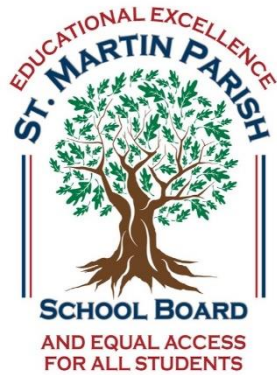


# 2021-2022



*St. Martin Parish*

Curriculum and Instruction  
Handbook

*St. Martin Parish District Steering Committee and the members of the St. Martin Parish District Curriculum Team, in consultation with Sable Mensah-Fulmore, CEO and Founder of Equitable Outcomes, LLC., developed the leadership and coaching protocols included in this curriculum and instruction handbook for the improvement of teaching and learning through leadership and support. The purpose of all policies and procedures in this handbook is to align all curriculum, instruction, and assessment practices used in every school across the district.*

### **Curriculum Team Members**

<b>Name</b>	<b>Position</b>
Sarah Allen	Elementary Supervisor
Nicole Angelle	Early Childhood Supervisor
Allen Blanchard Jr.	Superintendent of Schools
Gail Dalcourt, Ed.D.	Director of Curriculum and Instruction
Juanique Dugas	ELA and Social Studies Instructional Coach
Michael Hebert	High School Special Education Supervisor
Khristy Hulin	Safe Schools Coordinator
Pamela Jordan	Director of Federal Programs
Mary Journet	Truancy Coordinator
Kellie LeBlanc	Supervisor of Technology and Virtual School
Daniel LeBoeuf	Supervisor of Testing, Accountability, and Secondary Ed.
Redell Louis	Supervisor of Technology and Libraries
Christina Riley	Math and Science Instructional Coach
Cheryl Mitchell	Primary/Elementary Special Education Supervisor
Melanie Taylor	Title I, Migrant, and EL Supervisor
Shirley Thibodeaux, Ed.D.	Middle School Special Education Supervisor
Frederick Wiltz	Supervisor of Child Welfare and Attendance

### **District Steering Committee Members**

<b>Name</b>	<b>Position</b>
Sarah Allen	Elementary Supervisor
Gail Dalcourt, Ed.D.	Director of Curriculum and Instruction
Juanique Dugas	ELA and Social Studies Instructional Coach
Shelly Dupre'	Principal, Teche Elementary
Amy Guillory	Assistant Principal, St. Martinville Primary
Pamela Jordan	Director of Federal Programs
Kellie LeBlanc	Supervisor of Technology and Virtual School
Daniel LeBoeuf	Supervisor of Testing, Accountability, and Secondary Ed.
Vonda Lopez	Assistant Principal, Parks Middle School
Redell Louis	Supervisor of Technology and Libraries
Shalita Manuel	Assistant Principal, Breaux Bridge Elementary
Sable Mensah-Fulmore	Equitable Outcomes, LLC., Consultant, CEO, and Founder
Wanda Phillips, PhD	Principal, Parks Middle School
Christina Riley	Math and Science Instructional Coach

*Developed by Saint Martin Parish Schools Steering Committee, including S. Allen, G. Dalcourt, J. Dugas, S. Dupre, A. Guillory, P. Jordan, K. LeBlanc, D. LeBoeuf, V. Lopez, R. Louis, S. Manuel, W. Philips, C. Riley, with support from Equitable Outcomes, LLC. FOR INTERNAL USE ONLY.*

## Table of Contents

<b>Mission Statement, Goal, and District Motto .....</b>	<b>4</b>
<i>Vision for Curriculum and Instruction .....</i>	<i>4</i>
<b>Curriculum, Instruction, and Assessment .....</b>	<b>5</b>
<i>Purpose.....</i>	<i>6</i>
<b>Approved Tier 1 Curricula .....</b>	<b>7</b>
<i>Selected Curricula.....</i>	<i>8</i>
<i>Additional Information on Social Studies Scope and Sequence .....</i>	<i>10</i>
<i>Instructional Time Requirements in Core Content Areas .....</i>	<i>10</i>
<i>The Writing Revolution and Cursive Writing .....</i>	<i>11</i>
<b>Approved Supplemental Resources .....</b>	<b>12</b>
<b>Instructional Practices.....</b>	<b>16</b>
<i>Scope and Sequences and Pacing Guides .....</i>	<i>17</i>
<i>Guidance on Instructional Practices.....</i>	<i>17</i>
<b>Special Education Services.....</b>	<b>18</b>
<i>Unique Learning System .....</i>	<i>19</i>
<i>Guidance for Special Education Teachers .....</i>	<i>19</i>
<i>Assistive Technology .....</i>	<i>21</i>
<b>English Learners .....</b>	<b>22</b>
<b>Observation and Coaching Support .....</b>	<b>24</b>
<i>Instructional Coaching Goals for 2021-2022 .....</i>	<i>25</i>
<i>The Coaching Framework .....</i>	<i>26</i>
<i>Protocol for Instructional Leadership .....</i>	<i>28</i>
<b>Assessment Plan/Framework.....</b>	<b>36</b>
<b>Response to Intervention.....</b>	<b>39</b>
<b>Summer Learning .....</b>	<b>41</b>
<b>Professional Development.....</b>	<b>43</b>

# St. Martin Parish School System

## ***Mission Statement***

*The mission of the St. Martin Parish School System is to educate our students in a nurturing environment that recognizes our diverse population of students and their unique needs. The educational community of St. Martin Parish strives to produce students who are college and career ready who will be good and productive citizens.*

## ***Goal***

*Providing a quality education to our diverse learning community by addressing the individual needs of each student.*

## ***District Motto***

*Striving for Educational Excellence  
and Equal Access for all Students*

---

## **VISION for CURRICULUM and INSTRUCTION**

*St. Martin Parish will create an educational environment in which all students, especially Black students, Students with Disabilities (SWD), and English Learners (EL), shall be provided access to grade-level content through the data-driven decisions making process for all instructional planning and practices.*

# **Curriculum, Instruction, and Assessment**

## Purpose

*The St. Martin Parish Curriculum and Instruction Handbook is to serve as a guide for all district-level and school-level administrators, district-level and school-level instructional and literacy coaches, curriculum coordinators, master teachers, classroom teachers, and instructional paraprofessionals for aligning all curricula, instructional practices, and assessment processes to the Louisiana State Student Standards and/or national standards, Tier 1 curricula, and supplemental resources. The handbook provides lists of the adopted and approved Tier 1 curricula and supplemental resources required for effective instruction in each content area.*

*Also included in the handbook are non-negotiable requirements for teaching and learning of all students across the district. The St. Martin Parish School System's philosophy of learning is that all students can learn, just not at the same rate or at the same time. Therefore, all students shall be provided with access to grade-level content. For students who struggle or may have existing learning gaps or those who may exhibit challenging behaviors, including attendance, time shall be provided for addressing instructional gaps or deficits due to learning loss or unfinished instruction.*

*The information in this handbook shall serve as a roadmap and will provide teachers and students with the tools necessary for ensuring all students have access to grade-level content. The intended outcome is that all students shall be provided opportunities to perform to their greatest potential.*



# **Approved Tier 1 Curricula**



# Approved Tier 1 Curricula



*St. Martin Parish implements Tier I curricula in the core content areas that have been vetted and approved through the Louisiana Department of Education's instructional review process. The three-tiered process involves rating each curriculum by a team of Louisiana teachers who are experts in their content, before then going through public review.*

*All Tier 1 curricula are aligned to the Louisiana Student Standards and the Louisiana Educational Assessment Program (LEAP 2025) guidance. Students across St. Martin Parish will be provided with equitable opportunities to access grade-level content in Tier 1 curricula approved and adopted by St. Martin Parish.*

*Struggling students will be provided on-time tutoring to ensure their success with the general curriculum. Time will be provided in the master schedule at all schools to engage struggling students in the Accelerate tutoring process.*

---

## Selected Curricula

*Teachers in each core content area, ELA/English, mathematics, and science, are required to use the Tier 1 curriculum adopted and approved by the district committee and School Board. Teachers will also use supplemental resources aligned to the Tier 1 curriculum, as well as vetted and approved by the District, to enhance teaching and learning. Only approved supplemental resources shall be used for instruction. If additional resources are desired, teachers may submit the resource(s) to the District for review, approval, and inclusion in this handbook. **Note:** Social studies does not have an approved Tier 1 curriculum at this time.*



## APPROVED TIER 1 CURRICULA

The following Tier 1 curricula have been approved for use in ELA/English, mathematics, science, and social studies. Teachers shall only use approved curricula listed in this guide for instruction.

