



**2025-2026**

Rapides Parish School System  
Title I Schoolwide Program Plan

Acadian Elementary School

**PK-12**

**310 Richmond Drive**

**Alexandria, Louisiana**

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## **Table of Contents**

<b>Louisiana Department of Education: Believe to Achieve – Educational Priorities</b>	<b>2</b>
<b>District Vision and Mission Statement</b>	<b>3</b>
<b>School Vision and Mission Statement</b>	<b>3</b>
<b>Schoolwide Plan Assurances</b>	<b>4</b>
<b>Schoolwide Plan Committee Members</b>	<b>5</b>
<b>School Labels</b>	<b>6</b>
<b>Data</b>	<b>7</b>
<b>1.1 Family and Stakeholder Involvement</b>	<b>8</b>
<b>1.2 Comprehensive Needs Assessment Summary Report</b>	<b>10</b>
<b>Action Plan</b>	<b>13</b>
<b>Goals</b>	<b>14</b>
<b>1.3 Strategies for Improvement</b>	<b>16</b>
<b>1.3 Strategies for Improvement</b>	<b>17</b>
<b>1.5 Student Opportunities</b>	<b>17</b>
<b>1.6 Multi-Tiered Systems of Support for Behavior</b>	<b>18</b>
<b>1.7 Professional Development</b>	<b>19</b>
<b>1.8 Student Transition</b>	<b>19</b>
<b>Additional Parental Involvement Activities</b>	<b>20</b>

## **Louisiana Department of Education: Believe to Achieve – Educational Priorities**

### **State of Louisiana Critical Goals – Louisiana students will:**

1. All students will read on grade level by the end of **3rd Grade**.
2. Students in **grades 4-8** will meet maximum growth targets, effectively engage in interests and opportunities, and make connections with high school and career opportunities.
3. Students in **grades 8-12** will be effectively supported in selecting and successfully progressing through graduation pathways that will lead to maximizing their potential.

Focus on ACT/WorkKeys, IBCs, DE, and Associate Degrees

### **District Vision and Mission Statement**

Vision: Rapides Parish Schools are relentlessly committed to providing a supportive and innovative educational system that engages our community, empowers individuals, and elevates our people to their maximum potential.

Mission: Rapides Parish Public Schools will increase the number of students meeting proficiency in all reportable categories by 10%.

### **School Vision and Mission Statement**

*Vision: Acadian Elementary School is committed to making an I.M.P.A.C.T. an investment in the minds of our students so that they will put positive action into the communities, specifically the lower third community tomorrow.*

*Mission: All students in the Acadian family will be equipped with a strong foundation in Reading, Math and Technology to ensure that they are able to compete in the twenty-first century and beyond as they continue to engage in lifelong learning.*

## 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
Shannon McCue	Principal	shannon.mccue@rpsb.uks
Sheritha Reed	Assistant Principal	Sheritha.reed@rpsb.us
Emaly Drayton	Instructional Coach	Emaly.drayton@rpsb.us
Jenise Mertens	District Title I Coordinator	<a href="mailto:jenise.mertens@rpsb.us">jenise.mertens@rpsb.us</a>
Tiffany McNeal	OnCourse Champion / Mentor teacher /School Community Liason	tiffany.mcneal@rpsb.us
Karlin Ross	Literacy Coach	<a href="mailto:karlin.ross@rpsb.us">karlin.ross@rpsb.us</a>
Kash Prevot	5th grade student	
Raylan Louie	4th grade student	
	Parent	
	Parent	
	Community Member	
	Teacher	
<b>Meeting Schedule:</b> <b>BOY 8/5/25</b> <b>MOY 12/05/25</b> <b>EOY 04/13/26</b>		

**School: Acadian Elementary School**

**SPS 66.2**

**Letter Grade: C**

**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 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	59.0	47.1	48.2	38.7	33.3	43.3	33.6	N/A	43.5	
4	53.4	42.4	46.3	34.8	38.0	45.8	27.6	N/A	41.3	
5	59.7	49.4	36.7	39.4	40.8	39.2	40.8	N/A	44.5	
6										
7										
8										
Grades 3 to 8										

Link QDR Here:

[https://docs.google.com/spreadsheets/d/1Qz49MGWuHkNqXnAVG6MBIWuLP-wcvHBOY6G0ibK-\\_vE/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Qz49MGWuHkNqXnAVG6MBIWuLP-wcvHBOY6G0ibK-_vE/edit?usp=sharing)



### 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:**

Acadian Elementary developed a group of stakeholders to make up the Title 1 team. The leadership team felt it would be a good time to prepare this during the summer which would allow time for productive planning with stakeholders. One of the key concerns we wanted to discuss was the process for calculating the new performance score, specifically that it only takes into account the students who score mastery or advance in order to be proficient.

