



**East Baton Rouge Parish School System
Schoolwide Plan
Arlington Preparatory Academy**

6th-12th grade

6125 Winbourne Avenue Baton Rouge, LA 70805

Margot Forbes, Principal

225-766-8188

mforbes@ebrschools.org

<https://ebrschools.org/arlington/>

2026 - 2027

Table of Contents

Table of Contents	2
District Assurance	3
Faculty and Staff Review	4
Louisiana’s Goals and Priorities	5
Mission & Vision Statements	6
Data Types	7
Comprehensive Needs Assessment	8
Schoolwide Goals	14
CORE ACADEMICS - ELA	15
CORE ACADEMICS - Mathematics	17
CORE ACADEMICS - Science	19
CORE ACADEMICS - Social Studies	21
Non-CORE Academics	23
Student Subgroups and Student Attendance	24
Student Opportunities - High Schools ONLY	25
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	26
STUDENT SUPPORT SERVICES	27
MULTI-TIERED SYSTEM OF SUPPORT	28
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	31
Instruction by Certified Teachers – Certified Teacher Recruitment	32

District Assurance

- The plan was developed in collaboration with parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that a shorter timeframe was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

(Component 6): Multi-Tiered Systems of Support for Behavior

(Component 7): Professional Development

(Component 8): Student Transition

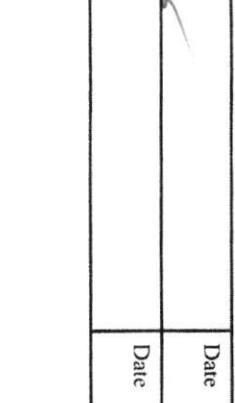
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal	Date
Executive Director	Date

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

District Assurance

- The plan was developed in collaboration with parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that a shorter timeframe was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary.
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.
 - (Component 1): Family and Stakeholder Engagement
 - (Component 2): Comprehensive Needs Assessment
 - (Component 3): Strategies for Improvement
 - (Component 4): Student Support Services
 - (Component 5): Student Opportunities
 - (Component 6): Multi-Tiered Systems of Support for Behavior
 - (Component 7): Professional Development
 - (Component 8): Student Transition
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal		Date	3/30/2026
Executive Director		Date	4/22/2026

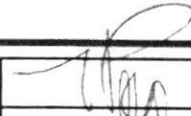
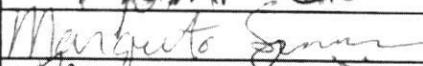
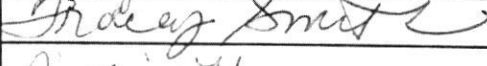
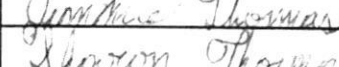
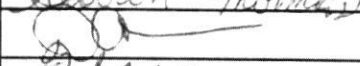
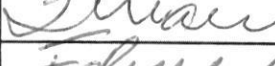
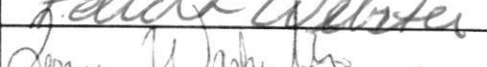
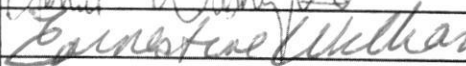
Faculty and Staff Review

Date	Name	Position	Signature
	Archield, Bobbie	Time Out Room Moderator High School	B. Archield
	Bell, Gloria	Sp. Ed. Community Based Teacher	Gloria Bell
	Brown, Troy	Sp. Ed. Community Based Teacher	Troy Brown
	Carley, Patricia	Librarian	Patricia Carley
	Ceballos, Janette	Sp. Ed. Self Contained Teacher	Janette Ceballos
	Dangerfield, Suzie	Sp. Ed. Community Based Teacher	Suzie Dangerfield
	Eborda, MaConcepcion	High School Teacher	MaConcepcion Eborda
	Forbes, Margot	Principal	Margot Forbes
	Garment, Breyonta	Sp. Ed. Community Based Teacher	Breyonta Garment
	Granger, Verna	High School Teacher	Verna Granger
	Havard, Crystallynne	Sp. Ed. Community Based Teacher	Crystallynne Havard
	Heims, Breianna	High School Teacher	Breianna Heims
	Jupiter, Sherrie	Sp. Ed. Community Based Teacher	Sherrie Jupiter
	Knox, Christian	Health Physical Education High	Christian Knox
	Lausa, Rexenie	Spec Ed Self Cont H/S	Rexenie Lausa
	Mason, Dionne	Spec Ed Community Based	Dionne Mason
	McGrew, Mitchell	Spec Ed Adapt Health & PE	Mitchell McGrew
	Monroe, Latoya	Business Education High School	Latoya Monroe
	Percy, Christal	High School Teacher	Christal Percy

