

9-St. Martin Parish School System



Title I Schoolwide Plan School Name

Grade Level: 5th-8th Grades

Address: 1010-A St. Louis Dr., Parks, LA 70582

Principal's Name: Natalie P. Foster

School Phone Number: (337) 909-3800

Principal's Email Address: Natalie_Foster@saintmartinschools.org

2023-2024

St. Martin Parish School System- Title I Schoolwide Plan

Table of Contents

District Assurance 4

St. Martin Parish School System District Vision and Mission Statements 8

School Vision and Mission Statement..... 8

The types of data in the table should make up the Data Portfolio / [Principal Profile](#) housed at school. 9

- Attendance Rate..... 9
- Demographic Data..... 9
- Teacher Survey and/or Focus Group 9
- Classroom Observations..... 9
- Walkthroughs 9
- Attendance Rate..... 9
- Demographic Data..... 9
- Student Survey and/or Focus Group 9
- Classroom Observations..... 9
- Walkthroughs 9
- Discipline Rates 9
- School Report Card..... 9
- Demographic Data..... 9
- Subgroup Component Data 9
- Demographic Data..... 9

St. Martin Parish School System- Title I Schoolwide Plan

Comprehensive Needs Assessment10

Action Plan 14

Instruction by Certified Teachers – Certified Teacher Recruitment..... 21

Transition to Next Level School Programs 22

St. Martin Parish School System- Title I Schoolwide Plan

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.

9/28/2023

Principal, Natalie P. Foster

Date

Executive Director

Date

St. Martin Parish School System- Title I Schoolwide Plan

Faculty and Staff Review

Date	Name	Position	Signature
9/15/2023	Natalie P. Foster	Principal	
	Keith Scott	Assistant Principal	
	Alicia Breaux	Librarian/SBLC Chair	
	Tiffany James	Master Teacher	
	Mandy Landry	Secretary	
	Jennifer Kately	Math SPED Teacher/SSR	
	Chantel Broussard	ELA SPED Teacher	
	Mayor Kevin Kately	Community Member	
	Yvonne Narcisse	Community Member	
	Margo Guidry	Parent	
	Sarah Allen	Parent	
	Kaisha Wiltz	Math Teacher	
	Hannah Patin	Science Teacher	
	Victoria Sinegal	ELA Teacher	
	Susan Leblanc	Social Studies Teacher	
	Emile Wiltz	Math Teacher	
	Annette Cuneo	Social Studies Teacher	
	Brandy Jones	ELA Teacher	
	Kendriex White	Math Teacher	
	Rebecca Clark	Science Teacher	
	Gail Williams	ELA Teacher	

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: Parks Middle School will teach students and facilitate them scoring proficiently on summative assessments by scoring Mastery and Above or exceeding learning goals and expectations set forth during their previous school year to become successful learners who are college and career ready.

Mission: We, the Parks Middle School family, ensure that all students will learn by providing equitable, rigorous instruction teaching standards and differentiating instruction in every classroom to bridge learning gaps of all students.

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

St. Martin Parish School System- Title I Schoolwide Plan

<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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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.	ELA students scoring Mastery and Advance levels increased from 19% to 28%	LEAP
2.	Economic students scoring Mastery and Advance levels in ELA increased from 22% to 33%	LEAP
3.	Black students scoring Mastery and Advance levels in ELA increased from 19% to 28%	LEAP

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:

St. Martin Parish School System- Title I Schoolwide Plan

<p>Domain: Domain: Information Text Sub domain: Strengths: ELA students scoring Mastery and Advance levels increased from 19% to 28%</p> <p>Economic students scoring Mastery and Advance levels in ELA increased from 22% to 33%</p> <p>Black students scoring Mastery and Advance levels in ELA increased from 19% to 28%</p> <p>Sub domain:</p>	
Instrument(s):	
<p>Data Type:</p> <ol style="list-style-type: none"> 1. Cognitive 2. Attitudinal 3. Behavioral 	<p>Findings</p> <ol style="list-style-type: none"> 1. According to 2021-2022 LEAP 2025, PM ELA index score was 60.5 %. 2. 98% of teachers stated that teachers are held to high professional standards for delivering instruction. 3. Classroom Observations revealed that 98% of classroom Math teachers are implementing the district/state mandated standards with fidelity across the grade levels.
<p>Data Type:</p> <ol style="list-style-type: none"> 1. Cognitive 2. Attitudinal 3. Attitudinal 	<p>Findings</p> <ol style="list-style-type: none"> 1. LEAP test results indicate that 90 % of students were not proficient on the Social Studies test. 2. 90 % of teachers surveyed feel that additional Professional Development is needed in Social Studies. 3. 90% of classroom observations took place in Reading and Math. More observations/classroom walkthroughs need to take place during Social Studies.

