



2025-2026

Rapides Parish School System
Title I Schoolwide Program Plan

Oak Hill High School

**PK-12
7362 LA-11
Elmer, La 71424
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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.

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 in all reportable categories by 10%.

School Vision and Mission Statement

Vision: Oak Hill is where all students achieve at high levels, and leave high school prepared for college, career, and life. Leadership and staff model excellence and accountability, and the whole community is engaged as partners in supporting and strengthening our school.

Mission: “To provide a quality education for every student.”

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
Mark Roberts	Principal	mark.roberts@rpsb.us
Maegan Schopper	High School Asst.Principal	maegan.schopper@rpsb.us
Brandy Perkins	Elementary Asst.Principal	brandy.terbot@rpsb.us
Crystal Crooks	Lead Teacher	crystal.crooks@rpsb.us
Kelly Meylian	Title 1 Chair	kelly.meylian@rpsb.us
Jenise Mertens	Title 1 Coordinator	jenise.mertens@rpsb.us
Shanna Calcote	Parent	
Bridgette Rushing	Parent	
Joe Gregory	Community Member	
JB	Student	
WM	Student	
Brittany Deen	Teacher	
Haley Mathews	Teacher	
Meeting Schedule: We will meet 1x a quarter: October 9, January 5, March 9, and May 18.		

School: Oak Hill High School

SPS 87.9

Letter Grade B

Check all that apply (verify with principal):

 CIR - Comprehensive Intervention Required

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

Schools that have a graduation rate less than 67%

 UIR - Academic - Urgent Intervention Required for Academics:

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

 Economically Disadvantaged

 Hispanic/Latino

 Black

 White

 Students with Disabilities

 English Learners

 Two or more Races

 UIR - Discipline - Urgent Intervention Required for Discipline:

Process of key performance and instructional data.

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

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

Discuss successes/challenges.

Set goals and create SWP.

Table A: Elementary/Middle School Data

Grade	ELA Index		Math Index		Science Index		Social Studies Index		All Subjects Assessment Index	
	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024
3	67.1	64.6	67.8	58.0	48.4	57.4			61.1	
4	75.9	62.3	82.7	57.8	59.1	53.0		62.3	72.6	58.8
5	64.1	50	57.3	77.7	59.3	80.4		80.4	60.2	72.2
6	69.5	62	82.8	58.4	45.3	67.5		57.1	65.7	61.2
7	84.7	55.6	77.8	67.7	62.2	48.2		48.1	74.9	54.9
8	79.8	86.7	70.0	83.1	83.2	69.7		53.6	77.7	73.3
Grades 3 to 8	73.2	61.9	72.9	68.3	57.8	63.5		59.9	70	64

Table B: High School Data

SPS COMPONENT	24-25 PERFORMANCE		CHANGE FROM 23-24		PERSON RESPONSIBLE
EOC Proficiency	Algebra 1	48.2%	Algebra 1	52.1%	M.Schopper
	Geometry	46.2%	Geometry	17.7%	M.Schopper
	English I	63.7%	English I	42.8%	M.Schopper
	English II	48.7%	English II	44.2%	M.Schopper
	Biology	22%	Biology	15.7%	M.Schopper
	US History	17.6%	US History	42.5%	M.Schopper
ACT/WorkKeys Composite	78.1		97.6		M.Schopper
Graduation Rate	85.3		84.6		M.Schopper
Graduation Index	94.8		94		M.Schopper

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:

OHS will be offering a Parent-Teacher Organization (PTO) for the 25-26 School Year so that we can offer a collaborative initiative with our parents and community. We will be offering multiple opportunities for parents to become involved around the school such as Reading/Math Night, Fall Festival, Town Hall meetings, etc so that we can come together as a team to continue to better OHS. We will offer times for our parents to give suggestions and receive rationale behind how our school operates on all levels. In the 2024-2025 school year we added a Winter Wonderland Art Walk that was a tremendous success. Parents have asked to keep the Art Walk for the current school year adding a silent auction for the art on display and gift baskets donated by local businesses.

