



2025-2026

Rapides Parish School System
Title I Schoolwide Program Plan

Rapides Training Academy

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 perform on grade level in literacy and numeracy by the end of **3rd 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.

Under federal law (IDEA), each eligible student with disabilities must have an **Individualized Education Program (IEP)**. Key components include:

- **Present Levels of Academic Achievement and Functional Performance (PLAAFP)**
- **Measurable annual academic and functional goals**
- Clear methods to **measure and report progress**
- **Specialized services, accommodations, and scheduling**
- Placement in the **Least Restrictive Environment (LRE)** alongside general education peers whenever appropriate

Louisiana's **critical education goals** apply to all K-12 students, including those with disabilities, but progress for special-needs students is driven through:

- **Tailored IEP goals** aligned with statewide aspirations,

- Monitored via the **SPP/APR** reporting cycle, and
- Supported by **policy bulletins**, **playbooks**, and **ongoing data transparency**.

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: Rapides Training Academy is empowering and working collaboratively with all stakeholders to provide a safe and nurturing environment for students with limited cognitive functionality as diagnosed with autism, mild to moderate disabilities, and severe to profound disabilities, ages 6 to 22, acquire both academic and social skills necessary to live in an assisted living community.

Mission: Rapides Training Academy will increase the number of students showing improvement by 10% in all reportable categories (grade and subject).

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: _____ Rapides Training Academy_____

Principal Deidra Anderson	Date
Title I Chairperson Meagan Williams	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
Dr. Deidra Anderson	Principal	Deidra.anderson@rpsb.us
Thomas Harrison	APE/Behavior	Thomas.Harrison@rpsb.us
Dr. Judith Williams	Leap Connect/Vocational/ Lead Teacher	Judith.Williams@rpsb.us
Meagen Williams	Music&Art/Title I Chairperson/Family Engagement Coordinator	Meagen.williams@rpsb.us
Kristi Small	Oncourse Navigator/High School Lead Teacher	Kristi.Perkins@rpsb.us
Anna Bladel	Lead Teacher	Anna.Bladel@rpsb.us
Whitney Foster	Elementary Lead Teacher/ Asst. Title 1 Chairperson	Whitney.Foster@rpsb.us
Ginger Mire	APE/Oncourse Champion	Ginger.Mire@rpsb.us
Dorothy Williams	Elementary Teacher/Advisor	Dorothy.Williams@rpsb.us
Donna Butler	Parent	Dlbutler1981@gmail.com
Candace Jacobs	Parent	candacejacobs35@gmail.com
Eld. Thaddeus Sands	Pastor of Love Fellowship COGIC	tsands@lwc.la.gov
Meeting Schedule of Dates and Times: Initial Planning and Development of SWP date(s): June 9, 2025, August 25, 2025 Mid Year Review and Update: January 2026 End of Year Review and Reflection: May 2026		

School: Rapides Training Academy

SPS N/A

Letter Grade N/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		
	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
3	3BG, 1NG	3BG	4BG		
4	1BG	3BG, 1NG	1BG		1BG
5	2BG, 2NG	2BG	2BG, 2NG		
6	2BG	3BG	2BG		
7	4BG	4BG	2AG, 1BG, 1NG		
8	2BG, 1NG	2BG	1NG, 1AG, 1BG		1BG; 1NG; 1AG
Grades 3 to 8					

Table B: High School Data

EOC Proficiency	HS English	4BG, 1NG, 1, AG	HS Science	5BG; 1NG	Key: BG: Below goal; NG: Near goal; AG - At goal
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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. Parents like for our family engagement events to be held during the day of school hours.

Response: RTA Enrollment is based on students from home and facilities with cognitive disabilities on the severe profound spectrum of mental health. We have a total of 68 students. We have 34 from home and 34 from different facilities. All of our students are SPED and are between the grade levels of K-12+. We serve the age group of 6 to 22.

Students that live at home are living with their parents. St. Mary's, Pecan Grove, and Evergreen group homes live in group homes with staff assistance. Looking back on last year's SWP the changes that were made from then to now would be that we have gained more students. One parent mentioned that they would like to be more involved in the community. Parents also notice that RTA needs more help from district partners. A change that was made was that we created a better communication system.

Parental resources: Families will learn how to look at student test scores, growth reports, and progress on IEP goals. Sessions will be offered in English and Spanish.

Curriculum Nights: Teachers will explain grade-level standards, classroom resources, and assessments. Parents also will receive help using the online parent portal.

Parent Leadership Training: Parent leaders from the EL and Special Education advisory groups will join district training on advocacy and using data to make decisions.

-We will ask Parents for their input as far as communication and better support academically.

They also added communication folders because they have home students and are able to communicate daily with parents this year.

