

Rapides Parish School Board Glenmora High School

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Glenmora High School is a **PK–12 public school serving the Glenmora community within Rapides Parish**. Our school is committed to the vision that **every student is inspired to learn and empowered to excel**. Our mission is to provide students with opportunities to become successful, productive members of the community through a well-rounded education supported by intentional teacher collaboration, targeted intervention, and regular analysis of student data.

We serve a diverse population of students with a wide range of academic, social-emotional, linguistic, and postsecondary needs. This includes students with disabilities, English Learners, students requiring academic intervention, students pursuing college-preparatory opportunities, and students preparing for career and workforce pathways.

Glenmora is engaged with **students, families, faculty and staff, the PTO, district personnel, community members, and outside partners** in supporting student success. Families participate through the Schoolwide Planning Committee, surveys, conferences, Open House, family-engagement events, and other opportunities to provide feedback. The school has intentionally sought greater involvement from Hispanic/Latino families and students, resulting in activities such as ESL Family Night and Hispanic Heritage events.

Our engagement also extends to organizations and programs that broaden the opportunities available to students. These include the **School-Based Health Center**, which provides nursing and social-work support, as well as career and educational opportunities such as **MedStart, AHEC, ACT preparation, CLEP, and college-credit and industry-certification opportunities**.

Ultimately, Glenmora is a **school-community partnership**. We engage students, families, educators, district personnel, and community partners around a common purpose: improving student achievement, removing barriers to learning, and preparing every student to **learn, lead, and succeed** in school and beyond.

Strengths

Glenmora High School's PK–12 structure is a demographic strength because it provides continuity for students and allows the school to develop long-term relationships with families. The school benefits from a strong community identity and an increasingly diverse student population. Glenmora continues to strengthen engagement with English Learner and Hispanic/Latino students and families through bilingual support, targeted family-engagement opportunities, and culturally responsive activities. The school's PK–12 configuration, community partnerships, and strong family connections provide a foundation for supporting students academically, socially, and emotionally throughout their educational experience.

Challenges/Weaknesses Identifying Demographics Needs

Challenge/Weakness	Root Cause
1 Chronic Absenteeism, low socio-economic student population.	The primary root causes are inconsistent student attendance, increasing language and communication barriers, varied academic and social-emotional needs across a PK-12 population, and limited family participation due to work schedules, transportation, and language barriers.
2 Math achievement, particularly junior high math.	Math/LEAP performance: Inconsistent mastery of prerequisite skills, gaps in standards-aligned Tier I instruction.
3 Early Literacy Gaps	Foundational reading skill gaps and the need for consistent, targeted RTI/HDT and frequent progress monitoring.
4 writing across content areas	Inconsistent writing expectations and vocabulary across grade levels/content areas and insufficient practice responding to rigorous constructed-response tasks.
5 consistency of Tier 1 curriculum usage	Variability in standards alignment, rigor, pacing, assessment practices, and use of student data across classrooms.
6 English Language Learner and instructional support.	Language barriers, inconsistent progress monitoring, attendance concerns, and a need for greater teacher capacity in EL instructional strategies.

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PreK to 12th grade complexity of vertical alignment for all subject areas

The wide range of developmental and instructional needs requires greater vertical alignment, communication, and consistency across grade bands.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ School goals
- ☒ Early childhood literacy and math goals
- ☒ College and career readiness goals
- ☒ Prior year improvement plans - Needs Assessment
- ☒ Prior year improvement plans - Performance objectives (SMART goals)
- ☒ Prior year improvement plans - Actions and strategies
- ☒ Prior year improvement plans - Expenditures
- ☒ Prior year improvement plans - Formative and summative reviews

Accountability Data

- ☒ State assessment performance report
 - LEAP, proficiency rates, grade level student growth data, sub-group performance, trend data, high school LEAP/EOC and ACT data.
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- ☒ Early reading assessment results
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT, ACT, PSAT or ASPIRE
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data

- ☒ Local diagnostic math assessment data
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity
- ☒ Special programs
- ☒ Economically disadvantaged
- ☒ EL
- ☒ Section 504 data
- ☒ Dyslexia data
- ☒ Dual credit

