



"To educate children to excel academically, socially, and emotionally for lifetime self-sufficiency."

2023-2024
Pupil Progression Plan

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Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program, and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student’s mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that “particular emphasis shall be placed upon the student’s proficiency in grade- appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement.” The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test—in mathematics, English language arts, science, and social studies needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#).

The purpose of this document is to assist LEAs in developing their required Pupil Progression Plan in accordance with applicable laws and regulations, and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once completed, submitted to the Louisiana Department of Education, and published locally, teachers shall determine promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school’s governing body, the local superintendent, or a student’s parent or legal custodian.

Questions about this document should be directed to PPP@La.Gov

Lincoln Preparatory Schools adhere to the equal opportunity provisions of federal and civil right laws and does not discriminate on the basis of race, color, national origin, religion, age, sex, sexual orientation, marital status, or disability.

Table of Contents

I. Placement of students in kindergarten and grade 1	4
II. Promotion and support for students in kindergarten and grades 1, 2, 3, 5, 6, and 7... ..	5
III. Promotion of students in grade 3	6
IV: Promotion of students in grade 4	8
V: Promotion and support of students in grade 8 and high school considerations	11
VI: Placement of transfer students	17
VII: Support for students	18
VIII. Support Standards for grades K-3	19
IX. Support Standards for Grades 3 and 4.....	19
X. Promotion and placement of certain student populations	20
XI: Alternative education placements	21
XII: Due process related to student placement and promotion	22
XIII: Additional LEA policies related to student placement and promotion	24
XIV: LEA assurances and submission information	27
Appendix: Individual Student Literacy and Academic Improvement Plans	28

I. Placement of students in kindergarten and grade 1

Kindergarten

Beginning with the 2022-2023 school year, the parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins though eighteen shall send the child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to the provisions of this Subpart.

Grade 1

Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

All students entering kindergarten at Lincoln Preparatory school will be administered a readiness screening instrument the Desired Results Developmental Profile (DRDP) approved by LDOE. DRDP provides scores for physical, social -emotional, cognitive, literacy and math development. If a child is identified (Bulletin 1508) as gifted and will be 5 years old by January 1, he/she may be eligible for early entrance and may enroll in kindergarten.

All students transferring into the first grade from another state and not meeting the requirements for kindergarten attendance but meeting the age requirements will be placed in 1st grade after a careful analysis of the Desired Results Developmental Profile (DRDP), DIBELS 8th assessment results, letters and sounds inventory, math assessment, and portfolio contents from the previous school, if applicable. Results will be analyzed by the School Building Level Committee (SBLC) to determine that the student has reached the level of physical, social and emotional maturity necessary for success in 1st grade.

II. Promotion for students in kindergarten and grades 1, 2, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 5, 6, and 7.

Kindergarten Promotion Requirements

Students will be promoted from kindergarten to first grade. The criterion for promotion to first grade for kindergarten students is based on satisfactory progress at the end of the fourth grading period as reported on Lincoln Preparatory Evaluation Report. Students showing not mastered/needs more time to master the standards on all available criteria will be referred to the School Building Level Committee (SBLC) to determine promotion or retention with parent permission. Children who have not attended kindergarten must demonstrate satisfactory performance on a series of academic readiness tests, letters and sounds inventory, math assessment.

First Grade Promotion Requirements

If a student in first grade receives an "F" (Unsatisfactory/Not grasping stated standards) in reading or math as indicated on the fourth grading period, the School Building Level Committee (SBLC) shall review available data pertaining to the student's reading or math proficiency to determine promotion or retention. The reading or math proficiency of the student shall be determined by using the informal teacher assessment portfolio which includes a collection of the following: DIBELS assessment results three times per year, writing sample, word recognition test, reading series assessments, math sample, spelling assessment, and any other pertinent information. A variety of assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records.

Second Grade Promotion Requirements

To be promoted at the end of 2nd grade, a student shall successfully pass (67/D or higher) in the following:

Reading **and** Math
and
Any two of these subjects: Language Arts, Science, **and/or** Social Studies

Fifth Grade Promotion Requirements

To be promoted at the end of 5th grade, a student shall successfully pass (67/D or higher) in the following:

English Language Arts **and** Math
and
One of these subjects: Science **or** Social Studies

Sixth Grade Promotion Requirements

To be promoted at the end of 6th grade, a student shall successfully pass (67/D or higher) in the following:

English Language Arts **and** Math
and
One of these subjects: Science **or** Social Studies

Seventh Grade Promotion Requirement

In order to be promoted at the end of 7th grade, a student shall successfully pass (67/D or higher) in pass the following:

English Language Arts **and** Math
and
One of these subjects: Science **or** Social Studies

Dyslexia

Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

Assessments

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

Attendance

Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Recovery

Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade.

III. Promotion of students in grade 3

Each LEA shall identify third grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Third grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual literacy plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in literacy. All participants shall sign the documented plan, using a template provided by the department, and shall meet to review progress at least once more before the next administration of the LEAP assessment.

- The student shall be provided with focused literacy interventions and supports based on the science of reading designed to improve foundational literacy.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive on-grade level instruction and focused literacy interventions based on the science of reading during the summer.
- Each LEA shall adopt a written policy pertaining to the development of the individual student literacy plan. This policy shall be included in the Pupil Progression Plan of the LEA and could include the following specific student supports: daily targeted small-group interventions, before and after school literacy intervention provided by a teacher or tutor with specialized literacy training, and at-home literacy programs that include literacy workshops for the parents and legal guardians of students and web-based or parent-guided home literacy activities.
- The Department may audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third grade students who have been identified for the purposes of this section. Such a roster will assist the LEA in making final determinations relative to students' required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual literacy plan shall continue to be in effect until such time as the student achieves a score of "Basic" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the third grade.

Third Grade Promotion Requirements

To be promoted at the end of 3rd grade, a student shall successfully pass (67/D or higher) in the following:

Reading **and** Math
and

Any two of these subjects: Language Arts, Science, **and/or** Social Studies

Dyslexia

Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

Assessments

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

Attendance

Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Recovery

Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade.

Review or promotion and placement decisions may be initiated by the Grambling High Foundation, Executive Director, and/or parent or guardian. Review of placement and promotional decisions shall be conducted by the SBLC, which may review the following data:

- The student's previous retention record;
- The student's social/physical maturity and/or age;
- The student's academic achievement record;
- The student's test scores;
- Formative/summative evaluations of the student's academic performance and/or behavior.