### ENGLISH LANGUAGE ARTS (ELA)/ENGLISH

<b>Grade Level</b>	<b>Curriculum</b>	<b>Publisher</b>
Pre-Kindergarten	<i>Dig Integrated Curriculum</i>	<i>Frogstreet</i>
Kindergarten – Second	<i>Expeditionary Learning (EL)</i>	<i>LearnZillion (Edgenuity)</i>
Third – Twelfth	<i>Guidebooks 2.0 and 3.0 (HS Only)</i>	<i>LearnZillion (Edgenuity)</i>

### MATHEMATICS

<b>Grade Level</b>	<b>Curriculum</b>	<b>Publisher</b>
Pre-Kindergarten	<i>Dig Integrated Curriculum</i>	<i>Frogstreet</i>
Kindergarten – Eighth	<i>Eureka Math</i>	<i>Great Minds</i>
Ninth – Twelfth	<i>My Math Lab</i>	<i>LSU Math Department/Pearson</i>

### SCIENCE

<b>Grade Level</b>	<b>Curriculum</b>	<b>Publisher</b>
Pre-Kindergarten	<i>Dig Integrated Curriculum</i>	<i>Frogstreet</i>
Kindergarten – Second	<i>Expeditionary Learning (EL)</i>	<i>LearnZillion (Edgenuity)</i>
Third – Fifth	<i>PhD Science</i>	<i>Great Minds</i>
Sixth – Eighth	<i>IQWST</i>	<i>Activate Learning</i>
Tenth (Biology)	<i>iHUB</i>	<i>University of Colorado Boulder</i>

### SOCIAL STUDIES

<b>Grade Level</b>	<b>Curriculum</b>	<b>Publisher</b>
Pre-Kindergarten	<i>Dig Integrated Curriculum</i>	<i>Frogstreet</i>
Kindergarten – Second	<i>Expeditionary Learning (EL)</i>	<i>LearnZillion (Edgenuity)</i>
Third – Twelfth	<i>State Scope and Sequence</i>	<i>LDOE</i>

The Approach Guides for Guidebooks play an integral role in understanding Guidebook implementation and creating access for all students. They can be accessed in the [Resource Library](#).

Additional Guidebook Links:

[Diverse Learners Guide/Supports Flow Chart](#)

[Close Reading Library](#)

[WriteAlong Instructional Videos](#)

## ***Additional Information on Social Studies Scope and Sequence***

**Key Themes:** *There are seven key themes across all grades. These describe the connections students must make to build and express their understanding of content. They progress from Kindergarten to grade 12, as students build a more sophisticated understanding of content.*

### **Companion Documents:**

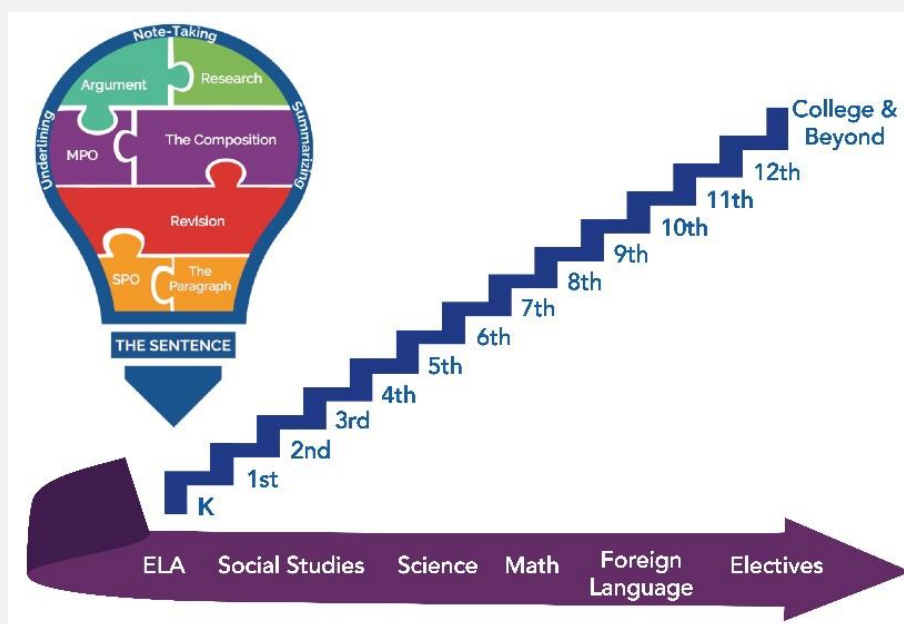
- *As a general caution, companion documents shall not be used as checklists. Teachers should not approach a unit by teaching each piece of prioritized content from the companion document in the order it is presented.*
- *The companion documents describe the range of content for a given GLE in each unit, but does not reflect the sequence in which or method by which content should be taught.*
- *The content presented in the companion document is organized by standard and not integrated (as standards should be taught). If not taught in an integrated way, it is unlikely students will master course content or be prepared for the next course of study.*
- *Instead, the companion documents shall be used alongside the instructional tasks in the updated **Social Studies Scope and Sequences** or the curriculum adopted by the District.*
- *Companion documents shall be used as a reference guide to ensure prioritized content is being adequately covered within a unit and to guide supplementation from current teaching resources.*

### ***Instructional Time Requirements in Core Content Areas:***

*Students in grades K-2 working on the general curriculum shall be provided access to grade-level content using the approved Tier 1 curriculum for **85%** of the instructional period. The remaining **15%** should be used to provide targeted tutoring on academic gaps due to learning loss or unfinished learning to be covered simultaneously, the next day, or in the next few days. While students in grades 3-12 working on the general curriculum shall be provided access to grade-level content using the approved Tier 1 curriculum for **75%** of the instructional period. The remaining **25%** should be used to provide targeted tutoring on academic gaps due to learning loss or unfinished learning to be covered simultaneously, the next day, or in the next few days. Supplemental resources shall be used to decrease the academic gaps and loss learning for struggling students. Approved supplemental resources are listed in the next section.*



## The Writing Revolution and Cursive Writing:



© The Writing Revolution®

All third grade through twelfth grade English Language Arts and English teachers in St. Martin Parish have been trained in The Writing Revolution writing process. Dr. Judith Hochman, creator of The Writing Revolution, developed the Hochman Method for writing which allows students to master skills required to become competent writers. The Hochman process can be used in all content areas. **Third through twelfth grade English Language Arts and English teachers in the district are required to incorporate The Writing Revolution into their Guidebook 2.0/3.0 reading and language lessons.**

The Hochman Method helps students to become better readers, to communicate more effectively in writing and speaking, and to elevate their thinking. The method helps teachers to scaffold reading skills to accommodate the rigor of the Louisiana State Student Standards in English Language Arts/English. There are six principles to the Hochman Method which are as follows:

- Students need explicit instruction in writing, beginning in early elementary grades
- Sentences are the building blocks of all writing
- When embedded in the content of the curriculum, writing instruction is a powerful teaching tool
- The content of the curriculum drives the rigor of the writing activities
- The two most important phases of the writing process are planning and revising

Students are required to use The Writing Revolution skills to write daily. Teachers of Pre-Kindergarten through fifth grade students **must teach handwriting** as a part of their daily schedule. **By the fourth grading period of the second grade, students must begin writing all assignments, homelearning/homework, and assessments in cursive.** **Note:** \*\* Students are required to continue the use of **The Writing Revolution** process and **cursive writing** in all subjects throughout the school day and school year through the end of the senior year.

