Rapides Parish Schools

ENGAGE EMPOWER ELEVATE

2025-2026

Rapides Parish School System
Title I Schoolwide Program Plan

Arthur F. Smith Middle School

6-8
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Louisiana Department of Education: Believe to Achieve – Educational Priorities

State of Louisiana Critical Goals – Louisiana students will:

1. All students will perform on grade level in literacy and numeracy by the end of **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 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: Arthur F. Smith Middle Magnet is committed to fostering a safe, supportive space where students grow as compassionate, responsible, and globally-minded lifelong learners.

Mission: At Arthur F. Smith Middle Magnet, our mission is to cultivate a safe, supportive, and engaging learning environment that drives academic excellence, personal responsibility, service, and compassion while using data-driven instruction with student/teacher collaboration, empowering every student to reach their full potential.

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: ___Arthur F. Smith Middle Magnet_____

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
Stanley Jones	Principal	stanley.jones@rpsb.us
Mimi Bolden	Assistant Principal/Title I Chairperson	mimi.bolden@rpsb.us
Regina Humphrey	Assistant Principal	regina.humphrey@rpsb.us
Audrinanna Williams	Lead Teacher /Community Engagement Coordinator	audrinanna.williams@rpsb.us
Jennah Johnson	Mentor Teacher	jennah.brown@rpsb.us
Johnedra Brown Bullock	Athletic Director	johnedra.bullock@rpsb.us
Brandi Huntsberry	Mentor Teacher	brandi.huntsberry@rpsb.us
Tamara Williams	Teacher	tamara.williams@rpsb.us
Jamar Ferguson	Teacher	jamar.ferguson@rpsb.us
Jenise Mertens	District Title I Coordinator	jenise.mertens@rpsb.us
C S	Student	
B M	Student	
Louis Bolden	Community Member	

Meeting Schedule:

The SWP committee will meet

Initial Planning and Development of SWP: **August 4, 2025**

Mid-Year Review and Update: **January 15, 2026**

End of Year Review and Reflection: **May 22, 2026**

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 the school is moving at pace to reach the quarterly goals set in the SWP. The agenda and sign-in sheets should be submitted with these months PD benchmarks as its own file named Q1_SWP_FacReview.

Name	Position	Email Address
Stanley Jones	Principal	stanley.jones@rpsb.us
Mimi Bolden	Assistant Principal/Title I Chairperson	mimi.bolden@rpsb.us
Regina Humphrey	Assistant Principal	regina.humphrey@rpsb.us
Audrinanna Williams	Lead Teacher /Community Engagement Coordinator	audrinanna.williams@rpsb.us
Jennah Johnson	Mentor Teacher	jennah.brown@rpsb.us
Johnedra Brown Bullock	Athletic Director	johnedra.bullock@rpsb.us
Brandi Huntsberry	Mentor Teacher	brandi.huntsberry@rpsb.us
Tamara Williams	Teacher	tamara.williams@rpsb.us
Jamar Ferguson	Teacher	jamar.ferguson@rpsb.us
Jenise Mertens	District Title I Coordinator	jenise.mertens@rpsb.us
C S	Student	
B M	Student	

School: Arthur F. Smith Middle Magnet

SPS _____61.2_____

Letter Grade ___D___

Check all that apply (verify with principal):
__X__ 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.

Set goals and create SWP.

Table A: 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										
4										
5										
6	52.7	44.5	28.9	27.0	21.8	39.5	18.8	31.2	34.5	35.9
7	53.6	55.5	37.9	34.5	40.2	26.6	39.3	32.4	43.9	37.3
8	51.7	47.1	38.4	24.7	34.6	24.3	30.9	15.3	41.6	27.9
Grades 3 to 8	52.6	49.4	35.6	28.9	32.9	29.5	30.3	25.4	41.9	35.4

1.1. Family and Stakeholder Engagement

Describe how the school prepared a diverse group of families/parent leaders (20% of the population is SPED) 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:

To develop a well-rounded and inclusive approach to schoolwide planning, we will implement intentional strategies to prepare and engage a diverse group of families and parent leaders. The school will actively seek representation from families of various cultural and socioeconomic backgrounds, extending personal invitations to encourage their meaningful participation and emphasize the value of their input.