Student promotion, progression and placement decisions will be monitored annually upon the request of the Senior Leadership Team to confirm that the policies are being implemented uniformly throughout the LEA. The Chief Academic Officer shall certify that she has monitored the promotion and placement decisions made for her students, in compliance with the policies of the Louisiana Department of Education and the Lincoln Preparatory School System.

LINCOLN PREPARATORY SCHOOL INDIVIDUAL STUDENT LITERACY PLAN (ISLP):

- An IAIP will be written for all students in grade 3 for an academic school year who
 - scored below the “basic” achievement level of performance on the English language arts LEAP assessment.
 - have been identified as reading below level on literacy screening assessments
 - do not meet the Lincoln Preparatory promotional requirements outlined in the Pupil Progression Plan for English Language Arts
- Lincoln Preparatory Individual Student Literacy Plan Policy will abide by the requirements set forth in Section 701 of Bulletin 1566.
- By October 15 of each school year all Individual Student Literacy Plans will be reviewed/formulated and documented using the template provided by LDOE and will include all stakeholder signatures. The second ISLP stakeholder meeting to document student progress shall be held by March 15 of each school year.
- For students needing an ISLP who enroll on or after October 15, the ISLP will be reviewed/formulated and documented within two weeks of the receipt of student records from the transferring school.

IV. Promotion of students in grade 4

Each LEA shall identify fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

- The school shall convene an in-person meeting with the student’s parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student’s academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.
- The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.
- The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).
- The student shall be afforded the opportunity to receive grade-level instruction during the summer.
- Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.
- The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of fourth grade students who have scored below the “Basic” achievement level in at least two core academic subjects. Such a roster will assist the LEA in making final determinations relative to students’ required individual academic plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.
- The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Fourth Grade Promotion Requirements

- To be promoted at the end of 4th grade, a student shall successfully pass (67/D or higher) in the following:

Reading **and** Math
and
Any two of these subjects: Language Arts, Science, **and/or** Social Studies
- A student who has repeated the 4th grade may be promoted to only the 5th grade. However, a student who has repeated the 4th grade and who is 13 years of age on or before September 30 may be promoted to the 6th grade based on SBLC decision according to the Pupil Progression Plan.

Dyslexia

Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

Assessments

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

Attendance

Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Recovery

Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade.

Review or promotion and placement decisions may be initiated by the Grambling High Foundation, Executive Director, and/or parent or guardian. Review of placement and promotional decisions shall be conducted by the SBLC, which may review the following data:

- The student's previous retention record;
- The student's social/physical maturity and/or age;
- The student's academic achievement record;
- The student's test scores;
- Formative/summative evaluations of the student's academic performance and/or behavior.

Student promotion, progression and placement decisions will be monitored annually upon the request of the Senior Leadership Team to confirm that the policies are being implemented uniformly throughout the LEA. The Chief Academic Officer shall certify that she has monitored the promotion and placement decisions made for her students, in compliance with the policies of the Louisiana Department of Education and the Lincoln Preparatory School System.

LINCOLN PREPARATORY SCHOOL INDIVIDUAL STUDENT LITERACY PLAN (ISLP):

- An IAIP will be written for all students in grade 4 for an academic school year who
 - scored below the "basic" achievement level of performance on two core academic subjects on the LEAP assessment.
 - do not meet the Lincoln Preparatory promotional requirements outlined in the Pupil Progression Plan.
- Lincoln Preparatory Individual Student Literacy Plan Policy will abide by the requirements set forth in Section 701 of Bulletin 1566.
- By October 15 of each school year all Individual Student Literacy Plans will be reviewed/formulated and documented using the template provided by LDOE and will include all stakeholder signatures. The second ISLP stakeholder meeting to document student progress shall be held by March 15 of each school year.
- For students needing an ISLP who enroll on or after October 15, the ISLP will be reviewed/formulated and documented within two weeks of the receipt of student records from the transferring school.

V. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 15 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.
- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation.

Transitional 9th Grade

Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA’s eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA’s eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student’s parents.

The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school’s governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 15 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

- If a student in grade 8 fails the same subject for two consecutive years and is below Basic in the same subject, then the student is subject to intensive intervention.
- In the event state test scores are not available to guide promotion/placement decisions, the School Building Level Committee (SBLC) will review a preponderance of evidence of student learning from the current school year to make a placement decision.

Dyslexia

Students with characteristics of dyslexia, who are served in a multisensory structured language program, follow the same criteria for promotion as all other students.

Assessments

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

Attendance

Pursuant to Bulletin 741, §1103.G, elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Recovery

Students who have failed a subject may enroll in summer school to remove a deficiency and be considered for promotion to the next grade.

Review or promotion and placement decisions may be initiated by the Grambling High Foundation, Executive Director, and/or parent or guardian. Review of placement and promotional decisions shall be conducted by the SBLC, which may review the following data:

- The student's previous retention record;
- The student's social/physical maturity and/or age;
- The student's academic achievement record;
- The student's test scores;
- Formative/summative evaluations of the student's academic performance and/or behavior.

Student promotion, progression and placement decisions will be monitored annually upon the request of the Senior Leadership Team to confirm that the policies are being implemented uniformly throughout the LEA. The Chief Academic Officer shall certify that she has monitored the promotion and placement decisions made for her students, in compliance with the policies of the Louisiana Department of Education and the Lincoln Preparatory School System.

LINCOLN PREPARATORY SCHOOL INDIVIDUAL GRADUATION PLAN (IGP):

- An individual graduation plan (IGP) will be written for all students in grade 8 who scored below the “basic” achievement level in either English language arts or mathematics on the LEAP exam will receive additional supports.
- The following types of instructional support may be included in the plan:
 - High-quality curriculum: Students are taught with high-quality, on-grade level curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
 - Highly effective teacher: Students are placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on a value-added model or has proven success with teaching students who struggle academically in the past.
 - Additional in-school support: Students are provided with additional learning minutes. These minutes should come from available time during the school day using daily targeted small-group intervention and/or before and after school intervention provided by a teacher or tutor with specialized subject specific training.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#) (IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/post secondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

- [Complete the FAFSA](#); or
- [Complete the Louisiana TOPS form](#); or
- Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#)); or
- Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
 - a. receiving more than two credit recovery credits annually; and/or
 - b. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

CREDIT RECOVERY POLICY

The Lincoln Preparatory School shall conduct a credit recovery program designed to allow students an opportunity to earn high school credit for courses they have failed in the past. The program shall be intended to help students by delivering educational services in a flexible, time-efficient manner in order to help them succeed academically and ultimately graduate. Credit recovery courses shall be

aligned with Louisiana Board of Elementary and Secondary Education (BESE) approved statewide course content standards for required subjects.