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ School leadership data
- ☒ School department and/or faculty meeting discussions and data
- ☒ Teacher retention
- ☒ Teacher evaluation

- ☒ Administrator evaluation

Parent/Family/Community Data

- ☒ Parent/family surveys and/or other feedback
- ☒ Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- ☒ Master schedule
- ☒ Course offerings
- ☒ Processes and procedures for teaching and learning, including program implementation



Goals

Goal 1

All students will perform on grade level in literacy and numeracy by the end of 3rd grade. (PK-3rd).
This is addressed in our budget summary section

Objective 1 Targeted

Glenmora High School will increase the percentage of students performing at or above grade level by providing all students with consistent access to high quality, standards aligned instruction and targeted academic support. Title I funds will be used to purchase instructional technology for teachers that enhances the implementation of that high quality curriculum, increases student engagement, and supports differentiated and small group instruction by providing access to digital instructional resources, and allowing teachers to identify and address individual student learning needs. Glenmora High School will also be purchasing colored paper to send home information to keep parents aware of activities at GHS. Parental involvement is key to increasing student achievement.

LDOE Commitments : Academic Alignment in Early School and Classroom

Evaluation Data Source: QDRs
Standardized test scores
diagnostic data

Strategy 1

Instructional supplies
Parental involvement supplies

Desired Outcomes: Increase student achievement

Person Responsible: Richard Dewees
Haiden Bolmarcich

Funding Sources: Colored copy paper Title I, \$410, Active Panels and teacher laptops Title I, \$31,715

Formative Reviews

October	January	March	May
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Goal 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.

Objective 1 Targeted

Glenmora High School will increase the percentage of students in grades 4-8 who demonstrate proficiency on the LEAP in all core content areas and meet minimum growth targets in ELA and math by providing consistent access to HQM, standards aligned instruction, targeted academic support, and meaningful connections to high school and career opportunities. Title I funds will be used to purchase instructional technology for teachers that strengthens the implementation of the HQM, increases student engagement, supports differentiated and small group instruction so that teachers can identify and address individual student learning needs.

LDOE Commitments : Access to Quality Early Childhood Education, Academic Alignment in Early School and Classroom, Pathways to College or a Career

Evaluation Data Source: QDRs
Standardized test scores
diagnostic data

Goal 3

Students in grades 8-12 will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.

Objective 1 Targeted

Glenmora High School will increase the percentage of students in grades 8-12 who demonstrate academic growth, achieve proficiency in required coursework and state assessments, remain on track for graduation, and successfully progress toward their chosen college, career, military, or workforce pathway.

Through Title I-funded academic supports, instructional technology, intervention, progress monitoring, and targeted student services, teachers and school leaders will use multiple sources of student data to identify students who are not meeting proficiency, growth, attendance, credit, or graduation benchmarks and provide timely, individualized support.

LDOE Commitments : Pathways to College or a Career

Evaluation Data Source: QDRs

Standardized test scores

diagnostic data



Title I Schoolwide Component Summary

Title I Schoolwide Components

1.1 Family and Stakeholder Engagement

Glenmora High School intentionally seeks input from a diverse group of families and stakeholders when developing and reviewing the Schoolwide/Title I Plan. Parents selected to participate on the Schoolwide Planning Committee are chosen to represent the diversity and needs of our PK–12 student population, including families of English Learners and students with disabilities. During Schoolwide Planning meetings, school leaders review the purpose and components of the plan and provide parents and stakeholders with information regarding school performance data, assessment results, identified strengths and weaknesses, and the goals and strategies developed through the Comprehensive Needs Assessment. This process helps families better understand the data used to make instructional and resource decisions and prepares them to provide meaningful input into the plan.

