

# St. Martin Parish School System



## Title I Schoolwide Plan

**School Name: St. Martinville Primary**

**Grade Level: 2-5**

**Address: 716 N. Main Street, St. Martinville, LA 70582**

**Principal's Name: Lisa Sylvester**

**School Phone Number: (337) 909-3200**

**Principal's Email Address: [lisa\\_sylvester@saintmartinschools.org](mailto:lisa_sylvester@saintmartinschools.org)**

**2022 - 2023**

## 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.

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Principal \_\_\_\_\_ Date \_\_\_\_\_

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Executive Director \_\_\_\_\_ Date \_\_\_\_\_

***Faculty and Staff Review***

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Date	Name	Position	Signature
	Lisa Sylvester	Principial	
	Amy Guillory	Assistant Principal	
	Nicole Theyard	Curriculum Coordinator	
	Jacoby Lewis	Behavior Interventionalist/Physical Education Coach	
	Jill Usie	STEM/Robotic Teacher/Technology	
	Ramdani Boudia	French Teacher	
	Anyia Chretien	Literacy Coach	
	Lacie Broussard	2nd Grade Teacher	
	Jasmine Campbell	2nd Grade Teacher	
	Carmen Gobert	2nd Grade Teacher	
	Roganay Harding	2nd Grade Teacher	
	Karrington Rapp	2nd Grade Teacher	
	Ashley Bertrand	3rd Grade Teacher	
	Karen Brown	3rd Grade Teacher	
	Shelly Durand	3rd Grade Teacher	
	Mona Gordon	3rd Grade Teacher	
	Alexis Guilbeaux	3rd Grade Teacher	
	Louis Lastrappe	3rd Grade Teacher	
	Latoya Abdouramane	4th Grade Teacher	
	Brittany Bernard	4th Grade Teacher	
	Danielle Burleigh	4th Grade Teacher	

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***Faculty and Staff Review***

Date	Name	Position	Signature
	Allie Dore	4th Grade Teacher	
	Drew Huval	4th Grade Teacher	
	Ange Latiolais	4th Grade Teacher	
	Nichole Airhart	5th Grade Teacher	
	Joan Davis	5th Grade Teacher	
	Kirstin Fuhrman	5th Grade Teacher	
	Dana Gautreaux	5th Grade Teacher	
	Britlynn Laviolette	5th Grade Teacher	
	Kylie Simon-Price	5th Grade Teacher	
	Derrick Celestine	SPED Teacher	
	Kirstyn Champagne	SPED Teacher	
	Sharyn Dayton	Art	
	Gabriel Fuselier	SPED Teacher	
	David Pitts	SPED Teacher	
	Teisha Boudreaux	RTI Coach	
	Phyllis Jacquet	PT Tutor	
	Charlotte Stovall	PT Tutor	
	Dionne Landry	PT Tutor	
	Sandi Angelle	Secretary	
	Lisa George	Secretary	

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***Faculty and Staff Review***

Date	Name	Position	Signature
	Pamela Celestine	RTI	
	Vicki Champange	LPN-SPED	
	Tina Frederick	SPED Para	
	Denise Johnson	SPED Para	
	Rachael Thomas	SPED Para	
	Shirley Kately	Custodian	
	Patrick Marks	Custodian	
	James Morris	Custodian	
	Mary Boutte	Cafeteria	
	Sharlene Francis	Cafeteria	
	Demeta Griffin	Cafeteria	
	Sandra Simon	Cafeteria	
	Lynette Thomas	Cafeteria	
	Frances Toucheck	Cafeteria	
	Lamar Bertrand	Bus Operator	
	Mike Bourda	Bus Operator	
	Edward George	Bus Operator	
	Melinda Latiolais	Bus Operator	
	Louise Prados	Bus Operator	
	Maurice Smith	Bus Operator	
	Ashley Thibodeaux	Bus Operator	
	Connie Williams	Bus Operator	
	Yvonne Harrison	Bus Aide	

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***Faculty and Staff Review***