# **Approved Supplemental Resources**

## APPROVED SUPPLEMENTAL RESOURCES

*Supplemental resources are to be used to enhance the Tier 1 curriculum. Therefore, the supplemental resources listed below have been researched and approved by the District as aligned to the Tier 1 curriculum for their respective content areas.*

*Many supplemental resources provide videos for teachers to assign to students who may be struggling with the content. These videos are not meant to replace instruction by the classroom teacher. **Teachers must provide instruction for students during class time.** However, videos may be assigned during RTI, the Accelerate block, for homelearning/homework, and/or for distance learning.*

Name of Resource	Description/Purpose	Grade Level/Subject
Accelerated Reader (Renaissance Learning)	<ul style="list-style-type: none"> <li>Independent Reading Practice Program</li> <li>Students self-select books within their interest and ability level</li> <li>Students take quizzes to access and monitor progress</li> </ul>	1-12
Cengage Learning (Gale Group)	<ul style="list-style-type: none"> <li>Online educational reference materials</li> <li>includes scholarly resources, including research databases and primary sources</li> </ul>	K-12
CommonLit	<ul style="list-style-type: none"> <li>High-quality literacy passages</li> <li>Integrated into Guidebooks</li> <li>Integrated into Accelerate resources</li> </ul>	3-12
DBQs	<ul style="list-style-type: none"> <li>Short units of study in social studies</li> <li>Used to teach reading and writing in social studies</li> <li>Increasingly complex tasks</li> </ul>	4-12
Defined Learning	<ul style="list-style-type: none"> <li>Project-based learning tasks in science, math, social studies, and ELA</li> <li>Tasks involve solving real-world problems</li> </ul>	6-8
EdPuzzle (Sign in with Google)	<ul style="list-style-type: none"> <li>Self-paced learning with interactive video lessons created by teacher using YouTube videos, Khan Academy or self-made</li> <li>Embedded checkpoints for understanding</li> </ul>	K-12
Eureka- Affirm, Equip, Insync	<ul style="list-style-type: none"> <li>Online Eureka math lessons</li> <li>Teacher Guide for on-time learning</li> <li>Lesson Anywhere plan</li> </ul>	K-8

Name of Resource	Description/Purpose	Grade Level/Subject
Eureka-Affirm, Equip, InSync (Cont'd)	<ul style="list-style-type: none"> <li>Teacher plans/ Student work</li> <li>Homework help</li> <li>Pre-module diagnostic assessments, topic tests, mid-module assessments, module assessments</li> </ul>	K-8
Imagine Language and Literacy	<ul style="list-style-type: none"> <li>English Language Learners supplemental program</li> <li>Self-paced language and literacy interactive lessons focusing on the four domains of language for English language learners</li> <li>Imagine Language &amp; Literacy is designed for English Language Learners, levels E-Progressing 2</li> </ul>	ELLs- K-12 (E-P2 students)
iReady	<ul style="list-style-type: none"> <li>Math &amp; ELA Benchmark testing</li> <li>Screening tool</li> <li>Personalized learning platform</li> </ul>	K-8
IRLA/Foundational Skills Tool Kit	<ul style="list-style-type: none"> <li>Independent Reading Level Assessment Framework</li> <li>Identifies reading levels and skills and strategies that jump from one grade level to the next</li> <li>Promotes small group, differentiated, targeted instruction through one-on-one conferences and strategic plans</li> </ul>	K-2
Kami (Sign in with Google)	<ul style="list-style-type: none"> <li>Interactive learning environment</li> <li>Allows students to interact with teachers, edit documents, &amp; annotate text</li> <li>Works alone or with Google Classroom</li> </ul>	K-12
Learning Ally	<ul style="list-style-type: none"> <li>Reading intervention program</li> <li>Focus on fluency and modeling</li> <li>Students learn through listening</li> <li>Good for students with dyslexia, visually impaired</li> </ul>	3-12
Learnzillion	<ul style="list-style-type: none"> <li>Tier 1 ELA Curriculum Platform</li> <li>Customizable</li> <li>Curriculum Guide</li> <li>Quizzes</li> </ul>	K-12
LPB Learning Port (Discovery Education)	<ul style="list-style-type: none"> <li>Standards-aligned, video content</li> <li>Categorized by subject, grade, topic</li> </ul>	K-12

Name of Resource	Description/Purpose	Grade Level/Subject
LPB Learning Port (Discovery Education) (Cont'd)	<ul style="list-style-type: none"> <li>Includes lesson plans &amp; assessments</li> <li>Use or alone or with Google Classroom</li> </ul>	K-12
Newsela (Sign in with Google)	<ul style="list-style-type: none"> <li>Instructional Content Platform</li> <li>Used to complement curriculum</li> <li>Covers all content areas</li> <li>Aligned to standards</li> </ul>	K-12
PHD Science In Sync	<ul style="list-style-type: none"> <li>Online access to lessons, along with student material.</li> </ul>	3-5
Phonics for Reading	<ul style="list-style-type: none"> <li>Systematic, research-based intervention</li> <li>Explicit, instruction in phonics or phonemic awareness</li> </ul>	Levels 1-3
READ 180/System 44	<ul style="list-style-type: none"> <li>Read 180 - Blended literacy intervention for building reading comprehension, academic vocabulary, and writing skills for struggling students</li> <li>System 44 - Blended literacy intervention for teaching foundational skills of reading</li> <li>Three rotations in both programs: instructional technology, modeled and independent reading, small group instruction</li> </ul>	Read 180: 4-12 System 44: 3-12
STAR [Assessments] (Renaissance Learning)	<ul style="list-style-type: none"> <li>Identifies skills students are ready to learn</li> <li>Identifies skills students need to learn to reach grade level proficiency</li> <li>Creates personalized prescription and target support</li> </ul>	K-12
Studies Weekly	<ul style="list-style-type: none"> <li>Print or online Tier 1 social studies supplemental resource</li> <li>Covers content in civics and government, geography, economics, and history</li> </ul>	K-6
The Writing Revolution	<ul style="list-style-type: none"> <li>Explicit writing process</li> <li>Integrated into Guidebooks</li> </ul>	3-12
Worldbook Online	<ul style="list-style-type: none"> <li>Engaging, verified, trustworthy digital resource</li> <li>Resources can be translated into several languages, using Google Translate</li> </ul>	K-12



# **Instructional Practices**

## INSTRUCTIONAL PRACTICES

### **Scope and Sequences and Pacing Guides:**

Teachers **must** adhere to the sequence of instruction designated in the district approved scope and sequence and pacing guides for each content area at each grade level. The sequence is based on increasing complexity of the standards in each text, unit, or module, as well as prerequisite skills required to successfully teach the Louisiana Student Standards for each content area for mastery. Teachers **must** integrate any learning loss or unfinished learning into the grade-level Tier 1 curriculum. Teachers **must not** use large chunks of instructional time at the beginning of the year or any other time during the year to teach skill/content deficits in isolation in what is known as **front loading**.