Contributing Factor:	
<p>Domain: 200B Sub domain: 260</p>	
Instrument(s): LEAP Parent survey, Classroom Walk-throughs, Administrative survey	
<p>Data Type:</p> <ol style="list-style-type: none"> 1. Attitudinal 2. Attitudinal 3. Behavioral 	<p>Findings</p> <ol style="list-style-type: none"> 1. 1. Administrator stated that the climate at the school is positive. 2. 94% of parents surveyed feel that the school is comfortable and supports learning. 3. Resources and materials supported the learning goals in 100% of the walkthroughs.

St. Martin Parish School System- Title I Schoolwide Plan

Contributing Factor:	
<p>Major Content: Grades 5-8</p> <p>Domain: 5/6 Interpreting Fractions</p> <p>7/8 Expressing Inequalities Equations</p> <p>Sub domain: Strengths: Math Index increase from 47.4 to 58.8</p> <p>Black students scoring Mastery and Advance levels in Math increased from 13% to 22%</p> <p>Economics students scoring Mastery and Advance levels in Math increased from 16 % to 33%</p> <p>SPED students scoring Mastery and Advance levels in Math increased from 23% to 26%</p>	
<p>Instrument(s): LEAP, Classroom Walk-throughs, Administrative survey, Assessment of Student Work Samples—Teacher Assessments Aligned to Louisiana State Standards to create DOK Level 3 and 4 Cognition</p>	
Data Type:	Findings
<ol style="list-style-type: none"> 1. Attitudinal 2. Attitudinal 3. Behavioral 	<ol style="list-style-type: none"> 1. Administrator stated the climate at the school is positive. 2. Parents surveyed showed overwhelming comfort and confidence in school supporting learning. 3. Resources and materials supported in the learning goals based on walkthroughs.

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

St. Martin Parish School System- Title I Schoolwide Plan

WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	10% Black students achieved Mastery and Advance levels in Math in grade 6; 10% of the students with disabilities will score 10% or higher in their growth to mastery.	LEAP
2.	29% Black students achieved Mastery and Advance levels in Social Studies in grade 7	LEAP
3.	1% Black students achieved Mastery and Advance levels in Math in grade 8	LEAP

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:
Domain: History Sub domain: Strengths: Social Studies increase from 41.02 to 38.5 Economic disadvantage students scoring Mastery and Advance levels in Social Studies increased from from 1% to 23% Black students scoring Mastery and Advance levels in Social Studies increased from 12% to 17% SPED students scoring Mastery and Advance levels in Social Studies increased from 1% to 19%
Instrument(s): LEAP

St. Martin Parish School System- Title I Schoolwide Plan

<p>Data Type: 1. Cognitive 2. Cognitive 3. Cognitive</p>	<p>Findings 1. 2%of Black students achieved Mastery and Advance levels in Social Studies in grade 5 2. 3% of Black students achieved Mastery and Advance levels in Social Studies in grade 6 3. 1% of Black students achieved Mastery and Advance levels in Social Studies in grade 8</p>
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Contributing Factor: Lack of PD opportunities and instructional best practices. Following NIET best practices through Cluster Collaboration

Domain: Reasoning
Sub domain: Strengths: Science index increase from 53.3 to 55.5

Subgroups scoring Mastery and Advanced levels in Science will increase by 2%.

Economics disadvantage students scoring Mastery and Advanced levels in Science increase their Growth to Mastery by 10% or more.