The goal of the planning session was to look at:

- what changes to instruction need to happen to have an impact on our current state. The data currently reveals that a large percentage of our students are performing at a basic proficiency which has previously been considered proficient.

In order to stay abreast of the change, the team determined that a few key factors needed to be considered to include but are not limited to:

- Who are the bubble students according to the data? Who are the students in the bottom 25%?
- What does teaching to mastery look, sound and feel like for students in the classroom?
- What does mastery student work look like?
- What strategies or processes need to be in place to get students there?
- What support will teachers need to get students to grow to mastery?
- How can family and community be involved in this work?
- What support teachers need to be able to teach to the standard?

Changes made as a result of this meeting the decision to have more points of communication with family and community through parent nights and meetings, monthly parent newsletters, calendars, weekly home letters, etc. that informs parents of what their student is working on and how they can support this work at home, consideration of possible resources and manipulatives to support student learning in the classroom and possible professional development trainings to increase teacher capacity to support this work. In addition, the team has decided to come together to receive updates and progress on the work at the quarterly school wide planning meetings.

## 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:**  
 Increase the number of students showing proficiency (Mastery and above) by 10% in all reportable categories.  
 Increase the number of students showing growth in all reportable categories.

### Data Comprehensive Needs Assessment: Goal

**Part 1a: Successes**

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Teacher Retention	Employee List/ Teacher Scheduler/ Powerschool
2. (Waiting on Test Results)	
3. No expulsions for 2024-2025 School Year	Powerschool

**Strengths Contributing Factors- (Narrative) -**

Domain: ELA

Narrative: The Strengths for ELA are that more than fifty percent/half of the students scored proficient, basic or above on the leap ELA Assessment. This is due to students having multiple opportunities to be exposed to leap like items and testing situations to include the proficiency exams, weekly cold reads, the use of the tier one curriculum, ELA guidebooks and the supporting curriculum reading in addition targeted students participated in HDT tutoring and small group tutoring sessions provided by the ILT team members.

**Strengths Contributing Factors- (Narrative) -**

Domain: Math

Narrative: Math increased student performance in fluency of all grade levels which was supported by Ready Math, requiring a minimum of two lessons completed at 100% per week on the ready path and small group instruction provided by the HDT tutors, along with small group pull out by the ILT team and afterschool tutoring from January to April prior to testing.

**Strengths Contributing Factors- (Narrative) -**

Domain: Dibels

Narrative: Grades K, 2nd, and 3rd grew from the previous year 10%. This growth paralleled the introduction of high-dosage tutoring: from October through early April, students in Grades K–3 received daily 30-minute sessions with an intervention tutor. Classroom teachers simultaneously targeted specific skill domains, tracking progress in TCM and monitoring performance in mCLASS. Mid-year, administrators and teachers completed an error analysis of DIBELS results to pinpoint individual needs and refine instruction accordingly.

**Part 1b: Challenges**

<b>WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT/LINKS</b>
1. ELA Reading Performance Informational and Literary Text	Leap 2025 ELA assessment
2. Solving Multi Step Problems with any operation	LEAP Assessment Math
3. Writing Performance	Leap Assessment

**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:

<b>Weaknesses Contributing Factors- (Narrative) -</b>
Domain: Reading Performance
Narrative: Students struggle to comprehend informational text. This is believed to be due to limited understanding of domain specific vocabulary, lack of experience with reading and interpreting informational text. In addition, the students struggle to fluently read informational text as evidenced in Science / Amplify and Bayou Bridges Social Studies text due to limited exposure to the best types of informational text on a daily / regular basis prior to the district mandating the implementation of the Tier 1 curriculums in the classrooms to support these content areas. Additionally, one of the three Guidebook units per year is dedicated to the study of informational texts and the skills/ strategies needed to successfully comprehend these types of text. Our students tend to score better on the literature type they were studying closest to the LEAP administration date.