**Note:** All scope and sequences and pacing guides are located in the Curriculum Portal in OnCourse

### **Guidance on Instructional Practices:**

1. Use only Tier 1 curricula adopted by St. Martin for your content area(s) and grade level(s).
2. Use only approved Tier 1 supplemental resources or resources provided by the District. Do not use lessons or programs found on the internet during core instructional time.
3. Follow the grading policy of a minimum of one major grade per week in each content area.
4. Focus on improving **student-to-student and student-to-teacher discussions** and questioning beyond one word or one sentence. Model your thinking through **Think Alouds** for students. Also model good reading practices/strategies for students through **Read Alouds**.
5. Use **sentence stems** for developing student discussions.
6. Give students opportunities to practice writing daily. Use the format of **The Writing Revolution** along with instruction in ELA/English. Be consistent across your campus with campus-wide or area-wide writing strategies.
7. Provide opportunities for students to read daily. (National Reading Panel: Reading 11 books per year increases a student's reading level by one grade level)
8. Review student work during weekly **Professional Learning Communities (PLCs)** to identify trends and determine how to move forward with instruction.
9. Provide struggling students with opportunities to recover loss learning or develop missing skills through the **Accelerate tutoring block**, just in time for grade-level instruction.
10. Continue to teach the **UNRAVEL** strategies for **reading and math** and the **12 Powerful Words** for improving test taking skills.



# **Special Education Services**

## SPECIAL EDUCATION SERVICES

*St. Martin Parish promotes the use of the **inclusion model** of instruction for Students with Disabilities to the extent practicable. Students working toward academic credit, Carnegie units, or a high school diploma will follow the previously mentioned Tier 1 grade-level curricula with additional supports provided by the Special Education teachers and paraprofessionals. This will provide opportunities for any student with an identified disability to access to the general curriculum at their appropriate grade level. Students with disabilities shall receive specially designed instruction to ensure that students' academic goals listed on their **Individualized Academic Plan (IEP)** are met.*

*Students classified as 504 are also provided access to grade level curricula. Goals and accommodations/modifications listed on the **Individualized Academic Plan (IAP)** are used to provide specially designed lessons, accommodations, and or strategies to scaffold instruction, thus allowing effective access to grade-level content.*

### **Unique Learning System:**

*Students with disabilities who spend more time in the special education classroom use the **Unique Learning System** curriculum. The Unique Learning System® is an **award-winning, online, standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum**. ... Each student's academic profile in Unique Learning System generates his or her instruction.*

*The Unique Learning System is grounded in **evidence-based research and peer reviews** that provide information to help improve educational outcomes for students, teachers and leaders at the classroom, school and district levels.*

*Unique Learning System **provides differentiated lesson materials and standards alignments** so that teachers can focus on their students during valuable learning time. ... Using its powerful tools, teachers can easily set up class schedules, automate lesson planning and progress monitoring, and access standards alignment.*

### **Guidance for Special Education Teachers:**

***Special Education Rosters:** SPED teachers shall receive the rosters of all students with special needs assigned to their school/class. This roster includes each student's resource minutes, inclusion minutes, health plan on file, behavior intervention plan on file, etc. This information shall be helpful in ensuring all students receive the required minutes based on their individual IEPs.*

***Date Services Begin:** Special education teachers begin providing services on students' first day of school; therefore, all special education teacher schedules must be completed before the students first day.*

**Intervention Reports:** Intervention Reports are required for every student with a disability who is failing a core academic content area. These intervention reports are required at the 4.5 week progress report time as well as the end of the nine weeks. SAT meetings should take place as well. These reports are a means of assessing what is working or not working for the student. Strategies should be more than just "re-teach/re-test". If the student continues to require an Intervention Report ( both 1st and 2nd nine-weeks grading periods) - an IEP meeting must be convened to determine if there are other concerns that the IEP is not addressing, including appropriate accommodations.

**Accommodations:** For the 2021-2022 SY, all general education teachers will be provided a documentation sheet with the accommodations for each student with disabilities in their classroom. For every assessment or graded assignment (i.e., the grade will be entered into the grade book), a copy of this accommodation documentation form must be attached to the back of the paper/pencil test. If the student takes an on-line assessment or complete an on-line assignment, simply have the accommodation documentation available for the student to check off and sign. **Both the student's and the teacher's signatures are required.** The title of the assessment/assignment should be the same on the documentation sheet as it is in the grade book. The general education teacher should **file** the accommodation documentation sheet for each student. At the end of every nine weeks, the special education teacher will pick up those accommodation forms and place them in the student's IEP folder.

**Re-Evaluation Documentation:** At the dissemination of every re-evaluation, the evaluation coordinator will provide the special education teacher with a "**Re-Evaluation Dissemination Documentation of Proposed IEP Updates**" form. This form must be completed, signed, and scanned and sent to Ms. Cheryl Mitchell, Elementary SPED Supervisor, within 15 days of receipt.

### **Special Education Professional Development:**

- **CIR/UIR Schools for Students with Disabilities:** Special education teachers will receive professional development from **Dr. Jacob Williams, Education Northwest Consultant**. Dr. Williams shall post assignments for teachers to be shared with the special education teachers during professional development. Dr. Williams shall also provide virtual coaching/feedback as well as on site coaching/feedback. This professional development is **mandatory** for all Special Education teachers.
- **Executive Functioning Professional Development:** Each special education teacher is required to view at least one hour a month of "**Improving Executive Functions**". The video can be accessed on the shared drive in the special education folder. A Google Classroom has been set up with the assignments for all special education teachers. Each special education teacher will receive an invite to join the Google Classroom. **Special Education teachers shall be required to answer two questions per month: 1) What three "AHA" moments did you take away from viewing the video? 2) Of the three above listed "AHA" moments, which strategy will you implement in your classroom for the next month?** A log will be provided for teachers to document the implementation data.



# **English Learners (EL)**



## ENGLISH LEARNERS (EL)

### EL Services:

1. Students working toward academic credit, Carnegie units, or a high school diploma will follow the grade-level curriculum with additional supports provided by the English Learner teacher-tutor, classroom teachers, and paraprofessionals.
2. Students with ELPT proficiency levels, Emerging to P2 are required to utilize Imagine Language & Literacy on a daily basis for at least 20 minutes.
3. Teachers of English Language Learners are required to write a Language Objective.
4. Interventions for EL students in RTI should be tried in their native language before moving to the next intervention to ensure the deficits are not due to the language barrier.



# **Observations and Coaching Support**

## OBSERVATIONS AND COACHING SUPPORT

The St. Martin Parish District Steering Committee, along with Sable Mensah-Fulmore, consultant, Founder, and CEO of Equitable Outcomes, LLC., worked together to review all data on both teachers' and students' performance. As a result, the group identified specific trends and target areas to improve teaching and learning. The following goals and action steps have been identified for the 2021-2022 school year. A Coaching Framework and Instructional Protocol were developed and will be implemented to ensure all administrators and coaches, both district and school-level, are always on the same page. Our hope is to build the capacity of teachers to improve teaching and learning through effective coaching and data-driven instruction.

### ***Instructional Coaching Goals for 2021-2022: Improving Teaching and Learning through Increased Teacher Capacity***

**A. Goal 1:** 100% of principals + supervisors will demonstrate knowledge of curriculum & instruction [Actions #1 & #3] for core content areas by the end of the year.

- **Action 1:** Knowledgeable about **standards and learning progressions**; internalized their significance
- **Action 3:** Knowledgeable about what **student mastery of yearlong standards look like periodically at key points** (beginning, middle, end) throughout the school year

**B. Goal 2:** 100% of principals + supervisors will demonstrate Leading Strategically [Action #1] by completing a self-reflection and creating an action plan with the manager by August 1st in the [Professional Growth Plan].

