



2024-2025

Rapides Parish School System Title I Schoolwide Program Plan

School Cherokee Elementary School

PK-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: Rapides believes our students can and will achieve as well or better than any other students across our great state and across our country

School Vision and Mission Statement

Vision: Cherokee Elementary will intentionally grow our students - academically, emotionally, and socially - through positive relationships and mutual respect for diversity and individuality.

Mission: Cherokee Elementary will instill the virtues of compassion, strength, generosity, and courage, through diligent support from parents, teachers, and community. We will implement a strategic and engaging curriculum to meet our students' diverse needs. Students will be supported to meet the high expectations through constant, on-going reflection and refinement.

District Assurance

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

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

SWP Committee Members/Leadership Team

Name	Position	Email Address
Kim Lord	Principal	kim.lord@rpsb.us
Brittany Lawrence	Assistant Principal	brittany.lawrence@rpsb.us
Amber Hammond	Lead Teacher	amber.hammond@rpsb.us
Crystal Rodgers	Title 1 Chairperson	crystal.rodgers@rpsb.us
Brittany Malone	Teacher (SPED)	brittany.malone@rpsb.us
Shannon Ducote	Parent	shaynon19@yahoo.com
Katie Holsomback	Reading Interventionist	katie.holsomback@rpsb.us
Lana Cobb	SPED Teacher	lane.cobb@rpsb.us
Josie Williams	Parent (SPED)	josieandheath@gmail.com
Angel Maxey	Teacher	angel.maxey@rpsb.us
Brandy Hearnberger	Title I Coordinator	brandy.hearnberger@rpsb.us

Meeting Schedule:

Initial Planning and Development of SWP: 8/02/24 @ 2:00

Mid Year Review and Update: 1/06/25 TBD

End of Year Review and Reflection: 5/22/25 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

Meetings will be held at 12:45-1:30. Dates are as follows: October 7, 2024; January 6, 2025; March 10, 2025; May 19, 2025

School: Cherokee Elementary School

SPS 67

Letter Grade C

Check all that apply (verify with principal):

☐ CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

☒ UIR - Academic - Urgent Intervention Required for Academics:

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

☐ Economically Disadvantaged

☐ 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
3	72.6	59.9	57	57.8	57	54.5		46.8	65.3	58.4
4	59.2	76.5	56.9	51.2	56.6	62.8		58.1	62.2	62.5
5	73.3	66.5	41.4	33.0	56.7	51.2		42.6	61.9	49.3
Grades 3 to 5		68.3		47.5		56.4		49.5		55.8

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:

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and student with disabilities) to provide input on the development and evaluation of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments:

- Parents are involved in taking our school wide Community Feedback Survey in the spring.
- Parents are members of our School Wide Planning team and, therefore, their input was used in the design of the Schoolwide Plan in July.
- The Schoolwide Plan will be communicated to our parents and stakeholders via our school website as well as in our parent Open House meetings. We will also include a survey allowing parents to provide feedback on the SWP once it is finalized in August.
- Parents/guardians make educational decisions for their students by advocating for their needs by maintaining open communication with teachers and administration.
- Open House is held at the beginning of the school year. Parents will be presented with the Schoolwide Plan and have the opportunity to provide feedback, meet teachers, and learn how to best support their student during the school year.
- The Stakeholders meeting held in August involved all stakeholders as we discussed the effectiveness rating of last year's plan and the comprehensive needs assessment for the coming year.
- All Special Education teachers host a SPED Family Night, where families have the opportunity to learn more about services their child receives as well as supports and services that are available. This also includes a Q&A session for families to ensure they have all the tools necessary to be the best advocate for their child.