Data Comprehensive Needs Assessment- Sample Data Collection

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators		• Administrator Questionnaire and/or Interview	• Attendance Data	• Demographic Data
Teachers		• Faculty Survey • Teacher Questionnaire and/or Interview • Faculty Focus Group	• Classroom Observations • Attendance Data	• Demographic Data
Students	• DIBELS Data • EL Data • LEAP 2025 Data • ACT Data • Benchmark Assessment Data • IEP Progress Data • Graduation Rates	• Student Survey • Student Focus Group	• Discipline Data • Attendance Data	• School Performance Score Data • Demographic Data • Subgroup Component Data • CIR/UIR status
Parents		• Parent Survey • Parent Focus Group	• Attendance Data	• 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:

- The school’s priorities are to increase in the following areas:
 - Algebra I and U.S. History Assessment and Proficiency
 - Algebra I’s Assessment decreased from 70.9 to 67.2 (-3.7 points) and US History’s Assessment decreased from 60.5 to 42.4 (-18.1 points).
 - Algebra I’s Proficiency decreased from 48.9% to 44.80% (-4.10%) and US History’s Proficiency decreased from 31% to 13.70% (-17.30%).
 - 4th Grade ELA: as 3rd graders, they had the lowest DIBELS proficiency at 57% proficient.

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Graduation Rate Index increased from 94.0 to 121.5	SPS Data/QDR Tracker
2. Graduation Rate increased from 84.6 to 94.3	SPS Data/QDR Tracker
3. Strength of Diploma increased from 95.2 to 131.7	SPS Data/QDR Tracker
4. English I (36.20% to 53.40%) and English II (37.70% to 43.60%) Proficiency Increased	SPS Data/QDR Tracker/Writing Tasks

5. English I (70 to 80.7) and English II (56.6 to 76.9) Assessment Increased	SPS Data/QDR Tracker
6. Biology Assessment (42.9 to 56.6) and Proficiency (42.9% to 56.6%) Increased	SPS Data/QDR Tracker/Proficiency Exams
7. Geometry Assessment (41.8 to 55.4) and Proficiency (15.70% to 35.90%) Increased	SPS Data/QDR Tracker

Strengths Contributing Factors- (Narrative) -

Domain: EOC Assessments (ELA- English I and II, Biology, Math-Geometry)

Narrative:

(ELA): OHHS had a very strong team of ELA teachers who used the HQIM with fidelity and supplemented (where needed) with materials that proved itself to be effective. The team also focused on a common writing format by adopting the CER process (claim, evidence, and reasoning) with their writing components throughout the HQIM. All team members were active in weekly TCM's and progressed throughout the year by evidence of our QDR/Student Growth Trackers.

(Biology): OHHS had a brand new teacher that was very open-minded to learning strategies and learning how to implement the HQIM. She attended multiple PD sessions and met weekly in TCMs to plan out how to prepare her students for the EOC Biology Assessment. We studied how the students were going to be tested by analyzing the state's test released items and also implemented the same CER writing strategy as the English department had.

(Geometry): OHHS had a very strong teacher that once served these students as their Algebra I teacher the prior year and knew their weaknesses and strengths already. The teacher used the HQIM that was provided as the Tier I curriculum and used it with fidelity. She was an active member in the weekly TCMs and we studied state released test items.

Strengths Contributing Factors- (Narrative) -

Domain: Graduation Rate/Graduation Rate Index/Strength of Diploma

Narrative: OHHS had an intentional plan with our students beginning in their high school career to begin earning IBC's as early as Freshmen year and retested every 30 days for WorkKeys credentials until Platinum status was achieved or the student graduated.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. 4th Grade ELA	Their 3rd grade DIBELS proficiency at EOY was 57%
2. ACT/Work Keys decreased from 97.6 to 78.1	ACT and/or WorkKeys reports
3. Algebra I's Assessment decreased from 70.9 to 67.2 (-3.7 points) and Proficiency decreased from 48.9% to 44.80% (-4.10%)	LEAP 2025 Results
4. US History's Assessment decreased from 60.5 to 42.4 (-18.1 points) and Proficiency decreased from 31% to 13.70% (-17.30%).	LEAP 2025 Results

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

Weaknesses Contributing Factors- (Narrative) -
Domain: 4th Grade ELA
Narrative: These students struggled in DIBELS in 3rd grade and had the lowest proficiency score (57% proficient). Contributing factors - ineffective teaching in the foundational years 1st and 2nd (teacher has been removed.)