To expand participation beyond the parents serving directly on the committee, Glenmora communicates Schoolwide Plan information to the larger school community through presentations, social media, surveys, and Parent and Family Engagement activities. Prior-year student assessment reports and parent-support materials are distributed during activities such as Open House to help families understand student performance and academic expectations. Communications and forms are translated into students' appropriate home languages using available resources so that language does not prevent families from accessing information or participating in the planning process. Families and stakeholders are also provided opportunities to ask questions, complete surveys, and provide feedback regarding school priorities.

Family feedback has resulted in changes and additions to Glenmora's Schoolwide Plan and engagement strategies. In response to stakeholders requesting more opportunities for families to participate in activities outside of the regular school day, Glenmora strengthened its partnership with the PTO to provide additional after-school family and community activities. The school also specifically sought feedback from Hispanic/Latino students and families regarding ways they could feel more welcomed, represented, and involved in the school community. Based on that feedback, Glenmora incorporated activities such as **ESL Family Night and Hispanic Heritage events** into its family-engagement efforts. These changes demonstrate that stakeholder input is not limited to consultation but is used to modify activities and strategies within the Schoolwide Plan to better meet the needs of Glenmora's diverse student population.

1.2 Comprehensive Needs Assessment

Glenmora High School conducted a comprehensive review of academic, assessment, behavioral, attendance, and program data across the PK–12 campus to identify strengths, areas of need, and contributing factors affecting student achievement. The analysis was aligned to Louisiana's educational priorities: students performing on grade level in literacy and numeracy by the end of third grade; students in grades 4–8 achieving proficiency and growth on LEAP; and students in grades 8–12 maximizing growth, achieving proficiency, and progressing toward on-time graduation and college/career readiness.

Early Literacy (PK–3): DIBELS data demonstrated significant improvement, with overall K–2 proficiency increasing from 61% to 77%, meaning 23% of students remained below benchmark. The needs assessment identified intentional RTI/HDT, strategic student grouping, frequent progress monitoring, and data analysis during TCMs as important contributors to continued literacy growth. Glenmora will continue to prioritize students who are below benchmark through targeted intervention and progress monitoring every two weeks.

Grades 3–8: The needs assessment identified academic achievement in the tested grades as a significant area for continued improvement. Third grade had the lowest overall assessment performance among the elementary/middle grades, while mathematics was identified as a particular concern across grade levels. As a result, Glenmora will prioritize increased time with high-quality instructional materials, standards-aligned instruction, targeted RTI based on student need, analysis of student work and assessment data during TCMs, and a schoolwide emphasis on writing and constructed-response tasks. These strategies are intended to increase proficiency while closing gaps for students who are currently below grade level or at risk of not meeting their growth targets.

English Learners: ELPT data identified English Learners as an important subgroup requiring additional support. The ELPT Trajectory Target Success Rate decreased from 32% to 24%. The needs assessment identified contributing factors including the need for stronger teacher knowledge of ELPT expectations, improved progress-monitoring assessments, additional

training for EL and content-area teachers in strategies that support English Learners, and attendance concerns among some EL students. These findings support increased ESL professional development, collaboration between ESL and content teachers, intentional progress monitoring, and targeted instructional support for English Learners.

High School/College and Career Readiness: The high school data revealed important strengths as well as areas requiring intervention. The ACT/WorkKeys Index increased from 76.0 to 80.8, and the Strength of Diploma Index increased from 111.8 to 127.5. The school attributed these improvements in part to common TCMs, dedicated RTI time, ACT Bootcamp opportunities, increased access to certifications and college credit, and greater participation in CLEP assessments.

At the same time, the needs assessment identified LEAP/EOC performance, particularly mathematics and U.S. History, as areas requiring improvement. These findings reinforce the need for standards-aligned Tier I instruction, intentional RTI, common formative/proficiency assessments, frequent analysis of student work, and TCM/ILT cycles focused on instructional planning, assessment results, and students who have not yet demonstrated mastery.

Overall, the Comprehensive Needs Assessment indicates that Glenmora's greatest opportunity is to build upon strategies already demonstrating positive results—intentional RTI/MTSS, frequent progress monitoring, collaborative TCMs and ILTs, use of HQIM, and data-driven instructional decisions—while increasing the intensity of support for students and subgroups who are below benchmark, failing, or at risk of failing. This work supports the district goal of increasing the number of students meeting proficiency in all reportable categories by 10%.

