MAGNET IMPLEMENTATION PLAN

St. Martin STEAM Academies

"Fueling Futures: Igniting Excellence, Celebrating Achievements - Going Full STEAM Ahead!"

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St. Martin Parish Schools
December 2023

MISSION STATEMENT

With a focus on desegregation and diversity, the mission of the St. Martin Parish School System Magnet Academies is to establish an educational environment where every student excels. Driven by targeted STEAM-themed instruction and elevated academic standards, the commitment is to actively foster engagement among individuals from diverse backgrounds. Emphasizing the critical importance of Majority-to-Minority (M-to-M) desegregation, St. Martin Parish School System aims to create an inclusive learning community that celebrates and values diversity. Through these efforts, the goal is to empower every student, ensuring they feel welcomed and supported on their educational journey.

VISION STATEMENT

St. Martin Parish School System academy scholars will achieve academic and social excellence by reducing racial isolation in a welcoming and nurturing environment by fostering interaction among students of different social, economic, and racial backgrounds to succeed in their future academic and professional careers in diverse communities through unique, theme-based magnet programming.

GOALS

To achieve our mission and vision of redesigning our schools into STEAM Magnet Academies, we developed the following goals:

Diversity/Desegregation: Increase balanced racial diversity amongst the student population by attracting parents and families of different social, economic, and racial backgrounds through unique theme-based STEAM programming.

Academic Achievement: Increase academic success through a challenging and diverse learning environment that inspires and empowers all students to achieve their potential.

Professional Learning: Provide high-quality professional learning that empowers educators to excel in integrating magnet themes and positive behavioral interventions.

Magnet Theme: Implement evidence-based, whole-school, integrated STEAM programs.

School Climate: Cultivate fair, inclusive, and engaging school cultures.

THE SELECTION AND DEVELOPMENT OF THE THEME

The Magnet theme is a critical element in ensuring that parents, students, and the community understand the goal of implementing a specialized program, including curriculum, enrichment

activities, and thematic integration. More importantly, the input of the community needed to be a central focus of identifying a theme that met the interests and needs of their children.

Therefore, after hosting a series of focus group meetings and listening sessions with stakeholders, an overwhelming consensus emerged to implement a STEAM-based model at both St. Martin Early STEAM Academy (ELC) and St. Martin Primary STEAM Academy (SMP).

This student-centered approach will seamlessly embed and integrate pedagogy, tiered assessments, portfolios, student interviews, and digital media to facilitate student engagement and content mastery. This model, implemented with fidelity, will transform these schools into attractive, high-performing, and desegregated sustainable learning environments.

DEFINING THE MAGNET PROGRAM

The goal of the St. Martin Parish School District is to implement a magnet program that is engaging, attractive, rigorous, and innovative. Therefore, this framework is designed to provide a model for students enrolled in pre-K through 5th grade that will not only provide a stimulating learning environment but also expose students to diverse perspectives that will challenge them to become critical thinkers and productive citizens, culturally responsive to the needs of others.

The Magnet Program serves as a bridge between parents, the community, and desegregation efforts. It cultivates critical thinking, and cultural awareness, and equips learners with the tools to navigate a diverse world. The District is committed to working towards fostering solid relationships among parents, teachers, and staff to promote authentic parental involvement, focusing on nurturing the whole child, including their social and emotional well-being, as part of our commitment to desegregation objectives.

The District is dedicated to tailoring educational curricula and activities to suit students' interests and learning styles, empowering them to become proactive citizens embracing diversity. Magnet academies play a vital role in the desegregation goals by providing unique themed pre-kindergarten (pre-K) through fifth (5th) grade academy programs, offering parents and families diverse educational options aligned with our desegregation efforts.

St. Martin Parish School System STEAM Academies

STEAM (**S**cience, **T**echnology, **E**ngineering, the **A**rts, and **M**athematics) is a classroom-based teaching and learning approach combining science, technology, engineering, the arts, and math to guide student exploration, discussion, and problem-solving.

The St. Martin STEAM Academy design features a whole-school STEAM-centered concept, incorporating an exploratory arts and science integration model. Early learners in pre-K will be introduced to an exploratory, combined STEM and arts-integrated, classroom model aligned with state guidelines. Students from Kindergarten to 5th grade will enjoy arts-integrated lessons and activities, such as STEAM, integrated throughout their curriculum. Students in grades K through 5 will also have opportunities to engage in visual and graphic arts, music, and dance/drama. These options will be available during regular school hours, after school, and in the summer program.

The STEAM programming is designed to teach students at the magnet schools to experiment like **scientists,** produce with **technology,** build like **engineers,** create like **artists,** and solve problems like **mathematicians.** From engineers to astronauts, hurricane hunters to scientists, St. Martin STEAM Academy incorporates guest speakers and lectures into small classroom settings and whole-school presentations to enhance STEAM scholars' knowledge and interest.

Using the STEAM implementation model provided by Tinkrworks (see Appendix A), cross-curricular instruction at St. Martin STEAM Academies will be aligned to the components of traditional instruction topics, yet taught using the multiple aspects of STEAM as a transdisciplinary framework.

Teachers will receive training focused on maximizing rigor and relevance. This training will involve meaningful cross-curricular exercises, such as bridge building. These exercises capitalize on engineering skills while integrating fundamental concepts from math, science, and art. The training will conclude with a STEAM Fair, which will be based on an integrated classroom research project. This project will culminate in a school-wide STEAM Celebration.

In keeping with the fundamental intention to prepare students for the 21st-century job market, St. Martin STEAM Academies will maintain partnerships with the University of Louisiana at Lafayette (ULL), and other aligned partnerships, which drive instruction through relevance.

IMPLEMENTATION PLANNING FRAMEWORK

The District Plan is based on elements identified as essential for successful magnet schools, therefore each stakeholder should be able to consistently communicate the elements of the program, which are:

Diversity and Equity: Magnet schools are designed to attract students from different backgrounds and offer learning environments that promote understanding of different cultures and produce academic excellence. Equity denotes fairness in the implementation of policies and the allocation of resources. While the plan's primary focus is to balance the majority and minority enrollment to address desegregation goals, the district will also ensure other diversity and equity principles are incorporated. Embedding processes that value diversity and promote equity builds an inclusive school culture that improves outcomes for all students. Diversity and equity strategies should be intentional and integral to the magnet school.

Strategy: The district will engage in at least three annual activities focusing on cultural responsiveness, designed to create understanding and respect for the backgrounds and cultures of all students. To create and maintain a positive culture and classroom environment, teachers, administrators, and staff will participate in cultural responsiveness, variety, and equity training conducted by experts annually.

1. **Enrollment Management:** Strategic enrollment management (SEM) helps to achieve and sustain diverse student enrollments; this holistic, strategic approach encompasses all aspects of magnet school work to achieve desired student enrollments. SEM focuses less on "selling" the magnet school and more on responding to student and family needs from the time they inquire about the magnet school until graduation. SEM examines school, family, and community data and contexts as well as the interrelationships among dynamic systems and processes. The SEM development and implementation process embrace the six elements of magnet school success to reinforce the school's identity and build interest, trust, and loyalty between the school and its stakeholders.

   Strategy: For each project period, the District magnet team, using the application and selection process, will collect relevant data and official enrollment data, which includes applicants and student selection data disaggregated by race/ethnicity to drive marketing and recruitment efforts aligned with desegregation goals at each school.

2. **Curriculum and Instruction:** While curriculum and instruction are separate concepts, they are interdependent and often developed in tandem. In magnet schools, curricular and instructional approaches are theme and evidence-based; interdisciplinary and dynamic; rigorous and relevant; and tailored to the needs, interests, and talents of the individual learners to ensure equitable academic success for all students. Taking a collaborative approach to curriculum and instruction helps to transform magnet teaching and learning into an organic process that happens anywhere at any time.

   Strategy: Documentation and implementation of transdisciplinary units of study designed and developed by grade-level teams will indicate the application of the campuses' instructional training, its integrated technology tools use, and progressively more student-centered goals into the magnet curriculum.

3. **Family Engagement:** Building school-family relationships on understanding, respect, and trust will enhance student learning and academic and social-emotional development to create positive impacts on student attitudes and motivation. Family engagement should be

systematically linked to the magnet school's goals and students' needs; a shared responsibility among SMPSB, schools, and families; continuous across grade levels; and reinforced across multiple settings. Families and school staff should see each other as equal partners in students' education.

Strategy: Parent participation in school parent/student involvement activities, community services, and educational support will be documented. In addition, parents will be surveyed annually to ascertain parent satisfaction and participation in student's learning.

4. **Partnerships:** School-organization partnerships are cooperative relationships that can mutually benefit the magnet school and the partner organizations. Partnerships bring diverse perspectives, innovative ideas, knowledge, and skills that enhance magnet school implementation and effectiveness. In addition, partners can provide needed resources, such as material and human resources, and unique learning experiences for students and staff.

   Strategy: Community/business input and guidance will be solicited through annual business surveys and focus groups. Yearly collection of data, such as enrollment snapshot information for each campus and its feeder schools, will be used to assess desegregation efforts.

The Magnet Programs, implemented at St. Martin Early STEAM Academy and St. Martin STEAM Academy must follow the agreement as outlined in the Court-ordered plan and shall not alter the selection process, grade levels, and/or any other component of the said Order, unless agreed upon by the plaintiffs and approved by the Courts. Therefore, the purpose and goal of this proposed implementation plan is to address the key components as outlined in the Court Order and addressed by the plaintiffs.

The St. Martin Parish School System recognizes that although the Magnet Team can implement a program, there is a need to seek external support in areas related to program implementation, marketing, and diversity goals. As such, the District may seek support from an external desegregation specialist to assist with the implementation of this plan. Selecting external support for this project with proven quality and experience is extremely important. The demand for accountability requires competent support to determine if the implementation is aligned with the Court Order and monitor compliance.

For this project, the selected external monitor must provide competent ongoing feedback to program staff and funded schools so they can help the District improve services and adjust them to meet the expectations of the Courts. This support is in no way designed to supplant the roles identified by the Courts in the said order. The External Evaluator will have extensive experience with the design and implementation of magnet programs to support the Saint Martin Parish School Board.

Consequently, there is a critical need to objectively determine the level of accomplishment of programs and activities supported by the public. To ensure the highest degree of objectivity, St. Martin Parish Schools will contract with an external person to evaluate the implementation of the magnet program. The expert will track the District's commitments as outlined in the

Court order and determine if performance metrics are achieved and if not, identify appropriate strategies to meet those goals. The analysis will be a continuous assessment of the program and will be used to monitor the implementation of project activities and submit bimonthly reports as outlined in the Court order.

The desegregation expert will assist the District with reporting the outcomes based on the identified timeline requested by the Courts. The independent “evaluation” will be presented in written and oral reports to the Magnet Schools Coordinator (MSAP Project Director), the Superintendent's Executive Leadership Team, Magnet Principals, and the Advisory Council. Where there are discrepancies, the desegregation expert will prepare recommendations for improvement.

At the end of each school year, the expert will prepare and present oral and written reports that will analyze the success of the project in terms of program objectives. The summary report will be presented to the Board and Superintendent, the Executive Leadership team, project staff, and parent groups.

THE MAGNET CURRICULUM

Innovative and unique programs are critical to ensure that the program is attractive, engaging, and rigorous. In addition, a key component of a magnet program is incorporating an innovative and specialized curriculum, which allows teachers to personalize instruction and customize it according to students’ needs. Therefore, a program created that incorporates Science, Technology, Engineering, Art, and Mathematics will be the foundation for the programs at St. Martin STEAM Academies, in pre-Kindergarten through fifth grade. The Magnet Program’s curriculum will also align with state and federal academic and other educational requirements.

In addition, to guide the program and to create an authentic learning environment, the District will incorporate elements of environmental science as the future generations will be responsible for playing a key role in addressing the current and future needs of the environmental industry, and technology. These topics will include but are not limited to ecological erosion, wetlands conservation, soil, native ecosy**STEAM**, mitigation, agriculture, and conservation efforts that can be used to solve problems facing the community and the world.

As a capstone project, 5th-grade students will write, direct, and produce STEAM-inspired performances showcasing theme-based programming. Annually, students will be able to present their work to parents, families, students, and members of the community. The first community performance scheduled for Spring 2025, will be about life in St. Martinville, focusing on native music such as Zydeco and Cajun Music to be presented at the Performing Arts Center located at St. Martin Early STEAM Academy. This presentation will also feature cultural dances (Cajun, Creole, and Native American).

In both magnet academies, the media center will support the STEAM-Lab and will be transformed into a STEAM hub of traditional print media and cutting-edge digital media and maker space. In this flexible, collaborative environment, students embrace the STEAM theme to create and explore with LEGOs, high-tech robots, 3D printers, and other creative materials.

To engage the next generation of learners, the importance of implementing a program that is both interesting, innovative, and specialized to support the STEAM theme is the goal of the program, **the curriculum will be supported by** comprehensive web-based platforms that use hands-on, project-based instruction to meet the instructional needs of students enrolled in the magnet program.

Curriculum Narrative
The District collaborated with the University of Louisiana at Lafayette (ULL) professors in STEM, Visual Art, Music, and Dance along with district personnel and led art curriculum teachers to develop the framework of the first unit to demonstrate the unique and innovative curriculum for students enrolled in the Magnet Academies.

Working and planning collaboratively with magnet school principals, and monitored by the Elementary Supervisor of Education and the Magnet Coordinator, the STEAM coordinators, and lead teachers will continue the development of the Tier 1 curriculum during a six (6) week session of intensive curriculum writing activities. This process will be expanded during Professional Learning Communities (PLCs) during the school year, using a defined process to evaluate and refine lessons based on feedback from surveys and student/parent responses. In addition, the Advisory Board will also help to build after-school and summer STEAM interest and grow programming by student/parent interest.

(See appendices for examples of integrated curriculum and curriculum resources)

Rigorous Instruction and Academic Achievement
To achieve the goals, the magnet schools will employ evidence-based strategies of project-based learning, differentiated instruction, and social and emotional learning in each magnet program's core activities. Professional development will be provided for teachers to individualize learning to maximize students' preferred learning style, such as using e-portfolios, and videos.

Students who are identified by state guidelines as talented or gifted will be provided with resources to ensure that their academic needs are met and captured to increase rigor and engagement.

Technology
Technology will be infused throughout the curriculum and used as a tool for effective learning and integration using innovative strategies. Therefore, the goal of this program is to teach students to become independent learners, using technology appropriately to design and create projects and solve problems. They will also learn how technology, as a tool, can be used to enhance their lives productively and ethically. Students will create multimedia videos to educate the community and their peers on saving the environment.

The media center will support the STEAM-Lab and will be transformed into a STEAM hub of traditional print media and cutting-edge digital media and maker space, which is also part of the Tinkrworks curriculum. In this flexible, collaborative environment, students embrace the STEAM theme to create and explore with LEGOs, high-tech robots, 3D printers, and other

creative hands-on materials. Creating a rich environment through school-wide celebrations and exhibitions honoring hard work and dedication to scholarship drives students to continue striving to go “Full STEAM Ahead!”

C-STEAM Curriculum
This curriculum in coding is also unique to St. Martin Magnet Academies and provides a rigorous incorporation of a hands-on, project-based curriculum designed to support the learning needs of all students who will take a sequence of courses in ***Mathematics with Robotics*** and ***C STEAM with Robotics***. This seven-course sequence in each subject area will span from Grades K-5, aligning with the national Common Core Standards and the Louisiana Student Standards, designed to ensure that every student will graduate high school prepared for post-secondary education and the global job market of the 21st Century.

An important part of the curriculum is the idea that “*Everyone is an Artist and an Engineer.*” In *Mathematics with Robots,* our students will learn mathematical concepts through practical applications with hands-on coding and robotics activities. Students will learn to write code to finally generate C/C++ computer programming, controlling single or multiple robots.

Using personalized and collaborative group learning experiences, students will learn and reinforce algebraic thinking with whole and decimal numbers, number lines, fractions, measurement, variables, data conversion, lines, angles, ratios, proportions, and linear relations. These age-appropriate hands-on computing and experiments help students make meaningful connections between abstract math concepts and their relevance to real-life applications, as well as develop students’ critical thinking and problem-solving skills.

Similarly, *CS STEAM with Robots* introduces students to fundamental computer science, science, and engineering concepts. At the same time, they gain experience and skill-building using project-based activities, which build skills in arts, fine motor coordination, design, spatial relations, and graphing. Example activities include building robotics prototypes, mosaic murals, sculptures, robotics, photography, and coding. Symbol-based blocks and multi-languages are also used to help English Learners.

STEAMSpace
To establish a learning environment that supports the C-STEAM curriculum and TinkRworks, we will purchase the necessary equipment to support the STEAM Labs. Equipment items include durable supplies (i.e., software, drills, computers, safety goggles, measuring tapes, 3-D Printer, 3-D Doodle Pens, Quadcopter with a camera, STEAM Boxes, Coding Tools, laser machines) kits and consumable supplies (i.e., glue, markers, gravel). Student interest camps may include Camp Invention, Renewable Energy Camp, Environmental Deep Dive Camp, STEM Olympics Camp, NASA ASTRO Camp, and Urban Ecology with Environmental Science.

Sm*ARTS Labs*
To establish learning environments supportive of arts integration, we will establish a visual arts room, performing arts room, and music room at the magnet academies. Each room will be designed for students to explore learning in a cutting-edge environment. Teachers will serve as facilitators and promote students engaging in productive and aligned learning outcomes for

each grade level. Teachers will be trained to work collaboratively with the STEAM specialists to ensure student's learning is maximized. These innovative spaces at St Martin STEAM Academy (both campuses) will include specialized areas for students and teachers to hone their craft and to provide state-of-the-art technology to support arts integration.

Visual Arts Room
An invaluable and often overlooked learning opportunity in art classes is for students to have a space to not only display all of their artwork but also to have the chance to dive into deep discussions about the art they and their classmates have created. To ensure that we have these spaces for display and discussion, we will equip the art room and the outer hallways to the room with tack boards and secure display cases for flat and sculptural student works. The room will also be furnished with wide drawers, drying racks, and secure flat-faced cabinets for project material and in-progress artwork storage as well as rolling island work tables for ease in manipulating the room's design to complement workspace needs. Materials and consumable supplies frequently used by the students (e.g., scissors, glue sticks, pens, pencils, and markers) will have smaller rotating turntables or baskets on their workspaces for ease of access and end-of-the-day storage.

Performing Arts Room
To provide a neutral backdrop, the dance and drama room will feature a track of floor-to-ceiling black curtains. Strip lights and spotlights will be installed to set the atmosphere for rehearsals and in-class productions. To ensure student safety, we will install Marley dance flooring in the room, mirrors, and dance bars. Stackable chairs will be purchased for improvisation as well as classroom sessions.

The District will also purchase flexible and stackable staging units in varying heights, a portable projector and projection screen, and a portable sound system for in-classroom and larger performances. The room will also have secure storage units for equipment, theater props, materials, scripts, drama resource books, and costumes.

Music Room
The music room will feature abundant room for movement and storage of instruments. Grade-level appropriate instruments will be available to aid students as they are introduced to and grow into more complex knowledge of beat, tempo, rhythm, texture, symbols, musical form, meter and time, and dynamics. The St. Martin Early STEAM Academy will introduce early learners to smaller percussion instruments such as triangles, bells, and maracas as well as keyboards, and bongos before transitioning to strings such as ukulele, guitar, etc. at St. Martin STEAM Academy. The music rooms will also be outfitted with stackable chairs and risers.

St. Martin Performing Arts Center
To support arts integration across the magnet schools and encourage family involvement and engagement, we will refurbish the gym and the performing arts area of the St. Martin Early STEAM Academy site to create an inviting space for students, families, and the community to participate in the arts. Each year, students in grades PK-5 will perform a selected theme video-taped performance directed by teachers with the support of community partners.

After-School and Summer STEAM Extracurricular Enrichment
To support students with STEAM content and to provide enrichment for all students in the school, the District will provide after-school tutoring, mentoring, clubs, and enrichment. The after-school program unique to each magnet school will operate two (2) hours per day, two days per week, for 30 weeks after Labor Day to the end of April with transportation provided and offered to all magnet students enrolled at St. Martin Early STEAM Academy and St. Martin STEAM Academy. The District will evaluate interest in pre-K summer programming based on Year 1 parent surveys and feedback and consider cost and staffing feasibility as needed.

Key activities include Science Olympiad, Odyssey of the Mind, Codeillusion, First LEGO League, and D.R.E.A.M. art-based enrichment activities for students. The 4th and 5th graders will also be able to participate in the Environmental Club, which is a school/community outreach group. A 10:1 ratio for all after-school programs will be implemented. Program interest data will be taken from student sign-up surveys for voluntary participation from all magnet students and sessions will be organized by grade bands K-1, 2-3, and 4-5.

1. **Science Olympiad-** is an international program that encourages deepened learning in scientific concepts while piquing students' interest in science. In the US, the program is aligned with the national science standards. The St. Martin STEAM Academy grades 4-5 will host this afterschool program to harness the power of collaborative learning and spur critical thinking skills in the students. Research shows that students participating in Science Olympiad go on to successful careers, many in STEAM fields.

2. **The Environmental Club-** this program will be open to 4th and 5th graders who are interested in serving their community and enhancing their leadership skills by raising awareness about environmental issues and reducing environmental impact as citizens of the world. Students will learn social and economic issues while promoting inclusivity and diversity and be empowered in a community to act.

3. **Odyssey of the Mind-** is an international creative problem-solving program that engages students in their learning by allowing their knowledge and ideas to come to life in an exciting, productive environment. Participants build self-confidence, develop life skills, create new friendships, and recognize and explore their potential. Odyssey of the Mind consists of teachers with parents volunteering their time after school to work with students in Grades 2-3 and 4-5 at St. Martin STEAM Academy.

   Students are required to use creative thinking and problem-solving skills to develop creative skits depicting a solution to a problem. Spontaneous, another component of the program, challenges students to think on their feet as they either respond to questions or are engaged in a collaborative scenario-based problem-solving task. This fast-paced portion of the competition challenges students to work as a team to complete a task in each timeframe.

4. **Codeillusion** program, which features 30-minute modules, and a competency-based curriculum is Computer Science Teachers Association (CSTA) standards-aligned and allows students to use their creativity to gain knowledge, skills, and experience writing in the four core coding languages: HTML, CSS, JavaScript, and Processing. Students in

grades 2-3 and 4-5 at St. Martin STEAM Academy enrolled in the program will be invited to participate in a Disney field experience that will allow them to use their programming skills in an authentic learning environment. The innovation of this program will attract students from diverse backgrounds to meet the goals of the desegregation plan.

5. **FIRST LEGO LEAGUE** introduces science, technology, engineering, arts, and math to children through fun, exciting hands-on learning. K-1 participants at St. Martin Early STEAM Academy gain real-world problem-solving experience through a guided, global robotics program, helping today's students and teachers build a better future together. This program inspires youth to experiment and grow their critical thinking, coding, and design skills through hands-on STEM learning and robotics.

6. **DREAM** (**D**ance/Drama infused through **R**elevant and authentic **E**xperiences in **A**rt and **M**usic**) i**ncorporates both dance and drama infused through relevant and authentic experiences in Art and Music, K-1, 2-3 and 4-5 students at both magnet academies will have first-time access to visual arts, music, and dance/drama in the afterschool program. This after-school program will be taught in partnership between teachers and artists in residence at their grade-level magnet school sites offering unique art-infused programming to interested students.

7. **Cajun Zydeco** is a south Louisiana genre of music, primarily using accordions and guitars, that cultivates and explores a rich heritage of music from Acadiana, sometimes impromptu in concerted rhythm. K through grade 1 students are taught to explore the origins of using music while learning about the historical uniqueness of the Cajun and Creole cultures. The music promotes leadership skills, promotes self-esteem, and builds confidence as each student is allowed to take the lead as the program grows and expands.