Credit recovery courses taught in a classroom setting using computer software programs designed for credit recovery must be facilitated by a certified teacher. Additional instruction to cover 12 standards and grade-level expectations not included in the software programs shall be provided by a teacher properly certified in the content area. Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course.

Students shall not be required to meet minimum attendance requirements for credit recovery courses, provided students have met attendance requirements when they took the course previously or the students' combined attendance during the previous course and the credit recovery course meet the necessary attendance requirements.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.
- A nontraditional course may not be approved for any of the following reasons:
 - Does not have teacher-based instruction.
 - Does not require regular and ongoing instructor-led interaction between the student and teacher.
 - Does not require students to complete the entire course.
 - Does not prepare students for four-year college class work.
 - Does not have official student grade records.
 - Does not meet NCAA core-course requirements.

Note: See Nontraditional Courses (NCAA Bylaw 14.3.1.2.2) for a [complete list of requirements](#).

If a nontraditional course or program at your school/district has not yet been reviewed by the NCAA, please contact Eligibility Center Customer Service staff at 877-622-2321, 8:30 a.m. to 5:00

p.m. Eastern time Monday-Friday to begin the review process. For information on how COVID-19 has impacted nontraditional and online classes, visit on.ncaa.com/COVID19_Spring2023.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed.

These courses are also reviewed by the High School Review staff. For a credit recovery program to be approved, the courses must meet the following requirements:

1. The courses must meet NCAA core-course requirements and, in some instances, nontraditional course requirements.
2. The high school must follow its credit recovery policies, regardless if the student is an athlete. The Eligibility Center may request the high school's policy, if necessary.
3. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the [NCAA Eligibility Center](#) to begin the review process.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

VI. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or Louisiana resident transferring from any out-of-state school, shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic supports addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with the state law.
- Requirements for transfer students in grade 4 or 8 or those who are seeking to enroll in grade 5 or 9 who have never been in membership in a public school in Louisiana or who were in membership in Louisiana public schools and transferred out-of-state or who transferred from Louisiana nonpublic schools or from an approved home study program are as follows.
 1. A fourth or eighth grade student who transfers to a Louisiana public school must take and pass either the spring administration of LEAP English Language Arts and Mathematics (ELA/Math) tests or the LEAP 2025 state placement test prior to enrollment in grades five or nine.
 2. Grade placement determinations for students in grades 4 or 8 who transfer from out of state, nonpublic or home study and seek enrollment in grade 5 or 9, and do not pass both the ELA and mathematics test, shall be made in accordance with promotion policy of the LEA.
- A transfer student who seeks to enroll in Lincoln Preparatory School, all grade levels, may be administered a locally or State developed placement test. Grade placement decisions and Carnegie Units awarded will be determined by the School Building Level Committee (SBLC) after review of placement test scores, report cards, transcripts, and other documentation.

VII. Support for students

School year support

- The LEA will develop an individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.
- The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:
 - The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.
 - The student completes summer remediation. [The student may also be required to attend one or both of the academic intercessions that are embedded in the school calendar.](#)
 - Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.
 - The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.
 - Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

- Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).

- Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.
- Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VIII. Support Standard for Grades Kindergarten-3

- Beginning with the 2022-2023 school year and every year thereafter, each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade-level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student’s performance within 15 days of identification. Such notification shall
 - Provide information on activities that can be done at home to support the student’s literacy proficiency.
 - Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
 - Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
 - Provide information about the importance of being able to read proficiently by the end of the third grade.
 - The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified in subsection A.

IX. Literacy Support Standard for Grades 3 and 4

Beginning with the 2022-2023 school year and continuing through the summer following the 2023-2024 school year, any student enrolled in third or fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer as set forth in §705 of BESE Bulletin 1566. The literacy instruction shall be based on the science of reading.

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered.
- Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28:CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.

- The LEA may waive the state policy for students scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

X. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special supports as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (Bulletin 1530 §403).
- NOTE: The School Building Level Committee (SBLC) will make a recommendation of promotion and placement for a student with a disability, and the IEP team shall then determine promotion to the next grade level for a student who fails to meet state or local established performance standards.

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.
 - Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

XI. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Lincoln Preparatory School will consider alternatives to student regular placement after a careful review of student data by the Student Building Level Committee (SBLC) or the Individual Education Plan (IEP) Team to determine what is in the best interest of the student. Factors of consideration include, but are not limited to, age, safety, academic and discipline records. Parental notification and consultation will take place in each instance.

Homebound Services

Hospital/Homebound is an alternative educational setting provided to students enrolled at Lincoln Preparatory School, for the provision of educational services according to an Individualized Education program (IEP) or Homebound (HB) approval.

- **Eligibility:** Parents seeking homebound services for a student should request an application from the student's school. IEP or SBLC team will review parent request, medical information, and other supporting documents.

LPS Virtual Academy

LPS Virtual Academy is a non-traditional, interactive program of study that relies on technology designed to support teaching and learning in various educational settings.

Eligibility: Students in grades 7-12 consult with their school administrator and after careful review of eligibility, a student may enroll in the online courses for which they have been approved.

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and provided through Edgenuity. The coordinator will monitor student progress and is available via email, telephone, online discussion, and face- to-face meetings. Google Classroom is the learning platform that frame the electronic courses.

Promotion: Final grades are issued upon completion of all course requirements.

Project BELIEVE

Project BELIEVE is an alternative program for students who have been recommended for expulsion from school in grades K – 12. A student who attends this program must remain for a minimum of 45 days as they explore what dignity, integrity, respect, and confidence means.

Eligibility: Students in grades K - 12 who are recommended for expulsion from Lincoln Preparatory School by the Chief Operating Officer.

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and provided through Edgenuity. The coordinator will monitor student progress and is available via email, telephone, online discussion, and face- to-face meetings. Google Classroom is the learning platform that frames electronic courses.

Promotion: Students return to their original school campus upon successful completion of the three levels.