Provide examples of changes made to the schoolwide plan based on input from families/parents:

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Surveys are used to gain feedback from the parents and community leaders when needed regarding upcoming school decisions.
- Teacher Parent Conferences take place when either the parent or the teacher have a concern. The concern may be regarding academics or behavior. These are scheduled as needed throughout the school year. This helps keep parents informed of their student's progress.
- Open House is held at the beginning of the school year either in person. This offers parents a chance to meet their child's teachers, learn the routines and schedules for the year, as well as learn ways to best support their student during the upcoming school year.
- PTC Meetings –general collaborative meetings to make decisions concerning school needs and are held a minimum of three times per year. All families and community stakeholders are invited to attend.

Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:

- SchoolMessenger Calls and Class Dojo messages are sent out by the principal and assistant principal to keep parents informed of school events.
- The school website, Class Dojo School Story, and Facebook page provide information pertaining to upcoming events and other happenings at the school.
- Report cards are sent home every nine weeks to keep parents informed of progress.
- PowerSchool is a way for parents to keep track of their child's grades and progress electronically.
- Open House is held at the beginning of the school year either in person.
- Parent Teacher Conferences are held at the parent or the teacher's request. This helps keep parents informed of their student's progress.
- Positive contact phone calls/emails will be made by the teachers once a semester.

Translation Services:

The school will ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. All Dojo notifications and communications can be easily translated into parents' native languages. In addition, our ESL teachers translate and send out all major communication in the families' native languages to ensure all are included and aware of school events and opportunities.

(Title VI of the Civil Rights Act of 1964)

Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference with a translator arranged. Translator APP will be utilized.

Data Comprehensive Needs Assessment- Sample Data Collection

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators		<ul style="list-style-type: none"> ● Administrator Questionnaire and/or Interview 	<ul style="list-style-type: none"> ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data
Teachers		<ul style="list-style-type: none"> ● Faculty Survey ● Teacher Questionnaire ● Faculty Focus Group 	<ul style="list-style-type: none"> ● Classroom Obs. ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data
Students	<ul style="list-style-type: none"> ● DIBELS Data ● EL Data ● LEAP 2025 Data ● Benchmark Assess. Data 	<ul style="list-style-type: none"> ● Student Survey 	<ul style="list-style-type: none"> ● Discipline Data ● Attendance Data 	<ul style="list-style-type: none"> ● SPS Data ● Demographic Data ● Subgroup Component Data ● CIR/UIR status
Parents		Parent Survey	<ul style="list-style-type: none"> ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data

1.2. Comprehensive Needs Assessment

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

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

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

Cherokee has an eclectic population. We have so many different cultures, ethnicities, socio-economic levels, and personalities represented. Our subgroups include ESL students, minorities, special needs students, migrants, and homeless children. Our current enrollment stands at 577. This number often varies on a weekly and sometimes daily basis. Average class size is 18-24. We are a Title I school who receives federal funding. We are classified as a CEP school, so none of our students pay for breakfast or lunch. Cherokee maintains a good discipline record. Out-of-school suspensions are not utilized often as a means of restorative practices, with only 18 total OSS given last year. Retention rates are low, with only 18 retentions in 2023-2024, with 6 of the 18 being ELL parent requests due to language issues. 7 of these retentions were due to Bulletin 1566 requirements for grades 3 and 4. Cherokee continues to reach out to actively engage parents and families in a plethora of activities and celebrations. Our school is known for its positive climate.

According to LEAP:

2023 LEAP Mastery and Advanced	Overall	3rd	4th	5th		2024 LEAP Mastery and Advanced	Overall	3rd	4th	5th
ELA	42%	41%	47%	36%		ELA	47%	52%	38%	52%
Math	27%	42%	29%	9%		Math	29%	24%	42%	22%
Science	26%	27%	32%	19%		Science	29%	24%	33%	31%
Social Studies	26%	27%	32%	19%		Social Studies was a field test for 2023. No data				

Trends: The number

According to DIBELS:

2023 DIBELS Composite	BOY	MOY	EOY		2024 DIBELS Composite	BOY	MOY	EOY
Kindergarten	39%	29%	50%		Kindergarten	41%	50%	56%
1st Grade	15%	45%	61%		1st Grade	65%	61%	76%
2nd Grade	54%	62%	48%		2nd Grade	51%	48%	53%
Overall	36%	45%	53%		Overall	52%	53%	62%

Trends: The number of students at or above grade level in K-2 overall increased by 9% from 53 to 62%. All grade levels increased: Kindergarten up by 6%, 1st Grade up by 15%, and 2nd grade up by 5%.