Summer STEAM Enrichment
Extra Curriculum Summer Enrichment programs offer unique opportunities for students enrolled in magnet academies or those aspiring to attend magnet schools. The District will launch these programs in the Summer of 2024 and intends to assess additional programming needs through post-activity surveys conducted with students and parents.

STEAM theme programs will be supported at St. Martin Early STEAM Academy and ST. Martin STEAM Academy. Transportation will be provided for every student who attends and after-school snacks and summer feeding will be provided for every participant.

Beginning July 8-12, 2024, the District will partner with the University of Louisiana at Lafayette to provide students an opportunity to attend a free ASTROCamp with NASA, a program designed to expose students to the STEAM curriculum. This opportunity will prepare 60 interested K-5 students at both magnet academies before the 2024 school year implementation. Interested students will apply for a seat through an application process. The magnet program application system will be utilized to select students in the event more than 60 students apply, aligned with the tiered-priority process.

Beginning in June 2025, the summer STEAM programming will operate five (5) hours per day, five (5) days per week, for four (4) weeks with transportation provided for all students enrolled in the summer program. Students will be engaged in grade-level appropriate activities using C-STEAM's RoboPlay, Linkbot, and LittleBits. Students will also experience the Artist's Studio which features a new hands-on activity using the various art mediums daily (dance/drama, visual arts/digital arts, and music) that connect to the works of a famous artist within the medium.

SELECTION OF STUDENTS

Using various student profile indicators through the District's Strategic Enrollment Management (SEM) system, the Marketing Coordinator will use race/ethnicity data to encourage student participation in the Magnet Academies to achieve desegregation goals.

The marketing and recruitment efforts will be led by the Marketing Coordinator who will use enrollment practices centered on majority and minority family engagement and outreach to attract, enroll, and retain a diverse population of students at the two target STEAM schools while ensuring desegregation compliance.

Students residing within St. Martin's Parish boundaries, whether they are currently enrolled in the District or in private schools, charters, or who are homeschooled, will be eligible to attend the two schools. The Magnet Academies will use an application submission process**.** Students are allowed to transfer into the program at any grade level following the application process. The online registration system will allow administrators to log in to check the demographics and secure student information of program applicants. The application will be available in multiple languages and paper format for parents and families with technology limitations.

APPLICATION PROCESS AND TIMELINE

The application process will prioritize desegregation goals and promote racially diverse campuses utilizing priority-based admissions per the Court Order. The application period each year is from **the first day of the Spring semester to May 1** and does not require any special academic admission criteria for prospective or current students. If May 1 falls on a Saturday or Sunday, the application period will close at 4:30 p.m. on the following Monday. The magnet school application period will run concurrently with the current district Majority-to-Minority (M-to-M) application and transfer process, beginning the first day of the Spring semester of each year. Beginning one month prior to the close of applications, a weekly message reminder will be sent to all families in the district letting them know applications will be closing May 1.

Interested parents will only need to submit **one** magnet application for an M-to-M transfer to one of the magnet schools. Students zoned to either of the magnet schools will need to apply for auditing and capacity compliance purposes but are automatically guaranteed placement per district policy. The application portal will be hosted by a program with a robust, user-friendly process that can streamline processes for families, as recommended by the Focus Groups and the Leadership Team.

The application will be available online and a paper copy will be available for families with technology limitations. Magnet Academies staff will be available to assist parents and families with the application completion and submission. The Marketing Coordinator will provide additional support and resources to parents who have specific questions or technical issues with the application process. Applications can also be submitted during the District's marketing and family engagement events hosted throughout the year.

Each application will be reviewed for completion and accuracy beginning **the first week of February** of each year. Parents will be notified by email and follow-up phone calls to correct any missing or inaccurate information on the applications. Parents requesting sibling priority must provide documentation to the Magnet Academies office. The District recognizes siblings as any brothers and/or sisters by blood, adoption, marriage, or permanent court-appointed guardianship who reside at the same address.

Parents and/or guardians will be notified of acceptance by phone calls to the phone number on file, by email through the application selection software, and paper notices will be mailed to the address on file. Notifications will be sent **one (1) week after the close of applications** each year. Parents will receive three (3) additional contacts through various methods (i.e., JCall, email, letter) to remind them of their acceptance and clearly identified deadlines and enrollment processes. Parents will have an opportunity to attend open house sessions at each school upon the close of applications and prior to formalizing their decision to enroll in the magnet school. Parents **will have three (3) weeks to accept** placement through the application portal and will be placed on the waitlist once the acceptance deadline has passed.

The St. Martin Parish School System considers student attendance and academic continuity crucial to student success. Therefore, all interested students must be enrolled at the respective magnet school **within two (2) weeks** of the start of the new school year, each year. Students not enrolled and who are not zoned for either of the two magnet schools must follow the District's current school M-to-M transfer policy. Once a student is accepted, they will **not need to reapply** for the following years. Students attending St. Martin Early STEAM Academy pre-K-1 will automatically be matriculated to the 2-5 St. Martin STEAM Academy campus.

In the event the Magnet Academy program applications exceed the capacity of the schools each year, the application selection software will be activated to select students based on priority tiers. An automated waitlist process, based on priority, will be activated to offer admissions to those on the waitlist as space becomes available. **No M-to-M student transfer requests will be denied acceptance due to capacity issues.**

Priorities

Aligned with the Consent Order, the District will implement a priority-tiered system to place students for enrollment in the two schools, including waitlisted students. Students admitted according to priority will be admitted before considering the next student eligible based on the tier they qualify for. The tiers are as follows, in order of priority consideration:

1. Students zoned for the magnet school per district school zone policy.
2. Students who qualify for a Majority-to-Minority (M-to-M) transfer in accordance with district M-to-M policy.

3. Siblings of current students who will be returning to one of the academy schools the following school year.
4. Students of employees at St. Martin Early STEAM Academy and St. Martin STEAM Academy.

Students currently attending or zoned for St. Martin Early STEAM Academy and St. Martin STEAM Academy will be **guaranteed automatic admission** to the new whole-school magnet programs. Siblings of students currently attending through a prior M-to-M transfer will be given priority admission to their respective academy schools once new M-to-M transfer students applications have been processed.

Students whose race is in the majority at the school they attend (i.e. Parks Primary, Cecilia Primary, Teche Elementary) who wish to transfer to the St. Martin Early STEAM Academy or St. Martin STEAM Academy where their race is in the minority, will be eligible for admission per the District's transfer policy. Students from other schools or zones within St. Martin Parish, such as those enrolled in charter or private schools, or who are homeschooled, will receive priority based on the desegregation goals of the District and the requirements of the District's M-to-M transfer policy.

Magnet Academies Withdrawal
St Martin Parish School System recognizes students may need to withdraw from the STEAM schools for various reasons throughout the year. For auditing purposes, parents will be required to complete a magnet program withdrawal survey form to provide the District with important feedback and the reason for the withdrawal as listed below.

A. **Majority-to-Minority Withdrawals (M-to-M):** Students attending either of the two schools through M-to-M transfer shall follow the District's M-to-M withdrawal process, which requires students to remain at the current schools of enrollment through the end of the school year unless there is an extenuating circumstance.
B. **District Exits:** While it is the preference for students to remain in their school of enrollment for the duration of a school year to maintain the continuum of quality education, the District understands some students may move out of the parish or enroll in private or charter schools. Students leaving the District shall follow the District's exit process found on the District's website.

Magnet Re-Entry: In accordance with school board policy, students zoned for either of the magnet schools will receive priority placement upon returning and will not be waitlisted. If a student who is not zoned to the school decides to return to one of the magnet schools and is not zoned to the school, parents will need to submit a new application. Students returning after exiting the magnet program will be accepted according to priority tiers on a first-come-first-serve basis. Once a school is at enrollment capacity, all returning students not-zoned to the school will be placed on a waitlist.

Transportation
Free bus transportation will be provided parish-wide to bus students from other attendance zones in St Martin Schools to the magnet schools. This will include all students enrolled in the program, incoming zoned students, and students enrolled in the M-to-M Program. In addition,

grant-funded transportation will be provided to students who participate in after-school and summer extracurricular programs. Extended care will be provided for students and will run until the last extracurricular activity concludes, then transportation will be provided to drop-off points. Extended care will include theme-related activities and increase relationship-building between students from different communities. Students will receive a snack, academic tutoring, homework monitoring, and enrichment in technology.

Equity Audits of Applications
The Magnet Academies office will conduct an annual equity audit of both the applications and the application process, tracking the majority and minority demographics of applicants, and ensuring that families of different backgrounds from multiple zones across the parish have access to apply to the program. This will include mapping addresses as applications are submitted to ensure that all zones in the parish are fairly represented. The results of the audit will be available to the public through the District's public records request process and in accordance with Louisiana Public Records Laws. The Magnet Academies webpage will maintain a chart that identifies the racial demographics of students enrolled, in accordance with the Court Order.

In addition, District staff will communicate with community partners to assist in providing additional information to parents and families in zones with lower application rates to meet target desegregation goals.

PARENTAL DECISION-MAKING AND INVOLVEMENT

Role of Parents
The role of parents is critical as the District creates a program that is attractive to families and students of diverse backgrounds. Therefore, to increase parental decision-making, the goal of the District is to design an engaging and interactive learning environment for parents that is welcoming, supportive, and accessible and also provides an opportunity for staff to learn from parents and families. In addition, the program aims to help both parents and staff become knowledgeable partners in the educational process, especially in the primary grades. A Parent Toolkit will be included on the website that incorporates elements such as on-demand webinars, training modules, and opportunities to attend monthly information engagement sessions designed to engage parents as meaningful partners in their student's education.

The District's goal is to build parents' capacity to become engaged in the decision-making process. Parents will be invited to participate using ***PERFECT for Parents*** (Parents Engaged Responsibly for Education and Collaborative Teamwork) Center, a district-based initiative focusing on supporting parents with all aspects of being an involved parent in education. Working with principals and staff, will implement a parent involvement program based on the six (6) types of essential involvement for a comprehensive program of partnerships with parents as defined by the Center of Families, Communities, Schools & Children's Learning at Johns Hopkins University. The Center will include STEAM-centric resources for parents and students, games, access to technology, and curriculum assistance including, but not limited to:

- Helping all families establish home environments that support children as students.

- Communicating, designing, and conducting effective communications about each program and students' progress.
- Encouraging parents to volunteer to support the STEAM Program at both sites.
- Learning at home and providing information and ideas to families about how to help students at home with schoolwork and related activities.
- Including parents in the decision-making process
- Collaborating with the community (identifying and integrating resources and services from the community to strengthen and support the school, students, and their families).

In addition, the ***PERFECT for Parents*** Center will allow parents to schedule site visits and participate in activities that include parents working side-by-side with teachers that promote positive, regular interaction between teachers and parents and their children. Parents will be trained and receive site-based certification including but not limited to, unique materials, curriculum, and training modules designed to help teachers work in partnership with parents. These meetings shall be rotated among different magnet project schools, allowing magnet campus teams to witness firsthand the implementation efforts of each school.

Surveys
Surveys will be administered to faculty, staff, and parent/guardians of magnet school students in December and May to determine what steps school and district leaders can proactively take to ensure that the academic and social needs of parents and students are met and to offer suggestions for improvements to the magnet program. These parent-engagement activities will provide the District valuable information regarding the effectiveness of the magnet program and any suggestions for improving the magnet program.

Family STEAM Nights
We will also host bi-annual Family STEAM Nights for all PK-5 magnet school parents. Students will become facilitators by demonstrating to their parents (guardians) concepts from project-based learning activities.

- Parents will be invited to join each magnet school's Advisory Board which is composed of magnet teachers, parents, students, leaders, and partners and oversees school implementation, progress, and alignment to academics and instruction.
- Funds from the grant will provide parents with a host of new afterschool programs (STEAM, visual and digital art, dance/drama, and music) to select for their child, and parents will have the decision to enroll their child in the five (5) week summer program.
- Our Marketing Coordinator will ensure that parents participating in activities are surveyed and that their feedback is shared with the Leadership Team for ongoing school growth and student: family-centered interest in STEAM program development.

Parental Involvement
To foster increased parental involvement, two main strategies will be used:

Family Days: This activity will provide families with resources to support their child's learning at home and guide their educational path. Family Days, hosted monthly, with varying days of the week and times, will be designed to maximize the ability of parents to attend, parents are invited to the school to see a performance, view artwork, participate in a STEAM activity, or

take part in a parent education course all following the District's school volunteer program guidelines.

Engagement Outreach: Parents will also have increased opportunities to volunteer in STEAM rooms, the performing arts center, afterschool and summer programs, and the Advisory Teams. Parent volunteers will have the opportunity to share their knowledge of STEAM, by providing guest or co-taught lessons in various areas of interest including: photography, drawing, farming, construction, community service, or assisting teachers in providing differentiated learning in the classroom by working directly with an assigned grouping of students or during a holiday school event.

Parents will also play a pivotal role in preparing for and implementing events at the target schools' performing arts centers and programs. These roles may include tasks such as designing and printing playbills, serving as ushers for dance, drama, and music recitals, assisting in hair and make-up or costuming, set design, A/V or lighting, or general set-up and tear down.

DISTRICT SUPPORT

Leadership Team: The magnet program operating plan will continue to be led by the District's Leadership Team. Meeting monthly, this team will provide ongoing operational and fiscal oversight of the implementation of the project and use progress and evaluation reports to make strategic decisions for successful implementation through Year 5 for continued sustainability.

Magnet Academies Advisory Board: The Magnet Academies Advisory Board ("Advisory Board") will encompass a diverse portfolio of stakeholders including but not limited to M-to-M parents, teachers, support staff, businesses, partners in education, and community organizations. The board will meet monthly, in-person, with virtual/remote options for those who cannot physically join, and ensure implementation is aligned with the desegregation goals, promote enhancement of STEAM-based learning opportunities, support marketing and recruitment initiatives, and foster community connections. Additionally, members will build and expand on ideas for growing partnerships with community organizations and serve as a source of funding opportunity building to sustain the successful elements of the program. The sustainability of the advisory group is to embrace and value the skills and expertise of its members and strategically align those skills to the goals of the Magnet Program.

Key District Staff: Other key staff will remain beyond the grant period: Principals and Assistant Principals (leaders of each magnet school); Supervisor of Human Capital (recruitment of highly effective teachers); Chief Financial Officer (monitoring of budgets to ensure adequate resources to sustain programs); Director of Transportation (removing the barrier of transportation for magnet school enrollment); and Director of Curriculum and Instruction and Elementary Supervisor of Curriculum (developing new and refining existing curriculum).

MANAGEMENT PLAN STRUCTURE AND RESPONSIBILITIES

Leadership Team: The Leadership team comprises the Superintendent, Magnet Schools Coordinator (MSAP Project Director), Supervisor of Elementary Education, Desegregation Compliance Officer, Marketing Coordinator, and Family Engagement Specialist. This team will meet monthly and is responsible for monitoring program and strategy implementation to maximize the quality of service provision across the parishes' new magnet schools and will report findings, including successes and challenges, to the St. Martin Parish School Board.

The Leadership Team will also support the Magnet Schools Coordinator in allocating resources, identifying and confirming partnerships, implementing improvements, ensuring the project is on schedule and within budget, and assessing results in collaboration with the evaluation team.

Another core function will be to revisit and modify the sustainability plan to ensure the processes and resources are incorporated into district practices and multi-year allocations budget. To stay within budget, the Leadership Team will work with the Magnet Schools Coordinator and CFO to oversee the federal funding, maintain internal controls, and examine monthly drawdowns to ensure fiscal accountability.

The Leadership Team will be composed of three subcommittees overseen by the Magnet Program Coordinator and Superintendent and include, content and professional development chaired by the Supervisor of Elementary Education, marketing and recruitment chaired by the Marketing Coordinator, and finally desegregation and sustainability chaired by Desegregation Compliance Officer, to allow members with specialization to convene separate meetings to focus on these areas and make recommendations to the Leadership Team.

Magnet Schools Coordinator: The Magnet Schools Coordinator, also known as the MSAP Project Director, holds a central role with diverse responsibilities. They provide overall direction, ensuring grant-funded time is dedicated to STEAM activities and lead meetings for various teams and committees. Fiscal management involves budget oversight and reporting to the US Department of Education. The coordinator supports Principals in program implementation, collaborating with evaluators and organizing professional development. Recruitment efforts focus on desegregation promotion, managing processes and communication plans.

Additionally, the Coordinator leads the Leadership Team, collaborating with school stakeholders to integrate the magnet theme into academic instruction. They handle fiscal management for two magnets, coordinate professional development, lead the Advisory Board, and spearhead desegregation strategies. Regular meetings with subcommittee chairs ensure ongoing feedback incorporation into initiatives.

Marketing Coordinator: The District's recruitment and selection processes will be coordinated by the Marketing Coordinator. These plans will be the roadmap to recruit students from diverse social, economic, ethnic, and racial backgrounds into the magnet program. This process will target families who may be considering leaving the district for other magnet, charter, or private schools. This position will also plan and implement family engagement activities and monitor data monthly for desegregation efforts.

Family Engagement Specialist: This position will also plan and implement family engagement activities and work with the Marketing Coordinator and Magnet Program Coordinator to organize and coordinate district-wide family engagement activities, assist parents and families with learning about the magnet programs and schedule tours, and promote and maintain effective relationships and understanding between the school district, parents, and community.

Principals: The Principals will supervise the daily activities and staff of each magnet school. This process includes ensuring continual stakeholder buy-in; participating in school-level council meetings; monitoring the rollout of the STEAM magnet theme; supporting teachers in the implementation of C-STEAM, PBL, arts-integration, Conscious Discipline, Positive Action, and the new afterschool and summer programs; and coordinating with the Magnet Schools Coordinator to improve strategies and practices.

STEAM Coordinators: We will hire four STEAM coordinators. St Martin Early STEAM Academy will have two (2) STEAM Coordinators and St. Martin STEAM Academy will have two (2) STEAM Coordinators as content experts to lead the STEAM curriculum, collaborate with teachers to plan, develop, and implement STEAM programming, lead STEAM professional development at the magnets, and support sustainability planning. The District will also hire eight (8) STEAM Teachers (four per school) to support the implementation of the magnet program in planning, writing, and presenting innovative curricula and teaching all students STEAM curricula.

External Evaluator: The District will contract with an independent, third-party provider, The Evaluation Group (TEG), to conduct project evaluation timelines and provide an unbiased assessment that allows for continuous feedback and improvement. They deliver comprehensive evaluation services for school and community-based programs with expertise in grant project evaluation, including research design, data collection, instrument construction, and data analysis and reporting. A utilization-focused, participatory approach to evaluation will be employed that provides timely program information and informed decision-making.

External Magnet Support (Consultant): As suggested by the Court, and agreed on by the District, we are working closely with an expert in magnet program implementation to develop the program. A description of the expert, Theresa Porter, who will serve as an integral part of the implementation team is included in this proposal. She has the required knowledge of program themes and implementation and how to encourage new programs for parents and the community. The consultant has a strong foundation in thematic planning and program implementation that can help other school districts confront similar issues related to desegregation efforts and thematic integration.

District-Level Staff: The Supervisor of Human Capital will work with the Magnet Schools Coordinator and Marketing Coordinator to recruit highly effective educators. Budget management will be overseen by the Magnet Schools Coordinator, Superintendent, and CFO.

School-Based Curriculum Teams: Meeting weekly at each target school, these teams will oversee school-specific implementation and progress and ensure alignment with academics

and instruction. Members of the team include coordinators, principals, district content specialists, and STEAM teachers.

Magnet Academies Advisory Board: This advisory board includes internal and external members, including but not limited to Magnet Schools Coordinator, Marketing Coordinator, principal at each magnet school, at least two school-level staff from each magnet school, three STEAM-centric community/business partners, and at least two parents from each magnet school. The advisory board will meet monthly, in-person, with virtual/remote options for those who cannot physically join. The role of the advisory board is to ensure implementation is aligned with the desegregation goals, the enhancement of STEAM-based learning opportunities, marketing and recruitment initiatives, and fostering community connections. Membership commitment will be on an annual basis.

Community Partners
In keeping with the fundamental goal to prepare students for the 21st-century job market, St. Martin STEAM Academies will maintain partnerships with stakeholders listed below to help drive instruction through relevance and support magnet scholars. The program at St. Martin STEAM Academy will incorporate a variety of guest speakers and lectures into small classroom settings and whole school presentations to build partners in education within the school community.