- **Action 1:** Self-aware: reflects on, owns, proactive of limitations of own content knowledge

**C. Goal 3:** 100% of principals + supervisors will demonstrate Improvement of Instructional Practices [Actions #2 + #4] during weekly coaching conversations by the end of the year.

- **Action 2: Data Analysis:** Identifies and focuses on the most relevant and most recent sample of data [Looking at Student Work]; Creates and asks an evidence-based question that forces coachee to think about the specific data (at the start of coaching conversation)
- **Action 4: Practice Makes Perfect:** Models instructional strategies during coaching conversations, asks coachee for feedback, asks coachee to practice the instructional strategies during the coaching conversations, gives the coachee feedback, identifies lesson where implementation will happen next.

# St. Martin Parish Schools Coaching Framework

Coach Competency	Coach Actions
1. Improvement of Instructional Practices	<b>A. Data Analysis:</b> Identifies and focuses on the most relevant and most recent sample of data, especially written student work and other evidence of student learning; Creates and asks an evidence-based question that forces coachee to think about the specific data (at the start of coaching conversation)
	<b>B. Facilitating Deep Analysis:</b> Asks open-ended questions about specific, strategic data points related to key student misconceptions aligned to the most relevant, most significant standards (throughout coaching conversation)
	<b>C. Practice Makes Perfect:</b> Models instructional strategies during coaching conversations, asks coachee for feedback, asks coachee to practice the instructional strategies during the coaching conversations, gives the coachee feedback, identifies lesson where implementation will happen next
	<b>D. Mentoring:</b> Directs coachee to observe other classrooms with specific strategies and connect with peers in a non-judgmental way
	<b>E. Leads coaching cycles/</b> cycles of improvement
	<b>F. For unplanned classroom observations:</b> smile when you walk into the room, leave a physical note with positive feedback, expresses gratitude for being allowed into the room
	<b>G. G. For planned + unplanned classroom observations/ school visits:</b> gathers quantitative evidence of student learning, takes low inference notes
	<b>H. For unplanned school visits:</b> notify principal of your arrival + purpose of visit, leave a physical note with positive feedback, expresses gratitude for being allowed into the school
2. Knowledge of Curriculum and Instruction	A. Knowledgeable about <b>standards and learning progressions</b> ; internalized their significance
	B. Knowledgeable about <b>student-centered instructional practices</b> that keep the cognitive heavy lifting on the students
	C. Knowledgeable about what <b>student mastery of yearlong standards look like at key points</b> (beginning, middle, end) throughout the school year
	D. Knowledgeable about the <b>lesson cycle and curriculum structure</b>

	E. <b>Mastery with instructional strategies</b> that they are able to model
	F. <b>Mastery with classroom management practices</b> that they are able to model
<b>3. Leading Strategically</b>	A. <b>Self-aware:</b> Reflects on, owns, proactive of limitations of own content knowledge
	B. <b>Impact Over Intent:</b> Considers desired outcome vs. actual impact when planning and taking action
	C. <b>Solutions-oriented:</b> <i>a. <b>Generative:</b></i> Openly discusses, plans for and reacts to problems in a way that allows relevant stakeholders to explore the problem and its root causes, take inventory of accessible resources and take ownership of immediate next steps <i>b. <b>Directive:</b></i> is direct, proactive, and decisive about problem-solving even when (and especially if) they do not have all of the answers
<b>4. Building Rapport</b>	A. <b>Collaborates with coachee:</b> Co-creates direction of professional learning goals
	B. Proactively identifies and <b>plans for opportunities to build relational trust</b> <i>a.</i> Actively creates “relational trust” <i>b.</i> Competence, integrity, respect and personal regard <i>c.</i> Regularly and clearly communicates about roles, responsibilities and processes <i>d.</i> Maintains confidentiality + “do no harm”
	C. <b>Withholds judgement:</b> When conflict is observed, coach withholds judgement and responds with curiosity and gathers information with direct questions, before making a conclusion of what’s happening and reporting out
	D. <b>Initiates</b> and participates in <b>difficult conversations</b> in a direct, timely manner
<b>5. Providing Feedback that Leads to Change</b>	A. Before offering constructive feedback, <b>ask a relevant evidence-based question</b>
	B. <b>Provides feedback</b> to coachee in a <b>private, respectful, and non-judgmental way</b>
	C. <b>Solicits feedback</b> from coachee in a safe way
	D. <b>Open to feedback:</b> Coach regularly, formally and informally, asks coachee for feedback regarding the quality and impact of their work
	E. <b>Clearly, firmly and respectfully restates non-negotiables when there is a breach</b> in a timely manner
	F. Before offering constructive feedback, <b>ask a relevant evidence-based question</b>

### ***Important terms in the coaching process:***

- *Non-judgmental*
- *Mastery*
- *Non-negotiable*
- *Relational trust vs. basic decency*
- *Evidence-based*
- *Low inference notes*
- *Knowledgeable*
- *Coaching Cycle*
- *Cycle of Improvement*
- *Coaching Conversation*

***Relational Trust*** - believe you are competent and have integrity, respect, and personal regard for others. Relational trust is created by the active coach and then expected by all.

*vs.*

***Basic Decency*** - respect someone's position and respect you as a human being even though I do not agree with your views or vision.

## **Protocol for Instructional Leadership**

<b>Protocol Title</b>	<b>Coaching Walkthrough with Principals</b>
<b>Purpose</b>	To help principals identify trends in their schools based on evidence of student learning.  To determine an appropriate first next step for the next PLC based off of trends in evidence of student learning.
<b>Stakeholders + Role</b>	<b>Owner:</b> Supervisor <b>Participant(s):</b> Principal
<b>Protocol Steps</b>	What does this principal need to experience in order to become a better coach?  1. Before Walkthrough: Supervisor + Principal review lesson plans and determine look-fors in student responses.

	<ol style="list-style-type: none"> <li>Before Walkthrough: Supervisor + Principal establish what kind of evidence of student learning we are looking for.</li> <li>Walkthrough (3-4 classroom observations): Supervisor + Principal gather evidence of student learning. <ol style="list-style-type: none"> <li>Record low-inference notes about student thinking. <ol style="list-style-type: none"> <li>This may include Teacher questions and Student responses.</li> </ol> </li> <li>Gather a representative sample of student work.</li> <li>Leave a note with positive feedback for each teacher.</li> </ol> </li> </ol> <p>Bi-monthly, 3-4 classrooms, 15-20 min each, All the same content area.</p>
<b>First Next Step</b> <i>(What the owner needs to do when protocol is complete)</i>	Supervisor confirms time and room for debrief (same day) Supervisor prepares agenda for debrief
<b>Protocol Title</b>	<b>Coaching Debrief with Principals</b>
<b>Purpose</b>	<p>To help principals to facilitate PLCs with evidence-based questions.</p> <p>To prepare PLCs that facilitate teacher-owned analysis of student learning and teacher-owned implementation of instructional strategies.</p>
<b>Stakeholders + Role</b>	<b>Owner:</b> Supervisor <b>Participant(s):</b> Principal
<b>Protocol Steps</b>	<p>What does this principal need to experience in order to lead the next PLC?</p> <ol style="list-style-type: none"> <li>Supervisor asks Principal: <ol style="list-style-type: none"> <li>What evidence of the look-fors did you see?</li> <li>Did you notice any trends?</li> </ol> </li> <li>Looking at Evidence of Student Learning: <ol style="list-style-type: none"> <li>What do students understand? How can you tell?</li> <li>What are students attempting to do? How can you tell?</li> <li>What strategies are students using? How can you tell?</li> <li>What are the emerging student misconceptions?</li> </ol> </li> <li>Planning for the next PLC: <ol style="list-style-type: none"> <li>What do students need to achieve mastery?</li> <li>What are 2-3 instructional strategies that can help students learn from their misconceptions?</li> <li>How can we incorporate these strategies into the next PLC?</li> <li>What evidence-based questions should you ask teachers to help them recognize these strategies as a resource?</li> </ol> </li> </ol>
<b>First Next Step</b> <i>(What the owner needs to do when protocol is complete)</i>	Principal confirms date and time for next PLC Principal facilitates next PLC Supervisor observes next PLC