Parents will receive essential updates during each meeting, covering areas such as the school's budget allocations, student performance data, and planned family engagement initiatives. These sessions will also offer a clear overview of the school's curriculum, highlighting its structure, goals, and alignment with student learning outcomes. Interactive activities and resources will be provided to help families better understand academic standards, educational terms, and data reports.

Parent engagement efforts will be further supported through collaboration with local community organizations, which will offer additional training and outreach—especially for families in underserved communities. Specific feedback was not provided by parents, however, more activities will be provided this year for family engagement.

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:

- **Priority 1**: Increase the number of students achieving proficiency (Mastery) on LEAP 2025 in all reportable categories by 10%
- **Priority 2**: Increase the number of students achieving their growth targets in all reportable categories by 10%
- **Priority 3:** Provide student support to decrease gaps in learning through interventions and individualized learning paths
- **Priority 4**: Provide acceleration to learning through HQIM and increased exposure to standards alignment and conditions of grade-level standards
- **Priority 5:** Increase access to high-quality instruction in major content areas through teacher retention and certification

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Growth in the overall ELA assessment index	LEAP 2025, Writing tasks
2. Growth in the overall Math assessment index	LEAP 2025, Proficiency exams
3. LEAP assessment index grew in all content areas (ELA, Math, Science)	LEAP 2025

Strengths Contributing Factors- (Narrative) -
ELA: LEAP Assessment Index by year: 2023-2024 **49.4** ; 2024-2025-**52.6**
The upward trends in our ELA performance indicate that our teachers are consistently fostering student growth in key areas such as reading comprehension, understanding text structure, and written responses to text-based prompts. The improvement in our SPS index can be linked to intentional academic interventions, including the implementation of daily Tier I instruction, ongoing SPS monitoring, quarterly data analysis and reviews, and targeted grade-level acceleration in ELA. These comprehensive monitoring systems—spanning SPS, acceleration efforts, and Tier I implementation—have contributed significantly to overall gains in ELA achievement, particularly as consistent exposure to high-quality Tier I curriculum was sustained throughout the year. **ACCESS TO HIGH-QUALITY INSTRUCTION THROUGH TEACHER RETENTION**: We started the 2024-2025 school year with 86% of our staff returning. This strong retention supports continuity in high-quality instruction and allows for consistent, embedded support through professional development, targeted content-area mentoring, and collaborative planning sessions. **ADDITIONAL FACTORS**: Acceleration and RTI classes were built into the daily schedule to provide timely, individualized support aimed at deepening students' understanding of priority content standards. Student data was collected, analyzed, and monitored on a weekly basis to ensure targeted support aligned with the rigor and complexity of each standard.

Strengths Contributing Factors- (Narrative) -
Domain: **Math**
Narrative: LEAP Assessment Index by year: 2023-2024: **28.9**, 2024 -2025: **35.6** ● Our overall Math index increased by 6.7 Index points from May 2024 to May 2025. ● 6th grade proficiency in Math increased by 1.9 index points (from 27.0 to 28.9). 7th grade proficiency in Math increased by 3.4 index points (from 34.5 to 37.9). 8th grade proficiency in Math increased by 13.7 index points (from 24.7 to 38.4). Feeder System Analysis- Our feeder system faces challenges with math proficiency. Many students arrive several grade levels behind and lack essential foundational skills. Contributing factors include high teacher turnover, a shortage of highly qualified educators, and limited access to high-quality Tier I instruction.

