain: 7th Grade Cohort growth in Mastery+ all subjects
Narrative: This cohort of students has struggled with academic achievement and motivation for several years and were a focus area for our teachers this year. Our admin met with students and discussed effort and showed the students cohort data and growth. Mrs. Bordelon also worked with our students projected to score “Advanced” to discuss ideas to implement and create motivational posters for 7th graders.

Strengths Contributing Factors- (Narrative) -
Domain: Increase in cohort ELA performance in all grades 4-8
Narrative: The growth in ELA AI/performance can be attributed to targeted writing, collaboration, and planning with ELA teachers and the consistent use of iReady Reading.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Proficiency Exam performance did not align with student growth and proficiency targets; overall exam averages decreased from PE2 to PE3.	2024-2025 Proficiency Exams; Student Growth Trackers; QDR
2. 56% Mastery+ on Science LEAP 2025 schoolwide	2024-2025 Proficiency Exams; Student Growth Trackers; QDR
3. 5th grade cohort – decrease in grade level in all subjects; cohort in Math	2024-2025 Proficiency Exams; Student Growth Trackers; QDR
4. Discipline: Repeat student behaviors - difficulty in helping students through restorative practices without a true after school detention/ISS	2024-2025 Behavior Referral Data

Part IIb: 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: Proficiency Exams
Narrative: Proficiency Exam performance did not align with student growth and proficiency targets; overall exam averages decreased from PE2 to PE3 (QDR/Proficiency exam data): several teachers were behind on pacing and standards to cover for each proficiency exam.

Weaknesses Contributing Factors- (Narrative) -
Domain: 56% Mastery+ on Science LEAP 2025 schoolwide
Narrative: Science continues to be our weakest subject area across grade levels; lack of student engagement and teacher misalignment of standards, instruction, and assessment contribute to the lower performance in science (student/faculty survey).

Weaknesses Contributing Factors- (Narrative) -
Domain: Discipline: Repeat student behaviors - difficulty in helping students through restorative practices without a true after school detention/ISS
Narrative: We had sixty-one instances of students receiving a week of lunch detention, modified detention (in office during lunch, PE, & elective), or ISS/OSS. Thirteen students were repeat behaviors, accounting for more than one of these instances each. With a Tuesday Behavior Center and true ISS (using certified teachers for after school detention and a sub during the school day who is a retired teacher), we will be able to provide restorative practices and lower the amount of repeat behavior offenses.

Weaknesses Contributing Factors- (Narrative) -
Domain: 5th grade cohort – decrease in grade level in all subjects; cohort in Math
Narrative: This cohort became an area of concern for us this year with struggling with academic achievement and motivation. Their math teacher left education after this year.

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

<u>Action Plan</u> - Activities indicated should address all subgroups and both objectives.

School GOAL:	By the end of the 2025-2026 year, the number of students meeting proficiency in all reportable categories on the LEAP 2025 assessments will increase by 10% compared to the 2025 LEAP results.	
State Goal:	**Students in grades 3-8 will meet their maximum growth targets.**	
OBJECTIVES:		**DESIRED OUTCOMES:**

1.1	Overall ELA proficiency will increase from 79% to 86%	• Students in grades 3-8 will show one+ year(s) of growth on the STAR assessment.
		• Students in grades 3-8 will meet growth targets on iReady.
		• Students will:
		  ○ demonstrate comprehension of fiction and nonfiction texts
		  ○ be able to write to show understanding and synthesis of key knowledge

1.2	Overall Math proficiency will increase from 63% to 69%	• Students in grades 3-8 will meet growth targets on iReady
		• Students will demonstrate proficiency in:
		  ○ knowledge of grade level content
		  ○ knowledge of supporting content
		  ○ mathematical reasoning
		  ○ modeling and application

1.3	Overall Science proficiency will increase from 56% to 61%	• Students will demonstrate proficiency in:
		  ○ applying the practices of scientists and engineers
		  ○ investigating real-world phenomena
		  ○ designing solutions to problems