Partner	Role
A5 Academy of the Arts	Serve on the Advisory Board, providing knowledge of dance fundamentals and best practices in STEAM.
Autism Society	Guiding how to develop inclusive STEAM lessons.
City of Martinville Mayor Jason Willis	Promotes participation in and knowledge of St. Martin Parish School Magnet Academies, helps to spread the word of the magnet schools through marketing materials at city hall and local museums, and facilitate connections between Magnet leadership and STEAM organizations.
CGI Technologies and Solutions	Serve as providing guidance and education on how to develop STEAM integration throughout all grades.
LaSTEM Advisory Council	School Ambassadors will serve on the Advisory Board and provide advice on the future of STEAM, share information about useful conferences, networking opportunities, and resources; and connect leadership to the STEAM Initiative and individuals in STEAM fields who could volunteer.
University of Louisiana	Serve on the Advisory Board and explore the possibility of providing professional development for district staff around STEAM including Region 4 support with Dr. Peter Sheppard and Angela Boxie

TIMELINE

Objectives with Milestones Projected Timelines and Roles

Objectives with Milestone	Projected Timeline	Roles
Planning, Management, and Evaluation Activities		
Convene Leadership Team (LT) meetings to monitor progress	Begin 10/23, monthly	Magnet Schools Coordinator, Desegregation Compliance Officer Supervisor of Education Marketing Coordinator, & Family Engagement Specialist, Superintendent
Confirm partner commitments	Begin 10/23, ongoing	Magnet Schools Coordinator Marketing Coordinator
Advertise, interview, hire, and orient the Magnet Schools Coordinator	Y1: 10/23	Supervisor of Human Capital Desegregation Compliance Officer Superintendent
Convene School-Based Curriculum Advisory Teams to monitor progress and ensure alignment to academics and instruction	Begin 10/23, monthly	Principals, Magnet Schools Coordinator, STEAM Coordinators
Complete and submit the Louisiana A+ Schools application	Y1: 1/24	Magnet Schools Coordinator, Leadership Team
Create a spending plan based on the proposed budget; record, review, and report expenses following Federal guidelines	Begin 1/24, monthly	Magnet Schools Coordinator, Chief Financial Officer, Superintendent. Desegregation Compliance Officer
Purchase technology, furniture, furnishings, and instructional supplies for STEAM Labs, Arts Rooms, and Performing Arts Center and the summer and afterschool programs	Y1: 1/24, 6/24 Y2-5: 6/25, annually	Magnet Schools Coordinator, Desegregation Compliance Officer, Chief Financial Officer, Superintendent, Marketing Coordinator
Post job openings, hire, and orient new project staff	Y1: 1/24-3/24	Supervisor of Human Capital, Magnet Schools Coordinator, Superintendent, Principals
Revisit evaluation plan and set up data collection and observation schedule	Y1: 11/23, 8/24 ongoing, annually	External Evaluator, Magnet Schools Coordinator, Elementary Supervisor of Education
Implement attendance and event tracking tools	Begin 11/23, quarterly	External Evaluator, Marketing Coordinator, Family Engagement

Objectives with Milestone	Projected Timeline	Roles
		Specialist, Magnet Schools Coordinator
Compile implementation fidelity data	Begin 1/24, monthly	External Evaluator, Magnet Schools Coordinator, Marketing Coordinator
Develop PBL rubric and conduct teacher observations	3/24, 6/24, 9/24, annually	External Evaluator, Principals, Magnet Schools Coordinator
Develop PBL report	10/24, annually	External Evaluator, Magnet Schools Coordinator
Administer Teacher Self Efficacy Scale, Faculty Survey	10/24, 4/25, annually	External Evaluator, Principal, Teachers
Administer student surveys	10/24, 4/25, annually	External Evaluator, Teachers
Collect student achievement and graduation data	9/24, annually	External Evaluator, Principal, Teachers
Provide snapshot reports	12/24, annually	External Evaluator
Begin sustainability planning process	10/23, quarterly	Magnet Schools Coordinator, Leadership Team, Principal
Recruitment and Selection Activities		
Develop new marketing plan for magnet programs to include print ads, billboards, magnet webpage, and school branding	1/24	Marketing Coordinator, Magnet Schools Coordinator
Develop new parent engagement plan for magnet programs	1/24	Marketing Coordinator, Magnet Schools Coordinator
Revise magnet school recruitment and selection plan	12/23-2/24	Leadership Team, Magnet Schools Coordinator, & Marketing Coordinator
Implement recruitment and selection plan	Begin 10/23 ongoing	Marketing Coordinator, Family Engagement Specialist, Magnet Schools Coordinator
Plan and host open houses	02/24-04/24, 06/24, 10/,24, tri-annually	Magnet Schools Coordinator, Marketing Coordinator, Family Engagement Specialist, Leadership Team
Plan and host magnet school awareness week	2/24-3/24, annually	Magnet Schools Coordinator, Marketing Coordinator
Launch new Magnet Academies website	1/24	Marketing Coordinator

Objectives with Milestone	Projected Timeline	Roles
Conduct town hall meetings and parent information sessions; launch marketing to inform community about magnet options	1/24, annually	Marketing Coordinator, Family Engagement Specialist, Magnet Schools Coordinator, Principals
Begin registration process; receive and approve applications	Spring Semester, Annually	Magnet Schools Coordinator, Family Engagement Specialist, Principals
Select students for the magnet program. Utilize an application/selection process if interest exceeds school capacity.	3 weeks after 5/1 annually	Magnet Schools Coordinator, Marketing Coordinator, Principals
Notify parents and students of selection results	3 weeks after 5/1 annually	Marketing Coordinator, Family Engagement Specialist, Principals
Magnet Theme Rollout Activities		
Plan to implement PBL, C-STEAM, and arts-integration	6/24	Magnet Schools Coordinator, Principals, STEAM Coordinators
Set up Arts Rooms, Performing Arts Center, and STEAM Labs	1/24-7/24	Magnet Schools Coordinator, Principals, Maintenance Supervisor
Conduct student feedback survey	1/24, annually	Magnet Schools Coordinator, Marketing Coordinator, Evaluator
Begin summer programming with potential magnet students and continue with magnet students annually	6/24, annually	Magnet Schools Coordinator, STEAM Coordinators, Principals
Begin grades pre-K-1 STEAM at St. Martin Early STEAM Academy	8/24	Principal, Coordinators, Teachers
Begin grades 2-5 STEAM at St. Martin STEAM Academy	8/24	Principal, Coordinators, Teachers
Begin after-school and extracurricular programming (K-5)	8/24	Magnet Schools Coordinator, Principals, STEAM Coordinators, Identified Teachers
Host PTA National Standards for Family-School Partnerships	9/24, 1/25, bi-annually	Magnet Schools Coordinator, Family Engagement Specialist, Principals
Professional Development Activities		
Develop professional development plan to support at least 16 hours year one and 8 hours annually, include MSA annual training	1/24 - 6/24 annually	Magnet Schools Coordinator, STEAM Coordinators, Principals
Schedule site visits to model programs	1/24, quarterly	Magnet Schools Coordinator, Marketing Coordinator, Principals
Coordinate in-person and online training (C-STEAM, PBL, Positive Action, MSA, SES etc.) 2 trainings each year for makeups	6/24, 8/24 annually	Magnet Schools Coordinator, Consultant, Principals, STEAM Coordinators

Objectives with Milestone	Projected Timeline	Roles
Conduct curricular conversations	Begin 2/24, weekly	STEAM Coordinators, Principals
Coordinate online professional learning (Conscious Discipline, School Equity Solutions, etc.)	3/24 -8/24 annually	Magnet Schools Coordinator, Principals, Teachers
Conduct STEAM unit writing days	Begin 3/24, annually	STEAM Coordinators, Consultants
Participate in summer institutes	6/24, annually (make up session 8/24)	Magnet staff and teachers
Provide academic ongoing support via coaching for curriculum integration	Begin 9/24, weekly	STEAM Coordinators, Consultants
Curriculum Development and Planning		
Integrate STEAM into the ELA Curriculum And ELA Curriculum into STEAM electives Reading/ELA DiGG-PK Expeditionary Learning (EL) K-2 Louisiana Guidebooks 3-5	Begin 12/23.-10/24 Bi- weekly	Lead Reading Teacher(s) STEAM coordinator/STEAM teacher(s) ELA Instructional Coach
Integrate STEAM into the Math Curriculum And integrate Math Curriculum into STEAM electives Math Curriculum being selected	Begin 03/24-10/24 Bi weekly,	Math Curriculum being selected Lead Math teacher(s) PK-5 STEAM Coordinator STEAM teacher(s) Math Instructional Coach UC Davis Coordinators
Integrate STEAM into the Science Curriculum and integrate Science Curriculum into STEAM electives PhD Science	Begin 12/23-10/24 Bi-weekly	PhD Science K-5 Lead Science teacher(s)/ STEAM Coordinator/ STEAM teacher(s) Science Instructional Coach
Integrate STEAM into the Social Studies Curriculum and integrate Social Studies Curriculum into STEAM electives Bayou Bridges	Begin 12/23-10/24 Bi weekly	Bayou Bridges Lead Social Studies teacher(s) K-5 STEAM Coordinator/ STEAM teacher(s) District Social Studies Instructional Coach

TEACHER RECRUITMENT AND RETAINMENT

Highly Effective Teacher Recruitment:
The District will strategically recruit in an attempt to hire highly effective teachers to fill the magnet school positions led by the District's HR Supervisor. Ideal candidates should demonstrate a commitment to teaching and engaging with racially diverse students and families and an exemplified commitment to reducing racial isolation in the classroom. The newly identified principals will interview together, along with the Magnet Schools Coordinator and Elementary School Supervisor, to hire their magnet staff by March 1, 2024.

All teachers, both existing and external applicants, are required to reapply. Principals will assess qualifications and experience, contact the best-qualified candidates, and schedule interviews. The interview committee will consist of equal number of White and Black members, consistent with the Court Order and aligned with Louisiana law, ensuring the inclusion of all qualified applicants in the interview process. After interviews, principals will submit written recommendations to the Human Capital Supervisor, providing detailed reasons for the selection. The Supervisor will review documentation to ensure adherence to proper procedures and forward recommendations to the Superintendent.

The Superintendent will either approve the recommendation, leading to notice of hiring, or deny it, prompting the principal to submit an alternative recommendation. Teachers not selected for the magnet program implementation in the 2024-2025 school year won't face termination but may be reassigned if positions are available and deemed appropriate by the Administration, provided the employee desires to continue employment.

To achieve the goal of recruiting and retaining highly qualified and invested teachers, the District will provide certified teachers who commit to teaching at the academy schools by March 1, 2024, with a one-time $1,000 bonus. Additionally, both certified and non-certified teachers at each school will receive $30 per hour for all required professional development hours completed.

This process will be monitored by the Desegregation Compliance Officer and Supervisor of Human Resources. All professionals who choose to apply for their teaching position will have an opportunity to interview in Spring 2024 for the 2024-2025 school year.

Note: The constitution of the faculty will be completed by March 1, 2024, which will provide adequate time for the District to identify vacancies and hire qualified teachers.

The state of Louisiana requires highly effective teachers to have a bachelor’s degree, possess a current licensure from the Louisiana Department of Education, and score as proficient in their annual evaluation. Further, 50% of the evaluation score is based on student learning, the value-added measure, and 50% on two observations using the state’s rubric.

Role of Teachers
Teachers maximize rigor and relevance through meaningful cross-curricular exercises like bridge building that capitalizes on engineering skills embedded with fundamental skills from

math and art, culminating in an annual research project. The STEAM Fair research project is integrated into all courses and culminates in a school-wide STEAM Team Celebration.

Competent, Diverse, and Stable-Teaching Staff
In alignment with the requirements of the Consent Decree, we have developed a targeted recruitment plan to hire and retain effective diverse educators. The recruitment plan lays out the following strategies which are already being implemented parish-wide:

a. Entrance into a partnership with Diversity in Ed, an organization that specializes in the recruitment of qualified and diverse candidates, to post all professional positions.
b. Participating in job/hiring fairs at Historically Black Colleges and Universities (HBCUs) and colleges/universities throughout the state.
c. To ensure candidate comfort, a racially bi-racial committee will be convened to interview all teacher candidates.
d. All existing employees will receive email notifications advertising all professional positions to allow candidates of color who are interested in transferring to a new school to assist in meeting diversity goals at each school.

Magnet STEAM Teachers
For the 2024-2025 school year, the District will hire one music, dance, art, and STEAM teacher for each elementary magnet school to facilitate student success and growth in academic and interpersonal skills by implementing the District-approved curriculum; document teaching and student progress, activities, and outcomes; create a flexible, safe and optimal learning environment; and provide feedback to students, parents, and administration regarding student progress and goals.

Key Role
Developing and administering curriculum consistent with school district goals and objectives; developing lesson plans and instructional materials relevant to the appropriate STEAM area; conducting ongoing assessments of student learning and modifying instructional methods to fit students' needs; conducting individual and small group instruction; continuing to acquire professional knowledge in the educational field by attending seminars, workshops or professional meetings; encouraging parental involvement in students' education and ensuring effective communication with students and parents; and coordinating with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participate in faculty meetings and committees.

Ideal candidates possess, at minimum, a bachelor's degree in education, experience in STEAM, music, art, or dance content, and possession of a valid Louisiana teaching certificate in the appropriate certified area or ancillary certification for the arts.

Responsibilities
Leading the rollout of whole-school STEAM integration across the magnet, sharing best practices, and troubleshooting any implementation issues that may arise; communicating and collaborating with teachers to facilitate the smooth implementation of STEAM programming at the magnet school; assisting school teams with the development of STEAM content integrated

across core academic subjects, incorporating research-based evidence approaches, developing course sequences, and designing hands-on learning opportunities; collaborating with the Magnet Schools Coordinator to assess and identify professional development needs of staff at the magnet; delivering STEAM-related professional development to educators and other staff at the magnet; and empowering teachers to develop competency with interdisciplinary and STEAM approaches via in-class coaching and co-teaching.

Ideal candidates will possess, at minimum, a Bachelor's degree from an accredited university with a master's preferred, a minimum of four years of relevant experience in an educational position focused on STEAM and experience in teacher development and coaching of curricula units, instructional sequences, and performance-based assessments, and possession of a valid Louisiana teaching certificate in the appropriate certified area.

The District will hire four (4) STEAM Coordinators with a focus on Science, Technology, Engineering, Arts, and Mathematics. Two (2) at St. Martin Early STEAM Academy and two (2) at St. Martin STEAM Academy, to coordinate STEM and arts-integrated activities and instructional strategies at their assigned school. These coordinators will serve as master teachers in their specialty field mastering exceptional knowledge and skills. They will supervise planning and implementation of curriculum lesson plans with respective classroom teachers and serve as direct mentors to magnet school teachers to support growth and development of students and teachers.

RECRUITING AND SUPPORTING DIVERSE EDUCATOR WORKFORCE AND GROWTH

The District is incorporating and expanding comprehensive, strategic career and compensation systems that provide competitive compensation and reduce attrition rates. Additionally, the District will aggressively promote the unique STEAM initiatives to attract teachers and staff who are interested in enrichment and expanded curriculum programming. Through workforce development marketing events, the Magnet Coordinator will work with master teachers and human resources to attract certified teachers with certifications in STEAM-centric content areas.

All paraprofessionals in the District are eligible to participate in the i-Teach program, an alternative pathway that prepares them to become certified teachers and increases their compensation for their new role. Using the grant, we will adopt and expand on these compensation systems, and educators in the target schools will have the opportunity to receive stipends for leading afterschool and summer STEAM activities and in curriculum development and integration sessions.

Developing Data Systems, Timelines, and Action Plans for Promoting Bias-Free Human Resource Practices

In alignment with the requirements of the desegregation consent order, we developed a targeted recruitment plan to hire and retain effective and diverse educators. The recruitment plan lays out the following strategies, which we have begun implementing:

1. Enter into a partnership with Diversity in Education, an organization that specializes in the recruitment of qualified and diverse candidates, to post all professional teaching positions;
2. Attend college job fairs throughout the state with an emphasis on HBCUs;
3. Ensure candidate comfort by convening a bi-racial committee to interview teacher candidates; and
4. Send existing employees email notifications advertising all professional positions, encouraging candidates of color who are interested in transferring to a new school to assist us in meeting diversity goals at each school.

Recruitment and Retainment Timeline			
Dates	**Focus Area**	**Roles**	**Description**
January 2024	Assessment of Current Staff Needs	Magnet Program Coordinator, School Administrator, Human Capital Supervisor	Identify specific roles and positions to be filled; determine any new positions or changes in staffing requirements.
January 2024	Job Description Development	Magnet Program Coordinator, Human Capital Supervisor	Revise job descriptions for each position, highlighting key responsibilities and qualifications specific to the magnet schools; Ensure that the descriptions align with the goals and values of the magnet schools; Host a mandatory virtual information session during district wide PD on January 16, 2024; Jobs will be posted by January 12. Jobs applications will remain open for a minimum of 2 weeks.
January 2024	Internal and External Job Opportunities	Magnet Program Coordinator, School Administrator, Human Capital Supervisor, Marketing Coordinator	Host Magnet Job Fair for internal candidates and external candidates; Encourage current staff members to express interest in new roles and existing roles; Utilize online job boards, education-specific websites, and social media platforms to advertise open positions; Specify application deadlines and provide clear instructions on how to apply.
January 2024	Collaborate with Educational Institutions	Magnet Program Coordinator, Human Capital Supervisor	Contact established partnerships with HBCUs, local universities and colleges to tap into their pool of qualified graduates.
February to March 2024	Interview and Selection Process	Magnet Program Coordinator, School Administrator, Human Capital Supervisor	In addition to applicants from outside of ELC and SMP, all existing teachers must re-apply; Upon receipt of application packets of all qualified teachers for vacant positions, principals will collaborate with the HR Supervisor regarding interviews and selection process align with the Court Order.

PROFESSIONAL DEVELOPMENT

To meet the goals outlined in the Magnet Implementation Plan, the District will schedule and implement ongoing professional development activities. District-wide summer professional development will occur during the first two weeks of June. The sessions, organized by the Magnet Consultant hired by the District, aim to familiarize district staff and administrators with program goals, objectives, and implementation models starting in January 2024.

The intended audience for this professional development initiative encompasses Principals and Teachers, the District Leadership Team, Community Partners, and Parents. This diverse audience reflects a holistic approach to the professional development topic, ensuring that educational leaders, teaching staff, district administrators, community partners, and parents are all actively engaged in the learning process. This inclusive representation underscores the comprehensive nature of the initiative, fostering collaboration and shared understanding among all stakeholders involved in the educational community.

Professional Development, Year One
In year one, a minimum of 16 hours will be offered, followed by eight (8) hours annually, emphasizing the integration of the STEAM theme and magnet program goals within the learning environment. Sessions will be conducted by certified, trained educators with expertise in each area, specifically aligned to theme and to support administrators, teachers, and staff to implement with fidelity. Teachers will be compensated for training scheduled after-school hours. The following elements, namely the agenda, attendance records, feedback mechanisms, guided instruction lesson plans, surveys, artifacts, collaborative activities, portfolios, and student assessments, will be employed to monitor attendance, encourage engagement, and gather valuable feedback throughout the professional development programming.

Topic	**Magnet Professional Development Sessions**	**Date, Hours, Location**
Implementing the Magnet Theme Audience: District Leadership Team, Principals Facilitator: Magnet Program Consultant	What is a Magnet Program? This overview is designed to prepare the Leadership Team and principals with the goals and overarching purpose of Magnet Programs. Participants will be able to explain how Magnet Programs play an unequivocal role in the choice landscape, its purpose to promote the program, and how to provide a consistent, unilateral message to staff, teachers, and the community.	January 10 & 12 2024 Session: 2 Hours Location: St. Martin STEAM Academy

Inclusive School Environment Audience: District Leadership Team, Principals, Teachers Facilitator: Magnet Program Expert	Generating Magnet School Buy-In: This session will focus on generating support from stakeholders and the importance of remembering that school and community 'buy-in' are crucial components of every stage during the implementation process. This collaborative discussion will focus on the implementation cycle process and effective communication strategies that include maximizing support for the mission and vision of the program.	January 16, 2024 Session: 2 Hour Location: St. Martin STEAM Academy
Promoting the Magnet Theme Audience: District Leadership Team, Principals Facilitator: Marketing Coordinator	Marketing the STEAM Magnet Program: Communicating the message about the implementation of the Magnet Program is a critical component to ensure that parents, students, the community and stakeholders are familiar with its uniqueness and advantages. This session will focus on strategies and techniques to market the program, which includes but not limited to social media, promotional items and other activities to convey a positive and consistent message.	June 18, 2024 Session: 2 Hour Location: St. Martin STEAM Academy
Magnet Theme Implementation Audience: District Leadership Team, Principals and STEAM Coordinators and STEAM Teachers Facilitator: Magnet Program Expert Magnet Schools of America (MSA)	Strategic Implementation and Planning Coaching: For a full-service approach to magnet theme and school development, each school will develop a strategic design implementation plan; based on the successful elements of implementation science, each school will develop a guiding document that incorporates their professional learning, parent engagement, partnership engagement, curriculum work, and sustainability planning.	March 14 & 15, 2024 Session: 6 Hours Location: St. Martin STEAM Academy

Curriculum Implementation Audience: Teachers, Principals. Magnet Specialist Facilitator Magnet Programs Specialist	TinkrWorks: As an innovative, comprehensive STEAM-based solution developed by teachers and engineers, Tinkrworks is designed to empower educators and engage students in unique ways. This supplemental STEAM curriculum reinforces essential standards and promotes cross-curricular connections to ELA, art, math, science, coding, computer science, data analysis, design, and engineering. Teachers will receive personalized professional development, which includes all the tools needed to facilitate classroom instruction, align with state standards, support project construction, and programming, and administer formative and summative assessments.	March 18, 2024 Session: 6 hrs Location: St. Martin STEAM Academy
Team-Building Audience: District Leadership Team, Principals and Teachers Facilitators Magnet Program Experts/Consultants Magnet Schools of America (MSA)	This workshop aims to inspire and rejuvenate public schools' world-of-choice programs while highlighting the importance of effective team-building for optimal communication. The collaborative approach fosters higher morale, improved learning outcomes, and enhanced overall performance in individual schools. Participants in this training will be guided through reflective and proactive strategies to establish lasting relationships with colleagues, programs, and schools. Teachers and administrators will receive tools and strategies for enhancing efficiency in their schools and classrooms, creating a positive learning environment, and fostering a culture of optimal communication and trust. The training will empower teams of teachers and magnet coordinators, demonstrating the value of increased productivity through collaborative team-building challenges. It will also enhance communication to ensure clarity and openness, critical for project success and maintaining relationships within the educational community.	May 29, 2024 Session: 6 Hours Location: St. Martin STEAM Academy
Curriculum and Instruction Audience: Principals and Teachers, District Leadership Team, and Community Partners Facilitator: Magnet Program Consultant Magnet Schools of America (MSA)	Implementing the best practices of “STEAMify(STEMify) Your School” to support why Science, Technology, Engineering, the Arts, and Mathematics is vital to creating high-functioning magnet pathways for students in grades K-12. Working with school teams and community partners, these workshop sessions will focus on matching current practices to the Next Generation Science Standards and Engineering practices. Schools will build their capacity to bring STEM to all student learning and instructional integration.	May 30, 2024 Session: 6 Hours Location: St. Martin STEAM Academy

Inclusive School Environment Audience: Principals, Teachers, Staff, Magnet Specialists Facilitator: Magnet Program Expert Magnet Schools of America (MSA) National Institute for School Leadership	Cultural Competencies are essential skills for every school. Magnet schools, with their basis of equity and access, require that all educators actively employ cultural competencies to engage, motivate, and support student achievement, therefore, Cultural Competencies should be embedded in all curriculum documents to ensure equity and access to curriculum. This workshop will include principles to guide teaching and learning to help educators identify some of the systemic causes of the achievement and instruction gap occurring with different groups of students; discuss research to understand better the dimensions of diversity and its impact on achievement, and provide opportunities to learn and modify instructional strategies to engage all students.	May 31, 2024 Session: 6 hours Location St. Martin STEAM Academy
PBL Audience: Teachers, Magnet Specialist, Principals Facilitator Consultants PBL TEAM	Project-Based Learning (PBL): To support cross-curricular STEAM integration and best practices and strategies of PBL, we will participate in the 3-day Equity and Gold Standard PBL training provided by PBL Works each year to ensure all teachers receive the training. The training is specifically designed to support experienced practitioners in aligning PBL practices with the principles of culturally inclusive practices.	June 3-5, 2024 Session: 18 hours Location: St. Martin STEAM Academy
Curriculum Implementation Audience: Teachers, Magnet Specialist, Principals Facilitator Consultants UC Davis, California C-STEM Center	UC Davis C-STEM Center will provide our educators with PD in the implementation of the CSTEM curriculum as well as partner with us to design a curriculum that is aligned to the Louisiana math standards and our current text, Eureka Math.	June 6-7, 2024 Session 12 hours Location: St. Martin STEAM Academy

Curriculum Implementation Audience: Principals, Teachers, Magnet Specialists Facilitator Resident Artists A+ LouisianaArt Integration	This summer institute is designed to provide teachers with effective strategies to integrate Art into the curriculum. The program will be supported by local and regional guest artists classroom demonstrations. As a recognized comprehensive education transformation model, experienced consultants from the C STEM Center will provide teachers with specific skills to help understand how STEM education can be evolved to incorporate the Arts in effective, engaging and meaningful ways. Ongoing professional development will provide support for teachers as an integral and systemic method of support.	June 10-14, 2024 Session: 5-day Summer Institute 30 hours Location St. Martin STEAM Academy
Inclusive School Environment Audience: Principals, Teachers, Staff, Magnet Specialists Facilitator: Valerie Brown, EmbraceRace	"Embrace Race" is designed to help foster a positive learning and teaching environment, where each teacher is valued, and empowered to become professional leaders in their respective discipline. The session also focuses on reducing teacher burnout, and as a result reducing attrition. The session is designed to help teachers and site-based administrators to unlock their potential and authentically examine their beliefs and actions to help align goals with leadership goals and transformational practices.	August Back-to-School PD Session: 3 hours Location St. Martin STEAM Academy
Family and School Partnerships Audience: Principals, Teachers, Staff, Magnet Specialists, PTA leaders Facilitator Principals PTA leaders	PTA National Standards: We are dedicated to building the capacity of the target school staff on best practices in family engagement and outreach and will provide two, one-hour training sessions each school year for all school staff on the PTA National Standards for Family-School Partnerships by September 1st with elected officers.	August Back-to-School PD Session: 1 hour Location St. Martin STEAM Academy
School Equity Solutions Audience: Principals, Teachers, Magnet Specialists Facilitator SES	Racism and Harassment: School Equity Solutions will provide training to all faculty and staff on responding to racism and harassment. As a result, teachers will be trained by experts and supported to engage in critical self-reflection about one's values, biases, strengths, and limitations and how these can affect one's effectiveness with diverse students that respect their backgrounds and cultural perspectives.	August Back-to-School PD Session: 3 hours Location

		St. Martin STEAM Academy
Conscious Discipline Audience Audience: Principals, Teachers, Staff, Magnet Specialists Online Individual Training with Certification **Ongoing through weekly PLC**	Conscious Discipline: Conscious Discipline is a unique social and emotional learning program that begins with teacher professional learning. Delivered through an online course, it is designed for individual e-learning via 10 video sessions. The program will guide educators through the Brain State Model, which instructs teachers on how to recognize and respond to critical internal states that determine the ability to connect, learn, and problem-solve; help teachers to recognize and respond to others with positive outcomes, instruct teachers on how to model the skills of encouragement, choices and empathy to create a connected, compassionate culture for learning; and how to apply the skills of positive intent and consequences in ways that encourage healthy communication. Positive Action: To improve the school culture across the magnet schools, we will host an on-site train-the-trainer professional learning session across the two magnet schools and access to the two-hour webinar. Once the participants have completed training, they will share their training with the other building staff and any new hires through Professional Learning Communities (PLC). *ongoing training throughout the years as follows	August Back-to-School PD Ongoing individual online training

Additional Professional Development Topics

Arts Integration: In support of the whole-school STEAM theme, in partnership with the Acadiana Center for the Arts, new STEAM teachers, existing teachers, new coordinators, and new and existing supervisors will participate in sustained, intensive professional development in arts integration and increase teacher content knowledge in the arts during the school year.