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

Perry, Johnnie	Guid Couns H/S	Johnnie Perry
Santos, Ralph	Education For Careers	Ralph Santos
Thompson-Givens, Katina	Dean of Students	Katina Thompson-Givens
Tolliver, Marie	Spec Ed S/C Community Based	Marie Tolliver
Velasquez, Jonathan	High School Teacher	Jonathan Velasquez
Welborn, Sonya	Family And Consumer Science	Sonya Welborn
Williams, Larry	Art High School	Larry Williams
Brewer, Gabrielle	Child Specific Teacher Aide	Gabrielle Brewer
Calvo, Rey	Child Specific Teacher Aide	Rey Calvo
Caringal, Jeremy	Child Specific Teacher Aide	Jeremy Caringal
Cohran, Deloris Cochran	Teacher Aide Special Education	Deloris Cochran
Cooks, Sonia	CNP Assistant Cook	Sonia Cooks
Davis, Alicia	Teacher Aide Special Education	Alicia Davis
Garcia, Catherine	Executive School Secretary	Catherine Garcia
Graves, James	Teacher Aide Special Education	James Graves
Haney, Lois	Teacher Aide Special Education	Lois Haney
Harrison, Debra	Teacher Aide Special Education	Debra T. Harrison
Hawkins, Dianca	Teacher Aide Special Education	Dianca Hawkins
Henry, Amaja	Teacher Aide Special Education	Amaja Henry
James, Joshua	Teacher Aide Special Education	Joshua James
Johnson, Tre'von	Child Specific Teacher Aide	Tre'von Johnson
Jones, Belinda	Child Specific Teacher Aide	Belinda Jones
Lee, Rashida	Special Ed Teacher Aide	Rashida Lee
Levy, Tron	Teacher Aide Special Education	Tron Levy
Montgomery, Kenyatta	Teacher Aide Special Education	Kenyatta Montgomery
Packwood, Evanger	Teacher Aide Special Education	Evanger Packwood

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

	Pickett, Trenese	Teacher Aide Special Education	
	Pongyan, Gio	Child Specific Teacher Aide	PONGYAN GIO
	Simmons, Marquita	SETA Child Specific Teacher Aide	
	Smith, Tracey	Guidance Clerk 10 Months	
	Thomas, Jimmie	Teacher Aide Special Education	
	Thomas, Sharon	Child Specific Teacher Aide	
	Turner, Donna	Teacher Aide Special Educ	
	Washington, Thalia	School Clerk	
	Webster, Felicia	CNP Cook	
	Washington, Terrell	Teacher Aide Special Education	
	Williams, Earnestine	Teacher Aide Special Education	

Louisiana's Goals and Priorities

Educational Priorities

- Early Childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Foundational math instruction advancing from conceptual understanding
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

Six Critical Goals

- Students enter kindergarten ready.

- Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

The East Baton Rouge Parish School System envisions an education system that produces successful, confident, and lifelong learners who can navigate challenges and contribute meaningfully to society.

School's Mission

Arlington Preparatory Academy is committed to providing a program that will enable each student to develop to his or her highest potential academically, socially and functionally. The environment will require the unified efforts of students, parents, community and school.

School's Vision

Arlington is committed to providing a program that will enable each student to develop to his/her highest potential academically, functionally, and socially. Our vision is to be an "A" school of excellence by providing a nurturing foundation that promotes and inspires leadership and diversified academic success for all stakeholders through their strengths, talents, and gifts to ensure that our students are on track to a college degree or professional career and prepared to compete and lead in their community and a global world.

Data Types

The types of data in the table should make up the Data Portfolio housed at the school.

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - ACT - DIBELS - DRA - Benchmark Assessments - STAR - SRI - LEAP 360	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	Demographics

NOTE: Examples of each data type are provided. Other data sources may be utilized.

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at-risk students, students from diverse racial and ethnic groups, students with disabilities, English Learners (ELs), and migrant students.

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
94	65	4	1	7	91	94	1	2	0
Percentage	84.4%	5.2%	1.3%	9.1%	97.8%	100%	1.1%	2.1%	0

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	A 105.7
---	------------

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition.						
	Objective 16 Demonstrates knowledge of the alphabet						
	Objective 17 Demonstrates knowledge of print and its uses.						
	Objective 18 Comprehends and responds to books and other texts						
	Objective 19 Demonstrates writing skills						
	Objective 20 Uses number concepts and operations						

K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade K								
	Grade 1								
	Grade 2								
	Grade 3								
	Grade 4								

ELPT Data (FINE)						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
0	0%	13%	1.06%	0%	0%

Part 1: STRENGTHS

Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	One initial test taker scored Mastery in English I Leap 2025.	Spring 2025 LEAP 2025 School Achievement Level Report
2.	One initial tester scored Basic on English II on LEAP 2025.	Spring 2025 LEAP 2025 School Achievement Level Report
3.	The school performance letter grade is an A.	Spring 2025 LDOE School Report Card

Contributing Factors to Strengths 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/contextual data of the previously identified strengths:

Contributing Factor:	
Instrument(s): Cognia Survey 2024- 2025; LEAP 2025 School Achievement Level Report	
Data Type: 1. Attitudinal 2. Attitudinal 3. Cognitive	Findings 1. According to the Parent Survey, parents strongly agree that the school and staff hold high expectations for their child.(Cognia) 2. According to the Academic Audit, the students agree that the school and faculty have high expectations for the students. 3. 20% of the students scored proficient in English I and 9% were successful in English II