1.4	Overall Social Studies proficiency will increase from 46% to 51%	• Students will demonstrate proficiency in:
		  ○ knowledge of grade level content
		  ○ application of social studies skills and practices

1.5	Percentage of students reading on/above grade level in grades K-2 will increase from 93% to 100%	• Students in K-3 will end the year reading on grade level

1.6	Build teacher capacity by analyzing and meeting the condition of the standards in planning, instruction, and assessment	• Teachers will engage in weekly TCMs in order to
		  ○ fully understand the condition of the standard
		  ○ plan instruction and assessment in order meet the condition of the standard

1.7	Build student capacity of learning through student growth data tracking and success criteria	• Students will:
		  ○ reflect on their test scores from 2024-2025 in order to set goals
		  ○ track their growth throughout the year
		  ○ evaluate their performance using success criteria based on the standard being taught
		  ○ participate in high dosage tutoring to reach maximum growth

Activities of Action Plan	Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Documentation in Google Classroom
ILT Meetings	Leadership Team	School Funds	August 2025 - May 2026	ILT Agendas	Weekly walkthrough data; bi-annual observation data; coaching plans; Quarterly student data analysis (DIBELS, Proficiency Exams)	
TCM cycles	Leadership Team/Teachers Jennifer Bordelon Sarah Butler Christina Prejean Kim Langston	School Funds	August 2025 - May 2026	TCM Agendas, Presentations, Sign-in Sheets, Meeting Minutes	Weekly: increase in understanding of the condition of the standards, increase in high quality instruction. Quarterly student data analysis (DIBELS, Proficiency Exams)	
RTI	Teachers/SBLC	School Funds	August 2025 - May 2026	RTI Tracking Spreadsheets, SBLC Documentation	Quarterly student data analysis (DIBELS, Proficiency Exams).	
Student growth tracking	Leadership Team/Teachers/ Students	School Funds	August 2025 - May 2026	Student Goal Tracking Documentation	Quarterly student data analysis (DIBELS, Proficiency Exams)	
Participation in district and school based professional development for curriculum support	District Administration/	Title II	August 2025 - May 2026	Sign-in Sheets and Surveys	Beginning of the school year; professional development days throughout the year as scheduled:	

	Curriculum Trainers				increase in understanding of standards and curriculum implementation.	
Utilize Tier 1 curriculum resources for instruction and supports	Admin, teachers	District Funds	August 2025 - May 2026	Lesson Plans, Walkthroughs, Observations	Ongoing: increase in understanding of standards and curriculum implementation.	
Utilize supplemental high quality online curriculum resources for supports/RTI (including iReady Reading and Edutyping)	Admin, teachers	Title I	August 2025 - May 2026	RTI Tracking Spreadsheets, SBLC Documentation, Walkthroughs	Ongoing: increase in high quality instruction; Quarterly student data analysis (DIBELS, Proficiency Exams)	
Increase and maintain the technology/instructional supplies available for teachers and students to be successful	Admin, Teachers	Title I	August 2025 - May 2026	Documentation, Observations	Ongoing: increase in high quality instruction and engagement.	

