

St. Martin Parish School System



Title I Schoolwide Plan

Breaux Bridge Elementary

Grade Level: 3-5

915 St. Charles Street. Breaux Bridge, LA 70517

Principal: Andria Navarre

School Phone Number: (337) 909-3100

Principal's Email Address: andria_navarre@saintmartinschools.org

2020 - 2021

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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

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Executive Director _____

Date _____

Faculty and Staff Review

Date	Name	Position	Signature
Aug 2020	Andria Navarre	Principal	
Aug 2020	Shalita Manuel	Assistant Principal	
Aug 2020	vacant	Master Teacher	
Aug 2020	Deidra Zachary	Behavioral Interventionist	
Aug 2020	Lorena Alderson	Academic Interventionist	
Aug 2020	Marva Swain	Teacher	
Aug 2020	Misty Castille	Teacher	
Aug 2020	Jill Mayes	Teacher	
Aug 2020	Tina Prejean	Teacher	
Aug 2020	Chelsie Nero	Teacher	
Aug 2020	Monica Arnaud	Teacher	
Aug 2020	Sheryl Babineaux	Teacher	
Aug 2020	Kawanza Cretian	Teacher	
Aug 2020	Kara Harrington	Teacher	
Aug 2020	Kaitlyn Guidry	Teacher	
Aug 2020	Dalayne Veillon	Teacher	
Aug 2020	Kristen Duos	Teacher	
Aug 2020	Gina Andrus	Teacher	
Aug 2020	Joshua Trahan	Teacher	
Aug 2020	vacant	Teacher	
Aug 2020	Simeko St. Julien	Teacher	

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Aug 2020	Mandy Kelley	Teacher	
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Faculty and Staff Review

Date	Name	Position	Signature
Aug 2020	Dusty Harrison	PE Coach/Mentor Teacher	
Aug 2020	Corrina Narcisse	Librarian	
Aug 2020	Erica Provost	RTI Coach	
Aug 2020	Veronica Williams	RTI Tutor Coach	
Aug 2020	Laura Culpepper	RTI Tutor Coach	
Aug 2020	Valerie Theriez	French Teacher	
Aug 2020	Althea Dalcourt	Executive Secretary/Bookkeeper	
Aug 2020	Kennedy Rees	Secretary	
Aug 2020	Ashley Culpepper	SPED Resource	
Aug 2020	Sheila Germany	SPED Resource	
Aug 2020	Lisa Martin	Pupil Appraisal	
Aug 2020	Megan Roberts	Speech	
Aug 2020	Olivia Wray	SPED Self Contained	
Aug 2020	Coni Thibodeaux	APE Teacher	
Aug 2020	Denise Andrus	LPN	
Aug 2020	Amanda Bourgeois	LPN-PT	
Aug 2020	Brenda Castille	SPED Aide	
Aug 2020	Mahogany Calais	Computer Lab Proctor	
Aug 2020	Leslie Wiltz	Resource Paraprofessional	
Aug 2020	Brittany Barras	SPED Paraprofessional	
Aug 2020	Delores Calais	Cafeteria	
Aug 2020	Contessa Davis	Cafeteria	

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	Lawana Mitchell	Cafeteria	
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Faculty and Staff Review

Date	Name	Position	Signature
	Mary Perrodin	Cafeteria	
	Kristy Pete	Cafeteria Manager	
	Stella Alexander	Environmental Services	
	David Calais	Environmental Services	
	Clifton Matthews	Environmental Services	
	Jonathan Frishberg	Homebound	
	Al Fuselier	Homebound	
	Veronica Honor	Homebound	
	Malcolm Calais	Homebound	
	Carol Warfield	Homebound	

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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: Breaux Bridge Elementary School enacts high expectations for student achievement through the equity of providing stakeholders with greater access to key resources to ensure all students are equally provided rigorous and engaging learning opportunities.

Mission: Breaux Bridge Elementary School faculty and staff ensures rigorous and engaging learning opportunities, while creating environments that prioritize effective teaching and learning to accelerate achievement for all students.