Contributing Factor:	
Instrument(s): 2025 LDOE School Performance Score; External Observational Ratings	
Data Type: 1. Cognitive 2. Behavioral 3. Cognitive	Findings 1. External observers indicated that the highest instructional practices observed were 13% in providing directions/instructions and Hands-on Experiments/ Lab 2. Administrator walkthroughs from Fall 20205 school year findings indicated that the staff prompted high expectations in the classroom. 3. All English I initial tester data indicate that 100% of the students were successful on LEAP 2025

Contributing Factor:	
Instrument(s): 2025 LDOE School PerformanceRubric; 2024-25 School Graduation Rates; 2024-2025 School Cohort Credential rates	

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

Data Type: 1. Cognitive 2. Behavioral 3. Cognitive	Findings 1. Second Year Dropout Credit Accumulation Index is greater than 145. 2. External Observers also indicated that Arlington teachers scored 93% in the category of teachers using technology to disseminate information. 3. The 12th Grade Strength of Diploma score is 97.1, which is a B. This component is based on the attainment of IBC which resulted in students meeting graduation requirements making them career and college ready.
--	--

Part 2: WEAKNESSES

Weaknesses - Rank-order the identified areas of weakness (3-5) from the cognitive data (student performance):

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	0% of the students scored proficient on U S History LEAP 2025	SY 2024-25 US History LEAP 2025 DRC Student Reports
2.	0 % of the students were non proficient in Algebra I 2025 and 0% of the students were non proficient on Biology LEAP 2025.	SY 2024-25 LEAP 2025 Student Reports in DRC
3.	0% students scored proficient on ACT Workkeys	SY 2024-25 ACT Workkeys Summative Report

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:

Contributing Factor:	
Instrument(s): Administrator walkthrough data and Spring 2025 LEAP 2025 Student Level Reports	
Data Type: 1. Behavioral 2. Behavioral 3. Cognitive	Findings 1. According to Administrator Walkthrough Observations, teacher instruction has limited opportunities for Higher Order Thinking Skills (HOTS). 2. According to Exceptional Student Spring Audit classroom observations, 0% was obtained in the following observation primary areas: identifying similarities/differences, homework/practice, generating/testing hypotheses, summarizing/note taking and non-linguistic representations. 3. 0% of the students scored proficient on US History LEAP 2025 and 0% of the students scored proficient on ACT Workkeys.

Contributing Factor:
Instrument(s): Administrator walkthrough data and Spring 2025 LEAP 2025 Student Level Reports

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

Data Type: 1. Behavioral 2. Behavioral 3. Cognitive	Findings 1. Academic Audit Observation results noted teachers limited use of the six literacy strategies with fidelity in the classroom. 2. Administrator Walkthrough Data for Fall -25 indicate a low percentage of implementation of High Quality Instructional Materials (HQIM) materials during lesson delivery 3. 0% of the students scored proficient on US History LEAP 2025 and 0% of the students scored proficient on ACT Workkeys
---	--

Contributing Factor:	
Instrument(s):	
Data Type: 1. 2. 3.	Findings 1. 2. 3.

Schoolwide Goals (Alternative Score Rubric Used)

Overall Goal: By the end of the 2026-2027 school year, Arlington Preparatory Academy SPS will increase from 105.7 to 106.0 as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	3 students		Math			Graduation Rate	100%	
English	5 students		English	1 student		Read based on a nationally recognized exam		

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

Math growth for the lowest 25% of students			Science			Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students			Social Studies					
English Language Acquisition (ELL)								

CORE ACADEMICS - ELA	Tier 1 Resources: My Perspective (Savvas) (ELA Textbook Adoption InProcess)
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the <u>SMART Goal Worksheet</u> for this year?	
ELA Focus Area	Improve the following reading performance: · Analyze less complex grade level fiction, drama, poetry (Literary Text) · Analyze grade level nonfiction including texts about history, science, art and music. (Informational Text) · Use context to determine the meaning of words and phrases in grade level texts
DIBELS Focus	N/A

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

Area					
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from XX to XX on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.				
ELA SMART Goal:	The ELA % Mastery and above will increase from 0% to 1% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.				
<u>Narrative</u>					
Describe schoolwide strategies that the school is implementing to: a. Use methods and instructional strategies that strengthen the academic program in the school; b. Increase the amount and quality of learning time; c. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and d. Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>					
Student Learning Problem: Weakness on Literary Text, Informational Text, Reading Literature Root Cause & Supporting Data: Weak student background skills on ELA standards as per LEAP 360 data Student Impact: Students will: 1. increase skills in literacy , information text, and reading comprehension related to ELA . 2. improve scores on LEAP 2025. 3. Graduate students from high school Educator Professional Learning Needs: District PD; ELA collaboration with other content area colleagues					
<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Instructional • Analyze less complex grade level fiction, drama, poetry (Literary Text) • Analyze grade level nonfiction including texts about history, science, art and music. (Informational	ELA Teacher ELA Curriculum Content Trainer for District	August 2026 - May 2027	LEAP 360, Illuminate; Formal and Informal	Formal and Informal Teacher made assessments	Title I SW 26,000 PFE