Weaknesses Contributing Factors- (Narrative) -
Domain: EOC Assessments (Algebra I and US History)
Narrative: The freshmen were a weak group; therefore they performed as expected for Algebra I. The sophomores and juniors had a large group of students receiving accommodations of some sort and that played a role in the writing components of the US History EOC. Contributing Factors to also consider: both teachers from Algebra I and US History were brand new with teaching these standards.

Weaknesses Contributing Factors- (Narrative) -
Domain:ACT/WorkKeys
Narrative: Students performed well, considering the previous year's seniors were a very high-achieving group of students. We have created an intentional plan moving forward on how we will be increasing the number of golds and above on the WorkKeys Exam.

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:	Oak Hill High School will increase the number of K-12th grade proficient testers by 10%.					
State Goal:	Students in grades 8-12 will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.					
OBJECTIVES:			DESIRED OUTCOMES:			
1.1	Increase the number of students in K-2 scoring proficient by 15%.		OHS will increase K-2 proficiency from 74% proficient at EOY 24 to 80% proficient at EOY 25.			
1.2	Increase the performance of the bottom 25% of students in grades K-HS		OHS will increase 3-HS in all testable categories by 10%			
Activities of Action Plan		Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness
High Dosage Tutoring and RTI for students performing below benchmark on DIBELS during the school day.		Brandy Perkins	School Funds	05/22/26	HDT and RTI Logs	DIBELS progress monitoring MOY and EOY DIBELS results

Weekly TCMs to improve teacher collaboration and practices during school day.	Maegan Schopper Crystal Crooks Brandy Perkins	School Funds	05/22/26	TCM agendas and Sign in Sheets	Teacher observation scores Proficiency Exam results Diagnostic Results DIBELS MOY and EOY Results Leap Results	
Utilize HQIM for instruction and support for our core subject areas	Maegan Schopper Crystal Crooks Brandy Perkins	General Funding	05/22/26	Annotated Lesson Plans, Assessments, Classroom Observations and Learning Walks	Proficiency Exam Results iReady Diagnostic Results Dibets MOY and EOY Results Leap Results	
Provide instructional materials and supplies such as copy paper, folders, binders, chart paper, markers, etc. will be used to enhance the teaching and learning for all students.	Kelly Meylian	Title 1 Funds	5/22/2026	Requisitions, POs	Parent Meetings; Budgeting; Monthly Benchmarks; Quarterly PO's and Packing Slips	

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS				
DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	Documentation in Google Classroom
ELA	OHS K-2nd Grades will increase the percentage of proficient Reading students on the End Of Year DIBELS from <u>74</u> % to <u>81.4</u> % proficiency (<i>from 111 students to 123 students</i>). OHS 3rd-8th Grades will increase the percentage of proficient ELA	TCM: K-3 will meet as a grade level in TCM's each week and 3-8 will meet as a content area in TCM's each week.	B.Perkins C.Crooks	
		RTI: 30 mins RTI daily for students		
		C&I/Assessment: DIBELS will be assessed BOY and MOY and progress monitored. Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives.		

	students from <u>44.3 %</u> on the 2025 Spring LEAP Assessment to <u>48.73 %</u> on the 2026 Spring LEAP Assessment (<i>from 148 students to 163 students</i>).	iReady Reading will be purchased for all students in grades 3-5. (Title I)		
Math	OHS K-2nd Grades will increase the percentage of proficient Math students on the End Of Year iReady Diagnostic from <u>71.8 %</u> to <u>78.98 %</u> proficiency (<i>from 107 students to 118 students</i>). OHS 3rd-8th Grades will increase the percentage of proficient Math students from <u>43.1 %</u> on the 2025 Spring LEAP Assessment to <u>47.41 %</u> on the 2026 Spring LEAP Assessment (<i>from 143 students to 158 students</i>).	TCM: K-3 will meet as a grade level in TCM's each week and 3-8 will meet as a content area in TCM's each week. RTI: 30 mins RTI daily for students C&I/Assessment: iREADY Math diagnostics at BOY and MOY to track student progress in K-3. Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives.	B.Perkins C.Crooks	
Science	OHS 3rd-8th Grades will increase the percentage of proficient Science students from <u>29.1 %</u> on the 2025 Spring LEAP Assessment to <u>32.01 %</u> on the 2026 Spring LEAP Assessment (<i>from 97 students to 107 students</i>).	TCM:K-3 will meet as a grade level in TCM's each week and 3-8 will meet as a content area in TCM's each week. RTI: 30 mins daily RTI for students C&I/Assessment: Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives.	B.Perkins C.Crooks	

