

St. Martin Parish School System



Title I Schoolwide Plan Breux Bridge Primary

Grade Level: PreK-2nd

Address: 1020 E. Bridge Street Breux Bridge, la 70517

Principal's Name: Brooke Latiolais

School Phone Number: (337)332-1821

Principal's Email Address: brooke_latiolais@saintmartinschools.org

2023-2024

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District Assurance

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

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

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

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

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

(Component 9): Teacher Recruitment and Retention

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

Principal Date

Executive Director Date

St. Martin Parish School System- Title I Schoolwide Plan

Faculty and Staff Review

Date	Name	Position	Signature
	Brooke Latiolais	Principal	
	Dala Stansbury	Assistant Principal	
	Angel Delaunay	Behavior Interventionist	
	Koty Knight	Instructional Strategist	
	Kayla Webb	Master Teacher	
	Adrian O'donnell	Literacy Coach	
	Nina Judice	Librarian	
	Tanya Romero	Secretary	
	Erica Provost-Breaux	EIS Facilitator	
	Shirleen Broussard	Speech Therapist	
	Teresa Castille	Special Education Teacher	
	Ellen Savant	Special Education Teacher	
	Christina Viator	Special Education Teacher	
	Melinda Lafleur	Special Education Teacher	
	Geralyn Ashley	PE	
	Amanda Bouchereau	RN	
	Tina Thibodeaux	PreK Teacher	
	Shawnette O'Neil	Prek Aide	
	Morgan Guillory	PreK Teacher	
	Sharma Breaux	PreK Aide	
	Michaela Mallery	PreK Teacher	
	Laura Duhon	PreK Aide	

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Faculty and Staff Review

Date	Name	Position	Signature
	Adeline Couvillion	PreK Teacher	
	Nicole Gonzalez	PreK Aide	
	Jeanne-Elise Talley	PreK Teacher	
	Peggy Theriot	PreK Aide	
	Brittany Simon	Prek Teacher	
	Rena David	Prek Aide	
	Beth Bonin	Prek Aide	
	Alexis Louviere	Kindergarten Teacher	
	Tiffany Carnell	Kindergarten Teacher	
	Sabrina Scriber	Kindergarten Teacher	
	Carlie Calais	Kindergarten Teacher	
	Natalie Neuville	Kindergarten Teacher	
	Sosha Richard	1st Grade Teacher	
	Monique Arceneaux	1st Grade Teacher	
	Faith Skipper	1st Grade Teacher	
	Malette Lewis	1st Grade Teacher	
	Erin Adkins	1st Grade Teacher	
	Jill Mayes	2nd Grade Teacher	
	Tina Prejean	2nd Grade Teacher	
	Sarah Landry Breaux	2nd Grade Teacher	
	Shawna Pierrottie	2nd Grade Teacher	

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Faculty and Staff Review

Date	Name	Position	Signature
	Aaliyah Potier	2nd Grade Teacher	
	Brittlyn Stoute	2nd Grade Teacher	
	Bret Belaire	2nd Grade Teacher	
	Kimberly Ruiz	SPED Paraq	
	Ashley Wiltz	SPED Para	
	Magan Latiolais	SPED Para	
	Denise Andries	LPN	

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: The faculty and staff of Breaux Bridge Primary are committed to providing a positive, safe, and supportive learning environment that fosters our students' love of learning by encouraging them to try new and exciting things. We want all students to leave us with a solid foundation to build on so all can achieve their full potential and become independent life-long learners.

Mission: At Breaux Bridge Primary our mission is to work together to provide a safe, nurturing, and inclusive environment which acknowledges and respects children from diverse families and cultural backgrounds.

St. Martin Parish School System- Title I Schoolwide Plan

Data Portfolio - Title I Schoolwide Programs: Component 1

Comprehensive Needs Assessment Data

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

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

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<i>Parents</i>		<ul style="list-style-type: none">● <i>Parent Survey</i>● <i>Parent Focus Group</i>	<ul style="list-style-type: none">● <i>Attendance Rates (school participation)</i>	<ul style="list-style-type: none">● <i>Demographic Data</i>
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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 2023-2024 Title I Schoolwide Planning