<b>Weaknesses Contributing Factors- (Narrative) -</b>
Domain: Math
Narrative: Students have engaged in multiple mediums to address building fluency. These efforts include Moby Max, Flight Fluency, Math bees and Ready Math path. Additionally, students have been tutored through the HDT program in Math and also pulled by members of the staff for small group RTI. After analyzing the data from the LEAP assessment, it reveals that students may be fluent in facts but are still unsure what to do with them in word problems. Our students are unable to solve word problems with any operation and they struggle with word problems that require multiple steps. Training in this area is needed for both the teacher and students because when observing math teachers, they analyze, annotate and think through the problem as a model and sometimes the students have very limited opportunities to

grapple through this process on their own.

**Weaknesses Contributing Factors- (Narrative) -**

Domain: Dibels

Narrative: Kindergarteners showed significant difficulty with word recognition, whereas students in Grades 1–3 struggled primarily with oral reading fluency. Despite their high accuracy rates, third-grade students continued to find fluency challenging.

*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:	From your needs assessment, what is your overarching school goal? <b>By the end of the 2025-2026 school year, Acadian Elementary School will increase the overall school SPS by 5 points from 27 to 32 under the new scoring system through the use of focusing on building reading comprehension in literary and information text, increasing writing performance, and increasing student accuracy in word problems focused on major content standards as evidence from Leap 2025 data.</b>	
State Goal:	<b>All Students will be reading on grade level by grade 3 and students in grades and students in grades 4th and 5th will meet their maximum growth potential.</b>	
OBJECTIVES:		DESIRED OUTCOMES:
1.1	<b>To grow our bottom 25% of students.</b>	Show growth in our bottom 25% of students.(40%) growth goal according to the new growth formula outlined by the state.

1.2	To increase proficiency in mastery and advance students as measured by LEAP 2025.		To grow our overall SPS school score.			
Activities of Action Plan	Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Documentation in Google Classroom
HDT/ Utilizing High Dosage Tutors	Shannon McCue Sheritha Reed	District Funds	05/30/2026	Student Sign in Sheets Tutor Sign In Sheets Student Work/Data Proficiency Exams	Increase the number of students in proficiency for Leap. Increase the number of students showing proficiency on proficiency exams. As evidenced by what? Monthly, quarterly, an assessment, etc?	
Weekly TCMs	Shannon McCue Sheritha Reed Emaly Drayton Karlin Ross	Title I, School Funds	05/30/2026	Observations/Walk throughs Student Work/Data District Student Tracker QDR IGP/Coaching Data	Improve student achievement, instructional effectiveness, and professional growth through regular structured collaboration among teachers.	
RTI/Swarm Groups	Shannon McCue Sheritha Reed Emaly Drayton Karlin Ross	Title I, School Funds	05/30/2026	Progress Monitoring, Student Data/Work Samples, Proficiency Exams, Leap Scores, Student Trackers/QDR Dibels BOY, MOY, EOY	To identify, support, and monitor students who are struggling academically or behaviorally through data-driven, tiered interventions—ensuring all students have the opportunity to succeed. To provide targeted academic and behavioral support for students based on ongoing data, ensuring each student receives the help they need to succeed and increase	

					proficiencies on LEAP 2025 and DIBELS.	
Curriculum Associates iReady Reading Worktexts		Title I-\$2600		This resource will be used to build the students reading skills by personalizing their instruction to fit their needs . It allows the teacher to introduce the skill in isolation prior to introducing it within the Guidebook lesson		

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS					
DOMAIN	GOAL(S)	ACTION		PERSON RESPONSIBLE	Documentation in Google Classroom
ELA	By the end of the school year, the ELA assessment index will increase from 23.5 percent to 40% percent or higher with students attaining mastery and advance.	TCM:Weekly for the teachers of ELA to examine the Tier 1 curriculum, learning strategies and best practices that will allow students to learn strategies that will help them reach mastery or advance Small group tutoring		McCue Drayton	
Math	By the end of the school year, the Math assessment index will	HDT Tutoring Instruction: Chart paper, copy paper, calculators (Title I)		Reed Drayton	