Social Studies	Data Dive is taking place during August TCM's to create a goal for Social Studies.	TCM: K-3 will meet as a grade level in TCM's each week and 3-8 will meet as a content area in TCM's each week.	B.Perkins C.Crooks	
		RTI: 30 mins daily RTI for students		
		C&I/Assessment:		
Accelerated Reader	K-8 students will work towards earning 12,000 points during the school year which is an increase of 1,000 points from the 2024-2025 school year.	Teachers will monitor student progression to individual AR point goal throughout the current Nine Weeks. Students will be tested at BOY, MOY, and EOY to show growth in their Scaled Score.	B.Perkins C.Crooks S.Simms	
Student Attendance	To achieve at least 95% attendance rate per quarter.	Students will be given an incentive from the PTO or School	A.Thornton	
		for meeting monthly attendance goals.		
Teacher Attendance	To achieve at least 95% attendance rate per quarter.	Teachers will be given an incentive from the Admin staff	T.Stokes E.Vaughn	
		for meeting monthly attendance goals.		
Behavior/PBIS	To have less than 12% of the student population receiving OSS/Expulsion per quarter.	Students will be given an incentive from the PTO or School	B.Perkins M.Schopper	
		for meeting monthly behavior goals.		
Parental/Community Involvement	To have a parental/community involvement opportunity per month.	Parents will meet 1x a month and will host an event per month	M.Schopper	
		(i.e. staff appreciation days, behavior and/or attendance rewards)		

2025-2026 HIGH SCHOOL GOALS				
DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	Documentation in Google Classroom
EOC Algebra I	Algebra I will increase the percentage of proficient students from <u>48.2%</u> to	TCM: Math TCMs will be every Monday from 7:15-8:00 a.m. in the TCM Room.	M.Schopper	
		RTI: Math RTI will be every Tuesday from 7:15-8:00 a.m. in the students' math class.		

	<u>53.02%</u> proficient on the EOC (<u>20</u> students will meet proficiency out of <u>38</u> students).	C&I/Assessment: Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives. Delta Math Teacher Licence will be purchased for our Algebra I Teachers to use during class and RTI. (Title I)		
EOC Geometry	Geometry will increase the percentage of proficient students from <u>46.2%</u> to <u>50.82%</u> proficient on the EOC (<u>35</u> students will meet proficiency out of <u>68</u> students.)	TCM:Math TCMs will be every Monday from 7:15-8:00 a.m. in the TCM Room. RTI:Math RTI will be every Tuesday from 7:15-8:00 a.m. in the students' math class. C&I/Assessment:Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives. Delta Math Teacher Licence (Title I) will be purchased for our Geometry teachers to use during class and RTI.	M.Schopper	
EOC English I	English I will increase the percentage of proficient students from <u>63.7%</u> to <u>70.07%</u> proficient on the EOC (<u>27</u> students will meet proficiency out of <u>38</u> students.)	TCM: ELA TCMs will be every Tuesday from 7:15-8:00 a.m. in the TCM Room. RTI:English RTI will be every Wednesday from 7:15-8:00 a.m. in the students' math class. No Red Ink will be purchased to help students fill the gaps of English Skills C&I/Assessment:Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives. No Red Ink will be purchased for all students in grades 9-12.	M.Schopper	
EOC English II	English II will increase the percentage of proficient students from <u>48.7%</u> to <u>53.57%</u> proficient on the EOC	TCM:ELA TCMs will be every Tuesday from 7:15-8:00 a.m. in the TCM Room. RTI:English RTI will be every Wednesday from 7:15-8:00 a.m. in the students' math class. No Red Ink will be purchased to help students fill the gaps of English Skills (Title I)	M.Schopper	