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

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

STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Based on 2022-2023 iReady Math data, students grew from 10% to 63% on or above grade level and decreased from 12% to 2% of students who scored 2 or more grade levels below.	iREADY 2022-2023 (Fall Benchmarks/Spring Benchmark)
2.	Based on the 2022-2023 DIBELS data, students grew from 28% to 55% in Core or Core Support. Students decreased from 71% to 48% in Strategic Support and Intensive Support.	DIBELS 2022-2023 (Fall/Spring Benchmarks)
3.	Current year Kindergarten students' strengths in DIBELS data are in the domain of Letter Naming Fluency. Strengths in iReady Math are Geometry and measurement and data.	DIBELS 2023-2024 Fall Benchmark and iREADY 2023-2024 Fall Benchmark
4	Current year first students' strengths in DIBELS data are in the domain of Letter Naming Fluency and Phoneme Segmentation. Strengths in iReady Math are Geometry and Algebra and Algebraic Thinking.	DIBELS 2023-2024 Fall Benchmark and iREADY 2023-2024 Fall Benchmark
5	Current year second students' strengths in DIBELS data are in the domain Nonsense Word Fluency. Strengths in iReady Math are Geometry and Algebra and Algebraic Thinking.	DIBELS 2023-2024 Fall Benchmark and iREADY 2023-2024 Fall Benchmark

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

Contributing Factor: Incorporating an Accelerate block into our daily Schedule	
Domain: Sub domain:	
Instrument(s): Based on 2022-2023 iReady Math data, students grew from 10% to 63% on or above grade level	
Data Type: 1. cognitive 2. Behavioral 3. Attitudinal	Findings 1. Based on 2022-2023 iReady Math data, students grew from 10% to 63% on or above grade level. 2. Through ILT walkthroughs and exit ticket data, it was identified that students were better prepared for Eureka lessons after the implementation of Accelerate. The accelerate block incorporated skills that students would need for future lessons to ensure they were prepared for new content. 3. Based on teacher feedback in Cluster Meetings, teachers agreed that incorporating prerequisite skills into accelerate has better prepared students for Eureka Lessons.

Contributing Factor: Incorporating daily math small groups into our daily schedules using Eureka Exit Ticket data	
Domain: Sub domain:	
Instrument(s): Eureka Exit Ticket Data and Based on 2022-2023 iReady Math data, students grew from 10% to 63% on or above grade level	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings 1. Based on 2022-2023 iReady Math data, students decreased from 12% to 2% of students who scored 2 or more grade levels below. 2. Through ILT walkthrough data and exit ticket data, it was determined that students were more successful mastering daily objectives in Eureka. Classes were consistently reaching their daily exit ticket goal of 85% of students mastering the daily objective. 3. Based on teacher feedback in cluster meetings, teachers agreed that the implementation of math small groups forced them to have a better understanding of their students' needs after each lesson. The small group time allowed them to individualize instruction for each student.

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Contributing Factor: Intentionally planning structured EL Small Groups	
Domain: Sub domain:	
Instrument(s):	
Data Type: 1. cognitive 2. Behavioral 3. Attitudinal	Findings 1. Based on the 2022-2023 DIBELS data, students grew from 28% to 55% in Core or Core Support. 2. Through ILT walkthroughs, it was identified students were better prepared for the DIBELS assessment 3. Based on teacher feedback in Cluster Meetings, teachers agreed that incorporating prerequisite skills into accelerate has better prepared students for Eureka Lessons.

Contributing Factor: LETRS Professional development	
Domain: Sub domain:	
Instrument(s): LETRS Professional Development for staff members through the state and during Cluster.	
Data Type: 1. cognitive 2. Behavioral 3. Attitudinal	Findings 1. Based on the 2022-2023 DIBELS data, students decreased from 71% to 48% in Strategic Support and Intensive Support. 2. Through ILT walkthroughs and DIBELS data tracking, it was identified that students were better prepared for phonics instructions and DIBELS progress monitoring after teachers began implementing what they learned during LETRS training. 3. Based on teacher feedback in Cluster Meetings, teachers agreed that incorporating skills learned through LETRS has better prepared them to teach phonics to their students.

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

WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Based on 2023 iReady Reading data, 13% of K-2 students are 2 or more grade levels below and 72% are one grade level below.	iREADY 2023 (Fall Benchmarks) - Current 2nd, 1st, and K Graders
2.	Based on 2023 iReady Math data, 11% of K-2 students are 2 or more grade levels below and 85% are one grade level below.	iREADY 2023 (Fall Benchmarks) - Current 2nd, 1st, and K Graders
3.	Current year Kindergarten students' weaknesses in iReady Reading data are in the domains of phonics and high frequency words and Math are algebra and algebraic thinking and numbers and operations.	iREADY 2023 (Fall Benchmarks) - Current 2nd, 1st, and K Graders
4.	Current year first grade students' weaknesses in iReady Reading data are in the domains of vocabulary, phonics, and high frequency words, and Math numbers and operations and measurement and data.	iREADY 2023 (Fall Benchmarks) - Current 2nd, 1st, and K Graders
5.	Current year second grade students' weaknesses in iReady Reading data are in the domains of comprehension: informational texts, literature, and vocabulary, and Math numbers and operations and Measurement and Data.	iREADY 2023 (Fall Benchmarks) - Current 2nd, 1st, and K Graders