Instrument(s): LEAP

<p>Data Type: 1. Cognitive 2. Cognitive 3. Cognitive</p>	<p>Findings 1. 1%of Black students achieved Mastery and Advance levels in Science in grade 8 2. 3%of Black students achieved Mastery and Advance levels in Science in grade 6 3. 17%of Black students achieved Mastery and Advance levels in Science in grade 7</p>
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St. Martin Parish School System- Title I Schoolwide Plan

Action Plan

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

ESSA Schoolwide Plan Requirements 2 and 3

Core Academics: ELA, Math, Science, Social Studies					
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <i>Our weakness is Math in all grade levels. Due to this weakness we will use iREADY, Zearn, Go Math, and LEAP Practice tests aligned to standards for growth and development. 100% of Math teachers will align test specifications to their planning, instruction, and assessments.</i>				
Objectives:	100% of math teachers will become proficient in the test specifications and unpacking standards to drive the content, effectively create standards based lesson plans, activities with rigor, and assessments aligned to LEAP 2025 Practice test. Students with disabilities will increase growth to mastery individual score on LEAP 2025 by 10% or more.				
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 type="checkbox"/> Technology Integration	<input type="checkbox"/> Other :

St. Martin Parish School System- Title I Schoolwide Plan

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: ELA: By the end of the 23-24 school year, the percent of students on target in Growth to Mastery the ELA LEAP Assessment will increase the Assessment index from 65 to 67.</p> <p>Parks Middle stakeholders will analyze data to determine which students are students having academic deficiencies and provide intervention based on need. Response to Intervention strategies reflective of the following: RTI Tiers 1-3 Interventions, READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention, and Gator Gain.</p> <p>Our goals for our students focus on increasing student achievement by utilizing Data-Driven Decision Making and through NIET Cluster Meetings Supporting teachers as they plan, instruct, and assess in a way that aligns to higher academic standards focused on setting a clear vision of expectations Teachers have been posed the question of “What is more important Standards or Content?” The question posed is designed to give teachers clear evidence that the Standards drive the content into critical analysis and evaluation by students. Action verbs within the standards demand higher order thinking. This will be evident in DOK levels 3 and 4 instruction.</p>	PMS Stakeholders	The plan will be monitored for effectiveness at least once per 9 weeks		The data analysis protocol instrument is utilized on a weekly basis. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on data-driven planning, collaboration, consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.

St. Martin Parish School System- Title I Schoolwide Plan

<p>Remediation occurred daily during gator Gains Times/ Skinny (Subgroups and RTI Tiers 1-3 students).</p> <p>Academic Readiness classrooms will enrich students ability in Mathematics, ELA, Science, and Social Studies.</p> <p>Read 180 will intervene in students ability to read and comprehend complex text, annotate text, and put emphasis on obtaining the Author's Purpose, main idea of the passage, citing textual evidence to support analysis, identifying vocabulary using context clues. Close reading practices will be emphasized in reading across curriculums.</p>				
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</p> <p>6th - 8th: LEAP 360, Louisiana Guidebooks , District Benchmark</p>				

St. Martin Parish School System- Title I Schoolwide Plan

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>Write an objective that is specific per grade/subject based on the data. By the end of the 23-24 school year, our Math Assessment Index will increase the Assessment Index from 50 to 52.</p> <p>Parks Middle stakeholders will analyze data to determine which students are students having academic deficiencies and provide intervention based on need. Response to Intervention strategies reflective of the following: RTI Tiers 1-3 Interventions, READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention, and Gator Gain.</p> <p>100% of students in grades 5-8 will proficiently complete a Math Major Content task with 75 % accuracy as aligned with Math State Standards.</p> <p>100% of math teachers will become proficient in the test specifications and unpacking standards to drive the content, effectively create standards based lesson plans, activities with rigor, and assessments aligned to LEAP 2025 Practice test.</p> <p>100% of Math teachers will complete Student Learning Targets and Communicate Interventions with Students and Parents.</p> <p>70% of Math students will Increase Math Assessment Scores by 10% or more.</p>	PMS Stakeholders	<p>The plan will be monitored in our three week maps to the future platform.</p> <p>Three week map to the future platform will directly implement S.M.A.R.T. Goals measured by the students grasp of the standards from data benchmarks, and school assessed evaluations.</p> <p>Students will be monitored through formative assessments (Student Samples) for strategic adjustment within the 3 week</p>		<p>The data analysis protocol instrument is utilized every week. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on data-driven planning, collaboration, consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.</p> <p>Supporting teachers within is most important, therefore</p>