Date	Name	Position	Signature



**St. Martin Parish School System- Title I Schoolwide Plan**

## St. Martin Parish School System- Title I Schoolwide Plan

### 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.

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"> <li>• <i>Administrator Evaluation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Attendance Rate</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Demographic Data</i></li> </ul>
<i>Teachers</i>		<ul style="list-style-type: none"> <li>• <i>Teacher Focus Group</i></li> <li>• <i>Teacher Survey</i></li> <li>• <i>Climate and Culture Survey</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Classroom Observations</i></li> <li>• <i>Walkthroughs</i></li> <li>• <i>Attendance Rate</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Demographic Data</i></li> </ul>
<i>Students</i>	<ul style="list-style-type: none"> <li>• <i>LEAP 2025</i></li> <li>• <i>iReady</i></li> <li>• <i>LEAP 360</i></li> <li>• <i>End-of-Course (EOC)</i></li> <li>• <i>ACT</i></li> <li>• <i>DIBELS</i></li> <li>• <i>DRA</i></li> <li>• <i>District Benchmark Assessments</i></li> <li>• <i>STAR</i></li> <li>• <i>SRI</i></li> <li>• <i>Etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Student Survey</i></li> <li>• <i>Student Focus Group</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Classroom Observations</i></li> <li>• <i>Walkthroughs</i></li> <li>• <i>Discipline Rates</i></li> <li>• <i>Attendance Rates</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School Report Card</i></li> <li>• <i>Demographic Data</i></li> <li>• <i>Subgroup Component Data</i></li> </ul>

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<i>Parents</i>		<ul style="list-style-type: none"><li>● <i>Parent Survey</i></li><li>● <i>Parent Focus Group</i></li></ul>	<ul style="list-style-type: none"><li>● <i>Attendance Rates (school participation)</i></li></ul>	<ul style="list-style-type: none"><li>● <i>Demographic Data</i></li></ul>
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**St. Martin Parish School System- Title I Schoolwide Plan**

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

**Comprehensive Needs Assessments for SY 2021-2022 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):

<b>STRENGTHS</b>		<b>DATA SOURCE/INSTRUMENT</b>
1.	Current second grade students showed an increase in Math on their 1st grade end of the year benchmark. At the beginning of the year, 97% of current second graders were below level on Math Iready. At the end of the 2022-2023 school year, only 55% of current second graders were below level on Math Iready.	iREADY 2022(Fall and Winter Benchmarks) - <b>Current 2nd Graders</b>
2.	Current third grade students showed an increase in iREADY Math on their Spring benchmark. Current third graders showed a 34% increase in Numbers and Operations from 94% of students below grade level on the Fall benchmark to 44 % of students below benchmark on the Spring benchmark.	iREADY 2021-2022(Fall and Winter Benchmarks)- <b>Current 3rd Graders</b>
3.	Current fourth grade students showed an increase in iREADY Math on their Spring benchmark. Current fourth graders showed a 40% increase in Numbers and Operations from 88% of students below grade level in the Fall benchmark to 48 % of students below benchmark in the Spring benchmark. Current fourth graders also showed a 40% increase in Algebra from 91%	iREADY 2021-2022 (Fall and Winter Benchmarks) - <b>Current 4th Graders</b>

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	of students below grade level on the Fall benchmark to 50% of students below grade level on the Spring benchmark.	
	Current fifth grade students showed a 50% increase on their overall Math Iready Benchmark. 94% of students were below grade level on the Fall Iready Benchmark at the beginning of the year. 44% of those students were below grade level on the Spring Benchmark at the end of the year.	iREADY 2021-2022 (Fall and Winter Benchmarks) - <b>Current 5th Graders</b>

**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:

<b>Contributing Factor: Administrative team and teachers collaborate to analyze data to drive instruction.</b>	
Domain: 500 Sub domain: 550	
<b>Instrument(s): IREADY Diagnostic Fall and Winter Results- 21-22, Discipline Report and Classroom Walkthroughs</b>	
<b>Data Type:</b> 1. Cognitive 2. Archival 3. Behavioral	<b>Findings</b> 1.Students showed an overall 50% growth on IReady Math from August 2021- May 2022. ( <b>Current 5th graders</b> ) 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. ( <b>3 out of 3 teachers</b> ) ( <b>Current 4th graders</b> )

<b>Contributing Factor: Teachers Implementing district/state mandated standards with fidelity in Math and ELA.</b>	
Domain: Sub domain:	
<b>Instrument(s): 2021-2022 LEAP 2025 Data, Student Survey, Classroom Observations, Teacher Survey</b>	