Project ACHIEVE

Project ACHIEVE is an alternative program for students who have been expelled from school in grades K-12 and who have been recommended by the Chief Operating Officer. A student who attends this school must stay until the expulsion period is satisfied.

Curriculum: Internet-based course content consisting of interactive readings, videos, review activities, writing assignments, research, quizzes, tests, and exams developed by district certified teachers and provided through Edgenuity. The coordinator will monitor student progress and is available via email, telephone, online discussion, and face- to-face meetings. Google Classroom is the learning platform that frames electronic courses.

Promotion: Students will be considered for promotion based upon the Pupil Progression Plan. Students in grades 9-12 are eligible to earn Carnegie units. Students will be classified based on credit hours earned as provided for in the Pupil Progression Plan.

XII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Parents/guardians, teachers or students questioning grade placement are entitled to due process according to the procedures enumerated below.

LEVEL ONE: INFORMAL HEARING

Any complainant who has a grievance about placement shall discuss it with the Chief Academic Officer (CAO) or teacher(s).

LEVEL TWO: FORMAL GRIEVANCE

If as a result of the informal discussion, the matter is not resolved, the complainant can initiate a grievance in writing to the Chief Academic Officer (CAO) within five (5) working days, giving the full details of his/her complaint. The CAO shall communicate his/her decision to the complainant in writing within three working days of the receipt of the written grievance.

LEVEL THREE: THE APPEAL COMMITTEE

If the grievance remains unresolved, the complainant, no later than five working days after receipt of the decision, may request a hearing of a committee appointed by the Executive Director.

LEVEL FOUR: ADMINISTRATIVE REVIEW

If the complainant disagrees with the decision of the committee, he/she may appeal to the Executive Director through a written request. The Executive Director will conduct a hearing on the complaint and render a decision within fifteen working days after receipt of the request for review. The decision of the Executive Director will be the final LEA decision.

Students with disabilities

1. Lincoln Preparatory School System shall provide a specific due process procedure in order to ensure that the rights of exceptional children and their parents are protected. Such procedure is set forth in Bulletin 1706.
2. In the case of the student with a disability, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.
3. The School System shall make all reasonable efforts to resolve informally any ongoing disputes regarding the Evaluation Process, Placement Decisions, and Individual Education Plans.
4. If the dispute cannot be resolved informally, a hearing may then be initiated. A hearing may be requested any time there is a disagreement between school personnel and parents after the child is initially identified or suspected of having an exceptionality. The impartial hearing provides an opportunity for the school system and the parents to present evidence before an unbiased individual who then, on the basis of the evidence presented, resolves the dispute before them.
5. Implementation and placement must take place within ten (10) days after a final decision by a hearing officer, BESE, or a court.

Section 504 students

Due Process for Section 504 of the Rehabilitation Act of 1973 Section 504/ADA Grievance Procedure
The Lincoln Preparatory School Board has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by The Americans with Disabilities Act (ADA) and by THE OFFICE FOR CIVIL RIGHTS regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (20 U.S. C. 794). Section 504 states, in part, that “no otherwise qualified disabled individual shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973. Complaints shall be addressed to:

Section 504 Coordinator
Lincoln Preparatory School
1453 West Martin Luther King Jr. Ave
Grambling, LA 71245

- a. A complaint shall be filed in writing, contain the name, address and telephone number of the person filing it as well as that person’s relationship with the School Board (i.e., employer, parent, student, etc.), and briefly describe the alleged violation of the regulations. If the person filing is different from the complainant, the name of the individual who is the subject of the alleged Section 504 shall be given, this person’s address and telephone number, and the identification of the school the individual is associated with shall be part of the descriptive narrative.
- b. A complaint must be filed within thirty (30) calendar days after the complainant, or the individual formally filing said complaint, becomes aware of the alleged violation, otherwise the complainant waives his/her right of action. The only exception would be if mitigating

circumstances exist such as lack of knowledge, fraud, or duress, in which case an equitable amount of time shall be allowed on a case-by-case basis.

- c. An investigation, as may be appropriate, will follow the filing of complaint. The investigation will be conducted by the Section 504 Coordinator. These rules contemplate informal but thorough investigations, affording all interested people and their representatives, if any, an opportunity to submit written evidence relevant to a complaint. All written evidence, whenever received, shall be stamped as of the date received and shall be made available to all parties to the complaint.

* Under THE OFFICE FOR CIVIL RIGHTS regulations, the Lincoln Preparatory School Board need not process complaints from applicants for employment or from applicants for admission to post-secondary educational institutions.

* These exclusions do not apply under the ADA.

- d. A written determination as to the validity of the complaint and a description of the resolution, if any, will be issued by the Section 504 Coordinator and a copy forwarded to the complainant no later than fifteen (15) working days after its filing.
- e. The Section 504 Coordinator will maintain the files and records of Lincoln Preparatory School System relating to the complaints filed.
- f. The complainant can request a reconsideration of the case in instances when he or she is dissatisfied with the resolution. The request for reconsideration shall be made within fifteen (15) working days to:

Mr. Gordan Ford
Executive Director
1453 West Martin Luther King Jr. Ave
Grambling, LA 71245

- g. Mr. Ford shall enter a written decision within fifteen (15) working days of the receipt of the complete file. The STANDARD OF REVIEW for the appeal shall be that of arbitrary and capricious, that is, the review officer shall not take new evidence, but shall judge the initial hearing officer's decision only as to whether or not he/she had a valid objective reason for his/her decision and that his/her decision was fairly arrived at considering all equal protection ramifications.
- h. The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies such as the filing of a Section 504 complaint with the responsible federal department or agency. Using this grievance procedure is not a prerequisite to the pursuit of other remedies. These rules will be construed to protect the substantive rights of interested persons, meet appropriate due process standards and assure that the Lincoln Preparatory School Board complies with Section 504 and its implementing regulations.

XIII. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

The Chief Academic Officer shall annually certify that she has monitored the promotion and placement decisions made for her students in compliance with the policies of the Louisiana Department of Education and Lincoln Preparatory School.

The Student Building Level Committee's (SBLC) function is to convene and consider all appropriate material that relates to the student's class work and using the criteria in place as described in the LEA's Pupil Progression Plan to determine appropriate placement. Based on the review of records available, the SBLC will make recommendations concerning student promotion and retention.