Strengths Contributing Factors- (Narrative) -
Domain: School-wide LEAP Assessment Index by year: 2023-2024: **35.4,** 2024-2025: **41.9**
Narrative: These increases demonstrate that our teachers are continually growing students in the four content areas. ELA proficiency with focus on reading comprehension, text structure, and responding to text prompts through writing. Math proficiency focused on increasing student's ability to respond to Tier I and II LEAP style tasks and modeling and application of skills to various types of tasks. Science proficiency with a focus on reasoning scientifically, investigate, and evaluate while applying these areas using real-world scenarios. The increase in our SPS index could be attributed to our specific academic interventions including daily Tier I curriculum, SPS monitoring, quarterly data analyses/reviews, and content-specific grade level acceleration support. All monitoring structures (SPS, acceleration, Tier 1 implementation, etc.) have positively impacted all content scores, specifically as exposure to Tier I curriculum was maintained throughout the year. **ACCESS TO HIGH-QUALITY INSTRUCTION THROUGH TEACHER RETENTION**: 86% of the staff returned for the 24-25 school year. This ensured that access to high-quality instruction is maintained with provision of embedded support through professional development, content-specific mentorship, and teacher collaboration meetings. **ADDITIONAL FACTORS**: Our Acceleration/RTI classes were embedded in the daily schedule to allow students to receive on-time, individualized support to accelerate their understanding of major content standards. All data was collected, analyzed, and monitored weekly to ensure students received the greatest support in accordance with the depth of the standard.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. 6th grade Science	LEAP 2025, Proficiency exams
2. 6th Grade overall Assessment Index	LEAP 2025
3. 6th grade teacher retention	Personnel record

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) -
Science 6th-grade Science index decreased from 2023-2024: **39.5** 2024-2025: **21.8.** This is a decrease of 17.7 index points.
Narrative: The same teacher has been in place for 6th grade science for the past 3 years. Reviewing the data from the past 3 years, there has been a slight decrease each year. The teacher has attended all required PDs, TCMs, and other trainings relevant to the 6th grade standards, but the student achievement was not retained, nor have they grown. Due to this, a personnel change was implemented for the 25-26 school year.

Weaknesses Contributing Factors- (Narrative) -
Overall Assessment Index for 6th grade decreased from 2023-2024: **35.9** 2024-2025: **34.5.** This is a 1.4 index point decrease.
Narrative: There was a decrease in the assessment indices for 6th grade Math and Science. There was a math teacher that resigned mid-year. To accommodate student learning, we shifted personnel to support instruction. Science personnel change addressed above.

Weaknesses Contributing Factors- (Narrative) -
Teacher Retention
Narrative: Due to the lack of instructional consistency, teachers are not getting the chance to become masters of their content, which will in turn increase the student's ability to deeply understand the conditions of the standards and respond with grade-level-specific mastery products.

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:	By the end of the 2025-2026 school year, Arthur F. Smith Middle Magnet School will increase its assessment index from 42.1 to 46.3.
State Goal:	Remove barriers and create equitable, inclusive learning experiences for all children. Provide the highest quality teaching and learning environments. Develop and retain a diverse, highly effective educator workforce.

OBJECTIVES:		**DESIRED OUTCOMES:**
1.1	Students will meet their growth targets in all reportable categories on the LEAP 2025/LEAP Connect in accordance with QDR goals by the end of the year.	The overall LEAP assessment index will increase, from 42.1 to 46.3, by 10% or more utilizing Ready Math, ELA Guidebooks, Amplify Science, and related Tier 1 curricular resources to support student achievement Students will set goals aligned to their LEAP 2025 results and ongoing assessment opportunities through the HQIM to track their process based on mastery of grade-level standards.; Teachers, being aware of what grade-level skills and knowledge students need to convey to exhibit mastery understanding of grade-level standards, participate in TCM data tracking cycles to ensure progress toward individual student goals and overall mastery of content subject matter.
1.2	Increase proficiency in all content areas (Science, Math, ELA, & SS) by 10%.	The overall assessment index will increase from 42.1 to 46.3.