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<p><b>Data Type:</b></p> <ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Attitudinal</li> <li>3. Behavioral</li> </ol>	<p><b>Finding</b></p> <ol style="list-style-type: none"> <li>1. According to 2021-2022, LEAP 2025, 58% of third graders (current 4th graders) were proficient in the writing performance category.</li> <li>2. 80% of teachers state that teachers are held to high professional standards for delivering instruction.</li> <li>3. Classroom Observations revealed that 95% of classroom Math teachers are implementing the district/state mandated standards with fidelity across the grade levels.</li> </ol>
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<b>Contributing Factor:</b>	
<b>Contributing Factor: Environment is nurturing and conducive to learning.</b>	
Domain: 200B Sub domain: 260	
<b>Instrument(s):</b> Parent survey, Classroom Walk-throughs, Administrative survey	
<p><b>Data Type:</b></p> <ol style="list-style-type: none"> <li>1. Attitudinal</li> <li>2. Attitudinal</li> <li>3. Behavioral</li> </ol>	<p><b>Findings</b></p> <ol style="list-style-type: none"> <li>1. Administrator stated that the climate at the school is positive.</li> <li>2. 92% of parents surveyed feel that the school is comfortable and supports learning.</li> <li>3. Resources and materials supported the learning goals in 95% of the walkthroughs.</li> </ol>

**\*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):

	<b>WEAKNESSES</b>	<b>DATA SOURCE/INSTRUMENT</b>
1.	According to the end of the year 2022 iREADY benchmark, 44% of the current second graders were below grade level in Reading. According to Dibels data at the end of the 2022 school year, 50% of below on ORF.	iREADY 2021/Dibels (Fall and Winter Benchmarks) - <b>Current 2nd Graders</b>

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2.	According to the 2022 end of the year iREADY benchmark, 74 % of current third graders were below level on Comprehension: Information Text.	iREADY 2022-2023 (Fall and Winter Benchmarks) - <b>Current 3rd Graders</b>
3.	<p>76 % of third grade(<b>current 4th graders</b>)<b>regular education</b> students scored <b>below Mastery</b> level on the <b>Reading Performance category</b> of the <b>English Language Arts Spring 2022 LEAP 2025 Assessment</b>. 87% of third grade <b>Special Education</b> students scored <b>below Mastery</b> level in the <b>Reading Performance Category on the English Language Arts Spring 2022 LEAP 2025 Assessment</b>.</p> <p>74% of third grader <b>regular education</b> students scored <b>below Mastery</b> level in <b>Modeling and Application</b> category on the <b>Math Spring 2022 LEAP 2025 Assessment</b>. <b>100% (8 students)</b> of third grade <b>Special Education</b> students score <b>below Masery</b> level on the <b>Math test in Modeling and Applications</b>.</p> <p>84% of third grade students scored <b>below Mastery level</b> on <b>all categories</b>( Investigate, Evaluate, and Reason Scientifically) of the <b>Science Spring 2022 LEAP 2025 Assessment</b>. <b>100% (8 students)</b> of third grade <b>Special Education</b> students score <b>below Masery</b> level on the <b>Science test in all categories</b>.</p> <p>89% of third grade students scored <b>below Mastery level</b> on <b>all categories</b>( History, Geography, Civics, and Economics) of the <b>Social Studies Spring 2022 LEAP 2025 Assessment</b>. <b>100% (8 students)</b> of third grade <b>Special Education</b> students score <b>below Masery</b> level on the <b>Social Studies test in all categories</b>.</p>	Spring 2022 LEAP 2025 Assessment- <b>Current 4th Graders</b>
4.	77% of fourth grade ( <b>current 5th graders</b> ) <b>regular education</b> students scored below Mastery level on the <b>Vocabulary category</b> of the <b>English Language Arts Spring 2022 LEAP</b>	Spring 2022 LEAP 2025 Assessment- <b>Current 5th Graders</b>



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Assessment. 95% (16 students) of **Special Education** students scored below Mastery level on the **Vocabulary** category of the **English Language Arts** Spring 2022 LEAP Assessment.