1.3 Strategies for Improvement

Glenmora High School will implement coordinated schoolwide strategies across PK–12 designed to strengthen Tier I instruction, increase meaningful instructional time, provide students with a well-rounded and accelerated educational experience, and provide targeted support to students and subgroups who are not yet meeting academic expectations. These strategies directly address Louisiana Education Priorities that PK–3 students perform on grade level in literacy and numeracy; students in grades 4–8 achieve proficiency in all LEAP-tested content areas and meet individual growth targets in ELA and math; and students in grades 8–12 maximize growth, achieve proficiency, and receive effective support toward on-time graduation and college, career, and/or service readiness.

1. Strengthening the Academic Program: Glenmora will strengthen Tier I instruction through implementation of high-quality curriculum resources, standards-aligned instruction and assessment, and ongoing teacher collaboration. Weekly TCMs and ILTs will be used to unpack priority standards, examine the condition and rigor of standards, review student work, analyze proficiency and diagnostic data, monitor pacing, and plan remediation and enrichment. Teachers will regularly review proficiency assessment results and use those results to adjust instruction. The school will also implement a schoolwide writing plan to strengthen students' ability to respond to constructed-response and writing tasks across content areas. In mathematics, science, ELA, and social studies, targeted curriculum resources and individualized learning pathways will supplement core instruction.

2. Increasing the Amount and Quality of Learning Time: Glenmora will protect and maximize instructional time through master scheduling, common planning opportunities, dedicated RTI/intervention periods, and reduced transition time. The Schoolwide Plan specifically identifies a master schedule change designed to increase learning time and decrease time lost during transitions. Intervention time will be intentional rather than simply additional seat time; students will be grouped according to assessment data and specific skill deficits and regrouped as progress-monitoring data indicate. At the primary level, students receiving DIBELS intervention will be progress monitored every two weeks. At the secondary level, RTI time will provide targeted academic support and opportunities such as ACT preparation.

3. Providing an Enriched, Accelerated, and Well-Rounded Curriculum: Glenmora will provide learning opportunities beyond core classroom instruction to support the development of the whole student and prepare students for postsecondary success. Students have access to fiction and nonfiction library resources to support DIBELS, STAR, Accelerated Reader, and grade-level reading comprehension. High school students will participate in ACT Bootcamp opportunities and will be encouraged to pursue college credit, CLEP assessments, and industry-based credentials. The schoolwide plan also provides enrichment through visual arts on both the elementary and high school campuses, including culturally relevant, skill-building experiences in painting, sculpture, printmaking, and design. Fifth-grade students participate in DARE to address decision-making, peer pressure, bullying, and substance-abuse awareness. These opportunities support Glenmora's commitment to a well-rounded education while strengthening college and career readiness. The needs assessment also identifies increased access to certifications, college credits, and CLEP assessments as contributing to improvement in the school's Strength of Diploma Index.

4. Interventions for Underperforming Students and Subgroups: Glenmora will use assessment data to identify students who

are failing, at risk of failing, below benchmark, or not meeting expected growth and provide increasingly targeted support through RTI/MTSS. The needs assessment identified specific concerns in early literacy, mathematics, LEAP/EOC performance, and English Learner performance. K–2 students below DIBELS benchmark will receive intentional RTI/HDT support, while students in grades 3–8 will receive targeted intervention based on LEAP, proficiency assessment, classroom, and diagnostic data. English Learners will receive additional instructional support and progress monitoring, with increased collaboration and professional learning for ESL and content-area teachers. Glenmora will also use assessment data to make SBLC referrals when additional student support is needed and provides Hispanic paraprofessionals who assist students and families with communication and transition into the school environment.

Through these four interconnected strategies, Glenmora will use TCMs/ILTs, high-quality Tier I instruction, data-driven RTI/MTSS, progress monitoring, increased instructional time, enrichment opportunities, and college/career preparation to address identified needs while maintaining the district expectation of increasing proficiency in all reportable categories by 10%.