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS				
DOMAIN	**GOAL(S)**	**ACTION**	**PERSON RESPONSIBLE**	**Documentation in Google Classroom**
ELA	ELA - increase the number of students meeting proficiency by 10%	**TCM: analyze standards, annotate curriculum, plan for student learning, analyze student work, plan for remediation and enrichment** **RTI: targeted student instruction with core and supplemental curriculum and high dosage tutoring** **C&I/Assessment: Implementation of HQIM; common writing language and format; teaching to the condition of the standard; success criteria; iReady Path lessons**	**Jennifer Bordelon Sarah Butler Christina Prejean Destiny Ryder Marcie Gothreaux Gaynell Byrd Kim Bachman**	
Math	Math - increase the number of students meeting proficiency by 10%	**TCM: analyze standards, annotate curriculum, plan for student learning, analyze student work, plan for remediation and enrichment** **RTI: targeted student instruction with core and supplemental curriculum and high dosage tutoring** **C&I/Assessment: Implementation of HQIM; iReady Path lessons; success criteria**	**Jennifer Bordelon Sarah Butler Christina Prejean Jolaina Looney Amy Litton Laura Ogaard Jordan Beaubouef**	
Science	Science - increase the number of students meeting proficiency by 10%	**TCM: analyze standards, annotate curriculum, plan for student learning, analyze student work, plan for remediation and enrichment** **RTI: targeted student instruction with core and supplemental curriculum and high dosage tutoring** **C&I/Assessment: Implementation of HQIM**	**Jennifer Bordelon Sarah Butler Christina Prejean Amy Litton Lauren McSheehy Garrison Hilton**	
Social Studies	Social Studies - increase the number of students meeting proficiency by 10%	**TCM: analyze standards, annotate curriculum, plan for student learning, analyze student work, plan for remediation and enrichment** **RTI: targeted student instruction with core and supplemental curriculum and high dosage tutoring**	**Jennifer Bordelon Sarah Butler Christina Prejean Destiny Ryder Marcie Gothreaux Lauren McSheehy**	

		C&I/Assessment: Implementation of HQIM	**Andrew Fisher**	
Accelerated Reader	Increase the number of students meeting their quarterly A.R. goals.	**Quarterly incentives for students reaching A.R. goals** **End of year field trip for students who met their goal each quarter** **Points Club - intercom recognition, media posts, and bulletin boards**	**ELA Teachers** **Melissa Smith**	
Student Attendance	Reduce the number of students at risk for truancy	**Truant Data Tracking; Parent Letters; Parent Conferences** **Truant students will be turned over to CWA for support**	**Tami Oliver** **Kim Langston**	
Teacher Attendance	Reduce the number of teacher absences	**Monthly incentives for teachers with monthly perfect attendance**	**Jennifer Bordelon** **Sarah Butler**	
Behavior/PBIS	MTSS - Support students' behavioral, academic, social, and emotional growth and well being through weekly tracking and discussion. Tuesday Behavior Center (after school detention) & ISS (during the school week-with a paid sub who is a retired teacher) will be restorative practice in order to help students understand and regulate behavior practices, reducing the number of repeated behavior patterns.	**Quarterly PBIS celebrations** **Students in K-5 earn/spend Bear Bucks on different rewards/activities** **Tuesday Behavior Center & In School ISS used for restorative behavior practices**	**Admin Team** **Teachers**	
Parental/Community Involvement	Improve relationships among faculty, staff, students, parents, and community members through a variety of engagement activities to support the vision and mission of CDJH	**Website Updated Weekly** **Daily Social Media Posts** **Parent Teacher Conferences** **Quarterly Feeder System Events** **School Events: Open House, Book Fair**	**Jennifer Bordelon** **Sarah Butler** **Christina Prejean**	

2025-2026 HIGH SCHOOL GOALS				
DOMAIN	**GOAL(S)**	**ACTION**	**PERSON RESPONSIBLE**	**Documentation in Google Classroom**
EOC Algebra I	**Maintain 100% Proficiency**	**TCM: analyze standards, annotate curriculum, plan for student learning, analyze student work, plan for remediation and enrichment**	**Jennifer Bordelon Sarah Butler Christina Prejean Jordan Beaubouef**	
		RTI: targeted student instruction with core and supplemental curriculum and high dosage tutoring		
		C&I/Assessment: Implementation of HQIM		

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): English			
Objective(s):	ELA's overall proficiency will increase from 79% (2025 LEAP) to 86% (2026 LEAP).		
Action Plan	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**Documentation in Google Classroom**

Guaranteed and viable curriculum (what will be taught)**:**
 	
ELA - GUIDEBOOKS
	• Lesson Plans
	• Observations
	• Walkthroughs
	• Student Work Analysis
	• Student Data
	  ○ IAP Data
		• LDOE Guidebook Curriculum
		  ○ District Instructional Funds	

Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs)**:**	Effectively implement the LSS for ELA by utilizing the Guidebook curriculum, focusing on examining textual evidence, utilizing effective discussion strategies, understanding grade-level complex texts, and expressing understanding through writing.
	• Teachers will implement Tier I curriculum using the district guided scope
		• iReady Reading
		  ○ Title 1 funds ($8300)
		  ○ Title I funds small grouping materials ($22)
		• High Dosage Tutoring
		  ○ District funds	

	and sequence ○ EL/Guidebooks ● Analyze student work/data to provide intervention and enrichment opportunities ● K-3 will be administered DIBELS three times a year to monitor student growth ● 1-8 will take the STAR three times a year to monitor reading growth ● Students will be provided 30-45 minutes weekly to complete their individualized learning paths in Ready Reading. ● High dosage and after school tutoring and targeted RTI with supplemental curriculum based on student needs		
Interventions and strategies to increase student achievement in underperforming subgroups (Include	● Targeted RTI ○ Tracking ● Observations	● LDOE Guidebook Curriculum ● Ready Reading ● DIBELS Resources (Amplify)	

plans for dedicated time for intervention, enrichment, and acceleration):	• Walkthroughs • Students Work Analysis • Student Data	○ District Instructional Funds	

Content Area(s): Math			
Objective(s):	Math's overall proficiency will increase from 63% (2025 LEAP) to 69% (2026 LEAP).		
Action Plan	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**PDF LINKS**
Guaranteed and viable curriculum (what will be taught)**:** MATH - READY MATH	• Lesson Plans • Observations • Walkthroughs • Student Work Analysis • Student Data ○ Proficiency Exams	• Ready Math Curriculum ○ District Instructional Funds	
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs)**:**	Effectively implement the LSS and companion documents for Math by utilizing the Ready curriculum, focusing on major content, support content, modeling and application, and expressing mathematical reasoning. Teachers will implement Tier I curriculum using the district guided scope and sequence ○ Ready • Analyze student		

	work/data to provide intervention and enrichment opportunities • K-8 will administer the Ready Diagnostic three times a year to monitor student growth • Students will be provided 30-45 minutes weekly to complete their individualized learning paths in Ready Reading • High dosage and after school tutoring and targeted RTI based on student needs		

Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):	• Targeted RTI
	  ○ Tracking
	• Observations
	• Walkthroughs
	• Students Work Analysis
	• Student Data
		• Ready Math Curriculum
		  ○ District Instructional Funds	

Content Area(s): Social Studies			
Objective(s):	Social Studies's overall proficiency will increase from 62.5% (2025 LEAP) to 72.5% (2026 LEAP).		
Action Plan	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**PDF LINKS**

Guaranteed and viable curriculum (what will be taught)**:**
 	
SOCIAL STUDIES - BAYOU BRIDGES
	• Lesson Plans
	• Observations
	• Walkthroughs
	• Student Work Analysis
	• Student Data
	  ○ Proficiency Exams
		• Bayou Bridges Curriculum
		  ○ District Instructional Funds	

Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs)**:**	Effectively implement the LSS for Social Studies by utilizing the Bayou Bridges curriculum, focusing on examining sources, building content knowledge, and being about to develop claims. Teachers will implement Tier I curriculum using the district guided scope and sequence ○ Bayou Bridges • Analyze student work/data to provide intervention and enrichment opportunities • 3-8 will administer the district		

	benchmark assessments to monitor student growth • High dosage and after school tutoring and targeted RTI based on student needs		

Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):	• Targeted RTI
	  ○ Tracking
	• Observations
	• Walkthroughs
	• Students Work Analysis
	• Student Data
		• Bayou Bridges Curriculum
		  ○ District Instructional Funds	