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

Text) • Use context to determine the meaning of words and phrases in grade level texts			Teacher made assessments		
Instruction: • State standards will be implemented, as appropriate, for the ELA core content area as outlined by the LDOE and the district. 1. Year-long scope and sequence plans that bundle standards into units of study will utilize the LDOE (non-ELA/math teachers will incorporate appropriate ELA/math into their scope and sequence). 2.TIER I resources will also be incorporated within the year-long scope and sequence document. 3. Each teacher will identify student performance necessary to master content and connect to end of year goals and develop ELA/ unit plans to meet the needs of their students. 4. Each teacher will establish lesson objectives and student practice that scaffolds student learning meet the unit standards and assessment. 5. Each content area teacher (cross-curricular) will identify how students will connect the texts in a set (ELA and Math). 6. After school tutoring will be provided to students identified as needing additional support to meet the standards. 7. Project Based and Reciprocal Teaching Strategies will be incorporated in all lesson plans. 8. Implement ACT WorkKeys and school wide; Purchase ABC LEAP Practice Material; Use copier to duplicate instructional materials. 9. ELA Content Leader will model and	ELA Teacher ELA Curriculum Content Trainer for District	August 2026 - May 2027	LEAP 360, Illuminate; Formal and Informal Teacher made assessments	Formal and Informal Teacher made assessments	Title I SW 26,000 PFE

demonstrate during PD timely effective interventions that teachers can use for all students having difficulty meeting the proficient and advanced levels of academic performance.					
10. The principal/Administrative Dean will attend a professional development conference for strategies to implement school wide for all academic areas.	ELA Teacher ELA Academic Coordinator for District	August 2026 - May 2027	LEAP 360, Illuminate; Formal and Informal Teacher made assessments	Formal and Informal Teacher made assessments	Title I SW 26,000 PFE
11. Purchase ink and paper as materials needed for instructional delivery and assessment.	Administration/Teacher		Administration / Teacher	Purchase order	

CORE ACADEMICS - Mathematics	Tier 1 Resources: Envision (Savvas)
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the <u>SMART Goal Worksheet</u> for this year?	
Math Focus Area	Improve expressing mathematical reasoning.
Math SMART Goal:	The Mathematics % Mastery and above will increase from 0% to 1% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Areas of Progress: Expressing mathematical reasoning and modeling application. Remediation of Math Skills during after school tutoring have been consistently implemented to monitor student progress; School's Priority: Maintain or increase the number of students who will earn a score of Proficient by 2. Student Learning Problem: Weakness on Literary Text, Informational Text, Reading Literature Root Cause & Supporting Data: Weak student background skills on Math standards as per LEAP 360 data Student Impact: Students will: 1. increase skills in literacy, information text, and reading comprehension related to math. 2. improve scores on	

LEAP 2025. 3. graduate from high school
Educator Professional Learning Needs: District PD; Math collaboration with other content area colleagues

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Continuous monitoring of standards covered in the scope and sequence; · early intervention by doing after school tutoring year round. Instruction: State standards will be implemented, as appropriate, for the Math content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized ● School and district MATH CONTENT LEADER WILL PROVIDE THE FOLLOWING TO CORE, SPECIAL EDUCATION AND CTE TEACHERS: ● The content leaders will effectively implement Tier I Resources as outlined by the LDOE and EBR School's Department of Curriculum and Instruction. The Content Leader will assist teachers in maximizing student mathematical learning based on student diagnosis. ● Purchase Common Core Algebra 1 Answer Keys through eMath Instruction Weekly, ABC LEAP Practice Material; ● Purchase ink and paper materials needed to assist with instruction and assessments.	Math Teacher Curriculum Content Trainer for Math	August 2026 - May 2027	Formal and Informal Teacher made assessments	Illuminate, LEAP 360	Title I SW 26,000 PFE

The Math content leader teacher will assess teachers in the use of a variety of research-based instructional strategies which includes: 1. Each teacher will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by common Formative assessments.) 2. Each teacher will establish a year-long scope and sequence; using the Teacher Toolkit resources from the LDOE (non-ELA/math teachers will incorporate appropriate math into their scope and sequence). TIER I resources will also be incorporated within the year-long scope and sequence document. 3. Each teacher will identify student performance necessary to master content and connect to end of year goals and develop Math unit plans to meet the needs of their students. 4. Each teacher will establish lesson objectives and student practice that scaffolds student learning meet the unit standards and assessment. 5. Each content area teacher (cross-curricular) will identify how students will connect the texts in a set (ELA and Math). 6. After school tutoring will be provided to students identified as needing additional support to meet the standards. Use a copier to duplicate instructional materials. 7. Project Based, Reciprocal Teaching Strategies and TLAC will be incorporated in all lesson plans. 8. Implement ACT WorkKeys school wide activities in Math class. 9. School Math Content Leader will model and					
--	--	--	--	--	--