1.4 Student Support Services

Glenmora High School will implement a schoolwide system of academic, behavioral, social-emotional, and mental-health supports to ensure that barriers to learning are identified and addressed so students can fully participate in instruction. These strategies support Louisiana Education Priorities by helping PK–3 students progress toward grade-level literacy and numeracy, students in grades 4–8 achieve proficiency and individual growth, and students in grades 8–12 maximize growth and remain on a successful pathway toward on-time graduation and college, career, and/or service readiness.

A major component of Glenmora's student support system is the School-Based Health Center, which provides students access to a nurse and social worker for physical and behavioral-health needs. The school also uses assessment and student-performance data to identify students who may require additional intervention and to make referrals to the School Building Level Committee (SBLC) when appropriate. These services allow academic, behavioral, and social-emotional concerns to be addressed collaboratively rather than in isolation.

Glenmora will also utilize a Multi-Tiered System of Supports (MTSS) to address student behavior and social-emotional needs. The MTSS coordinator collaborates with teachers, students, and parents to create a positive school environment that supports instruction and student well-being. The school's approach includes positive

interventions prior to minor disciplinary referrals, RTI groups developed according to identified student needs, and social-emotional check-ins to address emotional concerns. The goal is to intervene early, teach appropriate behaviors, and provide students with support before concerns result in more significant disciplinary or academic consequences.

Attendance, behavior, and academic performance will also be considered together when identifying students needing additional support. Glenmora will regularly review D/F reports and attendance data to identify relationships between poor academic performance and truancy. Students demonstrating attendance concerns will receive school-level interventions and incentives when appropriate, while students with excessive absenteeism or truancy may be referred to Child Welfare and Attendance for additional support. The school also seeks to reduce ISS/OSS and uses Ripples during ISS to help students develop behavioral and emotional skills and identify more appropriate responses to challenging situations.

Recognizing the needs of Glenmora's increasingly diverse student population, the school provides additional support for English Learners and Hispanic students and families, including two Hispanic paraprofessionals who assist with communication and help students transition successfully into the school environment. Family communication and engagement are incorporated into these supports so that parents can participate as partners when academic, behavioral, attendance, or social-emotional concerns arise.

Through the coordinated use of the School-Based Health Center, counseling and social-work resources, SBLC, MTSS/RTI, SEL check-ins, attendance interventions, positive behavioral supports, and specialized support for English Learners, Glenmora will address barriers identified through the Comprehensive Needs Assessment and provide timely intervention for students who are struggling academically, behaviorally, socially, or emotionally. These strategies are intended to improve student well-being while increasing students' access to high-quality instruction and supporting the academic growth and achievement required by Louisiana Education Priorities.

1.5 Student Opportunities

Glenmora High School will implement schoolwide strategies that provide students with opportunities to explore college, career, and workforce pathways and to graduate prepared for successful postsecondary outcomes. These efforts directly support the Louisiana Education Priority that students in grades 8–12 maximize growth, achieve proficiency, and thrive with effective support on their chosen pathway to on-time graduation, with an emphasis on college, career, and/or service readiness.

At the high school level, Glenmora will provide students with opportunities to earn college credit, industry-based credentials, and other indicators that strengthen the quality of their diploma. School administration and teachers will work collaboratively to identify opportunities appropriate to students' interests, graduation pathways, and postsecondary plans. A particular area of emphasis will be increasing student participation and success on CLEP assessments, which allow qualifying students to demonstrate college-level knowledge and potentially earn postsecondary credit. The Comprehensive Needs Assessment identified increased access to certifications, college credits, and CLEP assessments as contributing factors to Glenmora's improvement in its Strength of Diploma Index.

Glenmora will also continue its emphasis on ACT and WorkKeys preparation as an important component of college and workforce readiness. High school students will have access to ACT Bootcamp opportunities designed to strengthen assessment skills, improve postsecondary readiness, and increase students' opportunities to qualify for scholarships. This strategy has demonstrated positive results: Glenmora's ACT/WorkKeys Index increased from 76.0 to 80.8, with the Schoolwide Plan identifying common TCMs, dedicated RTI time, and ACT Bootcamp as contributing factors to that improvement.