Activities of Action Plan	**Responsible Person/Groups**	**Funding Source**	**Target Date**	**Evidence of Implementation**	**Target Goal: Evidence of Effectiveness**	**Documentation in Google Classroom**
Teachers will implement HQIM and assessments to plan for student needs	IC & Admin/All Content Groups	District	Yearlong	Lesson plans; Pacing guides	iReady and iXL student reports; students increase retention and skill attainment aligned to grade-level standards	
School will implement a school-wide house system structure which encompasses MTSS	House Leaders	School Funds/ Title I	5.2026	House Meeting agendas, sign-ins, and surveys	Increase student and teacher attendance; Decrease major discipline occurrences	

Implementation of TCM structure and embedded content support for all content areas	IC & Admin/All Content Groups	District	Yearlong	TCM agendas and sign-in sheets, SW samples, LW data	Increased instructional effectiveness measured through SW samples and increased utilization of researched based strategies outlined in HQIM used in daily lessons	
Communicate and collaborate with Parent/Families and Community Partners	IC & Admin/All Content Groups	Title IV	Yearlong	Title I Family Night flyers and sign-ins.	Increase family and school collaboration for student success.	
Implementation of Content Progress Monitoring	IC & Admin/All Content Groups	School Funds	5.2026	Benchmark data, QDR data tracking sheets	Students increase achievement (Focus on moving students to mastery and growing Bottom 25%)	

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS				
DOMAIN	**GOAL(S)**	**ACTION**	**PERSON RESPONSIBLE**	**Documentation in Google Classroom**
ELA	**Increase the ELA assessment index from 52.6 to 57.86.**	TCM: Weekly TCMs will focus on analyzing the student data based on the initial leap scores, proficiency exams and cycle CFA's in accordance of major standards	Audrianna Williams Jennah Johnson	
		RTI:iReady Reading Platform will be used throughout the school year as part of a comprehensive assessment plan for the school year and for RTI instruction.		
		C&I/Assessment: iREADY Reading supports teachers by providing formative and summative assessment tools that help identify student strengths and areas for improvement and track skills growth. This tool is used to		

		develop writing and grammar skills seen on ACT and other national exams; high-quality instruction using HQIM via LDOE Guidebooks		
Math	**Increase the Math assessment index from 35.6 to 39.16.**	TCM: Weekly TCMs will focus on analyzing the student data based on the initial leap scores, proficiency exams and cycle CFA's in accordance of major standards	Audrianna Williams Jamar Ferguson	
		RTI:iReady Math Platform will be used throughout the school year as part of a comprehensive assessment plan for the school year and for RTI instruction.		
		C&I/Assessment: iReady Math requires students to complete a diagnostic exam three times a year (BOY, MOY, EOY). Using those results, iReady Math creates a pathway of instruction that serves to close the gap between where a student's skills are and what can be set in place to build those students toward the mastery of grade-level skills and standards.		
Science	**Increase the Science assessment index from 32.9 to 36.19.**	**TCM:** Weekly TCMs will focus on analyzing the student data based on the initial leap scores, proficiency exams and cycle CFA's in accordance of major standards	Audrianna Williams Brandi Huntsberry	
		RTI: iXL has been purchased for Science and Social Studies. The platform provides teachers insight of how standards are being mastered and by which students.		
		C&I/Assessment: Using		
Social Studies	**Increase the Social Studies assessment index from 30.3 to 33.33.**	**TCM:**Weekly TCMs will focus on analyzing the student data based on the initial leap scores, proficiency exams and cycle CFA's in accordance of major standards	Audrianna Williams Brianna McManimen Mimi Bolden	
		RTI:		
		C&I/Assessment:		
Student Attendance	Decrease truancy rates Increase student attendance rates	Follow Truancy and Chronic Absenteeism guidelines set by CWA	Regina Humphrey, Marischia Wright	
		Promote student attendance through MTSS/House System		

Teacher Attendance	Increase teacher attendance averages.	Teachers missed a total of 52 days during the 24-25 school year. We will strive to decrease the number of days teachers are out. Teachers and their direct family members are allowed/encouraged to use the Trinity Health Clinic located at PMHS to receive care. This decreases the turnaround time of sicknesses.	Stanley Jones Mimi Bolden Regina Humphrey	
Behavior/MTSS	Increase the frequency of celebrations for academic and behavioral improvements toward school-wide culture expectations	Link House System protocols to MTSS procedures to monitor and reward actions that support the culture of academic achievement and positive behaviors in students and teachers. Follow the MTSS flowchart including Capturing Kids Hearts guidelines and RPSB and CWA guidelines to address Tier 2 and 3 student behaviors.	Jamison Harris Regina Humphrey Mimi Bolden	
Parental/Community Involvement	Increase parental/community involvement in the academic, social, and emotional development of our students.	Student-led State of the School Address conducted quarterly. - Inform parents and community partners of the data-informed progress students have made academically. - Student organizations provide an overview of their current and future activities and goals.	Stanley Jones Mimi Bolden Regina Humphrey	

