

St. Martin Parish School System



Title I Schoolwide Plan

School Name: St. Martinville Primary School

Grade Level: 2-5

Address: 716 N. Main Street

Principal's Name: School Phone Number: Lisa Sylvester

Principal's Email Address: lisa_sylvester@saintmartinschools.org

2020 - 2021

St. Martin Parish School System- Title I Schoolwide Plan

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District Assurance

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

(Component 3): High Quality and On-going Professional Development

(Component 4): Strategies to Increase Parent and Family Engagement

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

(Component 8): Coordination and Integration of Federal, State, and Local Services and Programs

(Component 9): Teacher Recruitment and Retention

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

Principal		Date
Executive Director		Date

Faculty and Staff Review

Date	Name	Position	Signature
	Lisa Sylvester	Principial	
	Amy Guillory	Assistant Principal	

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	Nicole Theyard	Curriculum Coordinator	
	Jacoby Lewis	Behavior Interventionalist	
	Jill Usie	STEM/Robotic Teacher	
	Ramandani Bourdia	French Teacher	
	Gabe Fuselier	Physical Education Coach	
	Brandie Bourque	2nd Grade Teacher	
	Lacie Broussard	2nd Grade Teacher	
	Carmen Gobert	2nd Grade Teacher	
	Nicole Thomas	2nd Grade Teacher	
	Shelly Durand	2nd Grade Teacher	
	Anyia Chretien	3rd Grade Teacher	
	Mary Jones	3rd Grade Teacher	
	Ange Latiolais	3rd Grade Teacher	
	Ashley Lafleur	3rd Grade Teacher	
	Ashley Bertrand	4th Grade Teacher	
	Latosha Charles	4th Grade Teacher	
	Rochel Cormier	4th Grade Teacher	
	Tiffany James	4th Grade Teacher	
	Kylie Price	4th Grade Teacher	

Faculty and Staff Review

Date	Name	Position	Signature
	Nichole Airhart	5th Grade Teacher	
	Cheria Theriot	5th Grade Teacher	
	Stephanie Derouen	5th Grade Teacher	
	Allie Dore	5th Grade Teacher	
	Dana Gautreaux	5th Grade Teacher	
	Ruth Martin	Speech	
	Maria Patin	SPED Teacher	
	David Pitts	SPED Teacher	
	Vanessa Savoy	SPED Teacher	

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	Jacarrie Taylor	SPED Teacher	
	Pamela Celestine	Title 1 Tutor	
	Vicki Champagne	LPN-SPED	
	Tina Frederick	SPED Aide	
	Denise Johnson	SPED Aide	
	Rachel Thomas	SPED Aide	
	Michelle Latiolais	EIS Facilitator	
	Shirley Kately	Custodian	
	Patrick Marks	Custodian	
	Roann Sam	Custodian	
	Lynette George	Cafeteria	
	Billie Sam	Cafeteria	

Faculty and Staff Review

Date	Name	Position	Signature
	Sharlene Francis	Cafeteria	
	Trudy James	Cafeteria	
	Sandra Simon	Cafeteria	
	Frances Toucheck	Cafeteria	
	Barbara Williams	Cafeteria	
	Stephanie Alexander	Bus Driver	
	Mike Bourda	Bus Driver	
	Gerald Castille	Bus Driver	
	Melinda Latiolais	Bus Driver	
	Ashley Thibodeaux	Bus Driver	
	Nicole Thibodeaux	Bus Driver	
	Phillip Williams	Bus Driver	
	Yvonne Harriossn	Bus Aide	

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St. Martin Parish School System Vision and Mission Statements

Vision: To improve education through sound educational practices that enhance teaching and learning and to provide educational opportunities for all stakeholders in an effort to make the St. Martin Parish School District second to none in the region, state, and nation.

Mission: The St. Martin Parish School District will provide quality educational experiences while utilizing a TEAM approach with all stakeholders focused on SUCCESS.

School Vision and Mission Statements

Vision: By teaching to and from the mind, heart, body, and spirit, St. Martinville Primary is a school where every student is empowered and encouraged to develop those gifts through relationships that demonstrate/develop growth and leadership.

Mission: At St. Martinville Primary School, students are empowered and encouraged to build trusting relationships to foster academic growth and leadership.