An exceptional promotion as determined by the SBLC on a case-by-case basis may be considered where allowed by BESE policy only under any one or more of the following circumstances:

- if the student has been in the grade for two years
- if the student is two years above his age group and has been enrolled one full year in each preceding elementary grade
- exceptions as allowed by the state mandated assessment accountability guidelines. (Exceptions for 4th and 8th Grade Students.)

In rare and extreme cases, as allowed by law, the SBLC may recommend to the Chief Academic Officer that a child with other extenuating conditions be promoted. Following this communication and review of the case, consultation will be held with the parents and a final recommendation will be made. In cases where agreement cannot be reached, the Executive Director will review all data for final approval.

Skipping of grades

The "skipping" of elementary grades generally is not advocated; however, it is permissible where extreme academic ability has been demonstrated and advancement will not impair a student's social/emotional well-being.

The request to consider grade skipping should be submitted to the Chief Academic Officer from the parent or teacher. The Student Building Level Committee (SBLC) will act upon the following request based on the following criteria:

- The student being considered shall have been previously evaluated and classified as gifted per Bulletin 1508.
- The committee shall utilize course grades, scores from appropriate standardized tests, teacher/parent/student input, attendance history, and any other pertinent information which may help determine appropriate placement.

Following this review, consultations will be held between the Chief Academic Officer, teacher(s), and parents and a final recommendation made and forwarded to the Executive Director for approval. In cases where an agreement cannot be reached, the Executive Director will make the final approval.

Valedictorian And Salutatorian

Beginning with the graduating class of 2021- 2022, senior class rank will be determined by the students' weighted grade point average, including all subjects in which a student earned a Carnegie Unit. Valedictorians and Salutatorians must be members of the Early College Academy.

Covaledictorians will be recognized if these students have earned exactly the same grade point average.

In the event that a co-valedictorian is recognized, there will be a salutatorian also. To be considered for valedictorian and salutatorian, the students must be enrolled in that school for the entire senior year and must have been in attendance in this school system for the last four (4) semesters of high school. This does not prevent other honors being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Students with Significant Cognitive Disabilities

Identified Through Bulletin 1508 For a student participating in LEAP Connect (LAA1), grades must reflect assigned work on either Louisiana Connectors, modified goals and objectives from the general curriculum, and/or IEP academic goals and objectives. Extensive modifications and accommodations are allowed as reflected on the student's IEP.

Students Identified under Section 504

For a student identified under Section 504, grades will reflect assigned work in the general curriculum with accommodations.

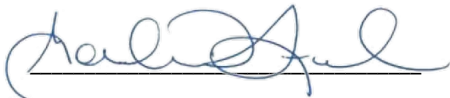
English Learner (EL) Students

An EL student shall not receive any grade lower than a "D" in any subject due to lack of understanding of the English language as long as the student is attending class with the appropriate materials and making a sincere attempt to meet the course requirements. An "F" can only be given after recording evidence on the district template entitled, "Documentation of Failing Grades."

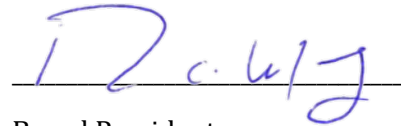
XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that **Lincoln Preparatory School** 2023-2024 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 09/29/2023



Executive Director



Board President

APPENDIX

Individual Literacy and Individual Academic Improvement Plans Under Louisiana Bulletin 1566, Revised 2017; 2021

§700. Promotion and Support Standard for Grades K-3

§701. Promotion and Support Standard for Grades 3-7

§703. Promotion and Support Standard for Grade 8



1453 West Martin Luther King Drive Ave
Grambling, LA 71245
318-242-8788

INTRODUCTION

This document provides the guidance and/or procedures for students in need of an individual literacy and individual academic improvement plans following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE).

The individual literacy and academic improvement plans ensure that struggling students have plans in place to address their academic needs. These procedures specifically address the statutory requirements of the revised Louisiana Bulletin 1566 including §700 support standard for grades K-3, §701 promotion and support standard for grades 3 – 7 and §703 promotion and support standard for grade 8. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of services that may be used by Lincoln Prep and its personnel in addressing the educational needs of its students.

For the purposes of this document, Lincoln Preparatory School (LPS) may encompass policies adopted by LPS and guided forms developed to assist school employees in carrying out their responsibilities under sections 700, 701 and 703 of Louisiana Bulletin 1566.

TABLE OF CONTENTS

Definitions 31

Individual Student Literacy Plan Guidelines 32

Individual Student Literacy Plan 33

Parent Notification Letter Third Grade 36

Parent Notification Letter Fourth Grade 37

Parent Completion Letter..... 38

Individual Academic Improvement Plan Guidelines 39

Individual Academic Improvement Plan 41

Parent/Legal Guardian Agreement Form 46

Parent Notification Letter 47

Midyear Review Form 48

Parent Completion Letter..... 49

DEFINITIONS

ACCEPTABLE LEVEL OF PERFORMANCE – An acceptable level of performance will be attained when students achieve a score of “Basic” or higher in each of the core academic subjects that initially led to the development of the individual academic improvement plans.

ELA – English language arts

INDIVIDUAL ACADEMIC PLAN – A support in place for struggling students providing interventions to address their academic needs.

INDIVIDUAL STUDENT LITERACY PLAN – A support in place for students struggling to read receive research-based literacy interventions.

INTERVENTION - An intervention is a specific program or set of steps to help a student improve in an area of need.

STAKEHOLDERS – A teacher, paraprofessional, administrator, support staff member, parent, legal guardian, or a provider of related services.

SUMMER REMEDIATION – The summer school program (Summer Learning Program) offered by STPPS for the specific purpose of preparing students to meet the acceptable level of performance.

Individual Student Literacy Plan Guidelines

Lincoln Preparatory has developed the following guidelines and procedures relative to the development of individual student literacy plans.

The following actions will be implemented:

Step 1: Identify third grade students that have not met an acceptable level of performance by reviewing appropriate data points about student learning and the results/rosters provided by the Louisiana Department of Education that would enable them to successfully transition to the next grade level.