<b>Protocol Title</b>	<b>“Practice Makes Perfect”</b>
<b>Purpose</b>	To cultivate clear, consistent language with high-leverage routines and activities. To develop comfort with high-leverage routines and activities. To receive proactive feedback, in a low-stakes way.
<b>Stakeholders + Role</b>	<b>Owner:</b> Coach (all personnel) <b>Participant(s):</b> Coachee (all personnel and students)
<b>Protocol Steps</b>	<p>Part 1:</p> <ol style="list-style-type: none"> <li>1. Coach frames modeling and says, “I’m going to model [x] strategy. While I model, I want you to pay attention to what I’m [asking, specific behavior, etc.]”</li> <li>2. Coach models strategy.</li> <li>3. Coachee shares noticings and feedback.</li> <li>4. Coach models strategy again, with feedback.</li> </ol> <p>Part 2:</p> <ol style="list-style-type: none"> <li>5. Coachee models strategy.</li> <li>6. Coach shares feedback: one glow and one high-leverage grow.</li> <li>7. Coachee models strategy again, with feedback.</li> <li>8. Coachee: <ol style="list-style-type: none"> <li>a. Reflects on strategy</li> <li>b. Identifies lessons/ opportunities in the next week where they will implement the strategy.</li> </ol> </li> <li>9. Coach confirms when they will observe coachee implementing strategy.</li> </ol>
<b>First Next Step</b> <i>(What the owner needs to do when protocol is complete)</i>	Coach observes coachee implementing strategy within the next week.
<b>Protocol Title</b>	<b>Responding to Pushback</b>
<b>Purpose</b>	To communicate in a way that makes people feel heard while supporting district-wide commitments to curriculum and instruction.
<b>Stakeholders + Role</b>	<b>Owner:</b> The person receiving the pushback <b>Participant(s):</b> The person giving pushback, the person/ program the concern is about
<b>Protocol Steps</b>	<ol style="list-style-type: none"> <li>1. Restate concern.</li> <li>2. Ask clarifying questions, until you (person receiving pushback) gain clarity about the root cause of their concern. Ex: <ol style="list-style-type: none"> <li>a. “Who have you shared this concern with? What happened?”</li> <li>b. “What have you tried so far? What happened?”</li> </ol> </li> <li>3. If you can’t resolve the concern:</li> </ol>

	<ol style="list-style-type: none"> <li>a. Say, “I don’t know, but I can find out.”</li> <li>b. Say, “I don’t know, but you go to X, who can support you.”</li> <li>4. If there is no resolution (i.e. want to operate outside of non-negotiables).               <ol style="list-style-type: none"> <li>a. Say, “I hear you and this [say specific non-negotiable] is in place because [say reason]. However, let’s figure out how to help you with [root cause] in the parameters of the [say non-negotiable].</li> </ol> </li> </ol>
<b>First Next Step</b> <i>(What the owner needs to do when protocol is complete)</i>	<p>Follow up with the person the concern was about.</p> <p>Follow up with the person giving pushback after 2 business days.</p>
<b>Protocol Title</b>	<b>Managing Coaching with External Vendors</b>
<b>Purpose</b>	<p>To provide support to teachers and principals that is cohesive, aligned and an extension of their existing professional learning at Saint Martin.</p> <p>To sustain long-term, purposeful, and authentic engagement in professional learning about instructional practices at Saint Martin.</p>
<b>Stakeholders + Role</b>	<p><b>Owner:</b> Director of Curriculum, Elementary Supervisor and Secondary Supervisor</p> <p><b>Participant(s):</b> PD Vendors for Coaching, Point Person + Vendor’s Facilitator</p>
<b>Protocol Steps</b>	<p>[Before meeting]</p> <ol style="list-style-type: none"> <li>1. Review Vendor’s Coaching Framework (or similar type of tool used by Vendor for coaching teachers/ principals).</li> <li>2. Identify aspects of Vendor’s Coaching Framework that align with Saint Martin’s Coaching Framework and Goals.</li> </ol> <p>[During meeting]</p> <ol style="list-style-type: none"> <li>3. Ask Vendor about Vendor’s philosophy/ approach to coaching in schools. Questions to ask:               <ol style="list-style-type: none"> <li>a. How do you provide teachers feedback?</li> <li>b. How do you prepare to provide coaching at each unique school? What do your consultants learn about each school they are observing in advance?</li> <li>c. What kind of follow up resources and documentation do you share with teachers you are coaching?</li> <li>d. What is your philosophy to coaching teachers?</li> </ol> </li> <li>4. Share Saint Martin’s Coaching Framework.               <ol style="list-style-type: none"> <li>a. Provide overview of Coaching Framework and Goals.</li> <li>b. Describe overlap between Saint Martin and Vendor’s Coaching Framework.</li> </ol> </li> <li>5. Explicit discuss Saint Martin’s instructional priorities.               <ol style="list-style-type: none"> <li>a. Name Saint Martin’s focus area for coaching teachers/ principals and explicitly identify the request or shift that is required from</li> </ol> </li> </ol>

	<p>the Vendor regarding coaching.</p> <ul style="list-style-type: none"> <li>b. Ask: Each vendor to complete “Coaching Visit Report” and share with Principal + Director of Curriculum and Instruction within 2 business days of visit.</li> <li>c. Ask: What does Vendor need from Saint Martin in order to provide coaching services aligned to our professional learning?</li> <li>d. (if applicable) Name aspects of Vendor’s Coaching Framework/ language/ resources we do not want to used with teachers. Explain why.</li> </ul>
<b>First Next Step</b> <i>(What the owner needs to do when protocol is complete)</i>	<p>Confirm dates for first coaching visit.</p> <p>Confirm at least one Steering Committee member to shadow the first coaching visit with each new facilitator/ vendor to SMPS.</p>
<b>Protocol Title</b>	<b>Analyzing Student Work PLC</b>
<b>Purpose</b>	<p>To help teachers identify trends in their classrooms based on evidence of student learning.</p> <p>To determine an appropriate first next step for classroom instruction based off of trends in evidence of student learning.</p>
<b>Stakeholders + Role</b>	<p><b>Owner:</b> Director of Curriculum &amp; Instruction; Supervisor - Elementary/ Secondary, Math &amp; Science Instructional Coach; Instructional Leaders @ Schools</p> <p><b>Participant(s):</b> Teachers</p>
<b>Protocol Steps</b>	<p><b>Before PLC (pre-work):</b></p> <ul style="list-style-type: none"> <li>● <b>Participants:</b> Analyze how your students did on this mini-assessment by identifying two trends: strengths and areas of growth. Then answer the following reflection questions: <ul style="list-style-type: none"> <li>a. Strength: What actions did you take in the classroom that led to the strengths in your student’s work?</li> <li>b. Challenges: What actions did you take in the classroom that led to the challenges in your student’s work?</li> <li>c. Connect: According to your analysis of the question group and the achievement level descriptors, what level of understanding did your students demonstrate on this standard? How do you know?</li> </ul> </li> <li>● <b>Owners:</b> Identify the standards that are represented on this week’s assessment for your grade level and complete the “Unpack the Standard” portion of the PLC.</li> </ul> <p><b>During PLC:</b></p>