St. Martin Parish School System- Title I Schoolwide Plan

<p>Students with disabilities will increase growth to mastery individual score on LEAP 2025 by 10% or more.</p> <p>Students in grades 5-8 will increase assessment index by 10% or more on the LEAP 2025.</p> <p>Parks Middle School will provide individual attention to students. After careful of schools’ trend data it is discovered that focus must be placed on Reading Comprehension, Critical Thinking, Skill Building, Vocabulary, Mathematical foundational major content skill building, changing the School’s culture via School Specific Expectations Plan. (3 week map to the future) utilizing Specific, Measurable, Attainable, Rigorous/Relevant activities, Timebound approach.</p> <p>Our goals for our students focus on increasing student achievement by utilizing Data-Driven Decision Making and through NIET Cluster Meetings Supporting teachers as they plan, instruct, and assess in a way that aligns with higher academic standards focused on setting a clear vision of expectations. Remediation occurred daily during gator Gains Times/ Skinny (Subgroups and RTI Tiers 1-3 students).</p> <p>Students will further grow and develop in their growth to mastery through intentional, standards based instruction in all Academic Readiness classes.</p>		<p>map to the future.</p> <p>Summative Assessments aligned to the LEAP 2025 math standards and LEAP practice test to measure student growth to mastery throughout.</p> <p>Academic Readiness classes will devote 3 days to Mathematics as an intervention within the 3 week map to the future system.</p> <p>Regarding educating Parks Middle Subgroups (minority, economically disadvantaged, and special education</p>		<p>the Assistant Principal and Master Teacher will direct 3 week maps to the future to ensure standards based planning, instruction, assessments, and feedback.</p>
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St. Martin Parish School System- Title I Schoolwide Plan

<p>Creation of Tier I Math Lab. The Math Lab seeks to improve student skills in Mathematics Major Content. Utilization of Portfolio System in which students and their instructors track IReady progress, reflect on past performances through teacher progress monitoring, and rigorous practice of Major Content Type I, Type II, and Type III questioning. This important part of learning will further drive building organization to help students develop the executive functioning skills required to succeed inside and outside of school. Highlight the essential concepts that are crucial to teaching major content and application defined by Louisiana State Standards.</p>				
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): 3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark 6th - 8th: LEAP 360, Louisiana Guidebooks , District Benchmark</p>				

St. Martin Parish School System- Title I Schoolwide Plan

CORE ACADEMICS – Science	Tier 1 Resources: 3 rd -5 th - Great Minds PhD Science		6 th -8 th - IQWST	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: By the end of the 23-24 school year, our Science Assessment Index will increase the Assessment Index from 53.5 to 55.5.</p> <ul style="list-style-type: none"> Ongoing Job Embedded Professional Development will be conducted bi weekly to increase staff capacity in regard to creating standards based classrooms via Cluster Meetings. PLC’s will be conducted weekly to increase staff and faculty capacity in the area of student work aligned to standards and to increase teacher, staff and administration’s strategies regarding effective ways to analyze data, effective use of various instructional strategies that will lead to student growth. Ongoing Job embedded professional development to ensure Full Inclusive Classrooms-Students with disabilities that are required to take LEAP will receive instruction in the regular education setting to ensure they are consistently exposed to on grade level, standards based tier I instruction. (CIR, UIR Academics) Mentor Teacher will provide ... to undergraduate residents and Post-Bac candidates. (UIR Academics) Intervention Leader provide ... to <p>Measurable Objectives:</p> <p>100% of students in grades 5-8 will proficiently complete a science application task as outlined in Louisiana’s Science Curriculum with 75% accuracy.</p> <p>100% of Science teachers will become proficient in the test specifications and unpacking standards in order to effectively create standards based lessons/activities/assessments.</p>	<p>PMS Stakeholders</p>	<p>The plan will be monitored for effectiveness at least once per 9 weeks</p>	<p>0</p>	<p>The data analysis protocol instrument is utilized every week. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on data-driven planning, collaboration, consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.</p>