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

demonstrate during PD timely effective interventions that teachers can use for all students having difficulty meeting the proficient and advanced levels of academic performance. ●Implement Math strategies acquired from PD training required for CIR schools via Teacher Leader Summit.					
10. Administrative Dean/ Dean of Students will attend National Council of Teachers of Math Spring Conference to for strategies that can be utilized in classrooms	Math Teacher Math Curriculum Content Trainer	August 2026 - May 2027	Formal and Informal Teacher made assessments	SAVVAS , LEAP 360	Title I SW 26,000 PFE
12.Principal will attend a professional development conference for strategies to implement school wide for all academic areas. 13. Purchase ink and paper as materials needed for instructional delivery and assessment.	Math Coach Math Math Curriculum Content Trainer	August 2026 - May 2027	Formal and Informal Teacher made assessments	SAVVAS , LEAP 360	Title I SW 26,000 PFE

CORE ACADEMICS - Science	Tier 1 Resources: SAVVAS
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the <u>SMART Goal Worksheet</u> for this year?	
Science Focus Area	Improve scientific reasoning and inquiry
Science SMART Goal:	The Science % Mastery and above will increase from 0% to 1% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
School's Priority: Maintain or increase the number of students who will earn a score of 85 (Basic) by 2 Root Cause & Supporting Data: Weak student background skills on science standards as per Illuminate/ LEAP 2025 data Student Impact: Students will: 1. increase skills in literacy , information text, and reading comprehension related to science. 2. improve scores on LEAP 2025. 3. Graduate students from high school Educator Professional Learning Needs: District PD; Science collaboration with other content area colleagues	
<u>ACTION STEPS</u>	

Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Instruction: - State standards will be implemented, as appropriate, for the Science content area as outlined by the LDOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized. - The content leaders will effectively implement Tier I Resources as outlined by the LDOE and EBR School's Department of Curriculum and Instruction. The Content Leader will assist the science teachers in maximizing student learning based on student diagnosis. Weekly, the Science teacher will use a variety of research-based instructional strategies which includes: - The science teacher will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by common Formative assessments. - The science teacher will establish a year-long scope and sequence; using the Teacher Toolkit resources from the LDOE .TIER I resources will also be incorporated within the year-long scope and sequence document. - The science teacher will identify student performance necessary to master content and connect to end of year goals and develop Science unit plans to meet the needs of their students. - The science teacher will establish lesson objectives and student practice that scaffolds student learning meet the unit standards and	Science Teacher Assistance from District Science Content Trainer	August 2026 - May 2027	Illuminate, CFA Embedded Assessments in Curriculum / Resources	The principal/Science content leader will review the teacher-completed scope/sequence and unit plans (annually/unit-by-unit) against a rubric to determine quality and completeness of work. 2. The principal/science content leader will conduct weekly walkthroughs and also formal/informal observation to collect evidence of differentiation within lessons as a result of data gathered Through common formative assessments. 3. The principal/science content leader will keep rosters of	

assessment. 5. The science teacher (cross-curricular) will identify how students will connect the texts in a set (ELA and Math). 6. After school tutoring will be provided to students identified as needing additional support to meet the standards. 7. Project Based and Reciprocal Teaching Strategies will be incorporated in all lesson plans. 8. Implement ACT WorkKeys exercises , during Science class, when time permits; Purchase ABC LEAP Practice Material 9. The School Science Leader will model and demonstrate during PD timely effective interventions that teachers can use for all students having difficulty meeting the proficient and advanced levels of academic performance. 10. Implement Science strategies acquired from PD training required for CIR schools via Teacher Leader Summit. 11. The principal will attend a professional development conference for strategies to implement school wide for all academic areas. 12. Purchase ink and paper as materials needed for instructional delivery and assessment.				student participants, attendance, pre-/post test scores, ACT, LEAP 2025, Credentials and other assessments related to After school tutoring. 1. The principal/science content leader will review beginning/ending results of assessment students receiving additional interventions from all teachers for evidence of learning mastery and adjustment of interventions to match student needs.	

CORE ACADEMICS - Social Studies	Tier 1 Resources: LDOE/ District Resources
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the <u>SMART Goal Worksheet</u> for this year?	
Social Studies Focus Area	Establishing context: Apply chronological reasoning, establish continuity and change, making comparisons and connections; apply spatial understanding Examining Sources and Expressing Claims: Examine and use secondary sources; distinguish between relevant and irrelevant information; construct and express claims supported with relevant evidence.
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 0% to 1% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Areas of Progress: Examining sources and expressing claims. Remediation of Social Studies Skills during after school tutoring have been consistently implemented to monitor student progress; School's Priority: Maintain or increase the number of students who will earn a score of Proficient by 2 Student Learning Problem: Weakness on Literary Text, Informational Text, Reading Literature Root Cause & Supporting Data: Illuminate/ LEAP 2025 Student Impact: Students will: 1. increase skills in literacy , information text, and reading comprehension as it relates to social studies. 2. improve	

scores on LEAP 2025. 3. graduate students from high school
Educator Professional Learning Needs: District PD; Science collaboration with other content area colleagues

ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Instruction: - State standards will be implemented, as appropriate, for the Social Studies content area as outlined by the LDOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized - The content leaders will effectively implement Tier I Resources as outlined by the LDOE and EBR School's Department of Curriculum and Instruction. The Content Leader will assist the science teachers in maximizing student learning based on student diagnosis. Weekly, the Science teacher will use a variety of research-based instructional strategies which includes: - The social studies teacher will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by common Formative assessments.) - The social studies teacher will establish a year-long scope and sequence; using the Teacher Toolkit resources from the LDOE. TIER I resources will also be incorporated within the year-long scope and sequence document. - The social studies teacher will identify student performance necessary to master	Social Studies Teacher Assistance from Social Studies Content Trainer	August 2026 - May 2027	Illuminate, Teacher assessments, CFA, Embedded Assessments in Curriculum / Resources	1. The principal/Social Studies content leader will review the teacher-completed scope/sequence and unit plans (annually/unit-b y-unit) against a rubric to determine quality and completeness of work. 2. The principal/Social Studies content leader will conduct weekly walkthroughs and also formal/informal observation to collect evidence of differentiation within lessons as a result of data gathered through common formative	Title I SW

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

content and connect to end of year goals and develop Science unit plans to meet the needs of their students. 4. Purchase ABC LEAP Practice Material 5. Principal will attend a professional development conference for strategies to implement school wide for all academic areas 6. Purchase ink and paper as materials needed for instructional delivery and assessment. 7. After school tutoring will be provided to students identified as needing additional support to meet the standards.				assessments. 3. The principal/Social Studies content leader will keep rosters of student participants, attendance, pre-/post test scores, ACT, LEAP 2025, Credentials and other assessments related to After-school tutoring 4. The principal/Social Studies content leader will review beginning/ending	

Non-CORE Academics	Resources: CATE and Fine Art and Physical Education/ District Based Resources
---------------------------	--

ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Instruction: • State standards will be implemented, as appropriate, for CATE, Physical Education and Fine Art content area teachers as outlined by the LDOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized. • The teachers will effectively implement Tier I/HQIM Resources as outlined by the LDOE and EBR School's Department of Curriculum and Instruction. The District Content Leader will assist the CATE, Fine Arts and Physical Education teachers in maximizing student learning based on students.	3 CATE Teachers (Food and Consumer Science (FACS), Business and Career) 2 Physical Education Teachers 1 Fine Arts Teacher	August 2026 - May 2027	Teacher made assessment Embedded Assessments in Curriculum / Resources	Lesson Plans Monthly teacher observations	CATE funding Fine Arts Funding IDEA (AP teachers funding)

Student Subgroups and Student Attendance • Subgroups: ESL, ELL • Freshman Academy: NA • ACT: 0% proficient, will use district ACT platform for remediation. • Pathways : Business • Graduation Rate: 100% • Attendance Rate : 91

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Attendance: • Purpose: Attendance is one of the key metrics of the District’s Strategic Plan and is aligned to one of the four cornerstones, student achievement. Attendance patterns provide key insight into experiences that may be impacting other domains of development. SBAT meetings are held to define barriers and critically examine how to better support students and families. This intentional process is done so that families receive support to improve attendance and address barriers/needs for the success of each student SBAT team will work to increase attendance by implementing attendance Interventions - Goals, Incentives/Rewards for the year, Conferences, Parent Letters, Home Visits	CWA SBAT	August 2026 - May 2027	Monthly Extenuating Circumstance Data Monthly Absence Notes	SWAT Team Data from JCampus	)
Student SubGroup: ESS/EL The School will implement programs to address the academic needs of the low performing subgroups identified via state assessment. Teachers will use district provided HQIM to provide daily instruction to address student deficits.	Classroom Teachers	August 2026 - May 2027	ESS Progress Monitoring Documentation will be checked monthly	ESS and EL students Progress Reports will serve as an evaluation tool	

Student Opportunities - High Schools ONLY

<i>Provide 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 students' access to course work to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access.)</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
1. Arlington will host a Career day. 2. Students participate in vocational courses with community vocational training. 3. Students attend field trips related to vocational and college training 4. Participate in CATE career fairs as well as field trips that expose the students to different careers that are aligned with their credential attainment.	School Counselor, Administrator, CATE, content area teachers	Aug-2026-May 2027	Teacher made assessment Embedded Assessments in Curriculum / Resources	Lesson Plans Monthly teacher observations/ Sign-In Sheets	CATE funding Fine Arts Funding IDEA (AP teachers funding)

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Professional Development: (Consider linking your ILT Long Range Plan) - Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by principal and district PD subject specialists. ELA 6 th -8 th : Pearsons, District 9th -12th : Pearsons, District: iReady Math - Teachers will receive coaching plans via a tiered approach in an effort to support, motivate, and develop teachers by setting concrete, short term, individualized goals.	Teachers, Principal, Content Leaders (ie District Coaches); Counselor, SEL personnel	August 2026 - May 2027	Sign-In Sheets from PLC/TC Sign-In Sheets from Professional Development Sessions Professional Leave forms	Sign-In Sheets from PLC/TC Sign-In Sheets from Professional Development Sessions Professional Leave forms	Title I funds

STUDENT SUPPORT SERVICES- Speech, tutoring, SEL, Counseling

Narrative

Describe schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health problems, 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 Louisiana Education Priorities.