Louisiana A+ Schools: We will participate in six (6) modules, a five-day customized Summer Institute, New Teacher Orientation for all teachers hired after the Summer Institute, a School Leadership Retreat, ongoing professional development during the school year, and observations of each teacher to provide 1:1 feedback as well a dedicated Google Site created for each school, serving as a house for LAA+ activities and resources.

Project-Based Learning (PBL): To support cross-curricular STEAM integration and best practices and strategies of PBL, we will participate in the 3-day Equity and Gold Standard PBL training provided by PBL Works each year to ensure all teachers receive the training. The training is specifically designed to support experienced practitioners in aligning PBL practices with the principles of culturally inclusive practices.

Conscious Discipline: Conscious Discipline is a unique social and emotional learning program that begins with teacher professional learning. Delivered through an online course, it is designed for individual e-learning via 10 video sessions. The program will guide educators through the Brain State Model, which instructs teachers on how to recognize and respond to critical internal states that determine the ability to connect, learn, and problem-solve; help teachers to recognize and respond to others with positive outcomes, instruct teachers on how to model the skills of encouragement, choices and empathy to create a connected, compassionate culture for learning; and how to apply the skills of positive intent and consequences in ways that encourage healthy communication.

Positive Action: To improve the school culture across the magnet schools, we will host an on-site train-the-trainer professional learning session across the two magnet schools and access to the two-hour webinar. Once the participants have completed training, they will share their training with the other building staff and any new hires through Professional Learning Communities (PLC).

Support and Coaching: Each week during the academic year, for one hour, STEAM Coordinators will provide after-school curricular sessions and in-class modeling and observations as well as co-lead Cluster Planning during the school day for integration of STEAM instruction across the curriculum to increase magnet academy TEAM capacity.

STEAM Writing Days: Each summer, for six (6) hours per day, five (5) days per week, for three (3) weeks, grant-funded STEAM Coordinators will continue to build programming for magnet teachers in STEAM integrated, standards-aligned year-long lesson and instruction planning to increase STEAM Theme building capacity.

Model Magnet Program Visits: Four (4) times per year in Years 1-3, for approximately two (2) hours each visit, the Leadership Team including principals, assistant principals, STEAM coordinators, and lead teachers will tour magnets to learn best practices and see similar themes in action to advance instruction.

PTA National Standards: We are dedicated to building the capacity of the target school staff on best practices in family engagement and outreach and will provide two, one-hour training sessions each school year for all school staff on the PTA National Standards for Family-School Partnerships by September 1st with elected officers.

Magnet Pillars: New program principals, STEAM Coordinators, and the magnet program director will be introduced to the Five Pillars for Magnet schools to recognize how these critical elements reflect a rigorous, diverse, and engaging environment in which students demonstrate achievement goals.

Cultural Responsiveness: These trainings will focus on creating a mindset that respects and honors students' individuality, cultures, experiences, and while affirming their unique identities and will be included in the curriculum and through teaching approaches that include a commitment to continuing to learn about one's students' individuality, cultures, and experiences.

Racism and Harassment: School Equity Solutions will provide training to all faculty and staff on responding to racism and harassment. As a result, teachers will be trained by experts and supported to engage in critical self-reflection about one's values, biases, strengths, and limitations and how these can affect one's effectiveness with diverse students that respect their backgrounds and cultural perspectives.

Learning Policy Institute
Embedding STEAM curriculum and instruction, fostering culturally inclusive learning environments in the classroom, and teaching diverse students, are critical components of ensuring that teachers are prepared to meet the individualized instructional needs of each learner. Therefore, all instructional and administrative staff will participate in professional development chosen to align with the Learning Policy Institute's elements of effective professional development:

a) Is content-focused and aligned to at least one component of the theme;
b) Incorporates active learning utilizing adult learning theory
c) Supports collaboration in job-embedded contexts;
d) Uses models and modeling of effective practice;
e) Provides coaching and expert support;
f) Offers opportunities for feedback and reflection; and
g) Is of sustained duration.

FOSTERING POSITIVE AND SUPPORTIVE STUDENT INTERACTIONS

Increased diversity allows students to learn in classroom settings alongside those whose backgrounds and perspectives are different from their own, and has been identified as beneficial to <u>all</u> students, as it promotes creativity, increases motivation, and leads to deeper learning experiences which build students critical thinking and problem-solving skills.

Innovative Curriculum and Aligned Learning Experiences
Students will undertake a trajectory of C-STEAM learning experiences across each grade from K-5 in *Mathematics with Robotics* and *Computer Sciences/STEAM with Robotics.* These curricula incorporate project-based learning experiences which have been shown to provide learners across socioeconomic and racial/ethnic lines meaningful and impactful opportunities to work together within a team. Associated skills learned that foster greater student interactions include the development of planning, organizational, and negotiating skills as students must reach group consensus about tasks that will be done, responsibility for each task, and how the information will be collected and presented.

Studies have identified a significant impact of collaborative PBL learning assignments to be stronger student engagement in a team environment while also promoting the building of key content knowledge and information sharing skills through discussion.

Positive Behavior Reinforcement Practices
To foster a more inclusive and positive environment in magnet schools, we're integrating magnet programming and STEAM elements into our disciplinary and instructional strategies. Drawing inspiration from Conscious Discipline and Positive Action, these approaches will not only address behavioral issues but also cultivate creativity, critical thinking, and collaboration essential for the 21st-century. In alignment with St. Martin Parish's commitment, we continue to implement the Multi-Tiered System of Supports (MTSS), tailoring it with a diverse and culturally responsive foundation at Tier 1. This framework combines Response to Intervention (RtI) for academic support with Positive Behavioral Interventions and Supports (PBIS) for social-emotional needs.

Restorative discipline practices will actively teach and model expected behaviors, fostering a sense of accountability and self-discipline among students. Classroom management strategies, infused with STEAM principles, promote innovative problem-solving and collaboration. Research indicates that these methodologies lead to reduced disciplinary issues, improved attendance, enhanced proficiency in core subjects, and increased completion of education. By blending magnet programming and STEAM elements, we aim to create a learning environment that shapes well-rounded, innovative, and socially conscious individuals.

Professional Development for School Staff in Family Engagement and Outreach:
Family engagement is equally as important as school leadership or a rigorous curriculum to predict school improvement. St. Martin Parish Schools Parent and Family Engagement Policy is designed to engage families in the educational process of their child's educational trajectory while building the capacity of schools to implement family engagement and outreach strategies to achieve the parish and student academic achievement goals. Therefore, the goal of the Magnet School family engagement specialist is to support families and family involvement with supportive connections to build partnerships.

This policy includes engagement and outreach to assist parents in understanding state and parish academic information connected to their student's learning progress. This includes providing parent workshops on state and parish academic standards, state and parish assessments, and alternative forms of assessments.

Parents' Capacity to Become Engaged in the Decision-Making Process:
As part of program activities, we will encourage parental decision-making, involvement, and feedback on the operation of the magnet schools through several avenues. Family Days will provide families with resources to support their child's learning at home and their educational path. This includes conducting two trainings during the school year for all school staff on the PTA National Standards for Family-School Partnerships. This training provides strategies designed to increase parent and family engagement, improve school-family communications, and build stronger ties with parents and the community. The parish will also host quarterly professional learning communities (PLCs) specifically on parent and family engagement best practices, based on the PTA standards.

Qualified Diverse Staffing
To build an attractive and sustainable Magnet Program at the Magnet Academies, the importance of hiring qualified, energetic, and self-motivated staff cannot be overemphasized. Therefore, teachers must fully commit to this exciting, visionary model, which may include working extra hours and being compensated on an extra pay timesheet, intensive paid summer professional development, and the commitment to engage in innovative strategies.

The commitment includes, but is not limited to:

- Demonstrate and exemplify a commitment to equity and diversity in the classroom
- Attend and participate in all professional development activities.
- Commit to after-school and summer professional development activities.
- Provide interventions to students as appropriate.
- Collaborate with district staff, the external experts to ensure the program is implemented with fidelity.
- Attend promotional and recruitment events, including promotional activities for STEAM.
- Participate in scheduled community events.
- Demonstrate and encourage curriculum creativity and innovation.
- Foster cooperation between the school and the community.
- Maintain a continuing dialogue with students and parents, including families that may live at a distance from the school.
- Monitor developments in the field of education, especially STEAM-related issues.
- Meet the instructional needs of students and provide necessary interventions to promote academic success.

In addition, teachers will be expected to attend approved select professional development activities in the summer of 2024 and while employed at SMPSB Magnet schools from 2024-2028 with an hourly rate of compensation. This ongoing professional development will help to develop a job-embedded support system where teachers can share instructional strategies and ideas to successfully implement a functional theme-based Magnet Program in grades pre-K-5 and sustain a quality STEAM integrated curriculum. Program staff and teachers will collaborate for three weeks every summer to develop, refine, and enhance curriculum supporting STEAM and arts integration in alignment with state and national art standards.

To fully implement the model with the utmost fidelity, the District will identify and hire highly qualified staff to fully address the identified areas. Therefore, the District will advertise and hire the following staff or contract staff such as art or STEM-related teachers or other certified professionals as identified in the plan:

Site	Proposed/Recommended Staff	Positions	Total Positions
2024-2025 "Early Learning Center"	Dance/Drama Visual and Digital Art Music STEAM: Robotics/Coding	1 1 1 1	7

St. Martin Early STEAM Academy	Extra Core Teachers **Shared Campus:** Licensed Practicing Counselor Librarian	2 .5 .5	
2024-2025 "St. Martinville Primary" St. Martin STEAM Academy	Dance/Drama Visual and Digital Art Music STEAM: Robotics/Coding Extra Core Teachers **Shared Campus**: Licensed Practicing Counselor Librarian	1 1 1 1 4 .5 .5	9

Planning: Teachers will collaborate at least two times per week for one hour, in PLCs/Clusters to work collaboratively to create lessons that will integrate STEAM into the Core curriculum as well integrating core curriculum themes into the STEAM electives. During these times teachers will identify the theme and strategies to integrate STEAM into the curriculum and STEAM electives.

When planning the units, the teachers will ensure that they are fulfilling state standards, fostering equitable student outcomes by reflecting the experiences of diverse student needs and creating opportunities for project-based learning.

Leadership Proposed Recommendation: The role of principals and the site coordinators is instrumental in implementing the programs with fidelity and monitoring their progress, it will require an extensive and intensive commitment in human capital. This is aligned with the practices and implementation of surrounding districts with successful implementation models.

To fully implement the model with the utmost fidelity, the District will identify and hire staff to fully address the identified areas of improvement. Therefore, the District will advertise and hire the following staff or contract staff such as art-related teachers as identified in the revised plan:

In addition, staff hired through the MSAP grant will include the following positions:

- Magnet Schools Coordinator- serve two sites
- Marketing Coordinator and Family Engagement Specialist - serve two sites
- STEAM Coordinators - 2 per site
- STEAM Teachers - 4 per site

District-Funded Positions:

- Reduced Teacher Staff Ratio per MFP grade level 18:1 (District funds other schools 21:1) 2 St. Martin Early STEAM Academy and 4 St. Martin STEAM Academy teachers - 6 FTEs

- Shared positions -Counselor, and Librarian, for two STEAM schools - 2 FTEs

Academic Program
The District will regularly communicate with the Courts as directed in the plan and share formative and summative growth data, disaggregated based on subgroups reflecting the diversity goals of the school. This information will be distributed, and posted on the school's website. A STEAM website will be developed and monitored for weekly submission. A digital presence will be established per school site both online and inside the school with a monitor in each foyer for parents to read upcoming events and get access to school information. In addition, printed copies of the academic growth will be available at each school.

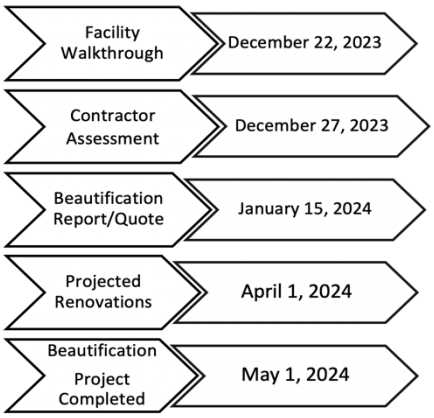
Social Emotional Support
To foster a collaborative, nurturing, and positive learning environment, all students and parents will review the roles of the school district, parent, and student. The expectation is that each student enrolled in the Magnet Program is an active and engaged learner who will benefit from a culturally diverse learning environment. Therefore, students' leadership skills at St. Martin STEAM Academy will be developed and supported through "The Leader in Me", a nationally recognized model that promotes positive behavior and influences students to set achievable goals cultivating self-esteem and positive growth. Behavioral expectations will be connected to the STEAM theme with arts integration to support social-emotional learning goals.

FACILITIES AND ENROLLMENT

Facilities and Maintenance Improvements
Before the start of the 2024-2025 school year, the facilities will be upgraded to reflect the STEAM theme, including cosmetic exterior upgrades to improve the school's curb appeal. The interior will reflect the theme in a tasteful and aesthetically pleasing manner, which includes the lobby, library, gym, and common areas that are open to the public and used by students. Identified specialized rooms will include, but are not limited to, an art room, music room, dance/drama room, and a STEAM lab which will promote experiential and project-based learning.

Plans will include renovation and retrofitting the locations to reflect the STEAM theme. The District Maintenance Supervisor completed a site analysis, gathered data, and calculated a finalized physical facility capacity for each location. The methodology for these calculations were determined following industry standards for recommended square footage per student depending upon age, educational institution codes, staffing needs, and pupil-to-teacher ratios for class size at the two magnet academies.

Facility Improvement Timeline



Capacity

At this time, St. Martin Early STEAM Academy can accommodate an additional 100 students (**400 students**) and St. Martin STEAM Academy can accommodate an additional 160 students (**610 students**) in their facilities. The physical capacity of the schools was determined by conducting physical walkthroughs, analyzing school maps, staffing, and analysis of current educational spaces in regard to square footage, age of students, and school capacity standards. Calculations were determined based on pupil-to-teacher class size ratios. Students will continue to be accepted into the magnet program at each school until facility capacity is met. In the event a school reaches physical student capacity in accordance with State pupil-teacher ratio, the District will make the best effort to accommodate students; however, some will be placed on a waitlist until the District can resolve the capacity limitations through facilities and maintenance improvements. **No M-to-M student transfer requests will be denied acceptance due to capacity issues.**

Current and Projected Enrollment

The table below illustrates the **current enrollment** and baseline data for the magnet schools based on the October 1, 2023 snapshot.

Grade Level	Black or African American (#)	Black or African American (%)	Other (#)	Other (%)	White (#)	White (%)	+/-	Total Students	Capacity
St. Martin Early STEAM Academy	209	67.64%	8	2.59%	92	29.77%	+19.34	309	400 (91 spaces available)
St. Martin STEAM Academy	289	64.5%	12	2.68%	147	32.81%	+16.2	448	610 (162 spaces available)
Elementary Pre-K - 5 District Totals	1655	48.3%	193	5.6%	1580	46.1%	—--	3428	—

Four-Year Desegregation Goals and Projections

The table below illustrates the **desegregation goal of meeting the +/- 15% desegregation** standard for the two magnet schools based on the current and previous year enrollment, as well as school building capacity. Utilizing application demographic information and current student enrollment, the Magnet Program team will evaluate and monitor classroom assignment of students to prevent racial isolation in the classrooms.

St. Martin Early STEAM Academy (ELC)									
YEAR	Black or African American (#)	Black or African American (%)	Other (#)	Other (%)	White (#)	White (%)	+/-	Projected enrollment	Capacity
2024-2025	205	64.87%	10	3.16%	101	31.96%	16.70%	316	400
2025-2026	253	63.25%	11	2.75%	136	34.00%	15.70%	400	400
2026-2027	246	61.50%	12	3.00%	142	35.50%	13.70%	400	400
2027-2028	240	60.00%	13	3.25%	147	36.75%	11.70%	400	400

St. Martin STEAM Academy (SMP)									
YEAR	Black or African American (#)	Black or African American (%)	Other (#)	Other (%)	White (#)	White (%)	+/-	Projected enrollment	Capacity
2024-2025	292	62.66 %	16	3.43%	157	33.69%	16.70%	466	610
2025-2026	362	59.34%	17	2.79%	231	37.87%	15.70%	610	610
2026-2027	366	60.00%	19	3.11%	238	39.02%	13.70%	610	610
2027-2028	370	60.00%	20	3.28%	248	40.66%	11.70%	610	610

St. Martin Parish Schools have seen a 14% decrease in student enrollment over seven years. Currently, more than 1,200 K-12 students attend parochial, private, or charter schools within the parish, while others have relocated or opted for homeschooling. Data collected from the 2010 to 2020 census highlights a negative population trend in St. Martin Parish, impacting total population numbers. These elements factor into the projections outlined in the tables, aligning with the district's desegregation goals.

Projected targets for meeting the desegregation goals, as well as, ensuring growth and success of the academies were determined through a methodology integrating census trends and student counts across various ethnic categories and grade levels. This method ensures alignment with demographic trends observed in census data, noting a 14.3% overall population drop, a 3.87% decline in school-aged students (K-5), and a significant departure of white students from schools (70%).

The demographic projection methodology relies on current student enrollment data from the SIS system, paired with a 95% promotion/retention rate. These serve as the basis for forecasting student demographics, employing a systematic code to project data based on the

previous year's information. The district will set annual enrollment and diversity goals as we begin our work to shift student enrollment in our magnet academies.
Pre-K projections rely on available trend data, which fluctuates yearly due to its non-compulsory nature, affecting subsequent grade-level projections as students advance through the system.

IMPLEMENTATION COSTS AND BUDGETS

The funding from the MSAP grant will allow for the creation of two unique, engaging, and academically rigorous programs of STEAM studies. Establishing this PK-5 continuum of STEAM learning experiences will provide students with a firm foundation in skills necessary to take on more rigorous coursework.

The evidence-based program is designed to result in improvements in student outcomes, school climate, and demographic diversity.

5-Year MSAP Grant ($13,399,830)					
Justification	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
A. Personnel					
Magnet Schools Coordinator	65,625	90,125	92,829	95,614	98,482
St. Martin Early STEAM Academy (Early Learning Center) STEM Coordinator	40,579	55,728	57,400	59,122	60,896
St. Martin STEAM Academy (St. Martinville Primary) STEM Coordinator	40,579	55,728	57,400	59,122	60,896
St. Martin Early STEAM Academy (Early Learning Center) Arts Coordinator	40,579	55,728	57,400	59,122	60,896
St. Martin STEAM Magnet Academy (St. Martinville Primary) Arts Coordinator	40,579	55,728	57,400	59,122	60,896
Marketing Coordinator	40,579	55,728	57,400	59,122	60,896
STEAM Teachers (8)	69,473	416,840	429,345	442,225	455,492
Curriculum Development Stipends	51,840	51,840	51,840	51,840	51,840
Professional Development Stipends	32,400	32,400	32,400	32,400	32,400
Summer Camp Teachers	36,000	36,000	36,000	36,000	36,000
Afterschool Teachers	0	43,200	43,200	43,200	43,200
Family Days Facilitators	11,520	11,520	11,520	11,520	11,520
Substitute Teachers	20,700	20,700	20,700	20,700	20,700
Strengthening Families Program Facilitators	5,000	5,000	5,000	5,000	5,000
Personnel Subtotal	**495,453**	**986,265**	**1,009,834**	**1,034,109**	**1,059,114**
B. Fringe Benefits					
Full-Time Fringe Benefits	174,740	292,462	298,661	305,045	311,621

Part-Time Fringe Benefits	3,464	4,415	4,415	4,415	4,415
Fringe Benefits Subtotal	**178,204**	**296,877**	**303,076**	**309,460**	**316,036**
C. Travel					
Local Travel	8,613	11,484	11,484	11,484	11,484
Conference Travel	55,590	55,590	55,590	55,590	55,590
Model Site Visits	2,320	2,320	2,320	0	0
Magnet Academies Transportation	18,144	81,648	81,648	81,648	81,648
After-school Extracurricular Transportation	0	20,412	20,412	20,412	20,412
Summer Camp Transportation	9,072	9,072	9,072	9,072	9,072
Enrichment Transportation	0	6,804	6,804	6,804	6,804
Travel Subtotal	**93,739**	**187,330**	**187,330**	**185,010**	**185,010**
D. Equipment					
Performing Arts Center	184,970	17,990	17,990	17,990	17,990
Equipment Subtotal	**184,970**	**17,990**	**17,990**	**17,990**	**17,990**
E. Supplies					
Implementation Supplies	4,680	4,680	4,680	4,680	4,680
Professional Development Resources	2,550	2,550	2,550	2,550	2,550
STEAM Enrichment	12,000	19,950	19,950	19,950	19,950
Technology for Staff	26,530	0	0	0	0
Family Days	3,160	3,160	3,160	3,160	3,160
Sphero	38,334	15,995	15,995	15,995	15,995
LittleBits	25,194	12,995	12,995	12,995	12,995
Positive Action	11,700	2,990	2,990	2,990	2,990
RoboPlay and Linkbot	206,199	0	0	0	0
STEM Lab Setup	112,450	9,790	9,790	9,790	9,790
Visual Arts Room Setup	124,450	9,790	9,790	9,790	9,790
Performing Arts Room Setup	124,450	9,790	9,790	9,790	9,790
Tinkrworks	29,038	0	0	0	0
Music Room Setup	124,450	9,790	9,790	9,790	9,790
Supplies Subtotal	**852,135**	**109,160**	**109,160**	**109,160**	**109,160**
F. Contractual					
Marketing and Recruitment	178,990	28,495	28,495	28,495	28,495
Magnet Schools of America (MSA) Membership	950	950	950	950	950
Arts Integration	11,590	11,590	11,590	11,590	11,590
Project Based Learning (PBL)	22,500	22,500	22,500	22,500	22,500
A+ Louisiana	50,000	50,000	50,000	0	0

UC Davis C-STEM	36,000	6,000	6,000	6,000	6,000
Codeillusion	0	13,475	13,475	13,475	13,475
Conscious Discipline	15,198	15,198	15,198	15,198	15,198
Positive Action	5600	5600	5600	5600	5,600
Professional Development	4600	4600	4600	4600	4,600
Artists in Residence	50,000	100,000	100,000	100,000	100,000
Contractual Subtotal	**794,392**	**637,325**	**641,234**	**588,390**	**592,537**
Institutional Review Board (IRB)	**2,295**	**995**	**995**	**995**	**995**

Costs Reflect the Essential Components of Project Design

Personnel and Fringe Benefits*:* The District will use grant funding to hire a full-time Magnet Schools Coordinator to lead the implementation of the magnet programs across both schools. In addition, we will hire two full-time Primary STEAM Coordinators at each school, St. Martin Early STEAM Academy and St. Martin STEAM Academy, to coordinate curriculum unit revisions to ensure integration of STEAM multi-disciplinary content and provide needed professional development necessary for instructional staff to deliver high-quality, rigorous and relevant instruction in the magnet schools.