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):			
Objective(s):	1. LEAP assessment index will increase from 42.1 to 46.3 2. The Special Education population will Achieve and Grow according to the SPS measures in math and english assessment index.		
Action Plan	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**Documentation in Google Classroom**

Guaranteed and viable curriculum (what will be taught)**:** Educators will be provided training and support in implementing HQIM provided by the district: Guidebooks iReady Bayou Bridges Amplify In addition to HQIM, teachers will facilitate collaborative and reflective academic opportunities for students. Students may participate in gallery walks or create anchor charts using the chart paper. Students can journal using the composition notebooks.	Through data tracking, formal and informal classroom observations, lesson planning and implementation, effectiveness will be evident in the increase of growth and proficiency on state and district-provided measures of achievement. • LEAP 2025 • Quarterly assessments • iReady	Title I (iReady Reading, $5000; Post-it Chart paper, 418.30, composition notebooks 49.40) District Funds Title 1 Laptops to access HQIM ($6195.85)	https://docs.google.com/spreadsheets/d/1JEXYrf5ugEA0oDy8Wfwi-kf6dsF7vGI1AhIQDc2hK8E/edit?gid=248002687#gid=248002687
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)**: Teachers and students will use approved supplemental resources to identify and decrease gaps in the academic program to protect instructional minutes with the following programs:** • IReady Reading/Math (iReady Reading will provide individualized path learning	Through consistent data reporting (weekly, quarterly), instructional leaders will monitor the usage and correlation with instructional practices: • Ready Math/Reading Reports • IXL Reports • SmartPass Reports	Title I - laptops to provide access to iReady/IXL/Smartpass ($6195.85); document cameras, $_ _ _ _ _	

based on student reading/skill levels to progress them forward.) • IXL (will be used in science and social studies to reinforce concepts learned and applied) • SmartPass Teachers will use document cameras in the classroom to present content material to students, and also for students to be able to share their work and explain to build capacity in verbal explanation skills.			
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): Teachers and students will use approved supplemental resources to identify and decrease deficiencies in achievement with the following programs: • iReady • Acceleration • Tutoring: After-school tutoring to prepare students for LEAP by addressing skills and concepts that are difficult for students. Tutoring will be held 3 days per week, 2 hours per day, rotating	• Weekly CFAs • RTI progress monitoring • Student Data Tracking	Title 1 $840 for teachers to conduct tutoring. That is $35 x 2hours x 12 teachers.; $480 bus driver for tutoring	Student-friendly data tracker inserted here

core subjects. Transportation will be provided by the school through Title I fund use.			

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.

Student Support Services			
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**Documentation in Google Classroom**
In coordination with our SBLC committee, we will offer school-based counseling as well as provision of services through behavioral strategists, education diagnosticians, and outside agencies such as Phoenix Family Life Center, Journey Rehab, Life Changing Solutions, We Care Behavioral Health, LLC., and Provision Rehabs. All outside agencies provide home-based and school site-based counseling sessions.	• Behavioral logs/reports • Attendance reports • Discipline reports • SBLC committee meets to ensure all students are provided the necessary and/or required services.	Items: No additional items required Funding Sources(s): District Funds Costs: TBD by external agencies	Resource Link: AFS Special Programs
Our mission statement stipulates that students engage	• Behavioral logs/reports • Attendance reports	Items: Capturing Kids' Hearts program modules and/or related materials	• Behavioral logs/reports