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Data Portfolio - Title I Schoolwide Programs: *Component 1*

Comprehensive Needs Assessment Data

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

Stakeholder	Data Types			
	<i>Cognitive</i>	<i>Attitudinal</i>	<i>Behavioral</i>	<i>Archival</i>
<i>Administrators</i>		<ul style="list-style-type: none"> ● <i>Administrator Evaluation</i> 	<ul style="list-style-type: none"> ● <i>Attendance Rate</i> 	<ul style="list-style-type: none"> ● <i>Demographic Data</i>
<i>Teachers</i>		<ul style="list-style-type: none"> ● <i>Teacher Focus Group</i> ● <i>Teacher Survey</i> ● <i>Climate and Culture Survey</i> 	<ul style="list-style-type: none"> ● <i>Classroom Observations</i> ● <i>Walkthroughs</i> ● <i>Attendance Rate</i> 	<ul style="list-style-type: none"> ● <i>Demographic Data</i>
<i>Students</i>	<ul style="list-style-type: none"> ● <i>LEAP 2025</i> ● <i>iReady</i> ● <i>LEAP 360</i> ● <i>End-of-Course (EOC)</i> ● <i>ACT</i> ● <i>DIBELS</i> ● <i>DRA</i> ● <i>District Benchmark</i> 	<ul style="list-style-type: none"> ● <i>Student Survey</i> ● <i>Student Focus Group</i> 	<ul style="list-style-type: none"> ● <i>Classroom Observations</i> ● <i>Walkthroughs</i> ● <i>Discipline Rates</i> ● <i>Attendance Rates</i> 	<ul style="list-style-type: none"> ● <i>School Report Card</i> ● <i>Demographic Data</i> ● <i>Subgroup Component Data</i>

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	<i>Assessments</i> <ul style="list-style-type: none"> ● STAR ● SRI ● Etc. 			
<i>Parents</i>		<ul style="list-style-type: none"> ● Parent Survey ● Parent Focus Group 	<ul style="list-style-type: none"> ● Attendance Rates (school participation) 	<ul style="list-style-type: none"> ● Demographic Data

ESSA Schoolwide Plan Requirement 1: Conduct a Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessments for SY 2020-2021 Title I Schoolwide Planning

- Strengths and Weaknesses are derived from cognitive student data: the “**what.**” Strengths and Weaknesses determine areas of focus – lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why.**” Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).

A schoolwide program shall include a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in Public Law 107-110 - Section 1111(b)(1). The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Current second grade students showed an increase in Math on their 1st grade winter benchmark with a 11% increase of students in Tier 3 moved to Tier 1 or Tier 2 compared to the fall benchmark assessment.	iREADY 2019 (Fall and Winter Benchmarks) - Current 2nd Graders
2.	Current third grade students showed an increase in iREADY Math Number and Operations from 78% of students below grade level in the fall benchmark to 50 % of students below benchmark in the winter benchmark. (20% decrease)	iREADY 2019 (Fall and Winter Benchmarks)- Current 3rd Graders
3.	Current fourth grade students showed an increase in Math on their 2nd grade winter benchmark with a 27% increase of students in Tier 3 moved to Tier 1 or Tier 2 compared to the fall benchmark assessment.	iREADY 2019 (Fall and Winter Benchmarks) - Current 4th Graders
4.	Current fifth grade students were 78% proficient in Math on LEAP 2018.	LEAP 2018- Current 5th Graders

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Part IIa: Contributing Factors to Strengths based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified strengths:

Contributing Factor: Administrative team and teachers collaborate to analyze data to drive instruction.	
Domain: 500 Sub domain: 550	
Instrument(s): IREADY Diagnostic Fall and Winter Results- 19-20, Discipline Report and Classroom Walkthroughs	
Data Type: 1. Cognitive 2. Archival 3. Behavioral	Findings (Due to COVID-19, data received from August 2019-March 2020) 1. Students showed a 27% growth on IReady Math from August 2019- March 2020. (Current 4th graders) 2. During weekly collaborative professional development communities, teachers collaborate and share best practices implemented school-wide within all classrooms. 3. The Instructional Leadership Team observed a strength in Questioning during lesson delivery. (3 out of 3 teachers) (Current 5th graders)

Contributing Factor: Teachers Implementing district/state mandated standards with fidelity in Math.	
Domain: Sub domain:	
Instrument(s): 2018-2019 LEAP 2025 Data, Student Survey, Classroom Observations, Teacher Survey	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Finding 1. According to 2018-2019 LEAP 2025, 2. 96% of teachers state that teachers are held to high professional standards for delivering instruction. 3. Classroom Observations revealed that 95% of classroom Math teachers are

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	implementing the district/state mandated standards with fidelity across the grade levels.
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Contributing Factor: Environment is nurturing and conducive to learning.	
Domain: 200B Sub domain: 260	
Instrument(s): Parent survey, Classroom Walk-throughs, Administrative survey	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral	Findings 1. Administrator stated that the climate at the school is positive. 2. 90% of parents surveyed feel that the school is comfortable and supports learning. 3. Resources and materials supported the learning goals in 100% of the walkthroughs.