Why: Throughout the school year, PLCs focused on student growth and progress. Teachers consistently progress monitor, to ensure student growth, providing RTI based on specific sub skills needed to build a strong reading foundation.

According to School Performance Score:

	Overall SPS	Assessment Index	Progress Index	SWD Assess. Index
2024		59.2		31.5
2023	67 C	58.6	74	45.1
2022	72 C	62.9	87.7	62.3

Trends: Previously over the past few years, SPS has dropped by 5 points. The subgroup of Students with Disabilities dropped drastically by 17.2 points. HOWEVER - ADD 2024 CELEBRATIONS

Why: There were several factors that contributed to the drop in SPS. The main factor was staffing/personnel issues. In the last three years, 75% of the Gr 3-5 teachers were new to teaching and/or that grade or content. Teachers were not content experts. However, the increase in 2024 is a result of more intentional PLCs, focusing on student growth and the depth of the standard. Between more intentional planning, study of the content and standards, and higher expectations for students, our teachers have grown our students!

According to Other Data Sources:

ELPT: A total of 44%, 29 of 64 ELs increased one level in Spring 2024

STAR: Overall grade equivalency increased from 2.9 to 3.7 from BOY to EOY. 2023 EOY grade equivalency was 4.1

iReady Math: Students scoring on or above grade level increased from 39% (2023) to 48% (2024), with an increase from 23% (BOY) to 62% (EOY)

Trends: Scores are showing growth across all data sources.

Why: This is a direct result of the standard focus and RTI of students to ensure growth to mastery for all students.

According to Classroom Observations

Within the 3 components on the TAP rubric (Designing & Planning Instruction, The Learning Environment, and Instruction), the learning environment was the highest component at 4.57. Design and Planning averaged 3.82, while Instruction averaged 3.93. The highest domain was respectful culture and lesson structure/pacing. The lowest domain was problem solving and thinking areas. Science had the highest average at 4.4, while SPED (3.58) and Social Studies (3.66) had the lowest.

Trends: The overall average score was a 4.05 out of 5. It was noted that ELA and Math had higher teacher observations than other content areas. In addition, The Learning Environment is a consistent strength among all grade levels/content areas.

Why: The culture and climate of Cherokee is a strength and is noted in this data along with stakeholder surveys, resulting in higher learning environment ratings. In relation to the weakness areas of problem solving and thinking, this directly relates to the lack of knowledge of the depth of standards by the teachers, in turn not allowing students to explore those depths in daily instruction.

According to Stakeholder Surveys - Teacher, Parent, Student and Discipline:

Stakeholder [Survey](#) and [Results](#), Staff [Survey](#) and [Results](#), Student [Survey and Results](#)

Teacher Attendance for 2023-2024 was 96.3%

Student Attendance for 2023-2024 was an average of 8.2 daily absence rate. In 2022-2023, it was 13.9

Student OSS for 2023-2024 was 18, 2022-2024 was 31 OSS

Trends: There is a decrease in student absenteeism as well as out of school suspensions. Stakeholder surveys indicate an overall satisfaction with school-to-home communication. Some parents and students felt as though good behavior wasn't rewarded enough to incentivize making virtuous choices. Staff surveys indicate positivity about the PLC process as well as family involvement engagement. Discipline and classroom disruptions continue to be a concern for staff.