87% of fourth grade **regular education** students scored **below Mastery** level in **Additional and Supporting** category on the **Math Spring 2022 LEAP 2025 Assessment**. 95% (16 students) of the fourth grade **Special Education students** score **below Mastery** level on the **Math Spring 2022 LEAP Assessment** in **Additional and Supporting Content**.

84% of third grade students scored **below Mastery level** on **all categories**( Investigate, Evaluate, and Reason Scientifically) of the **Science Spring 2022 LEAP 2025 Assessment**. 100% (8 students) of third grade **Special Education students** score **below Masery** level on the **Science test** in **all categories**.

89% of third grade students scored **below Mastery level** on **all categories**( History, Geography, Civics, and Economics) of the **Social Studies Spring 2022 LEAP 2025 Assessment**. 100% (8 students) of third grade **Special Education students** score **below Masery** level on the **Social Studies test** in **all categories**.

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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:

<b>Contributing: Lack of high quality, job-embedded professional development.</b>	
Domain: Sub domain:	
<b>Instrument(s):</b> LEAP 2025, Teacher Survey, Parent Survey, 3-5th Grade Classroom Observations	
<b>Data Type:</b> 1. Cognitive 2. Attitudinal 3. Behavioral	<b>Findings</b> 1. LEAP test results indicate <b>69% of current 4th graders were not proficient</b> on the <b>Math</b> LEAP test. LEAP test results indicate <b>72% of current 4th graders were not proficient</b> on the <b>ELA</b> LEAP test. LEAP test results indicate <b>59% of current 4th graders were not proficient</b> on the <b>Science</b> LEAP test. LEAP Results indicate that <b>91% of the current 4th graders were not proficient</b> on the <b>Social Studies</b> LEAP Test.  LEAP test results indicate <b>80% of current 5th graders were not proficient</b> on the <b>Math</b> LEAP test. LEAP test results indicate <b>86% of current 5th graders were not proficient</b> on the <b>ELA</b> LEAP test. LEAP test results indicate <b>85% of current 5th graders were not proficient</b> on the <b>Science</b> LEAP test. LEAP Results indicate that <b>83% of the current 5th graders were not proficient</b> on the <b>Social Studies</b> LEAP Test.  2. 75 % of teachers surveyed feel that additional Professional Development is needed in all content areas.  3. 85% of classroom observations took place in Reading and Math. More observations/classroom walkthroughs need to take place during Social Studies and Science.
<b>Contributing Factor: Lack of differentiated instruction.</b>	
Domain: Sub domain:	
<b>Instrument(s):</b> LEAP 2025, iREADY fall and winter benchmark 2021-2022, Teacher Survey , Classroom Observations	
<b>Data Type:</b> 1. Cognitive 2. Behavioral 3. Behavioral	<b>Findings</b> 1. <b>100% of our current 4th grade SPED students</b> performed below Mastery level on <b>Science and Social Studies</b> LEAP Assessment.

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	<p>2. 55% of classroom observations state that teachers and special education teachers collaborate consistently in designing and/or executing excellent lessons for students with special needs.</p> <p>3. Walk through data reveals 45% of teachers were differentiating instruction and using individualized strategies.</p>
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**Contributing Factor: Lack of instruction on vocabulary strategies and answering constructed response questions.**

Domain:  
Sub domain:

**Instrument(s):** LEAP 2025, iREADY fall and winter benchmark 2020-2021, Teacher Survey, Classroom Observations

<p><b>Data Type:</b></p> <ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Behavioral</li> <li>3. Behavioral</li> </ol>	<p><b>Findings</b></p> <ol style="list-style-type: none"> <li>1. 34% of current 4th graders were proficient (Advanced/Mastery) in written expression on the Spring 2022 LEAP Assessment.</li> <li>2. Walkthrough data reveals that 55% of teachers incorporate written expression in their daily lessons throughout content areas.</li> <li>3. Walk through data reveals 50% of teachers incorporate construction response questions in their daily lessons throughout content areas.</li> </ol>
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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>	
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> <ol style="list-style-type: none"> <li>1. Students in third grade were 24% proficient in ELA Reading Performance on 2022 LEAP in Spring Assessment. - Current 4th Graders</li> <li>2. Students in third grade were 26% proficient in Math Modeling and Application on 2022 LEAP Assessment.- Current 4th Graders.</li> <li>3. Students in third grade were 16% percent proficient in all areas of Science LEAP Assessment.- Current 4th graders</li> <li>4. Students in third grade were 12% proficient on Social Studies LEAP Assessment - Current 4th graders</li> <li>5. Third grade SPED students were 0% proficient on Science and Social Studies LEAP Assessment. Current 4th graders</li> <li>6. Students in fourth grade were 23% proficient in ELA Vocabulary on 22 LEAP Assessment. Current 5th graders</li> <li>7. Students in fourth grade were 16% proficient in Math Expressing Mathematical Reasoning on 2022 LEAP Assessment. Current 5th graders</li> <li>8. Students in fourth grade were 17% proficient in Science Resoning on 2022 LEAP Assessment. Current 5th graders</li> <li>9. Students in fourth grade were 17% proficient in Social Studies History on 2022 LEAP Assessment. Current 5th graders.</li> <li>10. Fourth grade SPED students were 12% proficient in Science and Social for LEAP 2022. Current 5th graders</li> </ol>
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> <ol style="list-style-type: none"> <li>1. Students in fourth grade will increase their ELA Reading Performance from 24% proficient to 34% proficient on the 2023 LEAP Assessment.</li> <li>2. Students in fourth grade will increase their Math Modeling and Application from 26% proficient to 36% proficient on the 2023 LEAP Assessment.</li> <li>3. Students in fourth grade will increase all areas of Science from 16% proficient to 26% proficient on the 2023 LEAP Assessment.</li> <li>4. Students in fourth grade will increase all areas of Social Studies from 12% proficient to 22% proficient on their 2023 LEAP Assessment.</li> <li>5. Fourth grade SPED students will increase their Science and Social from 0% proficient to 10% proficient on LEAP 2023 Assessment.</li> <li>1. Students in fifth grade will increase their ELA Vocabulary from 23% proficient to 33% proficient on the 2023 LEAP Assessment.</li> <li>2. Students in fifth grade will increase their Math Expressing Mathematical Reasoning from 16% proficient to 26% proficient on the 2023 LEAP Assessment.</li> <li>3. Students in fourth grade will increase their Science Reasoning from 17% proficient to 27% proficient on the 2023 LEAP Assessment.</li> <li>4. Students in fourth grade will increase their Social Studies History from 17% proficient to 27% proficient on their 2023 LEAP Assessment.</li> <li>5. Fourth grade SPED students will increase their percent proficient in Science and Social from 12% proficient to 22% proficient on LEAP 2023 Assessment.</li> </ol>

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<b>Evidence-Based Strategies:</b>	<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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<b>CORE ACADEMICS - ELA</b>	<b>DELETE INFO THAT DOES NOT APPLY</b>			
	<b>Tier 1 Resources:</b> Pre-K: Digs K -2: EL Education/Dibels/LIFT <b>3-8: Louisiana Guidebooks /Dibels/LIFT</b>			
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Instruction:</b></p> <p><b>Curriculum/Instruction/Assessments:</b> SMP will continue to effectively implement the Louisiana State Standards for ELA by utilizing the <b>Guidebook curriculum/EL Education Curriculum</b> 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"> <li>• ELA teachers will <b>implement</b> district <b>Guidebook curriculum/EL Education Curriculum</b> scope and sequence onsite and virtually.</li> <li>• ELA teachers will <b>embed</b> the <b>Writing Revolution</b> within the Guidebook lessons onsite and virtually.</li> <li>• ELA teachers will enrich students twice a week for 45 minutes each day using the Ready ELA Workbooks.</li> <li>• ELA teachers will also embed Spelling and Grammar lessons during their ELA block. Lessons will be taken from the Zaner Bloser curriculum.</li> <li>• Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</li> <li>• ELA teachers will administer Dibels and LIFT testing three times a year to monitor student growth.</li> <li>• ELA teachers will administer the STAR Reading test three times a year to monitor student growth.</li> <li>• 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.</li> </ul>	Administrative Team, teachers and paraprofessionals	August 2022-May 2023	Title 1 School-Wide Materials and Supplies- <b>11,268.00</b> iREADY License- <b>\$10,000</b>  Salary/Benefits- Teacher- <b>\$44,605</b>  Tutors- FT Aide- <b>\$21,027</b> 5 PT Tutors- <b>41,040</b>	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> <li>• Guidebooks</li> <li>• curriculum</li> <li>• iREADY Intervention (Title 1 Tutors)</li> </ul> Sign in sheets, agenda and exit tickets for teachers
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>  <b>Include assessment frequency in parenthesis behind each assessment.</b></p>				