***Must list at least three findings to justify a Contributing Factor** (example shows two).

WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	According to the winter 2020 iREADY benchmark, 64 % of current second graders were below level on Phonics.	iREADY 2019 (Fall and Winter Benchmarks) - Current 2nd Graders
2.	According to the winter 2020 iREADY benchmark, 61 % of current third graders were below level on Vocabulary.	iREADY 2019 (Fall and Winter Benchmarks) - Current 3rd Graders
3.	According to the winter 2020 iREADY benchmark, 69 % of current fourth graders were below level on Vocabulary.	iREADY 2019 (Fall and Winter Benchmarks) - Current 4th Graders
4.	Students in third grade were 46% proficient in Social Studies on LEAP 2018. 67% of	LEAP 2018- Current 5th Graders

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	current 5th graders scored below Mastery level in Informational Text on LEAP 2018.	
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Part IIb: Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Contributing: Lack of high quality, job-embedded professional development.	
Domain: Sub domain:	
Instrument(s): LEAP 2018, Teacher Survey, Parent Survey, 3rd Grade Classroom Observations	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings 1. LEAP test results indicate 64% of current 5th graders were not proficient on the Social Studies test. 2. 60 % of teachers surveyed feel that additional Professional Development is needed in Social Studies. 3. 90% of classroom observations took place in Reading and Math. More observations/classroom walkthroughs need to take place during Social Studies.
Contributing Factor: Lack of differentiated instruction.	
Domain: Sub domain:	

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<p>Instrument(s): LEAP 2018, iREADY fall and winter benchmark 2019, Teacher Survey , Classroom Observations</p>	
<p>Data Type: 1. Cognitive 2. Behavioral 3. Behavioral</p>	<p>Findings 1. SPED Student Performance: 100% of our current 5th graders performed below Mastery level on LEAP 2025 ELA Assessment. 2. 50% of classroom observations state that teachers and special education teachers collaborate consistently in designing and/or excuting excellent lessons for students with special needs. 3. Walk through data reveals 40% of teachers were differentiating instruction and using individualized strategies.</p>

<p>Contributing Factor: Lack of instruction on vocaulary strategies and answering consructed response questions.</p>	
<p>Domain: Sub domain:</p>	
<p>Instrument(s): LEAP 2018, iREADY fall and winter benchmark 2019, Teacher Survey, Classroom Observations</p>	
<p>Data Type: 1. Cognitive 2. Behavioral 3. Behavioral</p>	<p>Findings 1. 18% of current 5th graders were proficient (Advanced/Mastery) in written expression on LEAP 2018. 2. Walkthrough data reveals that 55% of teachers incorporate strategies for understanding informational text in their daily lessons throughout content areas. 3. Walk through data reveals 50% of teachers construction response questions in</p>

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	their daily lessons throughout content areas.
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***Must list at least three findings to justify a Contributing Factor.**

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Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8

ESSA Schoolwide Plan Requirements 2 and 3

Core Academics: <i>ELA, Math, Science, Social Studies</i>					
<p>Weaknesses:</p>	<p>Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <u>List weaknesses for each Core Academic area and the subgroups.</u></p> <p>1.Students in third grade were 33% proficient in ELA Informational Text on LEAP 2018. - Current 5th Graders 2.Students in third grade were 46% proficient in Social Studies on LEAP 2018.- Current 5th Graders. 3. 0% of SPED students in third grade were proficient in ELA on LEAP 2018. Current 5th Graders</p>				
<p>Objectives:</p>	<p>An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <u>Identify objectives for each Core Academic area and the subgroups.</u></p> <p>1. Students in the fifth grade will increase ELA Informational Text SCORE from 33% proficient to 43% proficient on 2020 LEAP Assessment. 2. Students in the fifth grade will increase Social Studies LEAP score from 46% proficient to 56% proficient on 2020 LEAP Assessment. 3. SPED Students in the fifth grade will increase percent of Mastery and Advanced in ELA from 0% proficient to 10% proficient on 2020 LEAP Assessment.</p>				
<p>Evidence-Based Strategies:</p>	<p><input checked="" type="checkbox"/> Data-Driven Decision Making</p>	<p><input type="checkbox"/> Response to Intervention</p>	<p><input type="checkbox"/> Job-Embedded PD</p>	<p><input type="checkbox"/> Technology Integration</p>	<p><input type="checkbox"/> Other :</p>