Beginning before high school, Glenmora will provide students with opportunities to develop awareness of future academic and career pathways. Academic intervention and enrichment, strong literacy and numeracy instruction, and opportunities for students to connect their learning with future goals will help prepare students for increasingly rigorous secondary coursework. This supports Louisiana's priority that students in grades 4–8 make connections with high school and career opportunities while achieving proficiency and meeting individual growth targets.

Through ACT/WorkKeys preparation, CLEP opportunities, access to college credit and industry-based credentials, intentional graduation planning, and academic support through RTI and TCM-driven instruction, Glenmora will work to ensure that students do more than simply meet graduation requirements. The school's goal is for students to leave Glenmora with a strong diploma and a clearly identified pathway toward college, career, and/or service readiness, consistent with Louisiana Education Priorities.

1.6 Multi-Tiered Systems of Support for Behavior

Glenmora High School implements a Multi-Tiered System of Supports (MTSS) across the PK–12 campus to prevent and address behavioral concerns before they become barriers to student learning. The MTSS coordinator collaborates with teachers, students, parents, counselors, and administrators to foster a positive school environment that supports both student well-being and academic achievement. The school's approach emphasizes early identification, positive intervention, and matching supports to the specific needs of individual students.

At the universal level, Glenmora establishes clear behavioral expectations, reinforces positive behavior, and uses preventative strategies designed to keep students engaged in the classroom. The school's plan includes the use of three possible positive interventions prior to a minor referral, providing teachers opportunities to redirect behavior and support students before moving to more formal disciplinary consequences. For students requiring additional assistance, RTI/MTSS groups are developed based on specific identified needs, and social-emotional check-ins are used to help address emotional and behavioral concerns.

Behavioral supports are also connected to academic and attendance data. Glenmora monitors student performance and truancy to identify students whose attendance, behavior, and academic difficulties may be interconnected. The school seeks to reduce exclusionary consequences such as ISS and OSS and utilizes Ripples within ISS to help students learn behavioral and emotional strategies, making intervention instructional and restorative rather than relying solely on consequences.

When student needs require more intensive intervention, Glenmora uses assessment and other student data to determine referrals to the School Building Level Committee (SBLC) and coordinates appropriate specialized instructional and student-support services. The School-Based Health Center, including access to a nurse and social worker, provides an additional layer of physical and behavioral support for students.

These practices support Louisiana Education Priorities by reducing behavioral, attendance, social-emotional, and other barriers that interfere with students' access to high-quality instruction and academic growth. Through prevention, early

intervention, progress monitoring, family involvement, and increasingly individualized supports, Glenmora seeks to keep students engaged in instruction and on a successful academic pathway.

Regarding CEIS: Glenmora's current Schoolwide Plan does not specifically identify a separate Coordinated Early Intervening Services (CEIS) program or CEIS-funded activities under IDEA. Therefore, I would not state in Plan4Learning that Glenmora implements formal CEIS unless the district has specifically designated IDEA funds for that purpose. The documented MTSS, SBLC, behavioral, and early-intervention practices can be described without labeling them as CEIS.

1.7 Professional Development

Glenmora High School will provide ongoing, job-embedded professional development for teachers, paraprofessionals, administrators, and other school personnel that is directly connected to the needs identified through student achievement data and the Comprehensive Needs Assessment. Professional learning will support Louisiana Education Priorities by strengthening instruction so that PK–3 students progress toward grade-level literacy and numeracy, students in grades 4–8 achieve proficiency and meet growth targets, and students in grades 8–12 maximize growth and remain on pathways toward on-time graduation and college, career, and/or service readiness.