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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			
	Cognitive	Attitudinal	Behavioral	Archival
Administrators		<ul style="list-style-type: none"> Administrator Evaluation 	<ul style="list-style-type: none"> Attendance Rate 	<ul style="list-style-type: none"> Demographic Data
Teachers		<ul style="list-style-type: none"> Teacher Focus Group Teacher Survey Climate and Culture Survey 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Attendance Rate 	<ul style="list-style-type: none"> Demographic Data

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<p align="center"><i>Students</i></p>	<ul style="list-style-type: none"> ● <i>LEAP 2025</i> ● <i>iReady</i> ● <i>LEAP 360</i> ● <i>District Benchmark Assessments</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>
<p align="center"><i>Parents</i></p>		<ul style="list-style-type: none"> ● <i>Parent Survey</i> ● <i>Parent Focus Group</i> 	<ul style="list-style-type: none"> ● <i>Attendance Rates (school participation)</i> 	<ul style="list-style-type: none"> ● <i>Demographic Data</i>

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 5th grade students showed a relative increase in Literal Text (22% gain) to Informational Text (10% gain) on the 2018 LEAP.	LEAP 2025 (2018) Data- Current 5th graders
2.	<p>Current 4th and 5th grade students showed relative comparisons in Reading domains- Phonological Awareness and High Frequency Words on the iReady beginning of the year (BOY) diagnostic assessment and the mid year diagnostic assessment.</p> <p>The average of the two domains per grade are as follows:</p> <ul style="list-style-type: none"> • Current 4th grade students scored 100% on diagnostic 1 and scored 100% on diagnostic 2 for the Phonological Awareness domain; 4th grade students scored 97% on diagnostic 1 and scored 96% on diagnostic 2 for the High Frequency Words domain. • Current 5th grade students scored 100% on diagnostic 1 and scored 100% on diagnostic 2 for the Phonological Awareness domain; 5th grade students scored 97% on 	iReady BOY Diagnostic and Mid Year Diagnostic Assessments’ Data- Current 4th and 5th graders

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	diagnostic 1 and scored 97% on diagnostic 2 for the High Frequency Words domain.	
3.	<p>Current 5th grade students showed relative comparisons in their proficiency of the Math domain- Number and Operations for two consecutive school years; Number and Operations was the domain with the highest proficiency for the current 5th graders per assessment.</p> <ul style="list-style-type: none"> • iReady Number and Operations beginning of the year (BOY) diagnostic assessment proficiency was 86% (highest proficiency per domain/per grade) • iReady Number and Operations mid year diagnostic assessment proficiency was 53% (highest proficiency per domain/per grade) • Number and Operations on the LEAP 2025 (2018) assessment proficiency gained was 40% (highest domain/highest gain) (current 5th graders were 3rd graders then) 	iReady BOY Diagnostic, Mid Year Diagnostic Assessments' Data, and LEAP 2025 (2018)- Current 5th graders

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:	
Domain: Sub domain:	
Instrument(s): PLC/Cluster meetings anecdotal notes/agendas/sign in sheets (concluded with District support due to no administration), 2019-20 iReady BOY Diagnostic and Mid Year Diagnostic Assessment Data, Informal Walkthroughs (school/district administrators), LEAP 2025 (2018) <i>EOY data was not available due to COVID and early school closures.</i>	
Data Type: 1. Attitudinal 2. Cognitive 3. Behavioral	Findings 1. During weekly collaborative cluster/PLC communities, teachers collaborated and shared best practices using the district's instructional coach's support.