	(<u>36</u> students will meet proficiency out of <u>68</u> students.)	C&I/Assessment:Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives.		
		No Red Ink will be purchased for all students in grades 9-12.		
EOC Biology	Biology will increase the percentage of proficient students from <u>22%</u> to <u>45%</u> proficient on the EOC (<u>31</u> students will meet proficiency out of <u>68</u> students).	TCM: Science TCMs will be every Wednesday from 7:15-8:00 a.m. in the TCM Room.	M.Schopper	
		RTI: Science RTI will be every Thursday from 7:15-8:00 a.m. in the students' math class.		
		C&I/Assessment:Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives.		
EOC U.S. History	US History will increase the percentage of proficient students from <u>17.6%</u> to <u>45%</u> proficient on the EOC (<u>18</u> students will meet proficiency out of <u>40</u> students.)	TCM: Social Studies TCMs will be every Thursday from 7:15-8:00 a.m. in the TCM Room.	M.Schopper	
		RTI:Social Studies RTI will be every Friday from 7:15-8:00 a.m. in the students' math class.		
		C&I/Assessment:Proficiency Exams will be given every quarter to track the progress of the instructional strategies and achievement levels of the taught standards/objectives.		

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. Provide students with intervention and RTI resources for English and Math 2. Give students a well-rounded education by introducing Art to 6th Grade Students 3. Ensure that all teachers have the necessary technology in their classrooms to access Tier 1 curriculum, as well as resources for interventions and RTI

Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
HQIM: iReady Reading for Grades 3-5 students and teachers, Delta Math for HS Math students and teachers, No Red Ink for HS English students and teachers	Usage Reports Diagnostic Data LEAP results	Title I	
Title IV funds are designed to support a well-rounded education, safe and healthy students, and the use of technology in education. Art supplies fit within these goals by enhancing the educational experience, supporting students' emotional well-being, and integrating creative technology into learning.	Walkthrough observations of Art Classes.	Title IV	
Devices and software for students and teachers to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities)	Inventory Sheets	Title I	
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.	Title I Chairperson Stipend Sheets, Work Log, Updating to live SWP document.	Title I - \$2,800 yearly stipend broken down to no more 8 hours a month from August 2025-May 2026.	

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-based health center with a nurse and telehealth. Students can use the services for either physical and/or behavioral services.	Positive Reports from the School-Based Health Center and Telehealth professionals.	State	

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 participate in several career exploration opportunities throughout the year whether they are on TOPS Pathway or JumpStart Pathway. Students go explore various agricultural, technical trades, and workforce initiatives throughout the year and are offered through the Guidance Counselor.	Student participation	Student Funded	

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
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Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
- Elementary PBIS plan in grades Pk-5 Monthly Behavior Challenges and Rewards - High School PBIS plan in grades 6-12th monthly behavior and/or academic rewards.	- Fewer office referrals, decrease in OSS and ISS - No ISS, OSS, or Expulsions every 2 months, and every quarter A/B and A honor roll is celebrated.	- General Fund for Behavior Rewards - PTO Funds	

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
Coaching days for iReady and Bayou Bridges.	Agendas, travel documents, sign-in sheets.	- Professional Development for teachers - District - Ensure teachers have the technology needed to access curriculum for the classroom - Title I - Give teachers and administration access and funding for State and National Teaching Conferences - Title II	

1.8. Student Transition

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

Student Transition

Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Jr high students taking Quest for Success and keyboarding to prepare for high school. The COPE program helps our junior high students to prepare for high school.	Student attendance and academic success at the EOY.	instructional and general	

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 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)	Documentation in Google Classroom (List docs)
	The PTO will meet 1x monthly, typically the first Monday, at 4:00 p.m. in the library, of every month to discuss the Academic and Behavior incentives for the month and quarter.	M.Schopper	August 18 September 8 October 6 November 3 December 1 January 12 February 2 March 2 April 13 May 11	donations per the PTO and/or fundraisers, Title I funds	Behavior Reports and Academic Reports on a monthly basis.	

	Title I Stakeholder meetings at the Beginning, Middle, and End of the year, to keep all stakeholders aware of our Schoolwide Plan, how we are reaching the goals of our school, and ideas and concerns that need to be addressed	K. Meylian		Title I-pens, paper, printed materials	Stakeholder meeting sign in sheets, agenda and minutes.	
	Fall Fest for the community will be planned for October/November. Official date will be determined at September PTO Meeting.	M.Schopper		PTO Funds		
	Parent Teacher Conferences	M.Roberts M.Schopper B. Perkins		School Funds		
	Behavior Rewards	M.Schopper B.Perkins				

	Academic Rewards	M.Schopper B.Perkins				
	Winter Art Walk/Silent Auction	M.Schopper				
	Book Fair Family Nights	S.Simms				
	FASFA Night	S.Smith				