Why: Throughout the school year, communication has been pushed for all parties. Parents are unable to help if they do not know how to help. This was a focus for us this past year, resulting in the positive viewpoint from stakeholders. Student misbehaviors continue to escalate due to many unmet social and emotional needs presented by students. The effects of COVID are still very present in this area of student life, resulting in new struggles in the classrooms.

Data Comprehensive Needs Assessment: Goal 1

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Increase in all content areas from 2023 to 2024	All Data Sources
2. Family Engagement and Communication	Stakeholder Surveys
3. Increased proficiency in all areas	LEAP, SPS data
4.	

Strengths Contributing Factors- Narrative

The effective and intentional use of PLCs to engage all staff in the depth of the standards and how it looks for a student to show content mastery is the presiding contributing factor. In addition, more effective personnel in content areas, especially in Gr 3-5, contributed to the strengths.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Thinking/Problem Solving as it relates to the depth of the standard	Classroom observation, LEAP/DIBELS data
2. SWD	LEAP, SPS data
3. K-3 DIBELS	DIBELS
4. 4th Grade ELA	LEAP data

Weaknesses Contributing Factors- Narrative

Lack of content standard knowledge to ensure teaching/assessing to mastery in all areas/sub groups.

Math foundation skills as exhibited in proficiencies in grades K-2, which creates a gap in all grade levels. Attendance is a consistent issue in all grade levels contributing to student success.

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

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

School GOAL 1:		By the end of the 2024-2025 school year, all students will meet their growth targets or grow by 10 points on their LEAP 2025 assessments.					
State Goal:		All students will be reading on grade level by the end of Grade 3; Students in grades 4-5 will meet their maximum growth potential.					
OBJECTIVES:				DESIRED OUTCOMES:			
1.1	All students meet their growth target in grade 4 and 5.			Overall assessment index will increase from 59.2 to 62.			
1.2	Students in K-2 will end the year reading on grade level.			Increase DIBELS composite EOY proficiency from 62% to 67%			
Activities of Action Plan		Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Support / PDF Links
Utilize Tier 1 curriculum resources for instruction and supports		Admin, teachers	District Funds	August 2024 - May 2025	Lesson plans, observations		
Teachers will utilize vocabulary strategies to increase student comprehension across content areas		Teachers	Title 1	August 2024 - May 2025	lesson plans, observations		
All teachers will provide interventions and support for their master content area.		Teachers, paras, Lawrence	Title 1	August 2024 - May 2025	RTI plans, student data folders		
Teachers will utilize engagement strategies to ensure student mastery of content.		Teachers, Admin	Title 1 Title 2	August 2024 - May 2025	Lesson plans, TCM agenda		

Effective use of hands on learning experiences for students in all content areas	Teachers, Admin	Title 1 Title 2	August 2024 - May 2025	Lesson plans, TCM agenda		
The SWP is regularly updated to address student needs and ensure all students meet state academic standards. Additionally, the Chairperson will develop or revise the school budget to support SWP goals and comply with all Federal, State, and District requirements.	Rodgers, Admin	Title 1	August 2024 - May 202	Title 1 benchmark submission		
Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities)	Rodgers	Title 1, Instructional	August 2024 - May 202	Technology Inventory; Lesson plans		