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	<p>2. 64% of the current 5th grade students scored in Tier 1 on the Literary domain of iReady’s beginning of the year diagnostic assessment and 58% of the current 5th grade students scored in Tier 1 on the Informational domain of iReady’s beginning of the year diagnostic assessment. 14% of the current 5th grade students scored in Tier 1 on the Literary domain of iReady’s mid year diagnostic assessment and 11% of the current 5th grade students scored in Tier 1 on the Informational domain of iReady’s mid year diagnostic assessment.</p> <p>3.The Instructional Leadership Team observed teachers using the UNRAAVEL strategy during the remediation/skinny block approximately two times per week, during class visits.</p>
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Contributing Factor:	
<p>Domain: Sub domain:</p>	
<p>Instrument(s): 2019-20 iReady BOY Diagnostic and Mid Year Diagnostic Assessment Data, Informal Walkthroughs (school/district administrators), iReady lessons and reports, Teacher Documentation <i>EOY data was not available due to COVID and early school closures.</i></p>	
<p>Data Type:</p> <ol style="list-style-type: none"> 1. Cognitive 2. Behavioral 3. Attitudinal 	<p>Findings</p> <ol style="list-style-type: none"> 1. The average of the two domains per grade are as follows: <ul style="list-style-type: none"> ● 4th grade students scored 100% on diagnostic 1 and scored 100% on diagnostic 2 for the Phonological Awareness domain; 4th grade students scored 97% on diagnostic 1 and scored 96% on diagnostic 2 for the High Frequency Words domain. ● 5th grade students scored 100% on diagnostic 1 and scored 100% on diagnostic 2 for the Phonological Awareness domain; 5th grade students scored 97% on diagnostic 1 and scored 97% on diagnostic 2 for the High Frequency Words domain. 2. Weekly monitoring of pass/fail rate of iReady lessons and the reteaching of failed lessons by teachers, computer lab proctor, and/or RTI para professionals 3. Informal Teacher Survey/email on Flocabulary usage exposing students to words, decoding for pronunciation, meanings, and/or grammatical usage of words

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Contributing Factor:	
Domain: Sub domain:	
Instrument(s): PLC/Cluster meetings anecdotal notes/agendas/sign in sheets (concluded with District support due to no administration), Informal Walkthroughs (school/district administrators), 2019-20 iReady BOY Diagnostic and Mid Year Diagnostic Assessment Data, LEAP 2025 (2018), WebPams <i>EOY data was not available due to COVID and early school closures.</i>	
Data Type: 1. Cognitive 2. Archival 3. Attitudinal	Findings 1. Quantitative findings... <ul style="list-style-type: none"> • iReady Number and Operations beginning of the year (BOY) diagnostic assessment proficiency was 86% (highest proficiency per domain/per grade) • iReady Number and Operations mid year diagnostic assessment proficiency was 53% (highest proficiency per domain/per grade) • Number and Operations on the LEAP 2025 (2018) assessment proficiency gained was 40% (highest domain/highest gain) 2. Enrollment and demographics (student retention) remained the same from previous school year (Webpams) 3. During weekly collaborative cluster/PLC communities, teachers collaborated and shared best practices using the district's ELA instructional coach's support.

***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.	<p>Current 4th and 5th grade students showed a decrease in the overall Math proficiency of Tier 1 on the iReady beginning of the year diagnostic assessment (diagnostic 1) to the mid year diagnostic assessment (diagnostic 2).</p> <ul style="list-style-type: none"> • Current 4th grade students scored 93% on diagnostic 1 and scored 7% on diagnostic 2 • Current 5th grade students scored 73% on diagnostic 1 and scored 4% on diagnostic 2 	<p>iReady BOY Diagnostic and Mid Year Diagnostic Assessments' Data- Current 4th and 5th graders</p>