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

Contributing Factor: Uncertified Teachers (11 uncertified teachers on campus)	
Domain: Sub domain:	
Instrument(s): Teacher Hiring Data and COMPASS	
Data Type: 1. cognitive 2. Behavioral 3. Attitudinal	Findings 1. During the 2022-2023 school Breaux Bridge Primary had a total of 11 uncertified teachers. Pre-K had one uncertified teacher. Kindergarten had 3 uncertified teachers. First Grade had 3 uncertified teachers. Second Grade had 3 uncertified teachers, and we had 1 uncertified Special Education teacher. 2. Through ILT walkthrough data and Formal Observation data, we discovered that most of our uncertified teachers were not always prepared or effective while teaching. 3. Through teacher feedback, uncertified teachers felt like they did not have a good understanding of the curriculum, how to plan, or how to have effective classroom management.
Contributing Factor: Minimal Knowledge of Reading Curriculum	
Domain: Sub domain:	
Instrument(s): COMPASS, weekly assessment data, DIBELS, iREADY	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings 1. During the 2022-2023 school year, Breaux Bridge Primary had 6 teachers who had no previous teaching experience or experience teaching their current grade level. 2. Through ILT walkthrough data and Formal Observation data, we discovered that we had a lot of teachers who were struggling to plan and effectively teach the EL curriculum, especially EL small groups during the Skills block. 3. Through teacher feedback, we discovered that teachers did not feel comfortable planning or managing EL Skill Small groups. Therefore, as an ILT we planned a few cluster cycles around the need.

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Contributing Factor: Teacher Attendance	
Domain: Sub domain:	
Instrument(s): Frontline	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings 1. During the 2022-2023 school year, Breaux Bridge Primary had 2 employees who took extended medical leave, 1 employee took an educational sabbatical, and 3 teachers took an extended medical leave. Regular staff attendance was also an issue every week. 2. Through ILT walkthrough data, we saw many classes with additional students each day due to classes being split. This caused students to miss instruction when they were split to other grade levels. 3. Through teacher feedback, teachers were extremely frustrated because of attendance issues. Teachers were very frustrated and felt like they were being punished for actually being at work regularly because they were forced to have additional students in their class each day.

***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"> 1. Based on 2023 iReady Reading data, 13% of K-2 students are 2 or more grade levels below. 2. Based on 2023 iReady Math data, 11% of K-2 students are 2 or more grade levels below. 3. Based on 2023 iReady Math data, all grades K-2nd are lowest in students on or above grade level in the domains of Numbers and Operations (7% on or above), Measurement and Data (11% on or above), and Algebra and Algebraic Thinking(11% on or above) 4. Based on 2023 iReady Reading data, all grades K-2nd are lowest in students on or above grade level in the domains of Phonics (21% on or above) and Vocabulary(19% on or above). 			
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"> 1. On the Spring 2024 DIBELS Assessment, students scoring on Grade level will improve by <u>15%</u>, going from 34% on grade level to 49%. 2. On the Spring 2024 IReady Reading Assessment, Students scoring on grade level will improve by <u>13%</u>, going from 14% on grade level to 27%. 3. On the Spring 2024 IReady Math Assessment, students scoring on grade level will increase by <u>21%</u>, going from 4% on level to 25%. 			
Evidence-Based Strategies:	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Job-Embedded PD	<input checked="" type="checkbox"/> Technology Integration <input type="checkbox"/> Other :