	<p><b>1. Unpack the Standard: (15 min)</b></p> <ul style="list-style-type: none"> <li>d. What do students need to know and be able to do in order to show mastery in this standard?</li> <li>e. How does this group of questions assess what students need to know in order to show mastery in this standard?</li> <li>f. How does this group of questions assess what students need to be able to do in order to show mastery in this standard? <ul style="list-style-type: none"> <li>1. According to the Achievement Level Descriptors, what level are the questions in the standard group?</li> <li>2. How do you know? Use language from the achievement level descriptors in your response.</li> </ul> </li> </ul> <p><b>2. Looking at Student Work: (30 min)</b></p> <ul style="list-style-type: none"> <li>g. <b>Strengths (10 min):</b> Which questions did your students do well on? Use specific examples of student work to explain how you know. What does this say about their understanding of the standard?</li> <li>h. <b>Challenges (15 min):</b> Which questions did your students struggle with? Use specific examples of student work to explain how you know. What does this say about their understanding of the standard?</li> <li>i. <b>Growth:</b> <i>How have your students progressed on this standard since the last mini-assessment? Use specific examples of student work to explain how you know. What does this say about their understanding of the standard?</i></li> <li>j. <b>Summary Statement (5 min):</b> Summarize your students' level of conceptual and procedural understanding in one sentence, using language from the standard and achievement level descriptors.</li> </ul> <p><b>3. Planning Instruction: (15 min)</b></p> <ul style="list-style-type: none"> <li>k. <b>(2 min)</b> Where in the next 1-2 weeks will students have an opportunity to work on this standard again?</li> <li>l. <b>(8 min)</b> Based on your summary statement, how do you plan on creating access for your students?</li> <li>m. <b>(5 min)</b> How will you need to modify this plan for students in virtual learning?</li> </ul> <p>Bi-monthly, 45-60 minutes</p>
<p><b>First Next Step</b>  <i>(What the owner needs to do when protocol is complete)</i></p>	<p>Identified by the observer(s) and observee.</p>

<b>Protocol Title</b>	<b>Unpacking Assessments PLC</b>
<b>Purpose</b>	<p>To help teachers identify trends in their classrooms based on evidence of student learning.</p> <p>To determine an appropriate first next step for classroom instruction based off of trends in evidence of student learning.</p>
<b>Stakeholders + Role</b>	<p><b>Owner:</b> Director of Curriculum &amp; Instruction, Supervisor - Elementary/Secondary, Math &amp; Science Instructional Coach</p> <p><b>Participant(s):</b> Teachers</p>
<b>Protocol Steps</b>	<p><b>Before PLC:</b></p> <ul style="list-style-type: none"> <li> <b>Participants:</b> Read and complete the mid-module and end-of-module assessment, showing your work in a way that makes your thinking visible. Then, reflect on the following prompts for the group of questions for the chosen standard, identified by the <b>[owner]</b>:           <ul style="list-style-type: none"> <li>What does this group of questions reveal about mastery? Use specific language from the standard in your response.</li> <li>What doesn't this group of questions reveal about mastery? Use specific language from the standard in your response.</li> </ul> </li> <li> <b>Owners:</b> Complete the participant pre-work. Identify the specific lessons, tasks and questions that most align with the standards on the mid-module and end-of-module assessment. Identify the group of questions associated with each standard that teachers will focus on.         </li> </ul> <p><b>During PLC:</b></p> <p><b>2. Analyzing Question Groups by Standard:</b> <i>Identify the 1-2 question groups that will take up the most instructional time between now and the module assessment.</i></p> <ol style="list-style-type: none"> <li>What does this group of questions reveal about mastery of the standards? Use specific language from the standard in your response.</li> <li>What doesn't this group of questions reveal about mastery? Use specific language from the standard in your response.</li> </ol> <p><b>2. Analyzing Question Groups by Achievement Level Descriptors:</b> <i>For the chosen group of questions, use the achievement level descriptors to</i></p>

	<p>answer the following questions:</p> <ul style="list-style-type: none"> <li>c. What level are the questions in the standard group?</li> <li>d. How do you know?</li> <li>e. Use language from the achievement level descriptors in your response.</li> </ul> <p><b>3. Planning Instruction:</b> Look at the upcoming lesson plans aligned to this assessment, identified by the [owner].</p> <ul style="list-style-type: none"> <li>f. How do the questions and tasks in these lessons create opportunities for students to build mastery of the standard? Use language from the achievement level descriptors in your response.</li> <li>g. Based on your response, how do you plan on creating access for your students?</li> <li>h. How will you need to modify this plan for students in virtual learning?</li> </ul> <p>Bi-monthly, 45-60 minutes</p>
<p><b>First Next Step</b> (What the owner needs to do when protocol is complete)</p>	<p>Identified by the observer(s) and observee.</p>

### **District and State Site Observations:**

- A. **Staff Weekly Observations** – Focus of staff observations shall be based on monthly data reviews conducted by the District Curriculum Team and school-level administrators, along with the School Leadership Team
  - 1. **District Curriculum Observation Tools (DCIT)** – The Supervisor Liaison will complete 2-3 observations per week using the DCIT Walkthrough forms in OnCourse for ELA, math, science, and social studies.
  - 2. **Weekly Reports** – Weekly reports shall be completed by the Supervisor Liaison and forwarded to the Superintendent, Director of Curriculum and Instruction, and the school principal
  - 3. **Teacher Visits** – Administrators may request observations of struggling teachers be conducted by the supervisor liaison or other supervisory staff members in the effort to provide support
- B. **District Site Visits** – Schools will be tiered and visited by the District Curriculum Team based on academic trend data from School Performance Scores and weekly visit reports prepared by the supervisor liaison of the school
- C. **LDOE Visits** – All CIR and UIR-A schools will be visited by members of the Louisiana Department of Education. The District's Coaching Framework and Instructional Protocol will be used for continued leadership support

# **Assessment Plan/Framework**



## ASSESSMENT PLAN/FRAMEWORK

### District-Level Assessments:

The District Curriculum Team and School Leadership Teams shall disaggregate student performance data from multiple sources to determine student growth and mastery of the Louisiana State Student Standards. The results shall be used to coach teachers in providing effective, targeted instruction for struggling students, as well challenging instruction for students who have already mastered the standards.



### District-Level Assessments

<b>Name/Type of Assessment</b>	<b>Content Areas</b>	<b>Grade Level(s)</b>	<b>Administrations</b>	<b>Graded vs. Non-Graded</b>
<b>Universal Screener and Benchmarks</b> (iReady Platform)	ELA and Math	K-T9	BOY, MOY, EOY	Non-Graded
<b>Interim Assessments</b> (OnCourse Platform)	ELA and Math	K-5	Every 9-weeks	Graded
<b>Interim Assessments</b> (Case/MasteryConnect)	ELA and Math	6-12	Every 9-weeks	Graded
<b>DRPD-K</b>	ELA	K	BOY	Non-Graded
<b>DIBELS</b>	ELA	K-3	BOY	Non-Graded
<b>ACT Practice Test</b> (Case/MasteryConnect)	Core Content	11	October	Non-Graded
<b>Topic Tests, Mid-Module Assessment, End of Module Assessment</b> (Great Minds Platform)	Eureka Math	K-8	Each module	Graded
<b>Learning Lessons Checks, End of Module Assessments</b> (Great Minds Platform)	PhD Science	3-5	Each module	Graded
<b>Concept Quizzes and Unit Exams</b> (IQWST Platform)	Science	6-8	Each unit	Graded

**\*\*Beginning of Year (BOY)**  
**Middle of Year (MOY)**  
**End of Year (EOY)**

## ***Assessment Plan and Assessment Data Information:***

### ***A. Information/Standards included on each Interim Assessment***

- a. Standards for each interim identified for teachers at beginning of interim period (BOY, MOY, EOY)*
- b. Teachers will be provided access to interim assessments prior to planning and instruction to set level of rigor*