The following data points may be used for consideration:

- a. Louisiana Department of Education’s (LDE) rosters of 3rd grade students who scored below “Basic” in the core academic subjects: ELA, math, science, and social studies LEAP 2025 results
- b. English Language Proficiency Test (ELPT) if applicable
- c. LEAP Connect if applicable
- d. Reading Assessment (Lexile level, etc.)
- e. DIBELS 8th Beginning-of-the-Year, Middle-of-the-Year, and End-of-the-Year
- f. Curriculum Based Assessments (CBA)
- g. Attendance
- h. Discipline history
- i. Grades
- j. ELA Diagnostic/Mastery Scores
- k. Math Diagnostic/ Mastery Scores
- l. Science Diagnostic/ Mastery Scores
- m. Social Studies Diagnostic/ Mastery Scores
- n. Any other data points (interventions)

Step 2: Analyze data to review student’s academic strengths and weaknesses, discuss other relevant challenges used to determine if the student has or has not met the acceptable level of performance.

The following step must be followed at the end of the school year:

If a third-grade student scores “Below or Well Below Benchmark,” then an individual student literacy plan must be written to be in effect for the third-grade school year. If a fourth-grade student scores “Basic or below on the third-grade Reading LEAP 2025, then an individual student literacy plan must be written.

Step 3: Engage stakeholders and include receiving school staff in a discussion about the available intervention options and specific supports to assist the student in achieving the acceptable level of performance in all core academic areas.

The following steps must be followed:

- a. Schedule an in-person meeting. Participants must include:
 - Student’s parent or legal guardian
 - All teachers of the core academic subjects
 - School Building Level Committee (SBLC) members
 - Specialized support personnel as needed

- b. Formulate an individual student literacy plan establishing focused literacy interventions and support based on the science of reading designed to improve foundational literacy. The following specific student supports may include:
 - a. Daily targeted small-group interventions
 - b. Additional in-school support or after school support
 - c. At-home literacy programs
 - d. Web-based or parent-guided home literacy activities
 - e. Enrollment in the summer learning program
- a. Obtain signatures indicating agreement with the selected interventions and support.
- b. Identify student in the Student Information System (SIS) as needing an individual student literacy plan.
- c. The original student literacy plan should be placed in the student's cumulative folder. A copy of the plan should remain with the ELA content teacher in which the plan was written.

Step 4: Progress monitor the status of the literacy plan.

The following steps must be followed during the school year:

- a. Continue focused literacy interventions and on-grade level instructional support in the content area not yet achieved the appropriate level of performance.
- b. Receive instruction aligned with the Louisiana Student Standards.
- c. Review the progress of the individual student literacy plan in December and again in May.

Step 5: Determine continuation of the individual student literacy plan.

- a. If the student achieves a score of "At or Above Benchmark" and achieves a score of "Basic" in Reading, then the individual student literacy plan is considered complete. The following steps should be followed upon completion:
 - Attach a copy of DIBELS 8th and LEAP 2025 results.
 - Send home a letter notifying of the completion of the individual literacy plan.
 - Place original paperwork in the student's cumulative folder.
- b. If the student does not achieve a score of "At or Above Benchmark" and a score of "Basic" in Reading, then the individual student literacy plan continues.
- c. If the individual student literacy plan continues the following school year, then Steps 3, 4, and 5 will be repeated.

Promotion or retention is not deemed from an individual student literacy plan. Criteria for determination of promotion or retention is listed in the Pupil Progression Plan and will be adhered to in all decisions.

STUDENT INDIVIDUAL LITERACY PLAN

School Year _____

Plan Start Date _____

Student Name _____

Grade Level ____

Teacher Name _____

Data Collection Include data from screeners or assessments by listing the measure and score. Not all spaces may be used.

Literacy Screener	Dibels 8
Measure	Score
Composite	

Class Subjects	Grades
ELA	
Math	
Science	
Social Studies	

Assessment	LEAP2025
Measure	Score
Measure	Score
Measure	Score
Measure	Score

Intervention/Support Action Plan

Include any actions that are in place to address the student’s area(s) of need. This can include small group time, pull-out interventions, after-school tutoring, summer learning opportunities, or additional classroom instruction. Specify what skills are being targeted, how often the action is occurring, and any adjustments that are made after progress monitoring data is reviewed.

Provider/Service	Program/Skills	Frequency	Adjustments (based on Progress Monitoring)

STUDENT INDIVIDUAL LITERACY PLAN

Family Involvement List any communication with the parent/guardian that shares information about the student’s results, intervention plans, and progress monitoring.

Conference Date - Name of Participants	Notes

Progress Monitoring

Regular progress monitoring of a specific measure or skill provides trackable data on student improvement and needs. Progress monitor on one or two measures/skills at a time. Under each date, record the score for that measure/skill.

Measure/Skill	Date:	Date:	Date:	Date:	Date:	Date:

Important Note: Please review the Family Involvement section above for communicating data and action plans with parents/guardians.



INDIVIDUAL LITERACY PLAN

1453 West Martin Luther King Drive Ave
Grambling, LA 71245
318-242-8788

Parent Notification Letter 3rd Grade

Date _____

Dear _____

The Elementary and Secondary Board of Education (BESE) approved an update to Bulletin 1566 which requires any third or fourth grade student scoring below grade-level on the end-of-the-year literacy assessment to receive a minimum of 30 hours of explicit literacy instruction during the summer learning program.

Being a good reader is critical if a student is going to be successful in school. Lincoln Preparatory School administers the literacy screener DIBELS 8th in grades K-3 to identify which students may be at risk for experiencing reading difficulties. The assessment is administered three times a year to track student progress. This assessment informs the teacher's instruction to meet individual student needs and provide additional supports.

The screener results identify your child's score to be below benchmark at this time. Refer to the attached mCLASS Home Connect letter for additional information relating to the specific skills assessed, some strategies for you to help your child at home, and the supports that will be utilized at school to improve the foundational literacy proficiency. For more activities, visit the Home Connect site: <https://www.mclass.amplify.com/homeconnect>.

Reading instruction must be a major focus in grades K-3, as 3rd grade is the year that students transition from learning to read to reading to learn. Reading proficiently by the end of the third grade will establish a strong foundation for all academic learning. Mid-year and end-of-the-year updates will be provided to detail progress in gaining foundational literacy skills.

Working together will ensure development is on target to success. Family involvement and understanding is an important part of this effort. Lincoln Preparatory School is committed to ensuring student growth in order to stay on track towards graduation.