**St. Martin Parish School System- Title I Schoolwide Plan**

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

Pre-K: TS GOLD, IReady

K-2<sup>nd</sup>: DRDP, DIBELS, K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark, STAR Reading

**3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady (Fall, Winter, and Spring), Louisiana Guidebooks, District Benchmark, LIFT**

6<sup>th</sup> - 8<sup>th</sup>: LEAP 360, Louisiana Guidebooks , District Benchmark

<b>CORE ACADEMICS - Mathematics</b>		<b>Tier 1 Resources: Eureka</b>		
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Instruction:</b>  <b>Curriculum/Instruction/Assessments:</b>                      SMP will continue to effectively implement the Louisiana Student Standard <b>Companion Documents</b> for Math that equates mathematical concepts to stories, with an aim of developing conceptual understanding.</p> <ul style="list-style-type: none"> <li>Math teachers will <b>implement</b> Eureka Math scope and sequence onsite and virtually.</li> <li>Math teachers will <b>embed</b> the <b>constructed response questions</b> within the Eureka Math lessons onsite and virtually.</li> <li>Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</li> <li>Math teachers will enrich students twice a week for 45 minutes each day using the Ready Math Workbooks.</li> <li>Math teachers will administer the STAR Math test three times a year to monitor student growth.</li> <li>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.</li> </ul>	Administrative Team, teachers and paraprofessionals	August 2022-May 2023	Title 1 School-Wide Materials and Supplies- <b>11,268.00</b> iREADY License- <b>\$10,000</b> Salary/Benefits- Teacher- <b>\$44,605</b> Tutors- FT Aide- <b>\$21,027</b> 5 PT Tutors- <b>41,040</b>	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> <li>Eureka</li> <li>curriculum</li> <li>iREADY Intervention (Title 1 Tutors)</li> </ul> Sign in sheets, agenda and exit tickets for teachers

**St. Martin Parish School System- Title I Schoolwide Plan**

**DELETE INFO THAT DOES NOT APPLY.**

**Include assessment frequency in parenthesis behind each assessment.**

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

Pre-K: TS GOLD, IReady

K-2<sup>nd</sup>: DRDP, DIBELS, K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark, STAR Math

**3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady (Fall, Winter, and Spring), Louisiana Guidebooks, District Benchmark, STAR Math**

6th - 8<sup>th</sup>: LEAP 360, Louisiana Guidebooks , District Benchmark



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<b>CORE ACADEMICS – Science</b>		<b>Tier 1 Resources: 3<sup>rd</sup>-5<sup>th</sup> - Great Minds PhD Science</b>		
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Curriculum/Instruction/Assessments:</b> 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"> <li>Science teachers will <b>implement</b> Science scope and sequence onsite and virtually.</li> <li>Science teachers will <b>embed</b> the <b>constructed response questions</b> within their Science lessons onsite and virtually.</li> <li>Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</li> <li>Science teachers will utilize the Science labs to enrich their Science lessons. Science teachers will conduct experiments.</li> </ul>	Administrative Team, teachers and paraprofessionals	August 2022-May 2023	Title 1 School-Wide Materials and Supplies- <b>\$11,268</b>  Salary/Benefits-  Teacher- <b>\$44,605</b>	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> <li>PHD Science curriculum</li> </ul> Sign in sheets, agenda and exit tickets for teachers
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>                      Include assessment frequency in parenthesis behind each assessment.</p> <p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):                      K-2<sup>nd</sup>: Oncourse Assessment and District Benchmark                      3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</p>				