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2.	<p>Current 4th and 5th grade students did not meet the school’s overall projected annual growth target percentage per grade in the areas of Reading iReady nor Math iReady</p> <ul style="list-style-type: none"> ● Current 4th and 5th grade students’ overall growth target percentage in the area of Reading was 77%; 34% of the current 4th grade students met the target at/above target and 43% of the current 5th grade students met the target at/above ● Current 4th and 5th grade students’ growth target in the area of Math was 54%; 21% of the current 4th grade students met the target at/above target and 26% of the current 5th grade students met the target at/above 	Mid Year Diagnostic Assessments’ Data- Current 4th and 5th graders
3.	<p>Current 4th and 5th grade Students with disabilities (SPED) showed a decrease in the overall Reading and Math proficiency of Tier 1 on the iReady beginning of the year diagnostic assessment (diagnostic 1) to the mid year diagnostic assessment (diagnostic 2).</p> <ul style="list-style-type: none"> ● Current 4th grade Students with disabilities (SPED) scored 50% proficient in Tier 1 on Reading and 24% proficient in Tier 1 on Math per diagnostic 1; Current 4th grade Students with disabilities (SPED) scored 0% proficient in Tier 1 on Reading and 0% proficient in Tier 1 on Math per diagnostic 2 ● Current 5th grade Students with disabilities (SPED) scored 75% proficient in Tier 1 on Reading and 74% proficient in Tier 1 on Math per diagnostic 1; Current 5th grade Students with disabilities (SPED) scored 0% proficient in Tier 1 on Reading and 0% proficient in Tier 1 on Math per diagnostic 2 	iReady BOY Diagnostic and Mid Year Diagnostic Assessments’ Data- Current 4th and 5th grade Students with disabilities (SPED)

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:

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Contributing Factor:	
Domain: Sub domain:	
Instrument(s): 2019-20 iReady BOY Diagnostic and Mid Year Diagnostic Assessment Data, Curriculum Mapping (per new administration), PLC agendas/sign in sheets/anecdotal notes <i>EOY data was not available due to COVID and early school closures.</i>	
Data Type: 1. Behavioral 2. Cognitive 3. Attitudinal	Findings 1. Third and Fourth grade teachers last school year were not teaching Math lessons in alignment to the district’s recommended pacing timeline and/or not following the alignment of the curriculums’ scope and sequence prior to the new administration start date (Jan 2020/after the Mid Year diagnostic was administered); third and fourth grade teachers were teaching only 3 to 4 Math lessons per week; 2. The percentage of the current 4th and 5th grade students performing below grade level increased in all Math domains for iReady; <ul style="list-style-type: none"> ● Grade 4 - Number Operations 8% to 72%, Algebra and Algebraic Thinking 7% to 46%, Measurement and Data 10% to 60%, and Geometry 12% to 74% ● Grade 5- Number Operations 18% to 59%, Algebra and Algebraic Thinking 20% to 70%, Measurement and Data 34% to 70%, and Geometry 51% to 89%; 3. During weekly collaborative cluster/PLC communities, Math teachers collaborated and shared best practices as a grade level team without the support of the Curriculum Coordinator or the Master Teacher (personnel was pulled from the Cluster meetings to attend to/monitor other areas on campus)
Contributing Factor:	
Domain: Sub domain:	
Instrument(s): 2019-20 iReady BOY Diagnostic and Mid Year Diagnostic Assessment Data, Curriculum Mapping (per new administration), PLC agendas/sign in sheets/anecdotal notes <i>EOY data was not available due to COVID and early school closures.</i>	
Data Type: 1. Behavioral 2. Cognitive	Findings 1. Third and Fourth grade teachers last school year were not teaching Math lessons in alignment to the district’s recommended pacing timeline and/or not following the alignment of the curriculums’ scope and sequence prior to the new