The grant will also fund a full-time Marketing Coordinator to promote magnet school options and target marketing and outreach, rooted in family engagement, to attract a more diverse student population to these two magnet schools per the desegregation goals. Eight STEAM teachers, (four placed at each school) will implement the specialized, evidence-based curriculum.

Funds will support teacher stipends for curriculum development, professional development in evidence-based approaches, summer camp and after-school programs for staffing, and family outreach activities.

Travel: The District will provide student transportation at no charge to transport students from other zones in the parish to St. Martinville. Transportation will also be provided for after-school and summer camp STEAM-related extracurricular activities and events, such as the Science Olympiad and fine arts competitions. Grant funding will support project staff travel for implementation and provide technical assistance and professional development for target schools' staff. Additional travel costs include conference travel to state and national magnet school conferences and model site visits.

Equipment: Purchases will include items necessary to make needed improvements to St. Martin Early STEAM Academy (Early Learning Center) Performing Arts Center where we intend to hold performances for both schools.

Supplies: Will include costs for office operations, professional development, STEAM curricula and enrichment for students, family engagement and outreach materials, items needed to set up STEAM Labs, Visual Arts, Music, and Performing Arts Rooms in each school, and staff technology.

Contractual*:* Educator professional development, curriculum costs, and consultation with experts in capacity building, sustainability, marketing, and evaluation are included in the budget request. Funds will support costs for Tinkrworks, A+ Louisiana, a whole-school reform model focusing on arts integration; C-STEAM curriculum and related professional development for STEAM project-based learning; contractual fees for artists-in-residence for music, art, dance, and drama programs; and to support school climate improvement initiatives, including Conscious Discipline, Positive Action, and Supporting Diverse Student Training.

District Budget

In Year One St. Martin School District expenditure for personnel is $724,311.74 and Fringe Benefits is $273,190.90, and includes six teachers to reduce teacher/student ratio, one shared Librarian, one shared Counselor, two school principals (two extra months of work), one assistant principal, two bus drivers, sales tax supplements, professionals and paraprofessionals and incentive pay paid from the general fund.

The District will also have schools renovated and aesthetically ready for STEAM theme integration in both the schools' interior and exterior environments, which includes applying graphics, signage, and art in two schools to reflect the theme. Anticipated total expenses in year one is **$1,238,502.63**

District Budget

Personnel	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Teachers (8 FTE); one per grade level K-5th; one Librarian; one SEL (Counselor)	400,840.00	404,040.00	407,240.00	410,440.00	413,640.00
Principals - additional time outside of typical contract	20,716.74	20,865.50	21,014.26	21,163.02	21,311.78
Asst Principals (1 FTE); ELC	62,195.00	62,642.00	63,089.00	63,536.00	63,983.00
Bus Drivers (2 FTE); 1 per community	46,700.00	46,850.00	47,000.00	47,150.00	47,250.00
Sales Tax Supplements (23 professionals); 14 STEAM positions; 6 grade level teachers; Librarian; SEL Counselor; ELC AP	138,000.00	138,000.00	138,000.00	138,000.00	138,000.00
Sales Tax Supplements (2 para-professionals); bus drivers	10,860.00	10,860.00	10,860.00	10,860.00	10,860.00
Incentive Pay (45 teachers)	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00
Personnel Subtotal	724,311.74	728,257.50	732,203.26	736,149.02	740,044.78

Fringe Benefits					
Fringe Benefits	217,746.90	218,875.40	220,003.85	221,132.35	222,246.53
Professional Sales Tax Fringe Benefits	39,468.00	39,468.00	39,468.00	39,468.00	39,468.00
Paraprofessional Sales Tax Fringe Benefits	3,106.00	3,106.00	3,106.00	3,106.00	3,106.00
Incentive Fringe Benefits	12,870.00	12,870.00	12,870.00	12,870.00	12,870.00
Fringe Benefits Subtotal	273,190.90	274,319.40	275,447.85	276,576.35	277,690.53
Personnel & Benefits	997,502.63	1,002,576.89	1,007,651.10	1,012,725.36	1,017,735.30
Other Expenses					
ELC					
Utilities	36,750.00	38,588.00	40,517.00	42,543.00	44,670.00
Building Maintenance	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00
Copier rental & maintenance	9,500.00	9,975.00	10,474.00	10,998.00	11,548.00
Other Supplies	8,250.00	8,663.00	9,096.00	9,551.00	10,029.00
SMP					
Utilities	70,000.00	73,500.00	77,175.00	81,034.00	85,086.00
Building Maintenance	47,500.00	47,500.00	47,500.00	47,500.00	47,500.00
Copier rental & maintenance	10,500.00	11,025.00	11,576.00	12,155.00	12,763.00
Other Supplies	13,500.00	14,175.00	14,884.00	15,628.00	16,409.00
Other Expenses	241,000.00	248,426.00	256,222.00	264,409.00	273,005.00
Grand Total All Expenses	**1,238,502.63**	**1,251,002.89**	**1,263,873.10**	**1,277,134.36**	**1,290,740.30**

PROGRAM SUSTAINABILITY

As with any project that relies on substantial key funding, plans will begin immediately to create and foster a system that continues to support the academic and cultural needs of students. Therefore, once established through the grant, the STEAM Labs, Arts Rooms, and Performing Arts Center will continue offering future students in the magnet schools the opportunity for hands-on STEAM learning, STEAM programming, and art-integrated instruction within STEM learning.

Sustainability Planning and Financial Commitment: The Leadership Team will study reports from independent evaluators to identify the most cost-effective interventions with the

most significant student and teacher outcomes. This plan will address existing capacity using evaluation results to clarify programmatic elements that should be preserved with an emphasis on leveraging community resources.

The district will continue to fund the general operations of the two schools as it currently does. In addition, the district will fund eight additional teacher spots, one per grade level to reduce class sizes as well as one counselor and one librarian. The district will also fund an Assistant Principal at ELC, a position that currently does not exist, as well as two additional bus drivers to transport out of zone students. The district currently maintains both buildings, including utilities and any maintenance to keep the schools in good working order. The district maintains wireless services at both locations, this includes internet access to all students as well as all phones and wired computers. Our technology team stays up to date with the latest technology and the district provides for any network upgrades needed to keep the students supported.

Led by the Magnet Schools Coordinator, with support and guidance from the Leadership Team and CFO, the formal sustainability planning process will begin in December of 2026 and meet quarterly, thereafter. The sustainability process will begin in Year 1 in alignment with the core components outlined by the Magnet School Development Framework, including the creation of a strategic financing approach in collaboration with the Chief Financial Officer (CFO) for each school's application of needs-based budget, and development and maintenance of broad-based community and business partnership support to secure financial and in-kind support.

The District will work toward absorbing the costs of the elements into the District's general fund, apply for additional grants, and identify appropriate in-kind services to continue offering the programs. In addition, the District anticipates requesting a no-cost year of extension, which would allow the District to expend the remaining funds from the grant. Federal law requires the MSAP-funded program remain in place for a minimum of three years upon the sunset of the grant period.

The District is dedicated to the long-term sustainability of the STEAM Magnet Program, ensuring students matriculating to middle and high school are able to continue their unique learning pathways. Additionally, the District will evaluate feasibility and implementation of the expansion of the primary grade magnet program.

STRATEGIC COMMUNICATIONS PLAN

Overview

The St. Martin Parish School System prioritizes transparent communication with stakeholders, aiming to enhance student achievement and engage racially diverse communities in Cecilia, Parks, and Breaux Bridge through strategic, parent-friendly marketing and recruitment. The foundational objective is frequent, clear communication to build trust and community support for desegregation and diversity goals. The plan's goals complement directives in the Court Order and require approval from the Superintendent, Magnet Schools Coordinator, Marketing Coordinator, and Family Engagement Specialist. A strategic communication plan promotes informed responses parish-wide, emphasizing staff training for consistent, stakeholder-friendly interactions.

The strategy centers on fostering an inclusive educational setting through its Magnet Program, to achieve racial balance and diversity. Additionally, it aims to actively promote, attract, and involve families to guarantee fair access to educational opportunities.

Tailored messages for employees, stakeholders, and the community drive public awareness of the Magnet Program's impact on desegregation goals, showcased through monthly initiatives. An ambitious recruitment program forms partnerships with various universities, including but not limited to, Southern University, Louisiana State University, University of Louisiana at Lafayette, Baton Rouge Community College, and South Louisiana Community College, to encourage education degrees and potential summer school internships.

Leveraging the digital and print impact of the local newspaper, Teche News, along with strategic paid advertisements including billboards, TV, and radio, aids in reaching a wider audience. Furthermore, leveraging district-wide communication channels such as J-Call, notices to parents, and the Remind App ensures effective dissemination of information. A dynamic marketing video will showcase the unique offerings of the magnet programs. Distribution of flyers and brochures complements the digital outreach efforts. Internal and staffing recruitment initiatives are also integrated to ensure a comprehensive approach. Regular dissemination of information through quarterly e-newsletters and monthly e-blasts, with links sent to phone numbers on file and posted on the website, serves to keep the community informed. A comprehensive calendar of events and important dates is maintained to keep stakeholders informed and engaged.

Guiding Principles

- Effective public engagement is essential to creating an environment in which students, staff, families, and community members participate and contribute.
- Communication is a primary function of leadership and a responsibility of all employees.
- The most effective ambassadors for the school system are well-informed employees, parents, and students.
- An open line of communication with the community is vital to establishing a positive perception of the organization.
- Using a variety of media and methods enhances the school system’s ability to communicate effectively and thoroughly.
- Public relations and communications strategies must be driven by the mission and vision of the school system.

Key Outcomes

Through the implementation of this comprehensive marketing, recruitment, and family engagement plan, the District is dedicated to creating an inclusive and supportive environment within the St. Martin Parish School System. By ensuring equal access to the educational opportunities provided through the Magnet Program, the District aims to foster a sense of belonging and success for all students and families within the district. To effectively achieve desegregation goals and increase the minority population of students attending both magnet schools, the plan aims to deliver the following key outcomes:

- A detailed marketing and recruitment strategy that encompasses various communication channels.
- Clear and comprehensive transportation communications for the convenience of students and families.
- Engaging and meaningful community outreach initiatives to foster community involvement and support.
- Development of a visually appealing, informative, and user-friendly website for the Magnet Program.
- Implementation of targeted and strategic social media campaigns to promote engagement and interaction.
- Thoughtful and well-planned advertising initiatives to maximize outreach and visibility.

Design and Implementation Team Lead
The District appointed a highly qualified Marketing Coordinator to facilitate the successful execution of this plan. The Coordinator has a pivotal role, in overseeing the planning and execution of family engagement activities, and spearheading the development and implementation of a comprehensive marketing, communications, and recruitment plan for the Magnet Program. Responsibilities for the Coordinator encompass a broad spectrum, including managing recruitment events, marketing and advertising across print and digital channels (such as Teche News, social media, etc.), website design, publicity, and monitoring.

The Coordinator also focuses on fostering family engagement, nurturing parental involvement, cultivating community partnerships, coordinating Open Houses and information sessions, organizing Magnet showcases, networking, ensuring streamlined coverage, managing school signage, overseeing Early Childhood programs and outreach, creating marketing collateral (merchandise, brochures, flyers, etc.), handling internal and external communications (like newsletters, e-blasts, J-Calls, etc.), graphic design including logos and color schemes, monitoring ADA compliance for all materials and designs, promoting after-school clubs and summer camps, managing transportation communication, and finally, developing and ordering SWAG items for schools.

Internal Communications Efforts
The goal of internal communications efforts will be to promote a vested interest and ownership in the school District as a valued employee, regardless of the job title. Therefore, St. Martin Parish School System will continue monitoring and redefining its communication goal as necessary and promote a customer-driven model where all employees demonstrate professionalism, integrity, and support for the organization. Therefore, the importance of internal groups is also a critical component to the success of the Magnet Academies, whose roles will help the District to promote and market the program.

External Communications Efforts
Advertising
The advertising strategy includes a comprehensive approach using various channels, including but not limited to, print and digital visuals, in areas surrounding the parish and within the parish, to support the desegregation goals of students through the magnet schools. Content in the advertisement will reflect the parish's diversity and will be available in a variety of reading levels and languages.

Using J-Call reminders to parents of preK-4 students attending Parks Primary, Cecilia Primary, Teche Elementary, and other eligible M-to-M schools, the District will communicate open houses and magnet academy information sessions at least two weeks before hosting such events, at which open houses parents and students will be provided the opportunity to visit the schools.

Flyers and brochures will include a detailed description of the magnet program, including how to apply, a hard copy of the application with an address to mail or email to, a link to apply online, transportation information, and transfer options for students. The District shall make copies of such available at the public libraries, city halls, and community centers (as available) in the Parks and Cecilia communities and the communities that house other eligible M-to-M schools and at the school offices at Parks Primary, Cecilia Primary, Teche Elementary, and other eligible M-to-M schools.

The advertising plan also encompasses the use of social media boosts for high-stakes and crucial posts such as those related to the magnet showcase, application enrollment period, website launch, extracurricular activities, summer camps, and after-school clubs. Additionally, the district will deploy billboards and radio/TV advertisements. In addition to press and media advisories to the media, email and text “blasts” will be sent to parents and students as part of the digital marketing strategy. A monthly newsletter will showcase all the activities in the Magnet Academies.

Leveraging the outreach potential of local publications such as Teche News, and the Daily Advertiser, the initiative integrates the use of their social media accounts for further promotion. To amplify visibility, the plan incorporates the creation of promotional items or 'swag' once the logos are designed and will be available in the Magnet school office.

Branding
The Marketing Coordinator, in collaboration with the Magnet Schools Coordinator and Leadership Team, will develop a branding strategy to include a logo for identifying magnet programs to be placed on the webpage and all print and digital materials.

Branding for the programs will aid in increasing community awareness and enhance the new public identity of the target schools, assisting the goal of creating diverse schools. Interior and exterior signage at each magnet school will be replaced with newly branded school names and messaging.

Interior signage will include lobby and hallway enhancements, directional signage, common spaces, and classrooms. Exterior signage will include rebranded school names on the front of buildings and digital marquees to display weekly school activities.

Communications
The Magnet Program will provide parents and families eligible for M-to-M transfers or parents of students living in the Parish but not enrolled in the school system detailed information about

the magnet program, application timeline and process, transportation provisions, and any other relevant information at least one (1) time during the first and third weeks of the months of January, February, and March and at least one (1) time each week during the month of April. The District will utilize various methods of communication, including but not limited to, billboards, JCalls, notices sent home with students, etc.)

The Magnet Program will also provide parents and families with contact information for concerns and questions or scheduling tours.

Open Houses
In addition to parent information sessions at each target school, beginning in February each year, the District will provide at least several open house events at the magnet schools and other K-12 schools in the parish throughout the year to better introduce programs and schools in an informal setting. This will allow prospective students and families to interact with current students and parents to learn first-hand the impact and opportunities available through the grant.

Efforts will be made to conduct tours in small groups during the day to allow for ongoing conversations regarding the magnet program with educators and students from the schools serving as guides. A scheduled tour will take place for newly selected students during the last week of school in the evening so all parents and new students can learn about their magnet school.

Social Media
The social media strategy involves maintaining a consistent posting schedule of 3-4 posts per week across platforms such as Facebook, Instagram, and X (formerly Twitter). To enhance visibility and engagement, cross-promotion with the District's social media page is employed. Additionally, the strategy includes the creation of events and their promotion in collaboration with families and partners to foster community participation and support.

A 3-5-minute video of the magnet program will be available on Facebook, Instagram, and YouTube. Real-time information will be provided, including videos highlighting the schools' activities, student achievements, and unique student learning activities. Social media "virtual tours" will allow parents and students to tour the magnet schools virtually.

Website Design
The one-page cascade design of the website will incorporate a comprehensive structure that facilitates easy navigation and access to vital information, including a background description of the magnet programs, with embedded links to PDFs and QR codes providing detailed programming and curriculum information. Important dates relevant to the application process will be prominently featured. The website will also provide a direct link to access the application forms. Additionally, it will outline clear expectations for both families and students, while also delineating policies and procedures for easy reference. A dedicated section for transportation requests is included, enabling users to register for regular transportation and after-school services through a link to the District transportation department. The website will also provide a section for pertinent information for immediate assistance and contacting magnet program staff.

An interactive calendar of events will help stakeholders stay informed about upcoming activities. Details about extracurricular activities and enrichment programs will be highlighted to encourage student participation. The website will feature a section dedicated to news and information, ensuring that parents, staff, and community partners remain informed about the latest developments and updates.

Data and analytics for page views, application downloads, and submissions, and what content has the most views will guide ongoing marketing efforts to ensure the targeted demographics of the audience are accessing the content.

Providing transparency, the enrollment demographics of each school will be presented through updated pie charts reflecting October 1 and February 1 student enrollment counts.

Transportation Communications
The transportation communications strategy focuses on ensuring clear and concise messaging regarding transportation services. This includes providing easily understandable information regarding pick-up and drop-off locations through the use of color-coded zones to simplify routing information. More importantly, the strategy emphasizes the communication of after-school transportation opportunities, highlighting designated pick-up and drop-off locations to streamline the process for students and families.

Timeline and Milestones
A comprehensive timeline outlines specific phases for the implementation of the proposed strategies. Key milestones have been identified to ensure timely execution and the achievement of the outlined objectives within the stipulated time frame. The marketing and recruitment timeline includes several phases, that have begun as of November 2023.

Throughout the marketing and recruitment process, the Magnet Schools Coordinator, Leadership Team, and Marketing Coordinator will keep data on the number of inquiries that each cluster receives plus the number of outreach activities and points of contact for students and families. This will assist the Leadership Team in continuing to monitor interest in magnet programs and track the reduction of minority group isolation in the target schools.

Phase 1: Beginning November 2023 and every year after, the District will market and brand the launch of the Magnet Program using billboards, JCalls (school-based communications), flyers in community centers and libraries, flyers sent home with students, print media, social media, materials provided to local businesses, and partners. This phase will also include targeted marketing to all M-to-M students and families, as well as for students not attending the M-to-M schools (i.e., other schools in the parish, homeschool programs, private schools, and charter schools). Information will include application, timelines, and deadlines to accept or refuse enrollment opportunity in the magnet schools. Information sessions (e.g., open houses) will be hosted at various sites and at each magnet school campus, and during times available to families across the parish to ensure all parents and families can attend and learn about the program and opportunities provided through unique, theme-based learning.

Phase 2: Beginning in January each year, the District will continue promotion of the program including a magnet showcase event, social media engagement JCalls, parent meetings at various sites in the parish (internal and external schools), promotion of seat availability, and promotion of advisory boards for parents and other stakeholders. This will begin once applications are open and students are submitting applications for M-to-M transfers and non-M-to-M enrollment. Family sessions will continue to inform parents about transportation routing information, after-school programming, detailed curriculum and programming offerings, and other academy opportunities. Parents will also receive reminders of important milestones like deadlines to submit applications and accept seats.

Phase 3: Depending on the number of seats confirmed, marketing (e.g., billboards, flyers, etc.) and recruitment will continue in March through the close of applications in May of each year to the promote magnet schools and begin promoting summer programming, enrollment, registration timelines for students, and transportation updates.

Evaluation and Monitoring Mechanism
The plan incorporates a robust evaluation and monitoring mechanism, involving the systematic assessment of predetermined metrics and indicators. This will allow for the continuous monitoring of the effectiveness of the plan, enabling necessary adjustments and refinements to be made to ensure its success and impact.

STUDENT MARKETING AND RECRUITMENT

The primary aim of this plan is to support the desegregation goals of the Court through active engagement with the community, and promotion of the Magnet Program within the St. Martin Parish School System. Using strategic outreach and communication strategies, the goal is to establish an inclusive environment that encourages diversity and opportunities for all students and families in the District.

Beginning January 2024, the District will send information brochures about the magnet program, including, how to apply, the open house schedule, and the field trip schedule to pre-K student parents residing in the parish. The targeted groups include entering pre-K students—marketing Head Start programs, daycares, and schools in other zones—alongside students, parents, and guardians. Additionally, engagement is sought with the business community, media outlets, parent-teacher organizations, contracted business partners, civic and faith-based leaders, neighborhood associations, and prospective residents. Efforts will involve the distribution of marketing materials and networking with local businesses, community partners, and service providers to achieve these objectives.

Parents and families will be provided several opportunities to attend least one (1) open house at each magnet school for potential M-to-M students as well as one (1) visit from each magnet school leader at different elementary schools across the district.

Within the first two weeks of the spring semester annually, the District will conduct information sessions at each high school for all interested students, parents, and guardians eligible for the M-to-M transfer program. The sessions will be scheduled in the evenings, on weekends, or at other times convenient for parental and guardian participation. During these meetings, the

District will present the advantages of the M-to-M program, provide attendees with a comprehensive overview of the program, and distribute information about how to apply.

The marketing and recruitment strategy will incorporate a comprehensive approach to ensure effective outreach and engagement, to recruit both M-to-M students and other students that reside in the parish but do not attend St. Martin Parish schools. This strategy encompasses the development and maintenance of a user-friendly and informative website, supported by a cohesive branding approach. Utilizing various social media platforms plays a pivotal role in enhancing visibility and engagement.

FAMILY ENGAGEMENT AND COMMUNITY OUTREACH

Community and Family Engagement

Choosing a magnet theme for the District's two magnet schools was the first step in using responsive family engagement and outreach strategies. Through a minimum of five listening sessions at each school in each zone of the parish, the leadership team engaged parents and community stakeholders, receiving multiple options to best meet the needs of the students and families, while aligning with the Court Order. Participants were polled about magnet themes at each session with STEAM and Performing Arts named as the top choices. The District then conducted external community surveys and internal surveys in the school system to parents and staff, which confirmed STEAM and Performing Arts as the top two choices.

In addition, the Marketing Coordinator will integrate marketing and recruitment strategies with the implementation of responsive family engagement practices designed to address students and their families' needs before, during, and after their enrollment in magnet schools. An annual Magnet Showcase event, scheduled two weeks before the commencement of the application season, serves as a platform to showcase the achievements and offerings of the magnet programs.

Parent Network Centers

The District will create Parent Networking Centers (PNC), which will provide the opportunity for parents to use resources within the school to assist with continued development, literacy, and mathematical support using platforms designed to engage families and connect to support a comprehensive family approach. The PNC will create an opportunity for parents and families to express their hopes, views, and concerns regarding magnet programs, which is critical for the successful implementation of the student-centered system, accelerating learning with their grade-level peers.

Community Engagement

The community engagement efforts include, but are not limited to:

- Facilitation of regular community and family engagement meetings to encourage involvement and feedback. The meetings will be offered in-person and virtually, at times most conducive to parents and families.
- The district will plan a Magnet Schools Awareness Week to be held each fall and spring to bring awareness to magnet academy programming.

- Media representatives will share the program successes and opportunities available to students through magnet programs to further increase public awareness.
- STEAM Academies Advisory Board that includes parents, staff, community partners, and professionals in STEAM-centric and visual/performing arts industries.
- Surveys to parents to ensure the team is aware of physical/distance and time obstacles that could prevent equal and regular participation.
- Establishing community partnerships to further strengthen the school's ties with the local community.
- Offering a diverse range of STEAM-based extracurricular activities that include parent participation.
- Design logos for each magnet school through a community-based competition engaging both middle and high school district students as well as local artists.