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:

1. Classroom instruction and lessons using manipulatives and instructional strategies proven to increase achievement among students with significant disabilities.
2. Classroom routines and procedures for teaching and learning that are consistent and promote student learning throughout the school day.
3. To keep a safe, orderly, and student centered environment (elopement).

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. More students scored At Goal (3) or Near Goal (4) in Math than ELA, 4 Near Goal.	LEAP Connect
2. Attendance is better among home students than facility students.	Attendance
2. Behavior problems are minimized due to smaller class ratio (2:1)	Classlist & Staff Roster

Strengths Contributing Factors- (Narrative) -

Domain: Math(See Chart on page 8)

Narrative: Math scores are higher than ELA. The classrooms that our students perform best at overall in classroom behavior, engagement, and LEAP Connect are in classrooms that are very structured and practice consistent procedures on a regular basis. Moving into this year we will intentionally grow this format in all classrooms.

Strengths Contributing Factors- (Narrative) -

Domain: Attendance

Narrative: Home students attended school more frequently than facility students.

Strengths Contributing Factors- (Narrative) -

Domain: Behavior

Narrative: There were no suspensions and expulsions. When students left early, it was possibly due to lack of medication. The class ratio is 2:1 which helps to keep behaviors minimized.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. ELA scores are lower than Math scores.	LEAP Connect
2. Lack updated technology to access curriculum.	Lack 3-4 Promethean boards, ipads
3. Lack appropriate teaching materials to keep students engaged outside of UNIQUE.	Classroom Observations (Make & Take Items for centers and/or skill training)

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: ELA (See Page 8)
Narrative: All weaknesses are directly related to our students' cognitive ability to effectively communicate not only their wants and needs but their academic knowledge. By investing in better manipulatives and teaching strategies for our students/ teachers to use consistently, we believe our students will start to see growth in both LEAPCONNECT ELA and in the classroom.
Weaknesses Contributing Factors- (Narrative) -
Domain: Technology
Narrative: There are new employees that don't have Promethean boards or updated ipads to access the curriculum. They are not effectively able to present or have students engage with content due to lack of technology.
Weaknesses Contributing Factors- (Narrative) -
Domain: Task Boxes
Narrative: Teachers need grade band appropriate material to work with students outside of the UNIQUE curriculum.

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:	To improve proficiency by moving one student from NG to AG in elementary and middle.						
State Goal:	To increase proficiency by 10%.						
OBJECTIVES:			DESIRED OUTCOMES:				
1.1	To expose students to daily bellringers aligned to LEAP Connect questions.		To ensure each classroom is equipped with the up to date technology to access the curriculum as indicated by inventory sheets?				
1.2	To train teachers in how to analyze questions that are aligned with the Unique Curriculum to provide appropriate standards-based questioning.		To ensure each classroom is equipped with instructional material for 5 centers (ELA, Math, Life Skills, Art, Technology).				
Activities of Action Plan		Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Documentation in Google Classroom
Ordered Promethean boards for classrooms 2024-2025. Still needed.		Anderson	Tech/ Special Education	08/2025	Classroom Observation		
TCM on Tuesdays @ 1:45pm to 2:45pm with clearly stated goals and objectives.		Foster, Williams, Bladel, Perkins	General	May 2026	TCM Agenda & Sign In		
Lesson Planning by grade band on Wednesdays @ 1:45pm		Foster, Williams, Bladel, Perkins	General	May 2026	Google Classroom		
Classroom instruction and lessons using manipulatives and strategies to increase achievement among students with significant disabilities. Students will use ABC matching, letter		Foster, Williams, Bladel, Perkins	Title I	May 2026	Classroom Learning Walk		

puzzles,tactile sand paper,counters,Linking shapes,ABC beanbags, touch and trace,sorting sets and snap and learn. Students will also comparing sizes, CVC word match,beads and patterns activity set, weighted calming book,Activity boxes						
Classroom routines and procedures for teaching and learning that are consistent and promote student learning throughout the school day.	Foster, Williams, Bladel, Perkins	Title I	May 2026	Classroom Learning Walk		
Title I Chairperson will upload documentation, work on inventory, obtain quotes, enter requisitions, and work with parent communications. Print necessary documents for Title I and parents.	Williams, Foster	Title I	May 2026	Google Classroom Documentation		