	increase from a 25.2 percent proficiency to a 40 percent proficiency of better.	TCM weekly RTI HDT Tutoring Small Group Tutoring TCM Science Task / CER weekly task Use of Amplify		
Science	By the end of the school year, 60% of students will score at or above proficiency on Leap 2025.	TCM around Bayou Bridges Curriculum TCM weekly RTI HDT Tutoring Small Group Tutoring TCM Science Task / CER weekly task Use of Amplify	Reed	
Social Studies	By the end of the school year, fifty percent or better of the students will score at proficiency or above.	TCM around Bayou Bridges Curriculum TCM weekly RTI HDT Tutoring Small Group Tutoring TCM Science Task / CER weekly task Use of Amplify	McCue	
Accelerated Reader	By the end of the school year, 70% of students will maintain an average quiz score of 85% or higher as measured by the AR comprehension reports.	Students will take weekly AR quizzes and have their quarterly assessments / Diagnostics	Kimberly Hayward	
Student Attendance	By the end of the 2025-2026 school year, student attendance will be at or above 95% for the year.	Attendance will be tightly tracked and monitored by the teachers and attendance accountability coach	Kimberly Hayward Ebony Miller All homeroom teachers	
Teacher Attendance	By the end of the 2025-2026 school year, teacher attendance will be at or above 95% for the year.	Tightly tracked and monitored using LINQ	MCCue/ Miller	
Behavior/PBIS	By the end of the school year 2025-2026, the student suspension rate will be reduced from 5% to 3%.	Students will engage in monthly hero celebrations. Teachers will build positive relationships and active communication with the parents via Class Dojo Officer Cameron will facilitate the Positive Impact Behavior Check In / Check Out Program for Tier 2 and Tier 3 students	Dashaun Coleman Roger Walker Sheritha Reed Officer Cameron	
Parental/Community Involvement	By the end of the school year 2025-2026, parental involvement will increase by 25% in all	Monthly PTO Meeting Together Tuesday the last Friday of Each Month	PTO Frances Tennie Kimberly Jones	

	after-school activities compared to the previous year, as measured by event sign-in sheets.			
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**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.

<b>Content Area(s): ELA</b>			
<p><b>Objective(s): Increase student proficiency from 23 percent to 40 percent or higher as measured by the number of students scoring mastery or advanced on the Spring 2026 LEAP assessment</b></p> <p><b>TO INCREASE STUDENT PROFICIENCY IN ALL CONTENT AREAS AS MEASURED BY LEAP 2025 ASSESSMENT THROUGH PROVISION OF SUPPLIES, RESOURCES, AND MATERIALS THAT CONTRIBUTE TO STUDENT SUCCESS.</b></p>	<ol style="list-style-type: none"> <li>1. 40 percent or higher of students will score mastery or above on each quarterly proficiency exam</li> <li>2. Reduce the number of students in the bottom 25 for ELA by 30 percent by ensuring that they met their growth goal</li> </ol>		
<b>Action Plan</b>	<b>Evidence of Effectiveness</b>	<b>Item(s), Funding Source(s) and Cost</b>	<b>Documentation in Google Classroom</b>
Guaranteed and viable curriculum (what	Increase in the number of students	District Funded	

<p>will be taught): <b>ELA Guidebooks in grades 3 through 5</b></p>	<p>scoring proficient/ mastery or above on each quarterly proficiency exam by at least 40 percent or better</p>		
<p><b>Instructional and assessment strategies that strengthen the academic program</b> (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):</p>	<p>Teachers and ILT member will participate in weekly TCMs and Biweekly ILT meetings to track students progress and examine supporting strategies outlined in the curriculum to address students needs/ weaknesses identified in the student work          ILT team will meet biweekly and focus on one of the NeET practices to make steps towards school growth goal focusing on the DICE principle Data, Instruction, TCM and Evaluations trends</p>	<p>School Funds</p>	
<p><b>Interventions and strategies to increase student achievement in underperforming subgroups</b> (Include plans for dedicated time for intervention, enrichment, and acceleration): identified as performing below or well below benchmark in DIBELS, <b>iReady Reading or Ready Math will be assigned to receive high dosage tutoring</b></p> <p><b>Quizziz/Wayground- This will provide the tutors with specific standards based instruction to work with the students. This will ensure that the students are receiving the specific support needed to impact our school goals by increasing their understanding and overall</b></p>	<p>All students will participate in RTI through small group pullout tutoring by HDT tutors          ILT team members to support teachers in meeting students individual learning goals</p>	<p>HDT / State grant funds  <b>Title I-iReady Reading</b></p>	

performance on state testing.