Furthermore, community engagement efforts involve organizing performances and art exhibitions through open houses at schools, as well as hosting traveling art shows and performances at different community organization centers within the parish. These efforts are facilitated through partnerships with the Acadiana Center for the Arts (ACA) and science and technology-based businesses and organizations, fostering robotics and other STEAM-related activities.

MAGNET PROGRAM PROJECT EVALUATION

Assessing, Monitoring, and Evaluating the Impact of Activities on Achievement and Integration:

The primary goals of the evaluation are to support the development and implementation of the grant and document its ultimate impact on student academic achievement and integration through the STEAM magnet schools. As a result, the evaluation instrument for the Magnet Program is also aligned with the metrics of the grant.

The evaluation will include two key components: ***formative evaluation*** to provide ongoing feedback on implementation that will support the magnet project in making mid-course corrections, and ***summative evaluation*** to determine the program's short-, interim, and long-term impacts on academic achievement and meeting diversity and integration goals.

Formative Evaluation: The formative evaluation will

1. Provide program stakeholders with data needed to monitor progress in implementing program activities;
2. identify implementation challenges;
3. Assess the extent of integration of the magnet STEAM-based model in the schools; and
4. Adjust mid-course program corrections as needed.

Implementation Index Data
Implementation index data will be supplemented with interviews and/or focus groups with teachers and program staff that will focus on program strengths, areas for improvement, implementation challenges, and any changes that will improve or facilitate implementation.

Participation in monthly meetings with program staff will allow for timely and ongoing discussions of developments, challenges, and successes related to program implementation and progress toward the primary achievement and integration goals.

Implementation Index Indicators	
Indicator	**Data Source**
Goal 1: Diversity and Desegregation	
# students from outside attendance zone who enroll	School enrollment records
% Black and White students enrolled in magnet programs	School enrollment records
Number of marketing and recruitment activities conducted	Project records
Number of applications from Black and White students	Magnet school applications
Goal 2: Academic Achievement	
% teachers who complete theme-based professional development	Teacher survey
# schools implementing STEAM curriculum	Project records
% students exposed to C-STEAM curriculum	Project records
Goal 3: Professional Development (PD)	
# hours of PD offered that focus on arts-integration	PD records
# hours of PD offered that focus on STEAM instructional strategies	PD records
% teachers who attend at least 60 hours of PD on arts integration	Attendance records
% teachers who attend at least 60 hours of PD on STEAM strategies	PD attendance records
% teachers who report that PD was effective at preparing them to teach arts-integration and STEAM curriculum	Post PD teacher survey
Goal 4: Magnet STEAM Theme	
# students who attend summer program	Attendance records
# students who attend after-school program	Attendance records
# school spaces redesigned	Project records
# families who attend Family Days	Attendance records
Goal 5: School Climate	
% teachers who implement approaches to connect diverse students	Teacher survey
# students receiving academic and behavioral supports	Tracking logs
% teachers attending PD on multicultural teaching	Attendance records

Summative Evaluation: The summative evaluation will assess program outcomes and the long-term impact on student academic achievement and diversity goals, designed to answer the following questions:

1. To what extent does the magnet program promote diversity and increase student integration?
2. What effect does the magnet program have on teacher knowledge and pedagogy specific to arts-integration and STEAM instruction?
3. What effect does the magnet program have on students' attitudes about school?

4. What effect does the curriculum implemented in the magnet program have on student academics?

Magnet Monitoring Team

The Monitoring Team is composed of Supervisor of Elementary Education, Magnet Program Coordinator, Desegregation Compliance Officer, and Director of Curriculum and Instruction. Through monthly monitoring and reporting, the Monitoring Team will assist schools with their plans and activities, as well as serve in an advisory capacity to the site administrators at each magnet school to ensure compliance and effectiveness of the plan implementation. The team will meet bi-monthly to evaluate data on the fidelity of implementation and identify trends.

The Monitoring Team will work with a monitoring focus group comprised of a balanced and racially diverse group of individuals from both sites (e.g., parents, staff, community leaders), who advise the Monitoring Team regarding its progress during the implementation of the program. The focus group will meet twice a year. At the end of each year, the Monitoring Team will evaluate implementation at each school to determine the effectiveness of the program in reaching desegregation goals for each magnet school site.

Monitoring Focus Group			
Nikki Viator	pre-Kindergarten	Teacher	White Female
Treeshina Celestine	Kindergarten	Teacher	Black Female
Yolanda Saul	First Grade	Teacher	Black Female
Tiffany Thibodeaux	After-School STEAM	Teacher	White Female
Cheryl Dugas	Staff	Office	White Female
Ellanor Batiste	Staff	Office/Community Support	Black Female
Chelsy Taylor	Master Teacher	Teacher	White Female
Parents	PK-5th grades	Parents	Diversity
Community	Volunteers, Business and Community Organizations	Volunteers, Business and Community Organizations	Diversity
Raegan Viator	Second Grade	Teacher	White Female
Shelly Durand	Third Grade	Teacher	White Female
Pamela Celesting	Fourth Grade	Teacher	Black Female
Dana Gautreaux	Fifth Grade	Teacher	White Female
Jacoby Lewis	PE	Teacher	Black Male
Lisa George	Staff	Office	Black Female
Jil Usie	Technology Facilitator	Teacher	White Female
Nicole Theyard	Curriculum Coordinator	Teacher	Black Female

The District will contract with an independent, third-party provider, The Evaluation Group (TEG), to conduct project evaluation timelines and provide an unbiased assessment that allows for continuous feedback and improvement. They deliver comprehensive evaluation services for school and community-based programs with expertise in grant project evaluation, including research design, data collection, instrument construction, and data analysis and reporting. A utilization-focused, participatory approach to evaluation will be employed that provides timely program information and informed decision-making.

MAGNET SCHOOLS ASSISTANCE PROGRAM (MSAP) ROLE

A critical component to support the implementation of the Magnet Program is the five-year discretionary grant awarded by the Department of Education. The funds from the grant will assist the District with the implementation of a model that supports STEAM integration and launch the St. Martin STEAM Academies into a vibrant, dynamic network of educators and community partners who support specialized, theme-based programs.

The framework of the MSAP Grant, ***P****roviding STEAM integration,* ***R****igor, and new* ***O****pportunities for* ***S****tudents to* ***P****romote* ***E****quitable* ***R****eal-world Pathways*, (*P.R.O.S.P.E.R.)* will be implemented at the St. Martin Early STEAM Academy (PK-1) transitioning to St. Martin STEAM Academy (Grades 2-5). As a result, activities outlined in the grant are designed to comply with the mandatory Desegregation Consent and the Court Order to diversify the two schools based on majority and minority demographics and to increase academic achievement for students enrolled in the magnet feeder pattern. The District's goal is to ensure that components of the grant are aligned with the orders of the Court and is committed to implementing the grant protocols accordingly. Therefore, the magnet program will build upon the existing state-funded pre-K curriculum at **St. Martin Early STEAM Academy** and also serve students in Kindergarten and 1st grade, who will be immersed in a whole-school STEAM magnet theme. Students will continue the specialized offerings at **St. Martin STEAM Academy** in grades 2 to 5, as well as a whole-school STEAM magnet academy. Both programs will focus on learning how to live as global problem-solvers, where we teach students the joy of learning by creating opportunities for "Aha!" moments that are inspired by curiosity, creativity, and collaboration.

ACKNOWLEDGMENTS AND CLOSING POINTS

This plan was crafted with input and feedback from the Plaintiff Parties, the Court, and the District staff. It aims to develop, plan, and implement a comprehensive instructional program based on the successful Magnet Program design—a model that has been effectively utilized in school districts nationwide for decades. More importantly, the collective effort and painstaking feedback from both the Plaintiff Parties and the Court, has served as a dynamic instrument to ensure that the plan meets the academic, instructional, and social needs of PK-5 grade students enrolled in both STEAM Academies.

As this plan evolves, the District recognizes that it is a living document and must be revisited and adjusted, depending on additional feedback from the Plaintiff Parties and the Court, to ensure that compliance is not just meeting goals, but genuinely addressing systemic concerns, applying meaningful and applicable solutions, while using transparency, communication, and collaboration in doing so.

The District also recognizes that integrating the Arts in the curriculum with fidelity, allows teachers to help students to develop a natural appreciation and respect for other cultures and their contributions to mankind. The arts are a foundation and framework for all cultures. These skills are the universal language through which people can express their aspirations. Not only are the arts essential to this plan, it serves as the central medium of human communication

and understanding and will be integrated across the curriculum in the STEAM Magnet Academies.

Finally, the District has committed to identifying personnel, identifying strategies, appropriating funds, and communicating the high expectations to staff, which means that this Magnet Pan is intended to bridge gaps in communication while fostering and promoting collaboration, cooperation, and commitment.

APPENDICES

APPENDIX A

PROPOSED MAGNET ACADEMIES CURRICULUM

The STEAM theme will be integrated throughout and embedded in all aspects of St. Martin Early STEAM Academy and St. Martin STEAM Academy magnet schools, including all courses to the extent practicable and possible under curriculum requirements, school building aesthetics, school culture, behavioral programs, and core magnet components to attract racially diverse students with innovative STEAM magnet academies. The District is creating a high-quality learning environment that teaches teamwork but fosters independent innovation and prepares students for real-life situations as they relate to Science, Technology, Engineering, the Arts, and Mathematics (STEAM).

The primary goal will be to fulfill state standards, fostering equitable student outcomes by reflecting the experiences of diverse students and creating opportunities for experiential learning to include field trips and guest speakers who are exciting and have specialized skills that are also theme-related. Unique to the Magnet Academies, students will engage in an hour of all STEAM elections, such as art, dance/drama, music, and STEAM-Lab classes weekly. Students will also participate in integrated STEAM physical education classes. All teachers will be instructed to implement an integrated curriculum in all subjects through professional development and ongoing weekly professional learning community meetings throughout the year.

To further facilitate the application of the arts-focused curriculum, dance/drama, music, and art instructors will incorporate concepts from core classes into instruction to increase academic rigor through integration. Student work will be highlighted through quarterly activities such as STEAM Night, Science in Action, Math Marvels, and Technology Teaching. In addition, in the winter and spring, the school will collaborate with partners and host performances/presentations at the Magnet Academies during the day and the Community Performance Center at night.

To demonstrate the high level of skills learned, students enrolled in the program may choose to participate in local, state, and national STEM and Art competitions. In addition, fifth-grade students will participate in capstone activities, including digital portfolios, artwork displays, essays, recitals, and performances. Teachers will continually support students and encourage them to deepen their exploration of STEAM and areas of curriculum interest through their application. Enrichment opportunities will be critical to ensure that students are engaged in authentic, real-world activities. Therefore, the program will integrate field experiences with grade-level, end-of-year activities.

Students in pre-kindergarten will be exposed to STEAM at St. Martin Early STEAM Academy through STEAM integration, and students in kindergarten through fifth grades will participate in daily hands-on, inquiry-based learning opportunities that will allow them to become critical thinkers and problem solvers who are continuously willing to learn in a culturally shifting technological and culturally diverse learning environment.

Students will use resources to demonstrate mastery of their individualized learning objectives, using various resources displayed in a digital portfolio. Activities will promote peer sharing and connect students in virtual and physical environments, which is extremely important to engage students, regardless of their learning preferences. Support platforms will be accessible using school-supported devices, including but not limited to Chromebooks, laptops, iPads, and direct instruction conducted in the computer labs. Instruction will be appropriately modified for students with exceptional needs as required by IDEA and the ADA Acts, based on individual needs and the student's IEP plan.

As an integral component of the educational program, the arts are incorporated into the curriculum using an innovative approach known as Comprehensive Arts Education (CAE). As a conceptual framework, CAE is designed to improve instruction in the arts and to integrate the skills into the curriculum while supporting the school's academic culture.

Developed by the Annenberg Foundation, the Getty Education Institute for the Arts, and the National Arts Education Consortium (CAE), this initiative combines the best instructional practices identified from previous studies on arts education and curricular reform. These practices include:

- A comprehensive approach to arts education includes the study of aesthetics, criticism, history, and production, as well as the knowledge and skills needed to create or perform.
- Integrating the arts into the core subjects through themes or enduring ideas.
- Utilizing constructivist or inquiry-based teaching strategies.

Through this arts-focused educational design, students explore the arts via a sequential curriculum in classroom and laboratory experiences. A minimum of one hour per week during the school day is devoted to teaching each of the art discipline areas: (a) music, (b) visual art, and (c) dance. Beginning Year 2, 4th and 5th grade students will increase instructional minutes in STEAM elective choices.

These various art forms provide the natural means to develop all seven intelligences defined by Howard Gardner, who created the theory. The arts awaken the imagination and the thought processes of all children exposed to them. Arts instruction has a unique role to play in schools. In schools with well-developed art programs, discipline problems are likely less because students become involved in creative activities. When students' artistic abilities are allowed expression, they perceive the school environment as warm and nurturing, motivating them to achieve high achievement and success.

This program gives students opportunities to feel successful in the formative years of school. Initial achievement enables children to begin a positive cycle in their lives, enhancing their self-esteem, developing pride in their work, and creating interest and awareness of talents and abilities they might previously have been unaware of possessing. As a result, Arts education has the power to reform schooling systemically, with measurable outcomes such as more student engagement and instructional retention.

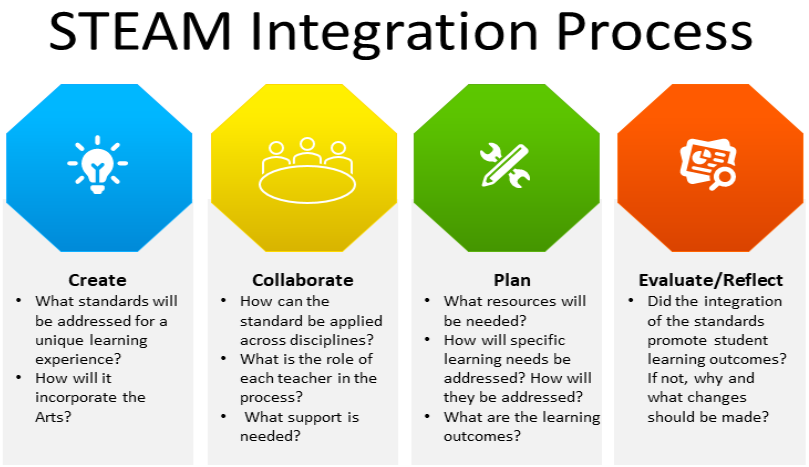
Education through the arts is how we address the needs of all children entrusted to us. Students' needs are managed according to performance level. The research of Howard Gardner of Harvard University theorizes that human beings possess seven intelligences: (1) verbal/linguistic, (2) logical/mathematical, (3) visual/spatial, (4) musical/rhythmic, (5) bodily/kinesthetic, (6) intrapersonal, (7) interpersonal. Most schools only address two or three of these; at most, however, St. Martin Early STEAM Academy and St. Martin STEAM Academy will train teachers to incorporate all seven intelligences to provide an expansive and unique learning experience.

Students will sort, compare, contrast, research, analyze, and synthesize through art production activities, art criticism, aesthetics, and historical inquiry. Implementing an arts-infused curriculum through thematic units and interdisciplinary instruction across the academic core curricula makes a difference in how children learn, derive fulfillment from learning, enjoy school, and are involved in community life.

Recognizing the philosophy and core principles of a STEAM (Science, Technology, Engineering, the Arts, and Mathematics) model as an inquiry-based scientific, holistic learning approach, the District is creating a high-quality, resilient learning environment that promotes artistic expression, fostering transdisciplinary learning that prepares students for real-life situations to prepare them to solve problems methodically and creatively, using ISTE (International Society for Technology in Education) and Next Generation Science standards.

Therefore, the District is designing and implementing a program that cultivates an interactive project-based learning community where students actively discover how to connect and apply problem-solving techniques in a comprehensive and complementary approach aligned to state standards and 21st-century skills. To effectuate this change and ensure the program is implemented with fidelity, the district will use the *STEAM Readiness Scale*, developed by the Institute for Arts Integration and STEAM, based on nine-level implementation steps. This will also guide the district to align with specific goals and procedural steps in a reflective manner and adjust contextually as teachers reflect on student learning outcomes and levels of engagement.

To ensure that teachers are trained to evaluate the success of their instruction based on learning outcomes, the district will implement a reflective framework, incorporating action-based strategies for improvement.



As a result, teachers will become facilitators of learning by integrating and connecting concepts in core disciplines, interweaving the Arts to create dynamic learning experiences. Core elements and practices of the Arts will also be explored to help students identify their individual talents.

Students in pre-K through fifth grade will participate in daily hands-on, inquiry-based learning opportunities that will allow them to become critical thinkers using experiential and a development approach who are continuously willing to learn in a culturally shifting technological and culturally diverse learning environment in a rotating schedule, which provides an optimal learning environment and the opportunity for students to experience and integrate music, dance, visual arts, and lab activities to support other components of the program.

The projected 2024-2025 school schedules, which include classes listed above, are included in the Appendix.

Students will use resources to demonstrate mastery of their individualized learning objectives, using various resources displayed in a digital portfolio. Activities will promote peer sharing and connect students in virtual and physical environments, which is extremely important to engage students, regardless of their learning preferences. Instructional support will be supplemented using school-supported devices, including but not limited to Chromebooks, laptops, and electronic notebooks.

APPENDIX B

STEAM CURRICULUM RESOURCES

In addition, platforms as supplementary resources aligned to the theme, will be an integral part of the program that promotes individual learning styles, parental involvement, and promotes students' interest.

Tinkrworks
This curriculum is based on a framework developed by educators and engineers that reinforces key concepts in ELA, art, math, science, technology, and engineering. In addition, professional development is aligned with the curriculum to ensure that students are taught standards in a transdisciplinary manner.

Tinkrworks is an inclusive model that incorporates the needs of all students, including special education students, English language learners, and students with exceptional artistic abilities, as identified by the state of Louisiana as talented. Therefore, this curriculum is multi-faceted and rigorous enough to attract students to diversify the student population at St. Martin STEAM Academy Program.

The five-implementation process of the program focuses primarily on the establishment of first identifying what "success" looks like, and building upon that concept to ensure that professional development, materials, and support are effectively supported throughout the implementation process.

Capstone Projects
Beginning with kindergarten, students will complete an annual project (or activity) to demonstrate their understanding of using STEAM in a projected-based, and engaging manner. Parents will be invited to the "Share with Me" STEAM Night which will promote engagement and interaction with the other students, parents, and the community.

Expeditionary Learning Experiences
All students will participate in an end-of-year expeditionary learning experience funded by the grant to extend out-of-classroom experiences that students may not otherwise have access to. For example, the pre-Kindergarten students will be scheduled to attend an all-day event at The Children's Museum in Lafayette, that is age-appropriate and reflects their learning experiences.

The Kindergarten students will attend the Acadiana Center for the Arts and Science Museum in Lafayette, LA. First-grade students will attend the *Knock-Knock* Museum in Baton Rouge, The second-grade students will attend the Louisiana Arts and Science Museum in Baton Rouge, The third-grade students will attend the Audubon ZOO in New Orleans, The fourth grade students will attend the Audubon Aquarium and Insectarium in New Orleans. The fifth-grade students would be able to travel to Pearlington, Mississippi Infinity Science Center.

Since each class's expeditionary experience will be based on standards and goals at that grade level, students may look forward to a unique learning experience as they matriculate to the next level.

The culminating learning activity for 5th graders using Codeillusion will be planned by a professional company, such as EF Tours, and may include overnight lodging with meals, and transportation. To ensure that all students can participate, the majority of the expense is included in the grant, which means minimal cost to parents.

To form a connection that can teach students about the community and global connection to STEAM, transdisciplinary units will be anchored to Environmental Studies that connect the environmental impacts on Louisiana, particularly the Acadiana community. Issues affecting their food source, drinking water, recreation areas, and natural disasters such as hurricanes, will allow students to connect experiences to STEAM concepts and explore areas of interest in future careers.

Consequently, teachers while teaching cross-curricular projects and the integration of STEAM, students can discover real-world connections. Therefore, the goal of the STEAM program, focusing on Environmental Sciences, will provide a rigorous, sustainable, and student-centered program at the elementary level.

Recognizing the importance of extracurricular activities, all St. Martin STEAM Academy students will collaborate to solve issues facing our city by participating in the school's Four R's (4Rs: Reduce, Recycle, Refuse, Reuse), which focuses on experiential learning activities. These activities will occur outdoors and off campus, allowing students to focus on project-based experiments, research, and extensive hands-on activities to resolve some of our community's most critical problems.

St. Martin Early STEAM Academy students will complete Project Based Learning (PBL) gardening activities on-site to prepare for community-based learning field experiences. Pre-K students will build a butterfly garden, K students will build a vegetable garden, and first-grade students will build an indoor hydroponic garden.

Local field studies in St. Martinville will allow students to learn how early settlers used the Bayou Teche and surrounding waterways as a way of life, and design boats of recycled materials. They will also tour St. John's Restaurant to learn about Hydroponic greenhouse and discover the food-to-table process.

To generate community appreciation and partnerships within St. Martinville and surrounding communities, 2nd-grade students will tour the Acadiana Memorial Museum and Evangeline Oak, 3rd-grade students will tour the African American Museum and local art gallery, 4th-graders will tour Longfellow Evangeline State Historic site and 5th-grade students will tour Vermilionville Historic Village all connected to grade-level project-based learning activities.

The 4th and 5th grade students in the Environmental Club, "Keep St. Martinville Beautiful" will reclaim plants, and lead education at their site by recycling materials to improve the community

and our environment. These students will work with a school sponsor and St. Martin Garden Club officials to identify and address the beautification goals of their school/community as problem solvers and community planners.

During Mardi Gras, the magnet student ambassadors will participate in community parades based on the Environmental theme while distributing “gifts” to patrons made from recycled materials where they will have the opportunity to discuss their projects and answer questions about their magnet academies.

Students in kindergarten, first, and second grades will complete class science fair projects where students choose the problem to investigate, and teachers facilitate the steps of the Scientific Method, building the foundation of these skills from an early start. These skills will be expanded in the upper grades, where students will participate in local, regional, and state competitions to increase their rigor.

APPENDIX C

SCHEDULING THE ARTS COMPONENT TO SUPPORT STEAM INTEGRATION

The schedule will be created based on organized, grade-level block art classes. Within each grade level block, students are scheduled to attend music, art, dance/drama, and STEAM classes a minimum of twice weekly for thirty minutes each period. In the first year of implementation, ALL students will be exposed to all arts as a baseline year.

Beginning Year 2, K-3 grades will continue to be exposed to all STEAM classes; however, grades 4 and 5 students will begin their track of interest and study daily for one hour in their area of interest. All students will have the opportunity to perform at the school's Winter and Spring concerts.

Weekly planning meetings are held between the specialists in the Arts (including physical education teachers from St. Martin STEAM Academy) and the regular classroom teachers so that the arts are infused into the academic core curricula. Thematic units are planned and implemented that interface content covered in the Arts with the educational core curricula (e.g., music with science).

Magnet Academies will integrate STEAM into all Tier 1 Core Curricular, and those themes will also be incorporated into the Arts and STEAM electives. To accomplish this, teachers will be provided with professional development on the incorporation of STEAM into the curriculum. We will also provide the teachers with adequate planning time to facilitate collaboration with STEAM elective teachers.

The following partners will be utilized to provide Professional Development for incorporating STEM and the Arts:

ACA: The Acadiana Council of the Arts located in Lafayette, LA, will provide professional development through Arts integration, along with local and regional guest artists going into classrooms.

A+(LAA+): The district will invest in providing professional development on Arts integration to foster school-wide change.