Content Area(s): Science			
Objective(s):	Science's overall proficiency will increase from 56% (2025 LEAP) to 61% (2026 LEAP).		
Action Plan	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**PDF LINKS**

Guaranteed and viable curriculum (what will be taught)**:**
 	
SCIENCE - AMPLIFY
	• Lesson Plans
	• Observations
	• Walkthroughs
	• Student Work Analysis
	• Student Data
	  ○ Proficiency Exams
		• Amplify Science Curriculum
		  ○ District Instructional Funds	

Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs)**:**	Effectively implement the LSS for Science by utilizing the Amplify curriculum, focusing on investigation, evaluation, and reasoning scientifically ○ Amplify ● Analyze student work/data to provide intervention and enrichment opportunities ● 3-8 will administer the district benchmark assessments to monitor student growth ● High dosage and after school tutoring and targeted RTI based on student needs		
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):	● Targeted RTI ○ Tracking ● Observations ● Walkthroughs ● Students Work Analysis ● Student Data	● Amplify Science Curriculum ○ District Instructional Funds	

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**

School systems administer high-quality screeners to identify students with disabilities early and accurately. Schools use screening and assessment data to make instructional decisions and/or to refer a student to the SBLC.	• SBLC Meetings
	  ○ Agenda & Minutes
	• RTI interventions for Tier II & III students
	  ○ Tracking Spreadsheet
	• Student data analysis
		School Funds; IDEA Funds	

Students with disabilities access on-grade level content with their peers through the use of embedded supports within a Tier 1 curriculum. Students receive individualized support and instructional programs based on the unique needs identified in the IEPs and IAPs.	• Teacher Lesson Plans • Observations/Walkthroughs • Master Schedule • Targeted RTI • High Dosage & After School Tutoring	School Funds; IDEA Funds	
Mental health services will be available through a licensed mental health professional who will collaborate with RPSB qualified professionals in identifying, intervening, and progress monitoring the social-emotional development needs of at-risk students.	• Student Referral Log	District Funds	

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**	**Documentation in Google Classroom**
Students in grades 6-8 have the opportunity to earn up to 4 high school credits before leaving Caroline Dormon Junior High: -Keyboarding -Fine Arts Survey -Quest for Success -Algebra I	• Master Schedule • High DCAI Scores	District Funds	
All students in grades K-5 participate in a Music elective AND an Art elective each week.	• Master Schedule	District Funds	
All students in grades 6-8 participate 4x a week in rotational Bear Packs (enrichment opportunities).	• Master Schedule	School Funds	
Student Extracurricular Opportunities: Beta Club (4-8), Student Council (6-8), Cheerleading (6-8), Pep Squad (4-8), Girls	• Club Rosters	School Funds; District Funds	

on the Run (3-5), Grizzlies on the Run (3-5), 4-H (4-8), Basketball (4-8), Baseball (5-8), Softball (5-8), Track (6-8), Fitness Team (1-5), Educators Rising (6-8), Robotics (5-8), Archery (4-8), Fishing			

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**
The school PBIS plan teaches and reinforces behavior, academic, social, and emotional growth and well being. PBIS rewards are often tied to celebrations provided by our interest and opportunity classes (music, art, and PE.) Tuesday Behavior Center (after school detention) & ISS (during the school week-with a paid sub who is a retired teacher) will be restorative practice in order to help students understand and regulate behavior practices, reducing the number of repeated behavior patterns.	• Quarterly Celebrations • Bear Bucks • Truancy Tracking • Data analysis • Behavior tracking/analysis	School Funds; Title IV; Title I	

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**
Teachers in all grade levels and core content areas receive curriculum-based training at the beginning of the school year as well as ongoing curriculum-embedded training and support during the school year through curriculum visits.	• Teacher Lesson Plans • Classroom Observations • Sign In Sheets	District Funds	
Teachers in all grade-levels will have the opportunity throughout the year to engage in school-based professional development collaboration and teaming to work on vertical alignment.	• Teacher Lesson Plans • Classroom Observations • Sign In Sheets	Title II Title I	
RPSB has embedded professional development days in the school calendar. The district and/or school will lead PD opportunities for teachers and administrators across the district on the following dates: August 5-8, 2025	• Teacher Lesson Plans • Classroom Observations • Walkthroughs	District Funds	