### ***B. Teacher Created Assessments:***

- a. All teacher created assessments should model the State assessments for the grade level and content area*
- b. Until further notice, teachers in grades K-5 may use **EduLastic** to create weekly teacher-made assessments aligned to the Louisiana State Student Standards*
- c. Teachers in grades 6-12 shall have access to the **MasteryConnect** database of questions to create standards aligned classroom assessments*
- d. Teachers who teach the same grade level or subject should collaborate in developing weekly assessments to ensure all students are being assessed the same way for each standard taught. For tests aligned to the standards, this will ensure formative and criterion validity of the assessments and help guide future instruction.*

### ***C. Development of District Common Assessments:***

- a. Teacher Cadres - Teachers will be pulled together by grade levels and content areas to develop common assessments for content areas without pre-made assessments or vendor developed assessments*

### ***D. Weekly School Level PLCs/Clusters and Data Reviews***

- a. PLCs/Clusters will follow the model located in the Instructional Protocol (see Table of Contents)*
- b. Data from student work/assessments shall be reviewed during PLCs/Clusters to plan and prepare targeted instruction and accelerated, on-time scaffolded instruction*

### ***D. Monthly District Data Reviews - The District Curriculum Team shall use the data-driven instruction model from Driven by Data 2.0 to analyze and disaggregate data in the OnCourse Assessment Platform as a part of each monthly Curriculum Team Meeting. This includes district level, school level, classroom level and individual student level data. Trends, strengths, and areas of concerns gleaned from all data sources will be used to support teachers, administrators, and school level leadership teams, as well as provide relevant, effective professional development.***

**Note:** The LDOE is currently reviewing and revising the social studies standards. A review of Tier 1 social studies resources will be conducted after approval of the new student standards. District assessments in the area of social studies will be created at a later date.

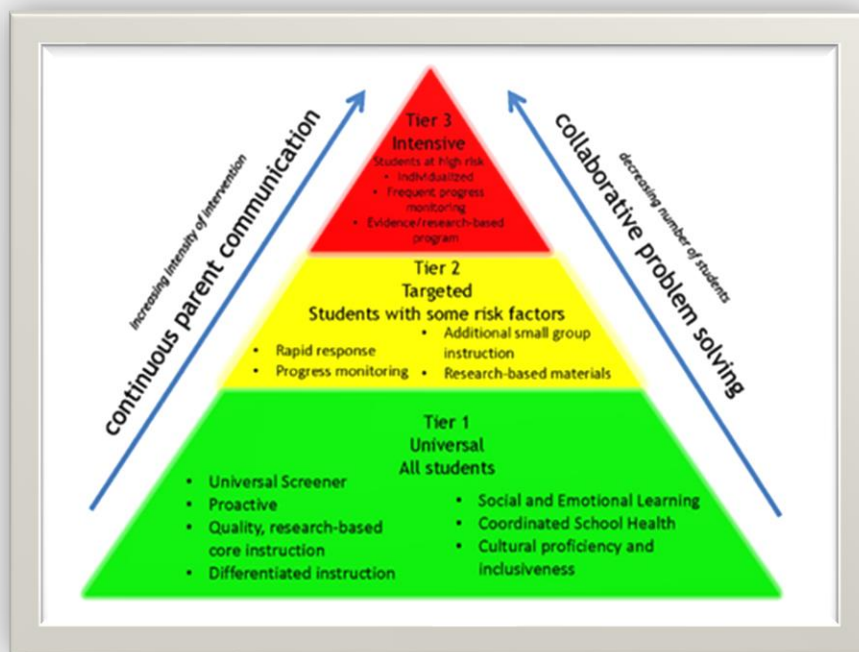
# **Response to Intervention (RTI)**

## RESPONSE TO INTERVENTION (RTI)

Louisiana's statute, RS 17:1941 et seq. and BESE LS 35:897, requires local districts to implement a Response to Intervention (RTI) process to provide interventions for struggling learners and/or those students with challenging behaviors. The three-tiered approach to instruction and interventions increase in intensity as data is collected through a standard protocol and/or a problem solving approach. Instructional decisions are made on the needs of each individual student based on data collected in each tier. **The RTI process is mandated by law and must be followed with fidelity.**

All students in grades K-8 shall be screened at the beginning of the school year in ELA and math using the iReady assessments. Two subsequent iReady benchmarks will be given at the middle of the year and at the end of the year. Students in grades 9-10 shall be screened in ELA and math using the Case Benchmark assessments from MasteryConnect. As a result of the screening process, any student who scores below Mastery of grade-level standards must be placed in the RTI process. Schools are responsible for documenting data captured on all students in each tier. More information, including approved interventions, can be located in the [Response to Intervention Handbook](#) on the District's webpage.

**Note:** Interventions for EL students in RTI should be tried in their native language before moving to the next intervention to ensure the deficits are not due to the language barrier.



Students in fourth (4<sup>th</sup>) grade who scores below Mastery in a content area on the LEAP 2025, shall be placed on an **Individual Academic Intervention Plan (IAIP)** and shall remain on the plan until said students have scored Mastery in the content area(s) on subsequent LEAP 2025 exams. Schools shall see the local [Pupil Progression Plan](#) on the St. Martin Parish School System's webpage for more information on the IAIP.

# **Summer Learning**

## **ST. MARTIN PARISH SUMMER LEARNING PROGRAMS**

*At the end of the school year, students who have not mastered grade level standards at the proficiency level required for promotion, will have an opportunity to catch up on unfinished learning or learning loss during the summer months. St. Martin Parish shall provide several programs for students to catch up with grade level content skills. The programs are explained below:*



### **Academic Summer School:**

*Students who fail to meet academic proficiency required for promotion, especially in reading and/or math, to the next grade level may attend Academic Summer School (See the [St. Martin Parish Pupil Progression Plan](#) on the District's webpage for promotion guidelines at each grade level). Face-to-face learning will be provided for students in grades K-2, while students in grades 3-12 will be provided on-line opportunities to recover failed credits for promotion. Transportation will be provided for students in K-2 to and from the Academic Summer School program.*

### **Summer Learning Program:**

*Students who fail both reading and math are ineligible to attend academic summer school for promotion, thus, would be required to repeat the current grade level. These students may attend the St. Martin Parish Summer Learning Program, which includes the use of the Accelerate Tutoring model and resources developed by the Louisiana Department of Education, to provide on-time learning of pre-requisite skills. The Summer Learning Program provides face-to-face instruction on deficit areas required as pre-requisite skills for grade-level content. Transportation will be provided for students to and from the summer learning sites.*

### **Extended School Year Program:**

*Students with disabilities who have not attained their goals may attend the Extended School Year Program to continue working toward meeting goals set on their annual IEPs. The Extended School Year Program provides a face-to-face model of individual instruction based on the IEP goals of each student. Transportation will be provided for students to and from the Extended School Year Program site.*

# **Professional Development**



## PROFESSIONAL DEVELOPMENT



*St. Martin Parish provides all teachers, instructional paraprofessionals, instructional coaches, behavior interventionists, and administrators with professional development and training in the content areas. Student performance data shows the need to provide professional development in the following areas for the 2021-2022 school year:*

- 1. Rigor of Instruction*
- 2. Instructional Coaching Framework*
- 3. Instructional Leadership Protocol*
- 4. Data Driven Instruction*
- 5. New Teacher Support*
- 6. New Administrator Support*

*Types of professional development will include content specific training such as Eureka Math, Guidebook 2.0, The Writing Revolution, Career and Technical Education, Art, Music, etc.*



*Professional Learning Communities (PLCs) or Cluster meetings will be hosted at the school level for teachers in their specific content areas and at the District level for all members of the School and District Leadership Teams.*