St. Martin Parish School System- Title I Schoolwide Plan

<p>100% of Science teachers will complete student personal learning plans and communicate interventions with students and parents. 60% of ALL Science students will increase LEAP scores by 10% or more.</p> <p>Students with disabilities will increase growth to mastery individual score on LEAP 2025 by 10% or more.</p>				
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): 3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark 6th - 8th: LEAP 360, Louisiana Guidebooks , District Benchmark</p>				

St. Martin Parish School System- Title I Schoolwide Plan

CORE ACADEMICS – Social Studies		Tier 1 Resources:		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction: By the end of the 23-24 school year, our Social Studies Assessment Index will increase the Assessment Index from 47 to 49 based on Field Test Assessment.</p> <ul style="list-style-type: none"> Teachers will review and analyze the Louisiana State Standards shift for grades 5-8. Teachers will direct their teaching through the influence of the Louisiana State Standards. Teachers will utilize Document Based Questioning in alignment with Content specified within the standards in grades 5-8. Teachers will utilize Social Studies Standards as questioning tool to create DOK Levels 3 and 4 cognitive reasoning, communication, and point of view through content. (CIR, UIR Academics) Mentor Teacher will provide ... to undergraduate residents and Post-Bac candidates. (UIR Academics) Intervention Leader provide ... to 	PMS Stakeholders	<p>The plan will be monitored for effectiveness at least once per 9 weeks</p> <p>2nd nine week period, Social Studies teaching and learning will gravitate to 9day teaching and learning cycle. Cycle will formatively assess every ninth day using document based questioning influenced by Louisiana State Standards.</p>	0	<p>The data analysis protocol instrument is utilized every week. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on data-driven planning, collaboration, consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.</p>
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): 3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark 6th - 8th: LEAP 360, Louisiana Guidebooks , District Benchmark</p>				

St. Martin Parish School System- Title I Schoolwide Plan

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"> Parents will receive Remind calls, newsletters, JCALLS, and parent command center notifications on student progress weekly. PTO Meeting and Parent Night Meetings and Parent Center resources were presented during Orientation and will be shared again during Title 1 Night in November along with Fall and Spring Parent Teacher Conference dates in October and March. Staff members and administration team will provide extra support to parents to ensure that a partnership is maintained between parents and the school. 	PMS Stakeholders	The plan will be monitored for effectiveness at least once per 9 weeks	N/A	Parents will receive Remind calls, newsletters, JCALLS, and parent command center notifications on student progress weekly. PTO Meeting and Parent Night Meetings. Paper announcements for major events will also be sent out.
<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 ELA <ul style="list-style-type: none"> 5-8: ELA Assistant Principal, Master Teacher, Lead Teacher, District Liasons. 6th-8th: Reading comprehension through close reading led and assessed by Assistant Principal and Master Teacher. Communication of comprehension through strategic writing practices developed and assessed by Assistant Principal and Master Teacher. Summative Assessments aligned to PARCC assessments, DRC practice test that entail 2 grade level passages accompanied by Part A and Part B questions aligned to the 10 Anchor Standards. 		<p>Summative Assessment should be conducted every 3 weeks or (3 summative assessment grades per 9 weeks)</p> <p>Formative Assessment should be assessed weekly</p>	<p>Parental involvement funding will be on the basis of voluntary time.</p>	<p>ELA teachers will align test within oncourse and have all formative and summative assessments turned in for ILT analysis.</p> <p>All Summative Assessments must be in alignment with LEAP 2025 design, questioning, and writing as it pertains to Reading Informational</p>

St. Martin Parish School System- Title I Schoolwide Plan

<p>Math</p> <ul style="list-style-type: none"> ○ Great Minds, Instructional Coach, Master Teacher and Math Content Leader ○ Interventions through IReady, Zearn, Go Math, and LEAP 2025 Math Practice Test. 		<p>with student samples to continue growth and development through planning and instruction.</p>		<p>Text, and Reading Literary Text.</p>
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St. Martin Parish School System- Title I Schoolwide Plan