in a positive and supportive learning environment that develops social, emotional, and academic skills to cultivate personal agency and lifelong success. Teachers will be provided embedded professional development that focuses on positive and supportive learning environments through Capturing Kids Hearts program.	• Discipline reports • Completion of CKH surveys, support sessions and logs • Completion of CKH observation sessions and logs.	Funding Source(s): District Funds Costs: School funds	• Attendance reports • Discipline reports
The incorporation of a house system structure ensures that social, emotional, and academic skills are cultivated through a system of support embedded in each house.	• Behavioral logs/reports • Attendance reports • Discipline reports • Student service learning projects sign-ins • House agendas	Items: Ron Clark House System resources and materials Funding Source(s): Title I and School Funds Costs: Determined by resources and PD sessions related to implementation of program	• Behavioral logs/reports • Attendance reports • Discipline reports
To support effective instruction in all content classrooms and ensure progression towards students' demonstrating mastery understanding of grade level standards, one component of our SWP is to incorporate unique acceleration programs for all students, including those who require Tier	• Various academic data reports (i.e. report cards, benchmark, interims, etc.) District • QDR tracking sheets	Items: Acceleration data trackers and resources Funding Source(s): District Funds Costs: no costs incurred, program embedded during school day	Student Data Trackers; Gradebook Audit

II and Tier III interventions.			
To support effective instruction in all content classrooms and ensure progression towards students' demonstrating mastery understanding of grade level standards, one component of our SWP is to incorporate after-school tutoring programs for all students, including those who require Tier II and Tier III interventions.	• Various academic data reports (i.e. report cards, benchmark, interims, etc.) District • QDR tracking sheets	Items: Acceleration data trackers and resources Funding Source(s): Title I Funds Costs: TBD by participating teachers (Teachers paid $35 per hour for up to 2 hours max on program days, bus driver paid $20 per hour for up to 2 hours max on program days)	Student Data Trackers; Gradebook Audit

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).

Student Opportunities			
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**Documentation in Google Classroom**
At AFS, we're proud to serve a student body filled with brilliance, talent, and unique potential. Our average class size ranges from 15–25 students, allowing for more personalized instruction and stronger connections. We currently have a 95% attendance rate, a reflection of our students' commitment and the supportive environment we foster.	• Student enrollment numbers organizations • Points earned through friendly House System competitions • Continued increase in school attendance • SmartPass • Continued decline in discipline incident	SmartPass -Title 1 ($1,500.84) House System App - Title 1 (waiting on a quote) MTSS- PTO Various Band Instruments, Title IV, … (request sent; awaiting approval)	

Discipline incidents have declined thanks to our proactive approach and the layered support systems provided through MTSS. Resources like Ripples, mentorship, check-in/check-out, SmartPass and second placements ensure students receive the guidance and encouragement they need to thrive. Smart Pass is an electronic hall pass system that helps staff control the amount of students that are out of the classrooms at one time, which protects instructional time and decreases the opportunity for negative student behaviors. Our school-wide House System initiative is designed to promote positive behavior, leadership, and a sense of belonging. Every student and staff member is placed into one of four houses, creating friendly competition, cross-grade collaboration, and a stronger sense of community. House points, celebrations, and team-building events keep spirits high and engagement strong throughout the year. Students at AFS have no shortage of ways to get involved and explore their passions. Our extracurricular offerings include cheer, dance, coding, digital media, band, JAG, Quest for Success, Culinary Arts, Robotics, football, track, softball, archery and more. Our dedicated faculty and staff work tirelessly to create a warm, inclusive, and student-centered campus culture. We also actively encourage students to join organizations that build leadership skills and foster meaningful connections. (Rattler Ambassadors, Student Council, BETA, Educators Rising)	• Increase the opportunity for students to participate in the band program and build musicianship by having a stock of instruments readily available upon request.		