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

ELA		TCM: TCMs are done every Tuesday; meetings are divided by grade bands: ES, MS, HS, Transitions. They analyze the rubric and analyze strategies. Pre/Post-test results are shared. C&I/Assessment: Unique Curriculum. At the beginning of the month, students take a pretest; at the end of the month, students take the post-test.	Anderson and Grade-band Lead Teacher	
Math				
Science				
Social Studies				
Literacy	Increase exposure to literacy read aloud.	Teachers will read to students three times a day. This is also used to help enhance communication skills with students.		
Student Attendance	All students will attend RTA on a regular basis.	Facilities and parents bring students to school regularly.	Anderson	
Teacher Attendance	All teachers will go to work prepared to engage with and meet the needs of their students.	Teacher attendance is not a problem. However, the school does need more students.	Anderson	
Behavior/PBIS	Follow what CW & Attendance	Students are medicated for behavior.	Harrison	
Parental/Community Involvement	Plan to hold more meetings and develop a GroupMe for Parents to stay informed. Mrs. Meagen Williams	The goal is to hold monthly and quarterly parental engagement activities.	Williams	

1.3. Strategies for Improvement

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

Content Area(s):			
Objective(s): To improve classroom instruction using manipulatives and instructional strategies proven to increase achievement among students with significant disabilities.		1. ILT on Mondays at 7:45am, TCM - Tuesdays @ 1:45pm to 2:30pm for strategies and modeling effective lessons. 2. Grade Band Lesson Planning Day - Wednesday @ 1:45pm to 2:30pm	
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Guaranteed and viable curriculum (what will be taught): Unique Curriculum (ELA, Math, Science, Social Studies, and Home Living)	Student work display Student portfolio	School 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): Pre/Post- assessments for all ELA students Students engage with Promethean and iPads. Teachers instruct using laptops, Promethean, and iPads. Teachers will use materials to interact	Charts in PD Room	Title 1 funds	

with students: Academic planner, Tab file folder set, whiteboard care cleaner, utility cart, chair cubbies, erasable file folders, round ring binders			
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): Use of communication board Use of visual schedules Sign-language	Communication Board Visual Schedules	Title 1 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
Offer small group and individualized interventions targeting social-emotional learning (SEL) needs identified in	Student work; feedback from parents	IDEA	

the needs assessment. Integrate SEL practices into daily classroom instruction using evidence-based curricula to build self-awareness, self-management, and relationship skills. Provide professional development for teachers and staff to recognize and address signs of stress, trauma, or behavioral challenges.	Student work; feedback from parents Unique, SER Training, Handle w/Care		
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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	Documentation in Google Classroom
Provide students with access to vocational courses that expose them to career pathways and workforce skills.	Task checklists	IDEA	
	Task checklists	IDEA	

Offer certifications and skills-based learning opportunities to enhance students' employability. Our students graduate with a certificate of completion.	At age 22, students will receive a Certificate of Achievement.	IDEA	
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1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in [Believe to Achieve: Educational Priorities](#), including [coordinated early intervening services](#) (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Multi-Tiered Systems of Support for Behavior			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Tier 1 - Teach classroom routines and procedures, and expectations.. Tier 2 - Verbal Deescalation & Spatial Awareness Tier 3 - Removal from class Tier 4 - HWC Tier 5 - Suspension	Classroom observations Data from LEAP Connect Pre/Post-data	IDEA	

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1.7. Professional Development

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

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

Professional Development			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
District PD - LEAPCONNECT (Connected to certain standards), SER (place-holder of IEPs), HWC (behaviors when students are threatening to themselves), Classroom Management (procedures; focus on relationship building), Technology (for use with curriculum) TCM are held weekly (Tuesdays) to meet with teachers to identify strategies to target instruction. On Wednesdays, grade bands attend lesson planning/prepping meetings.	Sign-in	District Funds Title I	

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1.8. Student Transition

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

Student Transition			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
We have a parent tour for new students. We do intake meetings with parents or social worker and the entire team to identify the needs of each student.	Documentation of meeting	IDEA	
Those that are aging out (age 16) we begin a transition plan.	Documentation of meeting	IDEA	

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

Federal Program's Family Involvement and Community Goal(s):	The district will work to: 1. Ensure that caregivers/parents 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/parents 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/parents 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. 4. Plan during school and after school events and activities for parents and community members. 5. Communicate with parents and community members to ensure we stay connected and involved. 6. With Our Title 1 budget we will purchase a number of classroom items to enhance student learning, to engage our parents and our community friends, and to further educate our teachers.
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	Action Steps	Persons Responsible	Target Date(s)/ Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)	Documentation in Google Classroom (List docs)
Weakness(es): Home students of parents are not understanding how to help their students at home.	Open House (Aug 7, 4-6PM). To introduce students to the campus; parents met teachers, and parents received information from teachers and the school.	Anderson and Teachers	Aug 7	Title I, School Funds		
Objective(s): To provide individual training or guidance with guardians in these situations.	Math Bingo Night Provide parents with laminated, reusable learning tools, homework helpers, and communication boards. Name tags will be provided to parents at each engagement activity.			Title I Funds		