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CORE ACADEMICS - ELA	Tier 1 Resources:	DELETE INFO THAT DOES NOT APPLY 2: ARC Core Reading/IRLA 3-8: Louisiana Guidebooks				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)			Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: SMP will continue to effectively implement the Louisiana State Standards for ELA by utilizing the Guidebook curriculum with a focus examining textual resources and text complexity to build students’ ability to read and understand grade-level complex texts and express an understanding clearly through writing and speaking.</p> <ul style="list-style-type: none"> ● ELA teachers will implement district Guidebook scope and sequence onsite and virtually. ● ELA teachers will embed the Writing Revolution within the Guidebook 			Administrative Team, teachers and paraprofessionals	August 2020- May 2020	Title 1 School-Wide Materials and Supplies- \$21,176.00 iREADY License- \$10,000.00 Salary/Benefits- Teacher- \$43,805.00 Tutors- 28,800.00 FT Aide- \$20,527.00	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> ● Guidebook curriculum ● The Writing Revolution ● iREADY Intervention (Title 1 Tutors) Sign in sheets, agenda and exit tickets for teachers

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<p>lessons onsite and virtually.</p> <ul style="list-style-type: none"> ● Using weekly common assessments (through Oncourse), LEAP 360 and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually. ● Students who are at-risk that are identified as Tier 2 and Tier 3 for RTI will utilize iREADY. iREADY is a prescriptive intervention program that offers pathways to growth with precise instruction. 						
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis</p>						

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<p>behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): IReady 2nd: DIBELS, K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark 3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</p>						
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: SMP will continue to effectively implement the Louisiana Student Standard Companion Documents for Math that equates mathematical concepts to stories, with an aim of developing conceptual understanding.</p> <ul style="list-style-type: none"> ● Math teachers will implement 		Administrative Team, teachers and paraprofessionals	August 2020-May 2020	Title 1 School-Wide Materials and Supplies- \$21,176.00 iREADY License- \$10,000.00	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> ● Eureka ● curriculum ● iREADY Intervention (Title 1 Tutors)

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<p>Eureka Math scope and sequence onsite and virtually.</p> <ul style="list-style-type: none"> ● Math teachers will embed the constructed response questions within the Eureka Math lessons onsite and virtually. ● Using weekly common assessments (through Oncourse), LEAP 360 and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually. ● Students who are at-risk that are identified as Tier 2 and Tier 3 for RTI will utilize iREADY. iREADY is a prescriptive intervention program that offers pathways to growth with precise instruction. 				<p>Salary/Benefits Teacher- \$43,805.00</p> <p>Tutors- 28,800.00 FT Aide- \$20,527.00-*9</p>	<p>Sign in sheets, agenda and exit tickets for teachers</p>
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and</p>					

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frequency): 2nd: K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark 3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark					
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CORE ACADEMICS – Science	Tier 1 Resources: 3 rd -5 th - Great Minds PhD Science				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: Instruction: SMP will continue to effectively implement the Louisiana state standards for Science and PHD Implementation Guide for Science that explores core science concepts to help students make sense of the world around them</p> <ul style="list-style-type: none"> ● Science teachers will implement Science scope and sequence onsite and virtually. ● Science teachers will embed the constructed response questions within their Science lessons onsite and virtually. ● Using weekly common assessments (through Oncourse), LEAP 360 and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually. 		Administrative Team, teachers and paraprofessionals	August 2020-May 2020	Title 1 School-Wide Materials and Supplies- \$21,176.00 Salary/Benefits Teacher- \$43,805.00	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> ● PHD Science curriculum Sign in sheets, agenda and exit tickets for teachers

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<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): K-2nd: Oncourse Assessment and District Benchmark 3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</p>					

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<p>CORE ACADEMICS – Social Studies</p>	<p>Tier 1 Resources:</p>	<p>DELETE INFO THAT DOES NOT APPLY 2: Louisiana State Standards 3-8: Louisiana State Standards</p>			
<p>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</p>		<p>Persons Responsible</p>	<p>Target Date(s)/Timeline</p>	<p>Funding Source(s) and Cost</p>	<p>Documentation</p>
<p>Instruction: SMP will continue to effectively implement the Louisiana State Standards for Social Studies by utilizing the Louisiana State Standards with a focus on examining authentic sources to build knowledge of the social studies content, exploring meaningful questions about sources and content to build understanding, and developing and expressing claims that demonstrate their understanding of the content.</p> <ul style="list-style-type: none"> ● Social Studies teachers will implement Louisiana Standard scope and sequence onsite and virtually. ● Social Studies teachers will embed writing within their social studies curriculum onsite and virtually. ● Using weekly common assessments (through Oncourse), LEAP 360 and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment 		<p>Administrative Team, teachers and paraprofessionals</p>	<p>August 2020-May 2020</p>	<p>Title 1 School-Wide Materials and Supplies- \$21,176.00</p> <p>Salary/Benefits Teacher- \$43,805.00</p>	<p>Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following:</p> <ul style="list-style-type: none"> ● PHD Science curriculum <p>Sign in sheets, agenda and exit tickets for teachers</p>