1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

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

Multi-Tiered Systems of Support for Behavior			
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**Documentation in Google Classroom**
The Multi - Tiered Intervention System is to boost morale amongst middle school aged students while offering alternative options and incentives that decreases discipline while fostering rewards to help fully enforce the rules consistently with clear guidelines. The MTSS Specialist will support the school and administrative team in addressing the individual needs of students who are struggling to meet academic, social and emotional expectations. Ron Clark Academy App will be used for MTSS student behavior management. Behavior & Social Emotional Initiatives:Teachers and administration will collaborate with district behavior strategists in identifying, intervening, and progress monitoring the social-emotional developmental needs of at-risk students. Academic Initiatives: During the month of June, identified students participated in summer school to help strengthen foundational skills in ELA and Math. Instruction focused on remediation, closing learning gaps, and preparing students with the necessary skills to successfully begin the new school year/next grade level in August. Students who need additional support and/or enrichment will be	• Powerschool attendance and discipline reports (OSS, ISS, Expulsion, and Daily Attendance Data) • Data collection of House Points found within the Ron Clark House System App. • Safe School assessments. • QDR report, standards mastery assessments, and other benchmarks as used by LDOE for the following curriculums: ELA Guidebooks, iReady Math, LEAP IAP, Amplify Science, and Bayou Bridges.	Items: Ron Clark House System App, Funding Sources: Title 1 Cost: House System App- $155 monthly or $150 per month billed annually ($1800/year) Waiting on an official quote	

strategically placed in specific RTI groups to bridge their learning gaps when processing Tier 1 curriculum. Special Education Initiatives: All teachers will prepare for and deliver HQIM. Students with disabilities will access grade-level content with their peers through the use of embedded supports within HQIM. Students receive individualized support and instructional programs based on the unique needs identified in their IEPs. Whole Child Initiatives: JAG and COPE Outreach Recruiters will meet with identified students to develop an understanding of life. Honor Roll breakfast quarterly, attendance social (quarterly) Rattlers of the Month(grade level), House competitions, leap incentives, canteen, patio time, free gym. MTSS Goal: To strengthen relationships among staff, students and parents in order to more effectively support the individual needs of students facing challenges in meeting social, emotional and academic expectations.			

1.7. Professional Development

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

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

Professional Development			
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**Documentation in Google Classroom**
Teachers and admin will attend the Teacher Leader Summit to collaborate and work amongst colleagues on strategies and best practices to help schools to grow students. 6 educators will attend in May 2026 in NOLA. Administration and Instructional leaders will participate in district-wide leadership training at the Leadership Retreat to ensure the alignment of curriculum processes can be delivered to teachers in June by way of strengthening the ILT, TCMs process on the campus. In early August, all instructional staff will participate in the beginning of the year curriculum update, training, and professional development throughout the district.	• Implementation of strategies gained from professional development into instruction daily • Leap, Proficiency Test, QDR and TCM's • Teacher attendance • Discipline numbers • When Lightning Strikes • Bullying Reports • Reflectivity Reports	Title 1 -Teacher Leader, $5349.60 Title II District Funds	

RPSB has embedded professional development days in the school calendar. The district will lead PD opportunities for teachers and administrators across the district. Teachers will participate in weekly TCMs and embedded district level and school level professional development, allowing teachers to strengthen instructional and collaborative practices that help students engage with grade-level conditions and content knowledge. PD supplies will be provided for teachers to utilize in all learning activities. New teachers are partnered with mentor teachers to receive support, guidance, and training throughout the school year in TCMs, through common planning, collaborative practices, classroom management, and student engagement for their first **two years.** Teachers are educated in building culture and climate while making affordance for their mental health through MTSS.			

Teachers from across all grade levels participated in a week-long Kagan Instructional Strategies training during the summer. Kagan specialized in easy-to-implement student engagement strategies designed to encourage student discussion, classroom efficacy, and student voice. RPSB's CTE program will provide and support PD opportunities for CTE educators, and/or high school counselors and administrators that align with CTE and Jump Start Pathways. Professional development such as the Louisiana Jump Start Convention and the Louisiana Jump Start Super Summer Institutes, offers CTE educators and/or high school counselors and administrators the chance to gain information, knowledge, and training that is essential to the CTE program and Jump Start Pathways of Study. New administrators were trained on the NIET TAP rubric. This rubric is used for teacher evaluations throughout the district.			

To retain effective teachers for high-needs students, administrative staff such as Principal, Assistant Principals and Instructional leaders will provide individualized classroom support that will reduce teacher burnout and increase teacher efficacy.			