A primary structure for professional learning will be weekly Teacher Collaboration Meetings (TCMs) and Instructional Leadership Team (ILT) meetings. Teachers will collaboratively unpack standards, examine the rigor and conditions of standards, analyze student work, review assessment and proficiency data, monitor curriculum pacing, and plan remediation and enrichment. Assessment results will be used to identify students who have not demonstrated mastery and to adjust Tier I instruction and RTI/MTSS groupings. This continuous cycle of planning, instruction, assessment, analysis, and response will allow professional learning to be directly connected to current student needs rather than occurring only through isolated professional development sessions.

Additional professional development identified in the Schoolwide Plan includes literacy coaching with Dr. Char Carlberg, ESL professional learning and district collaboration, Bayou Bridges coaching, i-Ready coaching, CLSD training, and support through mentor teachers. Evidence of implementation will include agendas, sign-in sheets, student work, and evidence of established success criteria. These professional-learning opportunities will strengthen teachers' content knowledge, instructional practices, use of high-quality instructional materials, assessment literacy, and ability to respond to students with diverse academic needs.

Professional learning will place particular emphasis on personnel serving high-need and diverse learners. The Comprehensive Needs Assessment identified English Learner performance as an area requiring improvement, including a need for greater understanding of ELPT expectations and additional training for EL and content-area teachers in strategies that support English Learners. Similarly, DIBELS, LEAP/EOC, proficiency assessment, and classroom data will be used to identify areas in which teachers need additional coaching or instructional support. Glenmora will use targeted professional development, TCMs, coaching, mentoring, classroom walkthroughs, and feedback to strengthen instructional effectiveness for students who are failing, at risk of failing, below benchmark, or not meeting expected growth.

To support teacher recruitment and retention, Glenmora will provide new and developing teachers with mentor-teacher support (BEST), collaborative planning opportunities, access to instructional coaching, and participation in the school's TCM/ILT professional-learning structures. These systems are intended to reduce professional isolation, provide teachers with timely instructional support, and develop a collaborative culture in which teachers have access to curriculum resources, student data, colleagues, and school and district instructional leaders.

Through sustained professional development, coaching, mentoring, collaborative data analysis, and differentiated support for educators, Glenmora will build staff capacity to provide effective Tier I instruction and timely intervention for all students, with particular attention to students with disabilities, English Learners, students below grade level, and other students at risk of academic failure.

1.8 Student Transition

Glenmora High School will provide intentional transition supports as students move between major grade-level bands from PreK through high school. Because Glenmora is a PK–12 campus, students have the benefit of remaining within the same school community, allowing teachers, counselors, administrators, and support personnel to communicate student academic, behavioral, attendance, and individual-support needs as students progress from one level to the next.

For the PreK-to-kindergarten transition, PreK students are provided the opportunity to follow the kindergarten schedule during the final week of school. This allows students to experience kindergarten routines, expectations, instructional structures, and transitions before entering kindergarten the following year.

For students transitioning from elementary into junior high, Glenmora provides experiences that expose students to increased academic expectations as well as future career and educational opportunities. Junior high students participate in Quest for Success, and students also have access to programs such as MedStart, which exposes junior high students to career opportunities in the medical field. The Schoolwide Plan also identifies STARBASE as an elementary STEM/science opportunity that supports students as they prepare for increasingly rigorous science and STEM coursework.

For the junior-high-to-high-school transition, students are provided opportunities to become familiar with high school programs, expectations, extracurricular activities, and future pathways. For example, junior high athletes may participate with high school programs during summer practices, providing an additional connection between the two grade bands. Career exploration begun during junior high is extended at the high school level through opportunities such as AHEC, which helps students explore medical careers and plan postsecondary goals.

Glenmora will monitor report cards and attendance data as indicators of the effectiveness of transition supports and to identify students who may require additional assistance as they move between grade bands. These transition strategies are intended to provide continuity of academic and social support, reduce disruptions associated with moving to a new grade band, and prepare students for increasingly rigorous academic expectations and eventual college and career pathways.



Funding Summary

Funding Summary

Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Colored copy paper	2180.610	\$410.00
1	1	1	Active Panels and teacher laptops	615	\$31,715.00
Sub-Total					\$32,125.00
Budgeted Fund Source Amount					\$41,415.00
+/- Difference					\$9,290.00