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3. Attitudinal	<p>administration start date (Jan 2020/after the Mid Year diagnostic was administered); third and fourth grade teachers were teaching only 3 to 4 Math lessons per week;</p> <p>2. The percentage of the current 4th and 5th grade students performing below grade level increased in all Math domains for iReady;</p> <ul style="list-style-type: none"> ● Grade 4 - Number Operations 8% to 72%, Algebra and Algebraic Thinking 7% to 46%, Measurement and Data 10% to 60%, and Geometry 12% to 74% ● Grade 5- Number Operations 18% to 59%, Algebra and Algebraic Thinking 20% to 70%, Measurement and Data 34% to 70%, and Geometry 51% to 89%; <p>3. During weekly collaborative cluster/PLC communities, Math teachers collaborated and shared best practices as a grade level team without the support of the Curriculum Coordinator or the Master Teacher (personnel was pulled from Cluster meetings to attend to/monitor other areas on campus)</p>
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Contributing Factor:	
<p>Domain: Sub domain:</p>	
<p>Instrument(s): 2019-20 iReady BOY Diagnostic and Mid Year Diagnostic Assessment Data, Louisiana School Report Card (2018), Teacher Attendance Data <i>EOY data was not available due to COVID and early school closures.</i></p>	
<p>Data Type:</p> <ol style="list-style-type: none"> 1. Archival 2. Behavioral 3. Cognitive 	<p>Findings</p> <ol style="list-style-type: none"> 1. School Report Card (2018-19) indicated Urgent Intervention needed, due to sub population performing below level for 2 or more years; scheduling of students and rosters had to be amended to account for SPED students in all grades upon the arrival of new administration 2. Current 5th grade SPED students were listed on the roster of a 4th grade teacher for the 2019-20 school year, who was on a leave of absence for 91 days (students' change of placement occurred mid year); 3. Current 4th and 5th grade Students with disabilities (SPED) had an overall Reading proficiency of 29% and an overall Math proficiency of 74% on the iReady diagnostic at the beginning of the year; Current 4th and 5th grade Students with disabilities (SPED) had an overall Reading proficiency of 0% and an overall Math proficiency of 0% on the iReady diagnostic mid year; approximately 13% of the current 5th grade Students with disabilities (SPED) scored mastery or above on the LEAP 2025 (2018 assessment)

***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>	
Weaknesses:	<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. Current 4th and 5th grade students showed a decrease in the overall Math proficiency of Tier 1 on the iReady beginning of the year diagnostic assessment (diagnostic 1) to the mid year diagnostic assessment (diagnostic 2).</p> <ul style="list-style-type: none"> ● Current 4th grade students scored 93% on diagnostic 1 and scored 7% on diagnostic 2 ● Current 5th grade students scored 73% on diagnostic 1 and scored 4% on diagnostic 2 <p>2. Current 4th and 5th grade students did not meet the school’s overall projected annual growth target percentage per grade in the areas of Reading iReady nor Math iReady</p> <ul style="list-style-type: none"> ● Current 4th and 5th grade students’ overall growth target percentage in the area of Reading was 77%; 34% of the current 4th grade students met the target at/above target and 43% of the current 5th grade students met the target at/above ● Current 4th and 5th grade students’ growth target in the area of Math was 54%; 21% of the current 4th grade students met the target at/above target and 26% of the current 5th grade students met the target at/above <p>3. Current 4th and 5th grade Students with disabilities (SPED) showed a decrease in the overall Reading and Math proficiency of Tier 1 on the iReady beginning of the year diagnostic assessment (diagnostic 1) to the mid year diagnostic assessment (diagnostic 2).</p> <ul style="list-style-type: none"> ● Current 4th grade Students with disabilities (SPED) scored 50% proficient in Tier 1 on Reading and 24% proficient in Tier 1 on Math per diagnostic 1; Current 4th grade Students with disabilities (SPED) scored 0% proficient in Tier 1 on Reading and 0% proficient in Tier 1 on Math per diagnostic 2 ● Current 5th grade Students with disabilities (SPED) scored 75% proficient in Tier 1 on Reading and 74% proficient in Tier 1 on Math per diagnostic 1; Current 5th grade Students with disabilities (SPED) scored 0% proficient in Tier 1 on Reading and 0% proficient in Tier 1 on Math per diagnostic 2
Objectives:	<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> <ul style="list-style-type: none"> ● Students per grade will demonstrate a 10% increase in the overall Math proficiency of Tier 1 on the iReady from the beginning of the year diagnostic assessment (diagnostic 1) to the mid year/end of the year diagnostic assessment (diagnostic 2); ● At least 50% of students will demonstrate meeting the overall projected annual growth target percentage per grade in the areas of Reading and Math, using iReady’s suggested percentage; ● Students with disabilities (SPED) will show at least a 10% growth increase in the overall Reading and Math proficiency of Tier 1, using the iReady beginning of the year diagnostic assessment (diagnostic 1) and the mid year/end of year diagnostic assessment (diagnostic 2).

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Evidence-Based Strategies:	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Job-Embedded PD	<input type="checkbox"/> Technology Integration	<input type="checkbox"/> Other :
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