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opportunities onsite and virtually.					
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): K-2nd: Oncourse Assessment and District Benchmark 3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</p>					

CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Professional Development:</p> <ul style="list-style-type: none"> Teachers will participate in high quality Tier 1 professional development sessions which will be provided by district and non-district webinars and conferences on utilizing research-based instructional strategies. 	Administrative Team, teachers and paraprofessionals	August 2020-May 2020	Title 1 School-Wide Materials and Supplies- \$21,176.00 iREADY License-	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> Guidebook curriculum

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<p>ELA</p> <ul style="list-style-type: none"> ○ 2nd: ARC Core, NIET, Great Minds PhD Science ○ 3rd-5th: Teaching Lab, ELA , Math and Science Content Leaders <p>Math</p> <ul style="list-style-type: none"> ○ Great Minds and Math Content Leader 			<p>\$10,000.00</p> <p>Salary/Benefits-</p> <p>Teacher- \$43,805.00</p> <p>Tutors- 28,800.00</p> <p>FT Aide- \$20,527.00</p>	<ul style="list-style-type: none"> ● The Writing Revolution ● iREADY Intervention (Title 1 Tutors) <p>Sign in sheets, agendaand exit tickets for teachers</p>
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CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Parental and Family Engagement:</p> <ul style="list-style-type: none"> ● Teachers will work to ensure that parents have necessary knowledge and skills to be proactive advocates for their children. ● Teachers will provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal. ● Teachers will provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families. <ol style="list-style-type: none"> 1. September 2020- Virtual Meet and Greet - sent to parents on Remind and Facebook page. 2. September 2020- Open House/PTO Meeting (virtually) 3. September 2020- Review of School Improvement Plan with parents (virtually) 4. September 2020-Each month one grade level will be advised to give a presentation virtually to parents. 5. November 2020- Virtual ELA/Social Family Night 6. January 2021-Virtual Math/Science Family Night 7. Provide communication through JCall, school marquee, newsletters, website and SMP Facebook page. 	<p>Administrative Team, teachers and paraprofessionals</p>	<p>August 2020-May 2020</p>	<p>Title 1 School-Wide Materials and Supplies- \$21,176.00</p> <p>Salary/Benefits- Teacher- \$43,805.00</p>	<p>Sign in sheets, agenda and exit tickets for teachers</p>

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Instruction by Certified Teachers – Certified Teacher Recruitment

(Title I Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.				
School Objective(s):	To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.				
Action Steps		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<ul style="list-style-type: none"> ● (CIR & UIR Academics) Schools will partner, as appropriate, with University of Louisiana at Lafayette and TEACH America in order to meet the school’s workforce needs. ● (CIR & UIR Academics) Mentor Teachers will ... to undergraduate residents and Post-Bac candidates. 					

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Transition to Next Level School Programs

(Title I Schoolwide Component 7)

- Choose Appropriate Level Primary to Elementary School
 Elementary School to Middle School
 Middle School to High School

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation

ESSA - Schoolwide Plan Requirements

ESSA requires three actions that are essential for effective implementation of a schoolwide program:

Schoolwide Program Requirements

1. Conduct a **comprehensive needs assessment**
2. Prepare a comprehensive **schoolwide plan**
3. Annually **evaluate** the schoolwide plan

Steps to Developing a Comprehensive Schoolwide Program Plan

1. **Collaboration:** Develop with the involvement of parents, community and school personnel
2. **Monitoring and Revising:** SW plan will remain in effect for duration of school's Title I participation
3. **Accessibility:** Make SW Plan available to LEA, parents and public in an understandable format and (as practicable) in a language parents understand
4. **Coordination:** Develop in coordination and integration with other Federal, State, and local services including ESSA programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education programs, career and technical education programs. The plan must also incorporate any Comprehensive or Targeted Support & Improvement activities required.
5. **Comprehensive Needs Assessment:** CNA must be based on academic achievement information about all students in the school, particularly the needs of those children failing/at-risk of failing to meet challenging state academic standards. The intent of this assessment is to help the school understand the subjects and skills for which teaching and learning need to be improved.