Sincerely,
Chief Academic Officer



INDIVIDUAL LITERACY PLAN

1453 West Martin Luther King Drive Ave
Grambling, LA 71245
318-242-8788

Parent Notification Letter 4th Grade

Date _____

Dear _____

The Elementary and Secondary Board of Education (BESE) approved an update to Bulletin 1566 which requires any third or fourth grade student scoring below grade-level on the end-of-the-year literacy assessment to receive a minimum of 30 hours of explicit literacy instruction during the summer learning program.

Being a good reader is critical if a student is going to be successful in school. Fourth graders who scored Basic or below on their third grade ELA LEAP test results will be administered the literacy screener DIBELS 8th to identify specific supports to improve literacy proficiency throughout the school year.

The screener results identify your child's score to be below benchmark at this time. Refer to the attached mCLASS Home Connect letter for additional information relating to the specific skills assessed, some strategies for you to help your child at home, and the supports that will be utilized at school to improve the foundational literacy proficiency. For more activities, visit the Home Connect site: <https://www.mclass.amplify.com/homeconnect>.

Reading proficiently will establish a strong foundation for all academic learning. Mid-year and end-of-the-year updates will be provided to detail progress in gaining foundational literacy skills.

Working together will ensure development is on target to success. Family involvement and understanding is an important part of this effort. Lincoln Preparatory is committed to ensuring student growth in order to stay on track towards graduation.

Sincerely,
Chief Academic Officer



INDIVIDUAL LITERACY PLAN

1453 West Martin Luther King Drive Ave
Grambling, LA 71245
318-242-8788

Notification of Completion

Date _____

Dear _____

A careful review of your child's school performance for the _____ school year has been conducted. Your child, _____, has successfully met the criteria for completion of his/her literacy plan.

The completion criteria is based on achieving “at benchmark or above benchmark” on DIBELS 8th and achieving a “basic” in Reading on the LEAP 2025. Your child is to be complemented on achieving this positive growth and development. Lincoln Preparatory School is committed to ensuring student growth in order to stay on track towards graduation.

Please contact the Chief Academic Officer at 318-242-8788 if you have any questions or concerns.

Sincerely,

Crystal Washington, Ed D
Chief Academic Officer

Individual Academic Improvement Guidance Plan

Lincoln Preparatory has developed the following guidelines and procedures relative to the development of individual academic improvement plans (IAIP).

The following actions will be implemented:

Step 1: Identify fourth grade students that have not met an acceptable level of performance by reviewing appropriate data points about student learning and the results/rosters provided by the Louisiana Department of Education that would enable them to successfully transition to the next grade level.

- a. Louisiana Department of Education’s (LDE) rosters of 4th grade students who scored below “Basic” in at least two core academic subjects: ELA, math, science, and social studies
- b. LEAP 2025 results
- c. English Language Proficiency Test (ELPT) if applicable
- d. LEAP Connect if applicable
- e. Reading Assessment (Lexile level, etc.)
- f. Curriculum Based Assessments (CBA)
- g. Attendance
- h. Discipline history
- i. Grades
- j. ELA Diagnostic/Mastery Scores
- k. Math Diagnostic/ Mastery Scores
- l. Science Diagnostic/ Mastery Scores
- m. Social Studies Diagnostic/ Mastery Scores
- n. Any other data points (interventions)

Step 2: Analyze data to review student’s academic strengths and weaknesses, discuss other relevant challenges used to determine if the student has or has not met the acceptable level of performance. The following step must be followed at the end of the school year:

If a fourth-grade student scores below “Basic” in at least two core academic subjects, including ELA, math, science, and social studies, then an individual academic improvement plan must be written to be in effect for the fifth-grade school year.

Step 3: Engage stakeholders and include receiving school staff in a discussion about the available intervention options and specific supports to assist the student in achieving the acceptable level of performance in all core academic areas.

The following steps must be followed:

- a. Schedule an in-person meeting. Participants must include:
 - Student’s parent or legal guardian
 - All teachers of the core academic subjects
 - School Building Level Committee (SBLC) members
 - Specialized support personnel as needed

- b. Formulate an individual academic improvement plan establishing at least two high quality interventions for each core academic area to be provided during the school year and/or during the summer. The following interventions will be offered:
 - Enrollment in a summer school program
 - Additional in-school support or after school support
 - Access to high quality curriculum aligned to Louisiana State Standards
 - Placement in classroom of a highly effective teacher
- c. Obtain signatures indicating agreement with the selected interventions and support.
- d. Identify student in the Student Information System (SIS) as needing an individual student literacy plan.
- e. A copy of the individual academic improvement plan and parent/legal guardian agreement signature form should be placed in the student's cumulative folder. The original plan and agreement form should remain with the content teacher(s) in which the plan was written.

Step 4: Progress monitor the status of the individual academic improvement plan.

The following steps must be followed during the school year:

- a. Continue focused, on-grade level instructional support in the content area not yet achieved the appropriate level of performance
- b. Receive instruction aligned with the Louisiana Student Standards
- c. Review the progress of the individual academic improvement plan at least once before the next administration of the LEAP assessment

Step 5: Determine continuation of the individual academic improvement plan.

- a. If the student achieves a score of "Basic" in each of the core academic subjects, then the individual academic improvement plan is considered complete. The following steps should be followed upon completion:
 - Attach a copy of the LEAP 2025 results for the content area demonstrating the "Basic" score for which the individual academic improvement plan was written.
 - Send home a letter notifying of the completion of the individual academic plan.
 - Place original paperwork in the student's cumulative folder.
- b. If the student does not achieve a score of "Basic" in the same core academic subjects that led to the development of the plan, then the individual academic improvement plan continues.
- c. If the individual academic improvement plan continues the following school year, then Steps 3, 4, and 5 will be repeated.

Promotion or retention is not deemed from an individual academic improvement plan. Criteria for determination of promotion or retention is listed in the Pupil Progression Plan and will be adhered to in all decisions.



Individual Academic Improvement Plan

Please attach the Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form to this plan.

Complete the template for each subject area identified as below "Basic."

Student name and grade:	
Subject area of need:	
Beginning level of proficiency/Target level of proficiency:	
<i>Check the boxes below for each selected intervention and populate requested information:</i>	
<input type="checkbox"/> High-quality curriculum	Curriculum:
<input type="checkbox"/> Highly-effective teacher	Teacher name:
<input type="checkbox"/> Additional in-school support	Teacher name(s): Define supports: Progress monitoring plan:
<input type="checkbox"/> Summer program	Teacher name: Summer program curriculum: Progress monitoring plan:

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Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form 5th Grade

_____ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, _____ has the right to at least two or more of the following interventions:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of _____ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the Family Support Toolbox Library and/or provided by student's school.