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 (Middle to High School: 8th to 9th)			
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**	**Documentation in Google Classroom**
<u>State Initiatives</u> LDOE is transitioning to Higher Expectations by requiring by 2025 that all A schools will average student performance at "mastery' or above. AFS will work to build student ownership of their own learning and track their own progress toward developing a mastery-level understanding of grade-level standards.	• Mastery-level academic content products • Student Data Trackers • Student-led Conferences	($ TBD)	Samples of Student Data Trackers

<u>District Initiatives</u> "Our goal is for students in grades 4-8 to meet maximum growth targets, effectively engage in interests and opportunities, and make connections with high school and career opportunities." Student data from quarterly assessments will be input into a school-wide QDR (Quarterly Data R...) that tracks and estimates outcomes towards growth targets set from 23-24 LEAP 2025 assessments. Interests and opportunities courses will be provided for each student to participate in. This will support both social and co 8th-grade students who are enrolled in Jobs for American Graduates (JAG) or Quest for Success can earn Carnegie units for high school credit. Eligible students are able to explore various opportunities with an academic focus and a career focus that identified students may not have otherwise been aware of through the JAG program. Students in 8th grade will have	• QDR; Innovative Assessment results; LEAP 2025 results; quarterly district Interim assessments • Increase the opportunity for students to participate in the band program and build musicianship by having a stock of instruments readily available upon request. • JAG / Quest for Success End of Course Assessments • ACT Mastery Prep results • ACT Mastery Prep results • Student 9th grade Individual Graduation	($ TBD) Various Band Instruments, Title IV, ... (request sent; awaiting approval) ($ TBD) JAG Aim High Grant, JAG-LA, District General Fund ($ TBD) General Funds ($ TBD)	

access to ACT Mastery Prep's content and software to prepare for the ACT in high school. All 8th-grade students will have access to ACT Career Ready Curriculum to support postsecondary and career readiness. During the spring, students in 8th grade will meet with their high school counselors to develop their freshman course schedule, as well as discuss graduation path opportunities.	Plan (IGP)		
<u>School Initiatives</u> School allows prospective students to tour the school and shadow a current student for the day, upon parental request. 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. In the spring, the school will host an open house to encourage enrollment in the advanced academic programs and/or open enrollment.	• Attendance records; Student/Parent participation survey; Student enrollment • Student participation survey; Student enrollment/IGP • Student participation survey; Cohort graduation rate	General Funds ($ TBD) General Funds ($ TBD) General Funds ($ TBD) General Funds ($ TBD)	Transition meeting agendas

During the spring, students in 8th grade will be provided the opportunity to participate in a tour of the feeder high school (Peabody Magnet High School) to become aware of the diploma track academic and co-curricular offerings they have to offer to support their secondary and post-secondary goals. Throughout the school year, students will be provided with various opportunities to engage with our feeder school through motivational speaking engagements and field trips within our community, feeder schools, and other local high schools. These opportunities will include motivational speakers, feeder system activities, collegiate campus tours, and more to support and encourage matriculation beyond the secondary level (middle and high school). In support of the MTSS plan for AFS, students will participate in the Ron Clark Academy style House System to develop relationships among staff, students and parents that serve to support individualized needs of students struggling to meet social, emotional, and academic	• QDR • House data trackers • OnCourse student incident data and grade book • IEP; IAP; BIP	General Funds ($ TBD) General Funds ($ TBD)	

expectations. 5th Grade Transition Meetings with feeder schools to identify supports for successful transition from 5th grade to 6th grade 8th Grade Transition Meetings with feeder schools to identify supports for successful transition from 8th grade to 9th grade			

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.

	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): Parents/guardian attendance has been very low in the past.	Open House	ILT Team	August 7	Title I, School Funds	Sign-in sheets, Hand-outs	

Objective(s): To reach a goal of 30% parental/guardian engagement.	PTC: Parents will be invited to PTC in Oct 2025. Teachers will meet parents to discuss student progress and educate parents on how to help their student. Informational flyers will be shared with parents and also on social media.	Bolden	Oct 13-15; 4:30-6:30	Title I		
	Feeder System Activity - Name?	Williams				
	Aerobic Night	Williams	Oct 21	Title I,	Sign-in	
	List fun stuff here, too, such as book fairs, dances….activities that draw parents in.					