The school implements the district SEL strategy with fidelity, via incorporation of the weekly topic in teacher's lesson plans as well as daily morning announcements. Additionally the school has a social worker who is a part of the faculty along with behavioral strategist/counselor that provide counseling services to the students that qualify.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Students will receive counseling services via ICARE, school counselor, and/or social worker to improve social skills.	School Counselor, ICARE, Social Worker	August 2026 - May 2027	Sign In/ Logs	Sign In/ Logs	Title I Fund
Students will participate in Social Emotional Lessons.	Teachers, Administrator, School Counselor	August 2026 - May 2027	Sign In	Sign In	Title I Fund
Students will participate in mentor opportunities.	Administrator, Mentoring Teacher	August 2026 - May 2027	Sign/ In	Sign/ In	Title I Fund

MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:

SEL Instruction: Schools will select either **SEL integrated into Academics or Explicit SEL instruction**. School teams will work with the MTSS department and their executive directors to select the category that best fits the needs of their campuses (Note: Schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area).

Supportive Environments: Schools will select either **Supportive Discipline or Supportive School and Classroom Climates**.

Indicator Focus Area 1: Supportive School and Classroom Climate		Indicator Focus Area 2: Supportive Discipline	
S	All teachers will deliver the SEL curriculum during their HR period. We hope to create an inclusive environment where all students feel welcomed.	S	Arlington will develop a system of consistency in discipline through the use of restorative practices and utilizing Reset rooms (formerly known as TOR) and ensuring a perspective on discipline policies/practices to ensure we are representing their voices.
M	During the 2026-27 school year use surveys to document attainment of smart goal	M	During the 2026-27 school year use surveys to document attainment of smart goal
A		A	
R		R	
T		T	
I		I	
E		E	
Goal Statement: By the end of the 2025-2026 school year Increase the number of positive behavior commendations (e.g., praise cards, "Caught Being		Goal Statement: By the end of the school year, the school will reduce total office disciplinary referrals (ODRs) by 15% compared to the previous year, with	

Good" tickets) issued by staff by 25% by the end of the first semester, aiming for a 4:1 positive-to-negative ratio

a specific focus on decreasing classroom disruptions through the implementation of schoolwide PBIS strategies.

Academic & Behavioral Tiered Supports Defined

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

Academic Systems	Behavior/Social Emotional Systems
Tier I	
All students receive high-quality curriculum and instruction in the classroom through differentiation.	All students are explicitly taught positive behavioral expectations. The teacher uses a consistent approach to classroom management
Tier II	
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting the academic standards.	The school provides supplemental targeted behavioral skill interventions, with progress monitoring, often in small groups.
Tier III	
The school provides intensive skill-specific interventions with frequent progress monitoring outside the classroom setting for students falling significantly below standards	The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists and families.

Monitoring Interventions: How will your school make sure that interventions are taking place? Administration will implement a checklist for teachers to complete which will ensure implementation.

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? SEL will take place during the 1st hour on A day.

How will time be scheduled for PLCs/Grade or Content Teams? 45 minutes weekly

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year? (ILT--a time set aside for students to work independently on learning goals, online programming, etc.) ILT will be done by the school counselor when students need to obtain this service.

Behavior Expectations Matrix

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Locations	Behavior Expectations		
	Be Respectful	Be Prepared	Make Responsible Decisions
Classroom	- With permission, use proper, considerate and quiet language. - Sit with hands, objects, and feet to one self.	- If you need to use the restroom, do so during class changes. - Be sure you need everything for class.	- Arrive to class before the tardy bell rings. - Follow any additional teacher rules.
Hallway	- Use proper, considerate and quiet language. - Walk with hands, objects, and feet to one self.	- If you need to use the restroom, do so during class changes. - Be sure you need everything for class.	- Keep moving towards your next class during class changes. - Arrive to class before the tardy bell rings.
Cafeteria	- Move through the breakfast/lunch line quickly. - Clean up your minor drink.food spills.	- Always wash your hands before eating. - Finish lunch before the end of your lunch shift.	- Eat breakfast/lunch at designated areas only. - Eat lunch before purchasing a snack from the canteen.
Restroom	- Allow for privacy. - Keep your hands, objects and feet to one self.	- Flush toilet. - Wash hands after use.	- Dispose trash in its proper place. - Return directly to

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

			class after restroom use.
Bus	- Follow driver and aides directions. - Use kind words and actions.	- Be at your bus stop on time. - Keep your hands, objects and feet to one self.	- Stay seated in your assigned seat always. - Leave food, drink, gum off the bus.
Arrival/ Dismissal	- Allow for privacy. - Keep your hands, objects and feet to one self.	- Flush toilet. - Wash hands after use.	- Dispose trash in its proper place. - Return directly to class after restroom use.

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:

- Behavior expectations will be shared to all stakeholders.
- Students Rights and Responsibilities will be given to parents and students.
- Please list below: 1. Use PBIS matrix to reinforce behavior goals; 2. Discuss the district rights and responsibilities handbook with all stakeholders; Require teachers to have behavior plans for identified students (Tier 3).