September 15, 2025 October 20, 2025 January 5, 2026 March 9, 2026			
Teachers participate in meaningful TCMs weekly to discuss: 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who are already proficient?	• School Leadership Team Long Range Planning Document • TCM agenda/minutes/ calendar/presentations • Unit planning tools	School Funds; Title I Funds	
Every teacher and administrator has established goals for the year (SLTs) and has at least two touchpoints (observations, conferences) with a supervisor on progress towards these goals.	• Completed SLTS • Classroom Observations • Instructional Coaching Conferences	School Funds; Title I Funds	
Leadership team will use classroom observations, common planning time, and one-on-one coaching to support each teacher to prepare for and deliver instruction.	• Completed SLTS • Classroom Observations • Instructional Coaching Conferences	School Funds; Title I Funds	

Provide opportunities for educational staff to participate in nationally recognized conferences	• Participants will redeliver information to the CDJH team	School Funds; Title I Funds;	

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**
At Open House, there is a meeting for incoming sixth graders and parents to introduce students to junior high expectations, answer any questions, and meet the teachers.	• 6th grade students and parents are able to go over expectations and have any questions answered by our administration	School Funds	
Special education teachers at Caroline Dormon meet with special education teachers at Alexandria Senior High in the spring to plan for a successful transition to high school for our special education students.	• Teachers share IEP information and helpful strategies for meeting the unique needs of our students and how to help adjust to high school.	School Funds	
The school will host an Open House before school starts for families and students to meet teachers, tour the school, drop off supplies, and explore student involvement opportunities.	• Parent/Student sign-in sheets • PowerSchool Parent Portal	School Funds	

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

	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): Educational After-School Events for Parents **Objective(s):** Increase Parental Academic Engagement	The school will host Parent-Teacher Conferences after school on October 13-16, 2025, to accommodate working families. Additional conference times may be available throughout the week based on the school and parent community needs.	Jennifer Bordelon Sarah Butler	October 13 - 16, 2025	School Funds	Sign In Sheets	
	Parent nights to highlight student academic progress and educate parents on different instructional practices, curricula, and assessments	Jennifer Bordelon Sarah Butler Christina Prejean Teachers	August-May 2025	Title I Funds ($779)	Sign In Sheets	
	Daily social media posts highlight school events, announcements, and celebrations, increasing family and community engagement and resulting in increased student engagement and achievement.	Jennifer Bordelon Sarah Butler Christina Prejean	Daily Posts	School & District Funds	Facebook Logistics Report	
	Schools will provide information to their students and parents through platforms such as OnCourse, the district and school website, and social media platforms.	Jennifer Bordelon Sarah Butler Christina Prejean	Daily Posts	School & District Funds	System wide reports	
	Folders are sent home weekly for behavior, academics, and any	Administration Teachers	August - May	School Funds	Parent Signature Sheet	

	other communication requiring feedback or notification.					
	Parents are able to stay up-to-date on student progress and grades through OnCourse, in addition to receiving hard copies of student report cards and progress reports.	Administration Teachers	August - May	District Funds	RPSB Academic Calendar Dates ● Progress Reports ● Report Cards	
	Student Extracurricular Opportunities: Beta Club (4-8), Student Council (6-8), Cheerleading (6-8), Pep Squad (4-8), Girls on the Run (3-5), Grizzlies on the Run (3-5), 4-H (4-8), Basketball (4-8), Baseball (5-8), Softball (5-8), Track (6-8), Fitness Team (1-5), Educators Rising (6-8), Robotics (5-8), Archery (4-8), Fishing	Club/Sport Sponsors	August - May	School Funds	Club Rosters & Meeting Agendas Sports Schedules	