C-STEAM: Through a partnership with UC Davis and Barobo, consultants from the C-STEAM Center will provide educators with professional development in the implementation of the C-STEAM curriculum as well as partner with us to design a curriculum that is aligned to the Louisiana Math standards for the 2024-2025 school year.

To support cross-curricular STEAM integration the best strategies and practices of Project Based Learning (**PBL)** will be utilized. The teachers will participate in a three-day Equity and Gold Standard PBL training provided by PBL. This training is specifically designed to support experienced practitioners in aligning PBL practices with the principles of culturally inclusive practices.

The District will regularly communicate with the Courts as directed in the plan and share formative and summative growth data, disaggregated based on subgroups reflecting the diversity goals of the school. This information will be distributed, and posted on the school's website.

A STEAM-focused website will be developed and monitored for weekly submission. A digital presence will be established per school site both online and inside school with a monitor in each foyer for parents to read upcoming events and get access to school information. In addition, printed copies of the academic growth will be available at each school.

TINKRWORKS: To support cross-curricular STEAM integration the best strategies and practices of Project Based Learning (**PBL)** will be utilized. The teachers will participate in a three-day Equity and Gold Standard PBL training provided by PBL. This training is specifically designed to support experienced practitioners in aligning PBL practices with the principles of culturally inclusive practices.

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A STEAM-focused website will be developed and monitored for weekly submission. A digital presence will be established per school site both online and inside school with a monitor in each foyer for parents to read upcoming events and get access to school information. In addition, printed copies of the academic growth will be available at each school.

APPENDIX D

LEADERSHIP AND MAGNET SCHOOL DESIGN TEAM

The racially diverse Leadership and Magnet School Design Team will meet monthly to monitor program and strategy implementation to maximize the quality of service provision across the District and to support the Magnet Schools Coordinator in allocating resources, identifying partnerships, implementing improvements, and assessing school results in collaboration with the evaluation team.

Leadership and Magnet Program Design Team
Frederick Wiltz, *Superintendent:* For over 25 years, Superintendent Wiltz has been a part of the St. Martin Parish School System and currently serves as the Desegregation Compliance Officer for the current Court Order. In his previous roles, he has served as the Supervisor of Child Welfare and Attendance, a middle school principal, an assistant principal, a behavior interventionist, and an elementary and junior high-level teacher. His successes include creating the Positive Behavior Center at Parks Middle School to reduce the number of out-of-school suspensions across the district, removing St. Martinville Jr. High from the Louisiana Department of Education's school choice list using research-based practices, developing a positive rewards system to encourage appropriate behavior and social skills, and forming a 5th and 6th-grade girls basketball team, which was unheard of at the elementary level at that time. Mr. Wiltz was appointed as superintendent by the board in March 2023 to begin July 1, 2023. Knowledge of Magnet Implementation: Mr. Wiltz has toured area magnet schools, spoken with magnet school leadership, and attended the MSA conference. He also served on the Magnet School Design Team. Education: Master of Education; Bachelor of Arts in Social Studies.
Corky Matthews, *Desegregation Compliance Officer:* Mr. Matthews is in his 25th year as an educator at St. Martin Parish. His first 24 years were all spent at St. Martinville High School. Here, he worked for 13 years as an English teacher and served as a member of his school's P.B.I.S. (Positive Behavioral Interventions and supports) and Crisis Response teams. He was appointed Dean of Students and remained in that position for 5 years while also serving as P.B.I.S. Team Leader. He then served as Assistant Principal for six years while also assuming the roles of SBLC Chairperson, 504 Coordinator, P.B.I.S. Team Facilitator, and Crisis Response Team Leader. Since he was appointed Desegregation Compliance Officer, he has planned and facilitated Informational Sessions and Focus Group Meetings as a member of the Magnet School Design Team and attended the 2023 MSA Conference. Education: M.Ed. in Educational Administration, Administration and Supervision; Bachelor's Degree (Secondary English Certification).

Sarah Allen, *Supervisor of Elementary Education:* Ms. Allen has worked within St. Martin Schools for over 20 years. Her experience includes serving as a reading lab instructor and teacher in the Early Learning Center and as an assistant principal and principal of St. Martinville Primary (a target school). Currently, she serves as the District's elementary curriculum supervisor. Ms. Allen's accomplishments include being named Principal of the Year for the District and a state finalist, implementing the "Leader in Me" program, and increasing the overall student academic performance on standardized tests from a letter grade D to a B.

Knowledge of Magnet Implementation: Ms. Allen has toured area magnet schools, spoken with magnet school leadership, and attended the MSA conference. She also served on the Magnet School Design Team and attended the MSMS Conference in Texas.

Education: Master of Education, Administration and Supervision; Bachelor of Elementary Education.

Kevin BonHomme, *Supervisor of Child Welfare and Attendance:* Mr. BonHomme has 24 years of experience in education, of which 14 have been in the District. He has previously served as a junior high assistant principal, a biology, chemistry, and physical science teacher, and an Algebra I and II and Advanced Math teacher. Mr. BonHomme has experience leading summer camps and enrichment programs. For four years, he taught a summer enrichment course on animal dissection at the University of Louisiana Lafayette and he also served as a camp director for the City of Breaux Bridge's summer program. In his current role, he directs and monitors the District's Majority-to-Minority transfer process in addition to other tasks.

Education: Master of Educational Leadership; Bachelor of Science in Biology.

Dr. Gail Dalcourt, *Director of Curriculum and Instruction:* Dr. Dalcourt is a proven leader with almost 40 years of experience in education. She has 19 years of experience in teaching physical science, honors physical science, biology, honors biology, environmental science, physics, physics for technology, and IOWA and GEE remediation in science. She is presently responsible for aligning the curriculum, implementing effective teaching strategies, conducting data analysis to determine the effectiveness of the curriculum, organizing professional development sessions for teachers, and developing, monitoring, and implementing budgets, instructional programs, and purchasing materials and supplies.

Education: Ed. D, Educational Leadership; Master of Education, Reading Specialist and Supervisor of Student Teachers; Bachelor's in Science Education.

Casey Broussard, *Chief Financial Officer:* Ms. Broussard has 27 years of experience in accounting and has been employed by the St. Martin Schools for the last 10 years. In her current role, she is responsible for preparing the annual budget for the general and special reserve funds, preparing financial statements, submitting financial reports to governmental reporting agencies, and conducting monthly finance meetings with the Board of Directors. Her role will be to ensure district and federal funds are utilized to promote the magnet programs in St. Martin Parish.

Education: Master of Business Administration; Bachelor's in Accounting.

Julie Laviolette, *Supervisor of Human Capital:* Ms. Laviolette has 25 years of experience as an elementary teacher, school librarian, and principal all within St. Martin Schools. In her current role, she oversees the recruiting, hiring, training, compensation, and performance management of the District's personnel. Her role will be to ensure that St. Martin Parish meets by hiring teachers based on diversity goals and teacher placement in magnet academies.

Education: Human Resource Certification; Master of Education, Supervision and Administration; Bachelor's in Elementary Education.

Jessica Landry, Magnet Schools Coordinator (MSAP *Project Director):* For over 31 years, Mrs. Landry has been a vital part of St. Martin Schools and currently serves as St. Martin Magnet Schools Coordinator/MSAP Grant Coordinator for St. Martin Early STEAM Academy and St. Martin STEAM Academy. In her previous role, Ms. Landry had 21 years of experience and was a CLASS-certified principal as an Expert Mentor of various current parish principals/supervisors. She was a pioneer in bringing arts to the parish with 10 years of experience as a creative movement dance teacher at the ELC. In her previous role as a dance educator, she received numerous grants and was named by the Louisiana Association for Health, Physical Education, Recreation, and Dance as the Regional and National Teacher of the Year. Mrs. Landry has established a stimulating positive learning environment, healthy relationships with parents, community, and staff, managed after-school programs, and supervised, mentored, and evaluated faculty and staff.

Knowledge of Magnet Implementation: Ms. Landry has toured area magnet schools and spoken with magnet school leadership, attended the 2023 Projector Director Leadership Training in Washington, DC, and the 2023 Mid-South Magnet Schools Conference.

Education: Master Plus 30 in Leadership and Administration of Education; Master of Education, Elementary Education and Bachelor's in Dance Education.

Cheryl Mitchell, *Special Services Birth – Grade Five:* I am an education leader with over 20 years of experience, equipped with a Master's in Education Administration. Currently, I serve as the Special Services Supervisor at St. Martin Parish School Board, where I oversee programs for students with disabilities, ensuring compliance with state and federal laws. My diverse background includes roles in administration, special education, and regional coordination. I am deeply committed to fostering inclusive education and leveraging technology for optimal student outcomes. Beyond this, I am passionate about creating environments that inspire lifelong learning.

Education: Master of Education in Administration (Regular and Special Education); Bachelor of Arts in Psychology; Certified: Educational Leadership (P-12) and Preschool Special Education

Azadeh Yazdi, Marketing Coordinator: Azi has over 20 years of experience in strategic communications and public relations as well as public education and public policy advocacy. She has worked for both public K12 school systems and postsecondary education agencies. During her time at the Lafayette Parish School System, Azi managed the district's communications and magnet academy program marketing and recruitment - including the Magnet Academies Redesign Plan - ensuring compliance with the desegregation order through unitary status.

Education: Bachelor of Science in Health Information Systems, Minor in Marketing; Pursuing a Master in Strategic Communications and Public Policy

Theresa Porter, Magnet Consultant: Ms. Porter has over 20 years of site-based and administrative experience implementing successful and sustainable magnet programs. In addition to extensive training in various forms of technology (including teaching computer programming), she has also facilitated workshops and presented nationally at the Magnet Schools of America and the National Middle Schools Conference.
As a site-based magnet/technology coordinator during the *Consent Decree* phase of the EBR Schools desegregation plan, Ms. Porter was responsible for developing a STEAM-based, multi-track magnet program that included computer programming, robotics, and environmental science. This extensive experience in program implementation served as the cornerstone for the school district exiting judicial oversight and gaining unitary status in 2007.

She has extensive experience in thematic implementation from program expansion for Montessori and Immersion components to supervising and providing support for *full* implementation models such as visual performing arts, environmental science, pre-engineering, and, most recently, four STEAM-based programs. In addition, Ms. Porter has extensive experience in the student selection process, marketing, branding, and community engagement.

Education: Bachelor of Science in Education, Master of Education in *Curriculum and Instruction*, and add-on certification in *Computer Literacy*, *Supervisor of Student Teaching,* including 30 postgraduate hours in policymaking, urban affairs, computer technology, and administrative supervision from both universities.

Erin Gray, Principal of Early Learning Center (St. Martin Early STEAM Academy): Ms. Gray has over 20 years in education. She has served as band director, guitar teacher, and educational lead teacher and has taught at a magnet school for Arts and Technology in Lafayette Parish. Ms. Gray has served as principal, assistant principal, and Dean of Students for Lafayette Parish School System and Charter Schools USA. She is proficient in arts and technology implementation in magnet schools and developing new programs and policies to support them with sustainability.

Erica Pitre, Principal of St. Martinville Primary (St. Martin STEAM Academy): Ms. Pitre has been an educator for 24 years. She served in Caddo, Calcasieu, and St. Landry Parish. She was an elementary school teacher and taught gifted education. She also serves as a curriculum coordinator, District STEM consultant for Elementary Schools, School Administrator, and College Instructor at McNeese State University.

Pitre recently served on Louisiana state assessment and curriculum development teams as well as a presenter at various STEM conferences. She is a grant writer and has worked with school transformation and holds a deep understanding of diversity in education to ensure academic growth.

APPENDIX E

St. Martin STEAM Magnet Academy Program
Summer and After-School Extracurricular Program

June 2-27, 2025
8:30 AM-3:30 PM

The STEAM summer program will strengthen students' critical thinking skills by asking relevant questions, reading critically, selecting options, evaluating relevant resources, and considering unconventional choices. Therefore, the program will use project-based activities to extend students' comprehension beyond surface-level thinking. At the end of the camp, students will be able to make the necessary connections supported by evidence and critically analyze, deduce, and infer conclusions to solve real-world problems. During the four-week, five-day camp, students will explore and connect the following concepts/activities:

Science
Building Blocks of Science- (https://landing.carolina.com/building-blocks-of-science-3d-samples/samples-253UH-3961P2.html)-To fully grasp science concepts based on phenomena, students need to engage with investigations and concepts through multiple channels actively. Active, phenomena-based investigations blended with powerful literacy, digital, and interactive content—including videos, simulations, and more—provide additional avenues for students to explore concepts.

Math/Technology
Codeillusion-Disney by Life is Tech helps students unlock a world of possibilities with coding. Learning to code is fun and meaningful—especially when it involves building hard and soft skills in a gamified experience that is welcoming, familiar, and motivating at the same time. Digital Arts- Students will learn techniques and technologies to create *e*-portfolios, web pages, and newsletters. Hands-on Equations- https://borenson.com// Math Logic (Mind Binders/ Perplexers/ Primary Education Thinking Skills (P.E.T.S)

The Arts
Culinary Arts for students will give students a different take on art. – Culinary arts includes all the components of STEAM. It also included diversity when learning about different cultures. https://edibleschoolyard.org/sites/default/files/Curriculum%20Overview%20V7.pdf/ Food Literacy Center- https://www.foodliteracycenter.org/curriculum
Introduction to Drama: https://dramaed.net/

STEAM
After-School Extracurricular Program

September 2, 2024-May 16, 2025
3:30-5:30 PM

The after-school program will strengthen students' everyday focus on the STEAM curriculum to support grade-level content. We can streamline the necessary support to target specific skills in which students are unsuccessful. (Modeling, creating explanations, supporting claims with evidence, etc.).

Students will also participate in clubs in the after-school program. Students will participate in clubs beginning September 2024 and can reapply for a different club once during the school year. A few samples are listed below:

Science
Science Exemplars: https://exemplars.com/resources/science This program will provide students with content to express understanding of the science content. This will also allow teachers to utilize a rubric to support students in applying knowledge based on hands-on approaches. STEM -Pieces of Learning- https://piecesoflearning.com/product-category/products/stem/

Technology
Disney's Codeillusion by Life is Tech helps students unlock a world of possibilities with coding. Learning to code is fun and meaningful—especially when it involves building hard and soft skills in a gamified experience that is welcoming, familiar, and motivating at the same time.

Engineering
Try Engineering- https://tryengineering.org/teachers/lesson-plans/

The Arts
Students will participate in either the Dance Team or Drum Squad.

Math
Crazy 8 Math Club- (https://crazy8sclub.org/math-club/)Crazy 8s is a math club unlike any other! It offers unique, high-energy math activities that appeal to kids of all math abilities. The club is designed for after-school programs in schools. Crazy 8s is offered in three eight-week courses. Math Exemplars- https://exemplars.com/performance-tasks/math

**Parent and Student interest surveys will drive summer and after-school enrichment programming for both magnet academies,*

APPENDIX F

ACADEMIC YEAR 2023-24 STEAM ACADEMIES COURSE OFFERINGS AND DISTRICT COMPARISON (PRE-K TO 5)

School	ELA Curriculum	Math	Science	Social Studies	Art/Music Classroom	Elective Physical Education	Elective Foreign Language	Elective Visual Arts	Elective Music Vocal or Instrumental	Elective Dance/ Drama	Elective STEM/ Robotics	Computer Literacy/ Computer Applications
Breaux Bridge Primary- PK	DIGG	Eureka	N/A	N/A	N/A	no	no	no	no	no	no	no
Number of students as of 12/12/23	120	120	-	-	-	0	0	0	0	0	0	0
Breaux Bridge Primary (k-2)	EL	Eureka	PHD Science	LA Social Studies Standards Bayou Bridges	yes	yes	no	no	no	no	no	no
Number of students enrolled as of 12/8/23	**k-122 1st-138 2nd-162**	**k-122 1st-138 2nd-162**	**k-122 1st-138 2nd-162**	**k-122 1st-138 2nd-162**	**k-122 1st-138 2nd-162**	**k-122 1st-138 2nd-162**	0	0	0	0	0	0
Breaux Bridge Elementary (3-5) Leader in Me	LA Guidebooks Zaner-Bloser Spelling Language	Eureka	PHD Science	LA Social Studies Standards Bayou Bridges	yes	yes	No- APPROVED Waiver From State	no	no	no	no	no
Number of students enrolled as of 12/8/23	**3rd-133 4th-88 5th-129**	**3rd-133 4th-88 5th-129**	**3rd-133 4th-88 5th-129**	**3rd-133 4th-88 5th-129**	**3rd-133 4th-88 5th-129**	**3rd-133 4th-88 5th-129**	0	0	0	0	0	0
Parks Primary- PK	DIGG	Eureka	N/A	N/A	N/A	no	no	no	no	no	no	no
Number of students as of 12/12/23	40	40	-	-	-	-	-	0	0	0	0	0
Parks Primary (k-4)	SFA Zaner-Bloser Spelling Language	Eureka/ SFA Math Wings	PHD Science (3-5)	LA Social Studies Standards Bayou Bridges	Yes	no	Yes	no	no	no	no	Yes Computer Literacy
Number of students enrolled as of 12/8/23	**k-60 1st-77 2nd-92 3rd-76 4th-71**	**k-60 1st-77 2nd-92 3rd-76 4th-71**	**k-60 1st-77 2nd-92 3rd-76 4th-71**	**k-60 1st-77 2nd-92 3rd-76 4th-71**	**k-60 1st-77 2nd-92 3rd-76 4th-71**	0	**4th -25**	0	0	0	0	**k-60 1st-77 2nd-92 3rd-76 4th-71**
Parks Middle(5th)	LA Guidebooks Zaner-Bloser Spelling Language	Eureka	PHD Science	LA Social Studies Standards Bayou Bridges	yes	yes	Yes	no	no	no	no	no
Number of students enrolled as of 12/8/23	**5th-66**	**5th-66**	**5th-66**	**5th-66**	**5th-66**	**5th-66**	**5th-23**	0	0	0	0	0
Cecilia Primary- PK	DIGG	Eureka	N/A	N/A	N/A	no	no	no	no	no	no	no
Number of students as of 12/12/23	144	144	-	-	-	-	-	0	0	0	0	0
Cecilia Primary (k-2)	EL	Eureka/ French K-26 1st-23 2nd-19	State Standards/until purchased	LA Social Studies Standards Bayou Bridges	yes	yes	Yes (Immersion)	no	no	no	no	no
Number of students enrolled as of 12/8/23	**k-176 1st-185 2nd-185**	**k-150-26-French Immersion 1st-162-23 French Immersion 2nd-166-19-French Immersion**	**k-176 1st-185 2nd-185**	**k-176 1st-185 2nd-185**	**k-176 1st-185 2nd-185**	**k-176 1st-185 2nd-185**	**k-26 1st-23 2nd-19**	0	0	0	0	0

Teche (3-5)	LA Guidebooks Zaner-Bloser Spelling Language	**Eureka or Eureka-French**	PHD Science/ French(IM)	LA Social Studies Standards Bayou Bridges	yes	yes	Yes (Immersion)	no	no	no	no	no
Number of students enrolled as of 12/8/23	3rd-190 4th-177 5th-207	3rd-172-18 –French Immersion 4th-164-13-French Immersion 5th-190-17-French Immersion	3rd-172-18 –French Immersion 4th-164- 13-French Immersion 5th-190-17-French Immersion	3rd-190 4th-177 5th-207	3rd-190 4th-177 5th-207	3rd-190 4th-177 5th-207	3-18 4-13 5-17	0	0	0	0	0
Stephensville PK	DIGG	Eureka	N/A	N/A	N/A	no	no	no	no	no	no	no
Number of students as of 12/12/23	6	6	-	-	-	-	-	0	0	0	0	0
Stephensville Elementary (K-8)	EL (K-2) (3-5) LA Guidebooks Zaner-Bloser Spelling Language	Eureka	PHD Science (3-5)	LA Social Studies Standards Bayou Bridges	yes	no	Yes	no	no	no	no	no
Number of students enrolled as of 12/8/23	k-13 1st-11 2nd-7 3rd-13 4th-12 5th-10	k-13 1st-11 2nd-7 3rd-13 4th-12 5th-10	k-13 1st-11 2nd-7 3rd-13 4th-12 5th-10	k-13 1st-11 2nd-7 3rd-13 4th-12 5th-10	k-13 1st-11 2nd-7 3rd-13 4th-12 5th-10	0	5th-9	0	0	0	0	0
Early Learning Center PK	DIGG	Eureka	N/A	N/A	N/A	no	no	no	no	no	no	no
Number of students enrolled as of 12/8/23	75	75	--	-	-	-	-	0	0	0	0	0
Early Learning Center (K-1)	EL	Eureka	PHD Science	LA Social Studies Standards Bayou Bridges	yes	no	No	No	No	No	Yes	yes
St. Martin Early STEAM Academy PK-1	EL+		PHD Science+	Bayou Bridges +	yes	no	no	yes	yes	yes	yes	yes
Number of students enrolled as of 12/8/23	k-111 1st-133	k-111 1st-133	k-111 1st-133	k-111 1st-133	k-111 1st-133	0	0	PK-75 k-111 1st-133	PK-75 k-111 1st-133	PK-75 k-111 1st-133	PK-75 k-111 1st-133	PK-75 k-111 1st-133
St. Martinville Primary (2-5) Leader in Me	(2nd) EL (3-5) LA Guidebooks Zaner-Bloser – Spelling Language	Eureka Adopted Math program along with UC Davis STEM integration	PHD Science	LA Social Studies Standards Bayou Bridges	yes	Yes	Yes	No	No	No	Yes	Yes Computer Applications
St. Martin STEAM Academy (2-5)	2nd) EL+ (3-5) LA Guidebooks+ Zaner-Bloser – Spelling Language		PHD Science+	Bayou Bridges +	yes	Yes	yes	yes	yes	Yes	yes	Yes
Number of students enrolled as of 12/8/23	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108	4- 13 5-8	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108	2nd-115 3rd-122 4th-101 5th-108

SFA- Success for All New Math adoption for the 2024-25 school year

- **Beginning 24-25 school year---EL+- Expeditionary Learning (K-2) + =integration of STEAM, Guidebooks+ = integration of STEAM, PhD Science+ = integration of STEAM, Bayou Bridges+ =**

Integration of STEAM for only St. Martin Early STEAM Academy and St. Martin STEAM Academy

- **Physical Education is STATE MANDATED for all students K-8.** For some schools, it is an elective in other schools, the classroom teacher teaches it.
- **French** is offered/ taught at SMP and PP- STATE MANDATE (foreign language must be offered) to 4th/5th grade students.
- **French Immersion** is offered at Cecilia Primary and Teche to a small group of their school population on a voluntary basis.
- **All schools (K-5) offer Art/Music done with classroom teachers**. Below is a comparison of the Music/Art at all other K-5 schools as compared to St. Martin Early STEAM Academy and St. Martin STEAM Academy.

Art/Music Classroom (All K-5 Schools) VS Art/Music (SMESA and SMSA)

Done for approximately 10-15 min. per day totaling 60 min. per week (State Mandate)	Done for approximately 10-15 min. per day totaling 60+ min. per week in Core Classroom and done for 30 min. per day 5 days per week for 210+ min per week
Examples of what students will learn: Students will: • Sing songs that are included in the Core Curriculum • Sing songs (holiday or seasonal focus) • Sing songs that go along with academic videos • Draw pictures/sketches • Discuss painting or artist that is presented in Core Curriculum	Examples of what students will learn: Students will: • Sing songs that are included in the Core Curriculum • Sing songs (holiday or seasonal focus) • Sing songs that go along with academic videos • Draw pictures/sketches • Discuss painting or artist that is presented in Core Curriculum • Learn about composers and different styles to sing songs. • Learn how composers use melodies to represent characters in a story. • Listen to different genres of music. • Learn to play different types of instruments • Learn to read musical notes. • Learn how to play an instrument • Learn musical vocabulary (melody, tempo, rhythm) • Learn types of instruments and the family in which they belong. • Learn about different vocal ranges and styles. • Learn different techniques of drawing, painting and sketching using different types of media. • Learn about different artists, and genres of art. • Learn academic vocabulary of art and apply it to their art work. • Learn the principles of Art • Create exhibits, and participate in musical performances.