2024-2025 ELEMENTARY/MIDDLE SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	EVIDENCE/ PDF LINKS
ELA	K-2 proficiency from 61% to 71% 3-5 proficiency from 47% to 57%	Implement daily RTI/Small Group Supports to support foundational gaps.	Hammond / Lord	
		Reading Interventionist supporting students in grade K-5 during specials time		
		Common writing vocabulary throughout grade levels		
Math	K-2 proficiency from 51% to 61% 3-5 proficiency from 29% to 39%	Implement daily RTI/Small Group Supports to support foundational gaps.	Hammond / Lord	
		Hands on learning experiences for foundation mathematical understanding		
Science	3-5 proficiency from 29% to 39%	Implement CER writing strategies and phenomenon based instructional activities to increase student	Hammond / Lord	
		Effective implementation of hands on learning experiences		
Social Studies	3-5 proficiency from 26% to 36%	Implement Bayou Bridges through standard studies and backward design	Hammond / Lord	
Accelerated Reader	Overall average GE from 3.7 to 4.2	Quarterly incentives for students reaching AR goal	C. Rodgers	
		Monthly drawings for students reading logs.		
Student Attendance	Increase attendance from 91.9% to 95%	Quarterly Sunshine Week to reward attendance	L. Watts	
		Tracking system to ensure family engagement in student attendance		
Teacher Attendance	Increase teacher absenteeism from 96.3% to 98%	Incentivize teacher attendance by rewarding perfect attendance each quarter.	P. Sanders	
Behavior/PBIS	Decrease OSS from 18 to 15	Host quarterly behavior rewards	B. Lawrence	
		Utilize Ripple Effects as a replacement for OSS		
Parental/Community Involvement	Increase parent involvement by empowering them with activities and strategies to help students.	Hold monthly events for families.	Family Success Committee	
		Host student led conferences with specific strategies to help at home		

1.3. Strategies for Improvement

Provide a description of schoolwide strategies that the school is implementing to: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement underperforming subgroups. Be sure to address all four strategies and identify the [Believe to Achieve: Educational Priorities](#) the school will target in the narrative.

Content Area(s): All			
Objective(s):	1. Increase by 10% in all reportable areas.		
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
Tier 1 curriculum will be implemented in: ELA: Imagine Learning (K-2), Louisiana Guidebooks (3-5) Math: Ready Math Science: Amplify Social Studies: Bayou Bridges	Lesson Plans, TCM agendas	SuperApp - District 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): <ul style="list-style-type: none">• RACES and Heggerty Bridge to Writing (SPED) writing strategy in all grade levels• Math core instruction with small group supports based on the depth of the standard• ELA collaborative planning to ensure pacing and rigor for quarterly IAP• Student engagement strategies - Eduprotocols, Kagan, etc - to ensure intellectual engagement in content;• Teacher focus on Success Criteria to ensure student understanding/ progress toward mastery of the standards.	Lesson plans, observations, TCM engagement and agendas, student data	Title 1, Title 2, and School funds	

<p>and accurately. Schools use screening and assessment data to make instructional decisions and/or to refer a student to the SBLC.</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>Family Engagement Policy, Monthly snippet in newsletter</p>	<p>District/ Grant Funds</p>	
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1.5. Student Opportunities

Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable [Believe to Achieve: Educational Priorities](#).

Student Opportunities			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	PDF LINKS
<p>We have incorporated many extracurricular activities in our school to help get more students involved in the school environment: Competitive Cheer, Boosters, Boys Basketball, Girls on the Run, Archery, Math Crazy Eights, Honor Council, Student Council, Welcome Committee, 4-H, Art Clubs to expose students to additional talents (Art embedded in our master</p>	<p>Family engagement sign in sheets, extracurricular rosters</p>	<p>Title 1, School Funds, Title 4 Art Funds</p>	

schedule encourages creative thinking and innovative problem-solving skills, which are valuable in all academic disciplines and future careers)			
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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	PDF LINKS
Tribes will be used to support student behavior as well as positive reinforcements to encourage virtuous behaviors	Class Dojo, Student Success Committee minutes	Behavior Incentives Title 1	
RTI will be provided for all students in ELA and math each day	RTI Folders, Student Data Trackers	RTI Materials Title 1	

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 will engage in weekly TCM	TCM agendas, sign in sheets	School Funds, Title 1 Funds	Long Range Plan,