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CORE ACADEMICS - ELA	DELETE INFO THAT DOES NOT APPLY			
	Tier 1 Resources: Pre-K: Digs K -2: ARC Core Reading/IRLA 3-8: Louisiana Guidebooks			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Breaux Bridge Primary will continue to effectively implement the Louisiana State Standards for ELA by utilizing the EL Curriculum with a focus on foundational skills to build students’ ability to read and understand grade-level complex texts and express an understanding clearly through writing and speaking. Teachers will implement Tier 1 EL curriculum Teachers will embed the Skinny/Accelerate block into daily schedules Teachers will participate in weekly job embedded Cluster Meetings focusing on curriculum implementation, data analysis (iReady, student work samples, assessment) and the Science of Reading Using weekly common assessments (through EL), iReady and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities 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. LEP/ELL students will participate in afterschool tutoring to target math and reading skills that they are lacking. 	Administrative Team, teachers and paraprofessionals	August 2023-May 2024	Title 1 School-Wide Materials and Supplies- \$9,841 iREADY License- \$10,400 Salary/Benefits- \$36,587 Teacher- \$45,305.00 FT Aide- \$20,821 Tutors- \$35,280	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> Eureka curriculum iREADY Intervention (Title 1 Tutors) Sign in sheets, agenda and exit tickets for teachers
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): Pre-K: TS GOLD, IReady K-2nd: DRDP (Fall), DIBELS (Fall, Winter, Spring) , K-2 Formative Task, IReady (Fall, Winter, Spring, and progress monitoring), Oncourse Assessment and District Benchmark</p>				

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CORE ACADEMICS - Mathematics		Tier 1 Resources: Eureka		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Breaux Bridge Primary will continue to effectively implement the Louisiana Student Standard Companion Documents for Math that equates mathematical concepts to stories, with an aim of developing conceptual understanding. Math teachers will implement Eureka Math scope and sequence onsite and virtually. Math teachers will embed the constructed response questions within the Eureka Math lessons . Using weekly common assessments (through Equip), iReady and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities. 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. 	Administrative Team, teachers and paraprofessionals	August 2023-May 2024	Title 1 School-Wide Materials and Supplies- \$9,841 iREADY License- \$10,400 Salary/Benefits- \$36,587 Teacher- \$45,305.00 FT Aide- \$20,821 Tutors- \$35,280	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> Eureka curriculum iREADY Intervention (Title 1 Tutors) Sign in sheets, agenda and exit tickets for teachers
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CORE ACADEMICS – Science		Tier 1 Resources: Great Minds PhD Science		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Teachers will implement Tier 1 PhD Science curriculum Teachers will participate in weekly job embedded PLC’s focusing on curriculum implementation and data analysis (student work samples, assessment) Using weekly common assessments through PhD Science iReady, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities Teachers will receive PhD Science Professional Development from the st. Martin Parish District Science Coach 	Administrative Team, teachers and paraprofessionals	August 2023-May 2024	Title 1 School-Wide Materials and Supplies- \$9,841 iREADY License- \$10,400 Salary/Benefits- \$36,587 Teacher- \$45,305.00 FT Aide- \$20,821 Tutors- \$35,280	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> Eureka curriculum iREADY Intervention (Title 1 Tutors) Sign in sheets, agenda and exit tickets for teachers
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): Pre-K: TS GOLD, IReady K-2nd: DRDP, DIBELS, K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark</p>				

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CORE ACADEMICS – Social Studies	Tier 1 Resources: Bayou Bridges, LDOE Website, SMPB District Social Studies Google Classroom			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Teachers will implement Tier 1 Social Studies curriculum Teachers will participate in weekly job embedded PLC’s focusing on curriculum implementation and data analysis (student work samples, assessment) Using weekly common assessments through district and state provided Social studies curriculum, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities 	<p>Administrative Team, teachers and paraprofessionals</p>	<p>August 2023-May 2024</p>	<p>Title 1 School-Wide Materials and Supplies- \$9,841</p> <p>iREADY License- \$10,400</p> <p>Salary/Benefits- \$36,587</p> <p>Teacher- \$45,305.00</p> <p>FT Aide- \$20,821</p> <p>Tutors- \$35,280</p>	<p>Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following:</p> <ul style="list-style-type: none"> Eureka curriculum iREADY Intervention (Title 1 Tutors) <p>Sign in sheets, agenda and exit tickets for teachers</p>
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): Pre-K: TS GOLD, IReady K-2nd: DRDP, DIBELS, K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark</p>				

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CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Teachers will participate in high quality Tier 1 professional development sessions which will be provided by <p>ELA</p> <ul style="list-style-type: none"> ○ Pre-K: DIGS and Pre-K District ○ K-2nd: Teaching Lab, ARC Core, NIET, Great Minds PhD Science <p>Math</p> <ul style="list-style-type: none"> ○ Great Minds and Math Content Leader 	Administrative Team, teachers and paraprofessionals	August 2023-May 2024	<p>Title 1 School-Wide Materials and Supplies- \$9,841</p> <p>iREADY License- \$10,400</p> <p>Salary/Benefits- \$36,587</p> <p>Teacher- \$45,305.00</p> <p>FT Aide- \$20,821</p> <p>Tutors- \$35,280</p>	<p>Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following:</p> <ul style="list-style-type: none"> ● Eureka ● curriculum ● iREADY Intervention (Title 1 Tutors) <p>Sign in sheets, agenda and exit tickets for teachers</p>