Lincoln Preparatory School Promotion Policy per Pupil Progression Plan:

FIFTH GRADE PROMOTION REQUIREMENTS:

To be promoted at the end of 5th grade, a student shall pass the following:

English Language Arts and Math

and

One of these subjects: Science or Social Studies

- Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.
- Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments.

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Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form 6th Grade

_____ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, _____ has the right to at least two or more of the following interventions:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of _____ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the Family Support Toolbox Library and/or provided by student's school.

Lincoln Preparatory School Promotion Policy per Pupil Progression Plan:

SIXTH GRADE PROMOTION REQUIREMENTS:

To be promoted at the end of 6th grade, a student shall pass the following:

English Language Arts and Math

and

One of these subjects: Science or Social Studies

- Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.
- Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments

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Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form 7TH grade

_____ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, _____ has the right to at least two or more of the following interventions:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of _____ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the Family Support Toolbox Library and/or provided by student's school.

Lincoln Preparatory School Promotion Policy per Pupil Progression Plan:

SEVENTH GRADE PROMOTION REQUIREMENTS:

To be promoted at the end of 7th grade, a student shall pass the following:

English Language Arts and Math

and

One of these subjects: Science or Social Studies

- Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.
- Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments

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Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form 8TH grade

_____ shall be placed on an individual academic improvement plan in partnership with LEA/Parish and teacher because they did not attain basic proficiency in at least two core subject areas.

In accordance with the requirements of Bulletin 1566 §701 and §703, _____ has the right to at least two or more of the following interventions:

- **High-quality curriculum:** Student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.
- **Highly-effective teacher:** Student is placed in the classroom of a teacher rated "Highly Effective" overall or "Highly Effective" on value-added model or has proven success with teaching students who struggle academically in the past.
- **Additional in-school support:** Student is provided with additional learning minutes. These minutes should come from available time during the school day or during after-school support time.
- **Summer program:** Student is enrolled in a summer program. In that summer program, the student is taught with high-quality curriculum that is aligned to Louisiana State Standards and includes built-in instructional supports.

Further, the parent/legal guardian of _____ understands:

Parent Initials	Parent/ Legal Guardian understands that...
	Student is entitled to participation in an individual academic improvement plan that is co-developed between parent/legal guardian and teacher.
	Parent/legal guardian is entitled to information in home language detailing intervention supports available to student prior to selection of interventions.
	Parent/legal guardian may select and agree to at least two interventions to be provided, at no cost, by the school system.
	Parent/legal guardian can take action at home to support student progress by doing accessing resources available in the Family Support Toolbox Library and/or provided by student's school.

Lincoln Preparatory School Promotion Policy per Pupil Progression Plan:

EIGHTH GRADE PROMOTION REQUIREMENTS:

To be promoted at the end of 8th grade, a student shall pass the following:

At least the "Basic" achievement level in either English language arts or mathematics
and "Approaching Basic" in the other subject

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Students shall have participated in the state mandated assessments, if enrolled at the time of the assessments

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Individual Academic Improvement Plan Parent/Legal Guardian Agreement Form

LEA Name:	Date:
Student Name:	Grade:
Parent/Legal Guardian Name:	School/Parish Name:

Select at least two or more options from the intervention list below:

- High-quality curriculum**
- Highly-effective teacher**
- Additional in-school support**
- Summer program**

I am a parent or legal guardian of the student referenced above and I understand my rights as it relates to promotion and retention; and I have selected and agreed to course of action for my student.

Print Parent/Legal Guardian Name:

Parent/Legal Guardian Signature:	Date:
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School Administrator Signature:	Date:
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**Individual Academic Improvement Plan
Notification Letter**

Date: _____

Dear _____

A careful review of your child's school performance on the LEAP 2025 for the ____ school year has been conducted. Your child, _____, has not met the acceptable performance level as defined by the Louisiana Department of Education (LDE).

LEAP 2025 – ACCEPTABLE LEVEL OF PERFORMANCE

Student must score at least Basic in three of the following core academic subjects: ELA, math, science, and social studies.

You will find information outlining your child's LEAP 2025 scores attached to this letter. (if available) Promotion or retention is not deemed from the scores on LEAP 2025, but as noted on the final report card and meeting attendance requirements.

You will be contacted by the school in order to assist in developing an Individual Academic Improvement Plan (IAIP) to address your child's academic needs. This plan will identify at least two high quality interventions for each core academic area in which the score was below *Basic* to be progress monitored throughout the school year. Lincoln Preparatory School is committed to ensuring student growth in order to stay on track towards graduation.

Please contact the Chief Academic Officer at 318-242-8788 if you have any questions or concerns.

Sincerely,

Crystal Washington, Ed D
Chief Academic Officer

LINCOLN PREP

Individual Academic Improvement Plan MIDYEAR REVIEW

Student Name:	Grade:
Subject area(s) of need:	
<input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress:	
<input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	
Subject area(s) of need:	
<input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress:	
<input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	
Subject area(s) of need:	
<input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress:	
<input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	
Subject area(s) of need:	
<input type="checkbox"/> ELA <input type="checkbox"/> MATH <input type="checkbox"/> SCIENCE <input type="checkbox"/> SOCIAL STUDIES	
Student Progress:	
<input type="checkbox"/> Making Adequate Progress <input type="checkbox"/> Making Minimal Progress <input type="checkbox"/> Not Progressing	

Signatures of Review Team:

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____

Name: _____ Title: _____ Date: _____



INDIVIDUAL ACADEMIC IMPROVEMENT PLAN
1453 West Martin Luther King Drive Ave
Grambling, LA 71245
318-242-8788

Date: _____

Dear: _____

Notification of Completion

A careful review of your child's school performance for the _____ school year has been conducted. Your child, _____, has successfully met the criteria for completion of his/her academic improvement plan in the _____ (ELA, math, science, or social studies) content area. The completion criteria is based on achieving a "Basic" or higher on the LEAP 2025 in the content area previously listed. Your child is to be complemented on achieving this positive growth and development. Lincoln Preparatory School is committed to ensuring student growth in order to stay on track towards graduation.

Please contact the Chief Academic Officer at 318-242-8788 if you have any questions or concerns.

Sincerely,

Crystal Washington, Ed D
Chief Academic Officer