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics

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.

During PLC meetings the stakeholders discuss the components that needed to be addressed in the School Improvement Plan. Additionally during IEP meetings and meetings held with parents, the parents were asked about ideas that they would like to include in the School Improvement Plan.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Parent and Family Engagement: Topics such as the school calendar, home-school partnerships, SIP and Rights and Responsibilities handbook will be shared with parents in such activities as • Orientation • Workshops for parents, family, and the community • Newsletters and school website • IEP, SBLC and Jumpstart opt-out Meetings Additional parent and family engagement activities include: Communicate with families about students' reading abilities and students' progress using the following effective school-to-home communications: • Report Cards • Progress Reports	Principal, Teachers, Counselor, I CARE Representative	August 2026- May 2027	Sign In sheet, Agenda	1. Count the number of partnership(s) established during School Year 2024-2025; compared to SY 2025-2026. 2. Count the number of teacher-parent contacts made every two weeks by each teacher as per various methods.	Title I

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

• Parent-Teacher phone calls, meetings • Parent Contact Log • Newsletters • Workshops • School Activities: Plays, Prom, Hoops for Heart Additional PI tasks: <u>Objective 1.</u> Solicit parents for partnership referrals (CC). 2. Identify and recruit partners that enhance specific learning opportunities (CC) 3. Increase student volunteers for service in the community to build partnerships <u>Objective 2:</u> 1. Teachers will communicate with parents through phone calls, mail outs, orientation (Open House), emails, website, JCampus system and formal conferences to discuss student progress on a weekly and monthly basis. Parent contact logs will be kept on file with teachers and turned into the administration at the end of each semester. Parents will also be contacted and informed of instructional strategies by using the automated parent call-out system and logs will be kept using the JCampus software. 2. The school's parental involvement designee will collaborate with administrators, teachers and guidance on a monthly basis throughout the 2026-2027 school year, to develop the monthly newsletter.				3. Survey parents to determine effectiveness rating (did parents like/dislike this? Did parents believe it helped with student achievement? increase as a result of closer communications? If you can see improvements, you know your activity was effective!!)	

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS? 1. Provide information during Open House; 2. Use parents of students who are current employees at the site to assess with implementation of MTSS strategies; 3. Invite parents to participate in PBIS award activities for students (school dance etc)

MTSS Plan Overview	We are going to include our MTSS plan in our back to school parent meeting
Academic Programs & Interventions	Letters to parents will be given out to students for free after school tutoring during Fall/Spring and Summer semester. If there is a concern, teachers will contact parents to notify them of issues and how we are planning to address them.
SEL & Behavior Interventions	Weekly SEL topics and Expectation focus areas will be taught in class.

Community Involvement

How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*

- **We are going to seek parent volunteers during school hours.**
- **We are going to share a few activities with our partners and seek assistance if they can help or provide rewards for students who meet their academic and behavioral goals.**

Instruction by Certified Teachers – Certified Teacher Recruitment

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
School Objective(s):	To employ teachers who are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

Arlington Preparatory Academy – Schoolwide Plan 2026-2027

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
e. Schools will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America in order to meet the school's workforce needs. f. The School's administration will participate in the EBRPSS Job Fair in May and December. g. The administration will also continue to work with local universities to include teachers in training access to the classrooms for observations and class hours h. Implement and encourage teachers to participate in the district's teacher tuition exemption program.	Teachers, Principal	August 2026- May 2027	1.Count and compare the % (number) of HQ staff/faculty from 2015 to 2025. . Track the # of university students who use Arlington Prep as a training ground for teacher prep, and how many of those students HQ teachers at Arlington Track progress of non-highly qualified staff/faculty as they work toward obtaining highly qualified status	1.Count and compare the % (number) of HQ staff/faculty from 2015 to 2025. . Track the # of university students who use Arlington Prep as a training ground for teacher prep, and how many of those students HQ teachers at Arlington Track progress of non-highly qualified staff/faculty as they work toward obtaining highly qualified status	Title I

Transition to Next-Level School Programs

Choose Appropriate Level

Preschool to Elementary School
 Elementary School to Middle School
 Middle School to High School
High School to Post-Secondary

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
1. Implement Edgenuity program which will allow students to recover credits. 1b.Administer Workkeys test more than once a year 2. Implement a school wide mentor and advising program, which will provide opportunities to discuss academic accomplishments. 3. Increase the number of home visits for students who are habitually absent. 4. Increase percentage of students who are age appropriate. 5. Increase systematic instructional intervention strategies. 6. Increase scheduling flexibility 7. Increase use of mentors for overage students	Teacher/ Principal	August 2026-2027	Count and compare the number of students who complete a high school Curriculum that leads to a diploma; In addition to graduate students within 4 years and with their cohort	Count and compare the number of students who complete a high school Curriculum that leads to a diploma; In addition to graduate students within 4 years and with their cohort	Title I

Arlington Preparatory Academy – Schoolwide Plan 2026-2027