<p>focused on using success criteria and learning targets to evaluate student work and overall instructional effectiveness.</p> <p>Teachers will attend professional development conferences in order to gain knowledge and increase their capacity in instructional strategies, materials and curriculum. Teachers will collaborate to plan effective, thorough lesson utilizing Louisiana Tier 1 curriculum in order to better meet the condition of the standards during each unit.</p> <p>RPSB has embedded professional development days in the school calendar. The district will lead PD opportunities for teachers and administrators across the district on the following dates: August 5 & 6, 2024 September 16, 2024 October 21, 2024 December 2, 2024 January 6, 2025 February 17, 2024</p> <p>Teachers will participate in content, leadership, and enrichment professional development training held at the yearly Teacher Leader Summit, held in New Orleans, LA in May.</p>	<p>Title 2 proposals, Conference redelivery agendas</p> <p>TCM agendas, Grade Level collaborative planning minutes</p> <p>District PD Calendar</p> <p>Title 2 proposals, Conference redelivery agendas</p>	<p>PD Opportunities Title 1</p> <p>Subs for class coverage when necessary Title 1</p> <p>District/School Funds</p> <p>Title 1 and/or Title 2 Funds</p>	
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1.8. Student Transition

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

Student Transition			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and	PDF LINKS

		Cost	
<p>5th grade students participate in transition activities with Brame Jr High.</p> <p>Grade levels participate in 3 bi-grade level meetings annually to better help students transition socially and academically from one grade to the next.</p> <p>5th graders are visited by local junior high options to discuss different opportunities for them to find the best place to grow and succeed!</p> <p>The school will host an open house before school starts for parents, families, and students to meet teachers and explore school based student involvement opportunities.</p>	<p>Walk-throughs show teachers implementing strategies to prepare students for the next grade level.</p> <p>Students will register at a local middle school that best fits their interests and needs.</p> <p>Percentage of family attendance</p>	<p>School Funds</p> <p>Subs for class coverage when necessary Title 1</p> <p>None</p> <p>School Funds</p>	

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

Federal Program's Family Involvement and Community Goal(s):	<p>The district will work to:</p> <ol style="list-style-type: none"> 1. Ensure that caregivers have the necessary knowledge and skills to be proactive advocates for their children and provide meaningful and varied opportunities to become involved in supporting their children's academic achievement. 2. Provide caregivers with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready. 3. Provide caregivers with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of families.
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	Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)	PDF LINKS
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<p>Weakness(es):</p> <p>Objective(s):</p>	Open House will be held on August 5, 2024 from 5:00-6:30	Lord	August 5, 2024	School Funds	<p>Sign in sheets for events: Open House/Orientation, Grandparent Lunch, Conferences, Make-n-Take</p> <p>Engagement (views/shares) of Dojo announcements and Facebook posts</p>	24-25 Cherokee Calendar
	Parent Conferences will be held in October 14-16 and in March. Other meetings will be held throughout the school year as needed.	Rodgers	October / March	School Funds		
	School posts school events and announcements on social media platforms multiple times during the week, increasing family and community engagement and resulting in increased student engagement and achievement.	Pate	Weekly (min)	District Funds		
	Schools will provide information to their students and parents through platforms such as School Messenger, PowerSchool Portal, district/school websites, Class Dojo, and social media platforms.	Lord	Weekly	District Funds		
	Folders will be sent home weekly to communicate grades and behavior progress.	Teachers	Weekly	School Funds		
	A monthly calendar will be sent home with all students.	Pate	Monthly	Title 1 Funds		
	Grand Picnic reading event	Rodgers	September	Title 1 Funds		
	Fall Carnival for families	Starks	October 15	School Funds		
	Veterans Music Program	Pate	Nov. 8	School Funds		
	Pancakes with Santa Parent Event	Lawrence	Dec. 17	School Funds		
	Music and Art Showcase	Pate, Delaney Elder	Oct. 22, Jan 13, March 24, May 9, Feb. 27	Title 1 Funds		
	Mardi Gras Parade led by our top leaders			School Funds		
	LEAP Parent Night	Hammond	March 25	Title 1 Funds		

	Field Day	Henagan	May 12	School Funds		
	Awards Celebrations	Lawrence	May 19-21	Title 1 Funds		