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>Stakeholders will be provided with Job Embedded PD:</p> <p>Professional Developments will be aligned to:</p> <p>Unpacking the Standards. Backwards by Design Depth of Knowledge “Driving DOK Level 3 and 4 questioning. Taking Action Through 12 Powerful Words Embedded in the Standards. Utilizing Exemplars for Student Comprehensive Knowledge Proficiency Data in Motion “Making informed decisions based on student samples” Standards Based Instruction Standards Based Grading Standards Based Assessments Morning Meeting (Motivation of Students) Accommodations and Modifications “Guide to Developing 504/1508 proficiency levels of growth”</p> <p>Weekly NIET CLUSTER MEETINGS will focus on planning, collaboration, consultation, and coaching on effectiveness.</p> <p>NIET Clusters will delve into Cycle Goal and reflect on outcomes. Leadership Team. Following NIET Student Centered Rubric preparing teaching and learning through best practices descriptors</p>	<p>The plan will be monitored for effectiveness at least once per 9 weeks</p>		<p>The data analysis protocol instrument is utilized on a weekly basis. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on planning, collaboration, consultation, and coaching on effective mathematical instructional practices</p>	

St. Martin Parish School System- Title I Schoolwide Plan

<p>Multi-Tiered Systems of Support for Behavior</p>	<p><u>Interventions</u> Tier 1: Restorative Practices; PBIS Tier 2: Ripple Effects Tier 3: Conscious Discipline</p>			
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"> Utilizing School-wide PBIS plan with monthly incentives. Bi-weekly interventions 30 minutes each session to intervene with students who have behavior plans. Second Step in PE Life Skill 60-minute sessions every week to work on skills such as resisting peer pressures associated with Middle School students Peer Mediations for to resolve Student Conflict Sensory Room used to remediate students who need a cool down due to over-stimulation and to meet needs of students with disabilities in compliance with IEP's Positive Behavior Center—Remediates students on referred behaviors while providing an alternative setting to Suspension 	<p>Mrs. Natalie Foster, Keith Scott, Adasha Simmons</p>	<p>Plans will be monitored for effectiveness at least bi-weekly</p>	<p>Grant Funded</p>	<p>Intervention logs, PBIS Data, Monthly Discipline Data, Morning Meeting, Weekly Tier 2/Tier 3 interventions</p>
<p>Assessments:</p> <ul style="list-style-type: none"> Attendance records Monthly Discipline Reports to track: Referrals by type by grade level, ethnicity, location, teacher, Days of the Week, Incident frequency, Classroom TOA, and frequency of specific consequences issued. Tool used to gather data is JPAMS utilized to make evaluative decisions for PBIS Initiatives. 				

St. Martin Parish School System- Title I Schoolwide Plan



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 build the capacity of teachers within the data collection, data influenced teaching, Intentional Assessment (Formative, Performance, Summative)

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<ul style="list-style-type: none"> School will actively recruit staff members using the Applitrack program. Also that Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on planning, collaboration, consultation, and coaching on effective instructional practices. New teachers and teachers who need additional support will conduct peer visitation and are mentored by highly effective teachers. 	Natalie Foster Keith J. Scott	The plan will be assessed and reflected on a weekly basis through Instructional Leadership Team	\$63,976.00 Teacher Salary Web-Based Licenses and Supplies (Based on vendors annual fee invoiced— Fundraising will be done.	The data analysis protocol instrument is utilized on a weekly basis. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on planning, collaboration, consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.

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
<p>Transitional opportunities will be provided to students to high school. This has been assessed through parent/student survey to assess college and career readiness: Student Interest—Welding, Gaming, Math</p>	<p>PMS Stakeholders</p>	<p>Every 9 weeks</p>	<p>0</p>	<p>Graduation Pathway Meeting with a follow up through survey.</p>
<p>College and Career Readiness Campaign: Survey showed the following results</p> <ul style="list-style-type: none"> • 69% of students choose the TOPS Pathway • 31% of students chose the Career Technical Pathway • 31% stated they believe ACT should be taken Now • 13% stated they believe ACT should be taken Freshman year • Other students remaining felt it should be earlier or later <p>Parks Middle will drive the college ACT Prep to students in their proficient state of Math, ELA, Science, and Social Studies</p>	<p>SMPSB</p>	<p>09/13/2023</p>	<p>0</p>	<p>Communication between PMS students/stakeholders and SMPSB High School Graduation Coach—This will include Students’ data analysis as they move through Grades 5-8 to ensure minimization of 9T students on high school campuses in the district.</p>

St. Martin Parish School System- Title I Schoolwide Plan

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.