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CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Parental and Family Engagement:</p> <ul style="list-style-type: none"> Teachers will work to ensure that parents have necessary knowledge and skills to be proactive advocates for their children. Teachers will provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal. Teachers will provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families. August 9, 2023- Breaux Bridge Primary Meet and Greet (sent to parents via Remind and Facebook) September 21, 2023- DIBELS Parent meeting to discuss students' DIBELS scores and literacy plans that were sent home (sent to parents via REMIND and paper reminder) October 19-20, 2023- Parent Teacher Conferences November 2023- Review of School Improvement Plan December 2023- ELA Family Engagement Night March 2024- Math Family Engagement Night March 14-15, 2024- Parent Teacher Conferences Provide communication through JCall, Remind, Facebook, Monthly Calendar, paper notes 	Administrative Team, teachers and paraprofessionals	August 2023-May 2024	<p>Title 1 School-Wide Materials and Supplies- \$9,841</p> <p>iREADY License- \$10,400</p> <p>Salary/Benefits- \$36,587</p> <p>Teacher- \$45,305.00</p> <p>FT Aide- \$20,821</p> <p>Tutors- \$35,280</p>	<p>Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following:</p> <ul style="list-style-type: none"> Eureka curriculum iREADY Intervention (Title 1 Tutors) <p>Sign in sheets, agenda and exit tickets for teachers</p>

St. Martin Parish School System- Title I Schoolwide Plan

Instruction by Certified Teachers – Certified Teacher Recruitment

(Title I Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
School Objective(s):	To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<ul style="list-style-type: none"> • (CIR & UIR Academics) Schools will partner, as appropriate, with University of Louisiana at Lafayette and TEACH America in order to meet the school’s workforce needs. • (CIR & UIR Academics) Mentor Teachers will ... to undergraduate residents and Post-Bac candidates. 	HR Supervisor and Principal	August 2023-May 2024		District - Job Fair, College Fairs, District Website

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Transition to Next Level School Programs

(Title I Schoolwide Component 7)

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

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
BBP/BBE Second Grade Transition	Principal Assistant Principal Leadership Team 2nd Grade Teachers	May 2024		Transition Planning meeting notes and sign in Sheet

Discipline Action Plan

(Tier 1, 2 and 3 Interventions)

School-wide Objective(s):	Breaux Bridge Primary will ensure the safety of staff and students and create an environment conducive to learning by implementing school wide positive behavioral interventions and supports. We will use a system of tools and strategies for defining teaching, acknowledging appropriate behavior, and correcting inappropriate behaviors.
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Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Tier 1- Classroom <ul style="list-style-type: none"> ● Teachers will continuously remind students of the BBP School Wide expectations: <ul style="list-style-type: none"> ○ Be Respectful ○ Be Responsible ○ Practice Safety (Cub Coins) ● Teachers will implement school wide discipline policy <ul style="list-style-type: none"> ○ Visual Conduct Chart ○ School wide consequences ○ School wide rewards ● School wide use of the PBIS Conduct Calendar ● Second steps lessons will be taught regularly by: <ul style="list-style-type: none"> ○ PE teacher (hot spots) once a week ○ Taught by classroom teacher twice a week 	Administrative Team, teachers and paraprofessionals Behavior Interventionist Social Skills Tutor	August 2023-May 2024	Title 1 School-Wide Materials and Supplies- \$9,841 iREADY License- \$10,400 Salary/Benefits- \$36,587 Teacher- \$45,305.00 FT Aide- \$20,821 Tutors- \$35,280	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> ● Eureka ● curriculum ● iREADY Intervention (Title 1 Tutors) Sign in sheets, agenda and exit tickets for teachers Behavior Interventionist will review discipline policy once a month during a job embedded cluster meeting
Tier 2 Interventions <ul style="list-style-type: none"> ● FBA and Behavior Plans created for each student <ul style="list-style-type: none"> ○ SBLC meeting with parent and teacher 				

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<ul style="list-style-type: none">• Social Skill tutor will meet with students				
Tier 3 Interventions <ul style="list-style-type: none">• All tier 2 interventions• Revised Behavior Plan• Increased time with the Social Skills Tutor• Referral to TASC or Early Interventions• SBLC Meeting with parent and teacher				

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.