#### 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
In an effort to provide additional support to our students in the areas of ELA and Math to ensure that they are adequately prepared for the end-of-year LEAP assessment, we will provide 12 weeks of after-school tutoring for the students in third, fourth, and fifth grades. Ready Reading worktexts will be purchased as a supplemental supply.	Students identified will be placed in afterschool tutoring on Tuesday and Thursday of each week beginning in January and continuing until April prior to testing . Evidence of Effectiveness 👍 -50 percent or better of students will reach their growth goals as outlined by the state growth formula Total student proficiency will increase from 23 percent of students scoring mastery to 40 percent or higher in ELA and Math LEAP assessment	Title I funds for the Tutors and bus drivers 3 tutors 2 bus drivers	

### 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

<p><b>Starbase</b> Students will attend a week-long scientific training camp that introduces science, technology, engineering and real world skills. This will increase their understanding of how science based practices come to life in the real world and help them develop an idea of post secondary job readiness and career possibilities. <b>Transportation must be provided.</b></p> <p><b>Girls On the Run</b></p> <p>Each Monday and Tuesday after school, a group of girls ties their shoelaces and heads to the gym—not just to run, but to grow. Girls on the Run is more than a fitness program; it’s a supportive space where students gain confidence, learn how to work as a team, and find their unique voice. Through interactive lessons, group discussions, and running activities, the program teaches important life skills like setting goals, building self-worth, and developing resilience. With every step they take, these girls grow stronger, more courageous, and more in tune with themselves and those around them.</p>	<p>Photo book, project artifacts, the bus driver payment sheet</p> <p>Sign In Sheets, Student Workbooks</p>	<p>School General funds for the bus driver payment</p> <p><b>Title I-STARBASE bus driver</b></p> <p>Guardian/Student Pay</p>	
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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
Acadian Elementary implements the MTSS framework to support students with academic	Evidence of effective implementation will include meeting minutes, students	School Funds	

<p>challenges, behavioral needs, or a combination of both, ensuring that each child receives the appropriate interventions and resources to succeed.</p>	<p>data tracking records which track interventions and strategies used to support students.</p> <p>Time / meetings with the behavior strategist.</p> <p>Check In/Check Out for Tier 2 and 3 students.</p> <p>Positive Impact with Officer Cameron.</p>		
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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
	<p>Sign In Sheets Observations</p>	<p>School Funds</p>	

<p>The leadership team and teaching staff will engage in various professional development opportunities, including programs like Teacher Leader, to enhance their skills as educators and leaders. These efforts are aimed at helping us achieve our overall school goal of improving by ten percent in all measurable areas related to the school performance score and increasing mastery and advance on LEAP 2025. Teachers will also attend district PDs, weekly TCMs. This year all teachers working with grades K-3 in any capacity are required to take SOR.</p> <p>Leadership Team members will attend the The teachers need Teacher leader Summit in New Orleans</p> <p>The teachers need to attend this conference because it keeps them aware of all of the latest curriculum changes and updates to the HQIMs. Additionally, because we are part of the SSI we work as a leadership team during these sessions to began planning for the upcoming school year</p>	<p>Coaching Plans Student LEAP Scores TCM Agendas ILT Agendas</p> <p>Strategies / information learned will be redelivered to the teachers at the Back to School pd day which is held at the school</p>	<p>Title 1 Funds</p>	
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**1.8. Student Transition**

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

Student Transition			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
Acadian will provide opportunities for students to transition / be prepared for transitions from	Head start students will visit /tour the elementary campus during the Spring in		

<p>head start to elementary school .</p> <p>Fifth grade students will take part in middle school events, such as a football game and an elementary night basketball game, to help ease their transition to middle school. After graduation, they will also participate in a middle school tour day, offering them a firsthand look at how middle school functions and the opportunities available. These experiences give both students and parents a chance to become more comfortable with the middle school setting through exposure to its activities and environment.</p>	<p>order to see the kindergarten classes and tour the campus in preparation for the transition to elementary school. Calendar</p>		
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## Additional Parental/Family Involvement and Community Activities (other than those included in Academic Goals)

<b>Federal Program's Family Involvement and Community Goal(s):</b>	<p><b>The district will work to:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
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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)
<p><b>Weakness(es):</b> Our parent engagement weakness at Acadian is the limited participation of the parents. Over the past four years parental involvement has increased however, it can be improved. The increase of parent engagement in school and student studies would be very beneficial with regard to student performance and school / community relationships.....</p>	<p>Feeder System Family Event Oncourse Connect Night Peabody High School</p> <p>Communications will be mailed to parents about attendance, events, and grades. Communications will also be sent home on colored pages for noticeability.</p>	<p>Attend to find out about how to use Oncourse Connect to track student grades and to be able to communicate with teachers.</p>	<p>September 23, 2025</p> <p>May 2026</p>	<p>Title I, School Funds</p> <p>Title I- Stamps</p>	<p>Parent Sign In Sheets to track participation</p>	

**Objective(s):**

Goal: By the end of the school year our goal is to hold at least one family engagement activity per quarter centered around making them aware of an active part of Acadian reaching our school performance goals.

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