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<b>CORE ACADEMICS – Social Studies</b>	<b>DELETE INFO THAT DOES NOT APPLY</b> <b>Tier 1 Resources: 2: Louisiana State Standards 3-8: Louisiana State Standards</b>				
<b>Action Steps and Audience</b> <b>(Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>	
<p><b>Curriculum/Instruction/Assessments:</b>  SMP will continue to effectively implement the Louisiana State Standards for Social Studies by utilizing the <b>Louisiana State Standards</b> 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"> <li>• Social Studies teachers will <b>implement</b> Louisiana Standard scope and sequence onsite and virtually.</li> <li>• Social Studies teachers will <b>embed writing</b> within their social studies curriculum onsite and virtually.</li> <li>• Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</li> <li>• Social Studies teachers will embed Studies Weekly into their Social Studies curriculum.</li> </ul>	Administrative Team, teachers and paraprofessionals	August 2022-May 2023	Title 1 School-Wide Materials and Supplies- <b>\$11,268</b>  Salary/Benefits- Teacher- <b>\$44,605</b>	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> <li>• PHD Science curriculum</li> </ul> Sign in sheets, agenda and exit tickets for teachers	
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>  <b>Include assessment frequency in parenthesis behind each assessment.</b></p> <p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):  K-2<sup>nd</sup>:Oncourse Assessment and District Benchmark  3<sup>rd</sup>-5<sup>th</sup>: <b>LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</b></p>					

St. Martin Parish School System- Title I Schoolwide Plan

<b>CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies</b>				
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>2<sup>nd</sup>: EL Education Curriculum, NIET, Great Minds PhD Science</li> <li>3<sup>rd</sup>-5<sup>th</sup>: Teaching Lab, ELA , Math and Science Content Leaders</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>Great Minds and Math Content Leader</li> <li>Science Content Leader PHD Science</li> <li>Social Studies</li> <li>Weekly Cluster’s</li> <li>Focus</li> </ul>	Administrative Team, teachers and paraprofessionals	August 2022-May 2023	Title 1 School-Wide Materials and Supplies- <b>11,268.00</b> iREADY License- <b>\$10,000</b>  Salary/Benefits-  Teacher- <b>\$44,605</b>  Tutors- FT Aide- <b>\$21,027</b> 5 PT Tutors- <b>41,040</b>	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> <li>EL Education Curriculum</li> <li>Guidebook curriculum</li> <li>The Writing Revolution</li> <li>iREADY Intervention (Title 1 Tutors)</li> </ul> Sign in sheets, agenda and exit tickets for teachers

**St. Martin Parish School System- Title I Schoolwide Plan**

<b>CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies</b>				
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Parental and Family Engagement:</b></p> <ul style="list-style-type: none"> <li>● Teachers will work to ensure that parents have necessary knowledge and skills to be proactive advocates for their children.</li> <li>● 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.</li> <li>● 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.</li> </ul> <ol style="list-style-type: none"> <li>1. August 2022- Meet and Greet - sent to parents on Remind and Facebook page.</li> <li>2. August 2022- Open House/PTO Meeting</li> <li>3. September 2022- Review of School Improvement Plan with parents</li> <li>4. Octoberr 2022- Virtual/In-person</li> <li>5. January: Math/Science Family Night</li> <li>6. Provide communication through JCall, REMIND, school marque, newsletters, website and SMP Facebook page.</li> </ol>	Administrative Team, teachers and paraprofessionals	August 2022-May 2023	Title 1 School-Wide Materials and Supplies- <b>\$11,268</b>  Salary/Benefits-  Teacher- <b>\$44,605</b>  Parent Family Engagement	Sign in sheets, agenda and exit tickets for teachers

**St. Martin Parish School System- Title I Schoolwide Plan**

**Instruction by Certified Teachers – Certified Teacher Recruitment**

**(Title I Schoolwide Component 3)**

<b>District Goal(s):</b>	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
<b>School Objective(s):</b>	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.

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>• <b>(CIR &amp; UIR Academics)</b> Schools will partner, as appropriate, with University of Louisiana at Lafayette and TEACH America in order to meet the school's workforce needs.</li> <li>• <b>(CIR &amp; UIR Academics)</b> Mentor Teachers will ... to undergraduate residents and Post-Bac candidates.</li> </ul>	HR Supervisor	8/22-5/23		District - Job Fair, College Fairs, District Website

**St. Martin Parish School System- Title I Schoolwide Plan**

**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
Meet and Greet - ELA/SMJH	Principal Assistant Principal Technology Coordinator Curriculum Meeting	April 2023- May 2023		Virtual Meet and Greet Feedback forms

# 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.