Appendix G

ANNUAL REVIEW OF DISTRICT COURSE OFFERINGS K-5

Frequency	Timeline	Person Responsible Entering Data	Person(s) Responsible for Checking Data	Names of Person(s) Responsible for Checking Data
Yearly	July/ Aug 2024	Principal	Elementary Curriculum Supervisor Computer Services Supervisor	Sarah Allen Christine Foster
Yearly	July/ Aug 2025	Principal	Elementary Curriculum Supervisor Computer Services Supervisor	Sarah Allen Christine Foster
Yearly	July/Aug 2026	Principal	Elementary Curriculum Supervisor Computer Services Supervisor	Sarah Allen Christine Foster
Yearly	July/Aug 2027	Principal	Elementary Curriculum Supervisor Computer Services Supervisor	Sarah Allen Christine Foster
Yearly	July/Aug 2028	Principal	Elementary Curriculum Supervisor Computer Services Supervisor	Sarah Allen Christine Foster

Courses will be reviewed yearly to ensure that courses that are offered at the Magnet schools are not duplicated at any other K-5 school in the district.

APPENDIX H

COURSE DESCRIPTION OVERVIEWS

Social Studies

Pre-Kindergarten Social Studies
Theme 1 Overview

1st Nine Week Unit/Module Overview **Grade Level:** Pre-Kindergarten	
Teacher Materials: At school anchor charts, vocabulary cards, teachers guide, program guide, assessment guide, big books, flip charts,	**Student Materials: Student readers, alphabet strips, family fun letters**
THEME: At School	
ENVIRONMENTAL SCIENCE CONNECTIONS: Environmental science bingo. Students will play a bingo game that has pictures of planting a tree, cleaning a park, outdoor clean up, composts at home, walking/biking to school, home garden, home farm. Etc. Students will learn the importance of environmental science through play	
STANDARDS: Louisiana Birth to 5 ELDS	
Essential Question: What happens at school? How do we learn at school? How do we get along at school? What makes a good friend?	
Unique STEAM Integration into Social Studies Beyond Curriculum Requirements **Science: Brown bag biography Link to project** **Technology: Communities we belong to- Google Earth to locate our school and the community it resides in** **Engineering (PBL)**: First days icebreaker: Making a paper chain project link **Art:** Friendship bracelets using straws project link **Math**: Sorting magazine pictures of students following rules and students who are not following rules. rules sorting chart	

Unique Core Integration into STEAM Electives
1st Nine Week Unit/Module Overview
Grade Level:Pre- Kindergarten

Materials:
Dance: Back to School Freeze Dance https://youtu.be/bPg3QGb-ARw?si=L_aWSoYGKh5s7AwV
Copy of Cissy Tips for Teachers Using Movement in the Classroom.docx

Music: newsprint paper; crayons; The Flower Duet (Lakmé)

Visual Arts: Google Arts & Culture Exhibit, faux mosaic tiles (painted styrofoam plates cut into tile shapes), pre-drawn mural design on one or more foam core panels and labeled by color (large color by number), glue, containers to separate tile colors (containers should be labeled with whatever number matches the design)

STEM: pipe cleaners, yarn, beads

THEME: At School

ENVIRONMENTAL SCIENCE CONNECTIONS: Students will watch a video on recycling lpb.pbslearningmedia.org/resource/9f51c5d8-12c7-410b-b3d8-38fec5634bab/recycling-center-field-trip/?student=true&focus=true The teacher will lead a discussion with students answering the question "how does recycling help our community?" Students will then use recycled materials to create a picture of a new friend at school.

STANDARDS:
Dance:
DA: Cr1.1.PK.a: Respond in movement to a variety of sensory stimuli (e.g., music/sound, visual, tactile).
DA: Cr1.2.PK.a: Improvise dance that starts and stops on cue.
DA: Pr5.1.1b: Move in general space and start and stop on cue while maintaining personal space.

Music:
MU:Cr1.1.PKa:With substantial guidance, explore and experience a variety of music..
MU:Re7.2.PKa:With substantial, explore musical contrasts in music.
MU:Cn11.1.PKa: Demonstrate an understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.

Visual Arts
VA:Cr1.1.PKa. Engage in self-directed play with materials.
VA:Cr2.1.PKa. Use a variety of art-making tools
VA:Cr2.2.PKa. Share materials with others.
VA:Cr3.1.PKa. Share and talk about personal artwork.
VA:Pr4.1.PKa. Identify reasons for saving and displaying objects, artifacts, and artwork.
VA:Pr6.1.PKa. Identify where art is displayed both inside and outside of school.
VA:Cn11.1.PKa. Recognize that people make art.

STEM:
ETS 1.2 Develop a simple sketch, drawing, or physical model

Essential Question: What happens at school? How do we learn at school? How do we get along at school? What makes a good friend?

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: "Freeze Dance for Learning Rules in a Dance/Movement Class." Begin the class by reviewing the rules and protocols for a dance class as listed in "Cissy's Tips for Teachers Using Movement in the Classroom." Discuss how moving safely can make dancing more fun. Help the students define the open dance space (general space) by moving and freezing on the teacher's signal and putting a protective force field around themselves (personal space) as they move through the general space.)Then, watch the video of the Freeze Dance and have them dance along with it. The lesson can be extended by having the teacher call out shapes for the students to make each time they freeze (e.g., a tall shape, a small shape, a happy shape, a sleepy shape, a round as a ball shape, a flat as a pancake shape, etc.).

Music: To prepare, the teacher will tape newsprint to the floor (approximately 3'x20'). The teacher will lead a discussion with students about being part of a community and today they will create "community art." The students will listen to The Flower Duet (Lakmé)(approximately 1 minute). The teacher will ask the students to close their eyes and create a "picture" in their mind of what they hear. Each student will then receive 2 different color crayons and move to sit around the newsprint. The teacher will play the music and the students will draw what they hear. The music will pause and the students will move to a new location. Continue this pattern until the music is over.

Visual Art: The teacher will prepare the project by drawing out a mural design, laying out the design across one or multiple tables. Tiles should be prepped and sorted into bins/boxes by color. The teacher should collaborate with administration to plan a design that can be displayed inside the school. There should be enough space for all students to work on all sides. The teacher will talk about collaborative art (are created by multiple friends who all work together by communicating) and show imagery of mosaic tile artworks. The teacher will demonstrate the proper amount of glue usage for tiles and how to apply tiles inside the lines of the shape. Students will begin to work as a group to fill in the color by number with tiles (either all class sections can work on the same big mural or each class section can have an assigned panel for the larger mural). After the mural is completely done and dry, the teacher will install it in the designated area. The class will then have a group discussion on collaborative artwork. *Why is it helpful to collaborate? Would it be better to collaborate with friends or strangers and why?* (emphasis on friends already having established communication and feel comfortable working with one another). Schedule a viewing for parents/other community stakeholders to view the mural with students in attendance so that they can talk about their creation process.

STEM (Robotics, Computer Science, and Engineering):

The teacher will call each group in small groups to the table to create friendship bracelets. The teacher will have beads, piper cleaners, and yarn available. The teacher will ask each student a few questions. *Who are you creating this bracelet for?* The teacher will show them how to bead their pipe cleaner or the yarn. As the student is creating the friendship bracelet. The teacher is asking questions. *Why did you decide to create this bracelet for this person? What does this person do that makes you feel loved and safe?* The teacher will encourage students to identify colors and patterns as they create their bracelet. At the end of the lessons, the teacher will have a few students talk about how they created their bracelet.

2nd Grade Social Studies Unit 1 Overview

1st Nine Week Unit/Module Overview **Grade Level:** 2nd	
Teacher Materials: scripts, slide decks, Map:	**Student Materials:** Activities: Parts of a Globe,

World Map (blank/black and white) ● Videos: Cardinal Directions Song, What Maps Show Us, How to Make a Map Secondary Text: Finding Your Way Around ● Image Bank: U1T1SQ2 ● Map: World Map (blank/black and white) ● Videos: Parts of a Globe Lesson 1, Know Your Globe, Maps and Globes ● Image Bank: U1T1SQ3 ● Maps: Map of North America, World Map (blank/black and white) ● Videos: 7 Continents Song, 5 Oceans Song	Compare and Contrast Maps and Globes Secondary Text: North America Facts for Kids World Map (blank/black and white) ● Videos: 7 Continents Song, 5 Oceans Song

THEME: North America: Geography and the Environment: Using Maps

ENVIRONMENTAL SCIENCE CONNECTIONS: Physical Geography and Environmental Studies analyzes the interactions among natural forms and processes on the earth's surface, the impact and implications of global climate change, and human connections with those natural phenomena.--Students will use maps and globes to see the implications of global climate change. They will analyze maps from years ago compared to maps of today and see the difference in the land.

STANDARDS: K-12 Louisiana Student Standards for Social Studies

- 2.2 Differentiate between primary and secondary sources. For example:
  a. Primary sources: letters, diaries, autobiographies, speeches, interviews
  b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.20 Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21 Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.
- 2.22 Identify and locate the four hemispheres, equator, and prime meridian.
- 2.23 Describe the relative location of the United States.

Essential Question: How and why do people use maps?
What is the globe, and how is it divided? Where on Earth is North America?

Unique STEAM Integration into Social Studies Beyond Curriculum Requirements

Science: Making Species Maps: project link
Technology: How to make a compass at home
Engineering (PBL): Make a homemade compass Making a compass
Art: Designing a compass rose Compass Rose Project
Math: Geometry map project

Unique Core Integration into STEAM Electives
1st Nine Week Unit/Module Overview
Grade Level: 2nd

Materials:
Dance: Large sheet of drawing paper and colored markers. A variety of map examples (e.g., an atlas, a Louisiana map, street map, map of the school).

Music: Display of the world map. Video of instruments from around the world. Song: Fifty Nifty United States

Visual Arts: Dekali Designs Kids World Map Coloring Poster (35" x 52") - (one per class section), mixed media (watercolor paint, tempera paint, crayons, markers, chalk pastels, oil pastels, etc), water, brushes, paper towels

STEM 30 paper square per group, markers, crayons, tape, robot (e.g. bee bot), device to program robot (e.g. ipad or chromebook)

THEME: North America: Geography and the Environment: Using Maps

ENVIRONMENTAL SCIENCE CONNECTIONS: SCIENCE CONNECTIONS: After learning the 5 Oceans Song, students will learn and sing the song KEEP THE OCEAN CLEAN- Full Song -by Birdsong and the Eco-Wonders

STANDARDS:
Dance: DA:Cr3.1.2.b: Depict the levels of movement by drawing a picture or using symbols (e.g., high, middle, or low).
DA: Pr5.1.2,a: Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
DA: Pr5.1.2,b: Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

Music:MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.
MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
MU:Pr5.1.2b – Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

Visual Arts
VA:Cr1.1.2a. Brainstorm collaboratively multiple approaches to an art or design problem.
VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
VA:Cr3.1.2a. Discuss and reflect with peers about choices made in creating artwork.

STEM - 2.20 Create and use maps and models with a key, scale, and compass with intermediate directions

Essential Question: How and why do people use maps?
What is the globe, and how is it divided? Where on Earth is North America?

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: Look at a variety of maps. Identify the landmarks (cities, parks, airports, etc.), the roads (state roads, toll roads, interstate highways, etc.), and the map key or legend. Note the similarities and differences in the various maps. Pick one map and trace a pathway from one region to another.
Create a Map Dance:
Make a map of the room in small groups on a large sheet of blank paper. Select a few landmarks (door, windows, desk, wastebasket, etc.) and draw them in. Put these in your map key. Imagine that the room has some geographic features such as mountains, deserts, coasts, lakes, and rivers. Perhaps there is an imaginary mountain range near the door, a river next to the window, and/or a desert near the teacher's desk. Use your imagination! How will your group draw these things on the map?
Now, choose a pathway that goes from one landmark to another. Make at least three different pathways using a variety of lines. Create symbols or use colored markers to indicate the level (high, middle, or low) or types of moves (skips, gallops, crawls). Designate the start and ending places. Design a starting and ending shape for those places. Design the dance moves you will use as you travel on the various pathways. Can you add level changes (move higher or lower?) Can you add tempo changes (move faster or slower?) Put all these things in your key. Try following your map. Decide as a group if you need to edit it.
Share your Map Dance one group at a time. (Go over the rules of a good audience before beginning.) Discuss: What elements of dance did you use in your map dance? What other things could we make maps of?

Music: *Today, we are going to take a trip around the world.* The teacher will select several instruments from the video of instruments around the world. After listening to the instrument the teacher and students will work together to place a marker on the map indicating where that instrument is from. Continue until you have at least one instrument from each continent. *What continent do we live on? And what is our country?* Next the teacher will conclude the last 10 minutes of class listening to and singing along with the *Fifty Nifty United States* song.

Visual Art: The teacher will lay the poster out horizontally in a collaborative space where students can work on all 4 sides (floor space or tables joined together..this should not be hung vertically while creating in case of dripping paint). The teacher will integrate the Continents and Oceans Songs and show their locations on the giant coloring page. Students will experiment with mixed media to create a collaborative artwork filling in the world map. Gallery viewing should be made available. Students can talk about their favorite area(s) of the map and what medium/media was used to achieve certain effects.

STEM (Robotics, Computer Science, and Engineering):

Part 1: Creating the map

The teacher will review map directions by asking a few questions. *Why are maps important? What directions are located on a map? When would you use a map? What is a compass and why is it an important tool to use?* Students will discuss these questions in their groups. The teacher will have groups share their answers and record them on an anchor chart. The teacher will introduce the activity. *As a group, you will design and build your map. Each team will be given some precut paper*

squares and tape. First, you will connect and tape your square together to build your map. Next, your team will design your map. Your map must have a road, some building, and a compass rose. You can also add additional things on your map (e.g. pond, park).

Part 2: Programming the robot to travel on the map

Students will program the robot (e.g. Bee-bot) to travel to different landmarks on their maps via roadways they drew. The teacher will model this for the students by noting where the robot is traveling from and where the robot is traveling to, followed by the program (arrows), followed by the cardinal directions the robot was traveling in throughout its journey(program). For example, if the robot was to travel forward three times (three squares), turn right, then move forward twice (two squares) in that new direction. The written program may look something like this → → → ↻ → → GO, with the cardinal directions the robot was moving. Groups will begin programming their robots. At the end of the lesson, each group will share their program and model for the class.

3rd Grade Social Studies Unit Overview

1st Nine Week Unit/Module Overview **Grade Level:** 3rd–The Founding of the United States of America	
Teacher Materials: Bayou Bridges Online Resources; Bayou Bridges Curriculum Series 3rd Grade Chapter 1–The Declaration of Independence and the American Revolution (Presenter Slides & Teaching notes); maps of the 13 colonies and the British empire; image of a tea chest; video of Battle of Yorktown What Teachers Need to Know "About The Declaration of Independence and the American Revolution" TG—Teacher Guide; SR—Student Reader; AP—Activity Page; NFE—Nonfiction Excerpt "The Declaration of Independence and the	**Student Materials:** primary source analysis (AP 1.2), map of 13 colonies and the British empire; tea chest image; Unit 1 Chapter 1 student reader

American Revolution" Core Lesson (TG & SR, Chapter 1)	

THEME: American Revolution

ENVIRONMENTAL SCIENCE CONNECTIONS: The American Revolution, however, also had a major impact on the natural world in the eighteenth century. At Valley Forge, during the winter of 1777-1778, Continental soldiers cut down over 127,000 trees to build their log huts, leading to short-term and long-term effects of deforestation. What was the environmental impact of so many trees cut down in that area in such a short amount of time?

STANDARDS: K-12 Louisiana Student Standards for Social Studies

Chapter 1→3.1, 3.2, 3.3a, 3.3b, 3.4a, 3.4b, 3.4c, 3.4d, 3.5, 3.6.a, 3.6b, 3.6.c, 3.6.d, 3.6e, 3.7, 3.10, 3.10d, 3.11, 3.19, 3.20

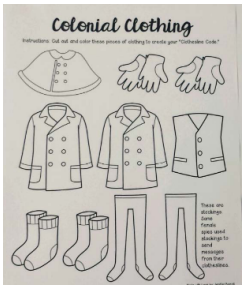
UNIT 1→3.1, 3.2, 3.3a, 3.3b, 3.4, 3.4a, 3.4b, 3.4c, 3.4d, 3.5, 3.6.a, 3.6b, 3.6.c, 3.6.d, 3.6e, 3.7, 3.10, 3.10b, 3.10c, 3.10d, 3.10e, 3.11, 3.13, 3.19, 3.20

Essential Question: What actions and ideas led to the founding of the United States of America?

Unique STEAM Integration into Social Studies Beyond Curriculum Requirements

Science: During the Revolutionary War, British and colonial soldiers frequently intercepted enemy mail, so the combatants used various ways of disguising messages that traveled across enemy lines. Invite students to investigate some of those methods at Spy Letters of the American Revolution. Then help students write secret messages with invisible ink. Here's how:

- Mix 4 teaspoons of water with 2 tablespoons of cornstarch.
- Stir until smooth.
- Heat and stir over a hotplate for several minutes.
- Dip a toothpick into the mixture and write a message on a piece of paper.
- Let the paper dry.
- Dip a sponge into a solution of 1 teaspoon of iodine and 10 teaspoons of water.
- Carefully wipe the paper with the sponge. The message should turn purple.



Technology: *American Turtle* was the world's first submersible vessel with a documented record of use in combat. It was built in 1775 by American David Bushnell as a means of attaching explosive charges to ships in a harbor, for use against Royal Navy vessels occupying American harbors during the American Revolutionary War; American Turtle--world's first war submarine

Engineering (PBL): Design and build a clothesline that will hold paper clips and paper clothing. You will use this clothesline to create a spy code. Students will make a plan of how will they use the materials provided to create a sturdy clothesline (include a sketch & explanation); include steps to build; what happened once they put their paperclips on the line; reflect on the success of the clothesline

- 2 foam cups (8.5 oz)
- 36 inches of fishing wire
- 2 wooden popsicle sticks (jumbo size)
- 36 inches of masking ape
- 6 standard paperclips
- 6 pieces of paper clothing

Art: During the Revolutionary War, soldiers sometimes kept their gunpowder dry by storing it in hollow cows' horns, called powder horns. You can see several powder horns in the Museum's online collection, like the one that belonged to William Waller, who carved his name and "Liberty or Death" into it, or the one carried by Gershom Prince, an African American soldier who fought at the Battle of Wyoming.

Music: The Revolutionary War also had music that represented the times of the war. One example is the *Liberty Song*. The American words were written by John Dickinson and published in 1768 who was one of the leaders of the American Revolution, a famous lawyer and Governor of Delaware and Pennsylvania.

Math: Give each group of students one of the various battles of the war. They need to find out the numbers of people on both sides (American and British) who fought in the battle and were either unharmed, or a casualty. They had to subtract the total amount of people who were casualties from the amount of actual soldiers. The numbers then go on to a class bar graph (can create 2 graphs–1 for British, 1–for Patriots).

Additional Links:
https://www.americanrevolutioninstitute.org/lesson-plans/
https://www.weareteachers.com/teach-kids-about-the-revolutionary-war/
Beyond the Battlefield: A Virtual Field Trip
Blood, Smoke, and Freedom text
https://www.amrevmuseum.org/learn-and-explore/for-kids-and-families/at-home-crafts-activities
No More Kings--Schoolhouse Rock
The Heard Round the World--Schoolhouse Rock
https://homeschoolgiveaways.com/hands-on-activities-for-studying-the-american-revolution/

Unique Core Integration into STEAM Electives

1st Nine Week Unit/Module Overview
Grade Level: 3rd

Materials:
Dance: The Virginia Reel

Music: Play Song–**The Liberty Song**

Visual Arts: large index cards, drawing material (pencil, eraser, markers, colored pencils, crayons), rulers

STEM: Lego bricks, paper, pencil

THEME: American Revolution

ENVIRONMENTAL SCIENCE CONNECTIONS: Students will answer the question "what was the weather like during the American Revolution?" They will then create a 5 day forecast either creating a video or a drawing.

STANDARDS:
Dance: DA: Pr5.1.3,b: Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
DA: Pr5.1.3,c: Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.
Da: Cn11.1.3: Find a relationship between movement in a dance, culture, society or community from which the dance is derived. Explain what the movments communicate about key aspects of the culture, society, or community.

Music:
MU:Pr6.1.3a–Perform music with expression and technical accuracy.
MU:Re7.1.3a–Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.
MU:Cn10.0.3a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.3a–Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Visual Arts:
VA:Cr1.2.3.a - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
VA:Cr2.3.3.a - Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

STEM:
3-5 ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraint on materials, time, or cost
3-5-ETS1-2 Generate and compare multiple possible solutions to a problem
3-5-ETS1-3 Plan and carry out fair test

Essential Question: What actions and ideas led to the founding of the United States of America?

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: "Dance in Colonial America." Begin by watching the video of the students doing the Virginia Reel. It is an upbeat and lively partner dance that can be adapted for any number of dancers. If there is an odd number, the teacher can become a partner. Notice that the lead couple moves down the lines alternately circling partners. It is a progressive reel, meaning the lead couple changes as the dance proceeds. The teacher will teach one simple movement pattern at a time (4 steps forward & 4 steps back, right elbow swing, left elbow swing, do-si-do, side slides with partner, the cast off) and then put the parts together. It will take some practice! Students will apply the constructive feedback from the teacher and also do a self-check to improve their dancing. After mastering the dance, reflect on what dance elements were used. Discuss what they learned about the people who did this dance and how the dance reflected aspects of their culture.

Music: Teacher will explain how music can represent many things. Teacher can play *Do Whatcha Wanna* to show music representing Mardi Gras and parades. Teacher can also play their colleges fight song to show when a team scores a Touchdown, the crowd cheers. Teacher can also play the *Star Spangled Banner* to show how that represents being an American. Ask students if they have any examples of music that represents specific thing. Then play the Liberty Song example and have students do the following:
Activity:

- Stomp their feet to the beat (1, 2, 3, 4)
- Clap along to the beat (1, 2, 3, 4)
- Clap when you hear words (lyrics) and then stomp feet when no words (lyrics)
- Form circle and march to the beat of the music in a follow the leader

Visual Art: Define symbol as the visual representation of an idea, concept, tradition, belief, or feeling. Ask students to think about some of the symbols they see every day. Maybe you see them on your way to school, in the cafeteria, or on the playground. Let's think about this and discuss our answers together. Explain that symbols are created using these elements and principles: line, shape, color, balance, unity, emphasis, and pattern. Direct students' attention to an image of the U.S. flag. Ask students what they see. What draws our attention first? What are the colors represented on it? What shapes do we see? Explain that the elements represented on the flag work together to create a symbol of America. Have students focus on the shapes they see. How many stars can we see? Stripes? What might they symbolize? Explain what the stars and stripes represent. Have students think about designs for a school flag and what symbols might represent the school. Think about your school colors or mascot, how you feel at school, and what you want others to feel when they look at your flag. Have students draw their school flag designs on large index cards. What shapes will you use? Where will you place them, and why?

STEM (Robotics, Computer Science, and Engineering):
Create a Code!

https://frugalfun4boys.com/lego-secret-codes/

The teacher will review how during the Revolutionary War, British and colonial soldiers frequently intercepted enemy mail, so the combatants used various ways of disguising messages that traveled across enemy lines. They often used codes to send these messages. The teacher will introduce the STEM challenge. *Today, you will work in groups to create a code using Lego bricks and selected pieces. First, you will select bricks and small pieces for each letter of the alphabet.* Teachers will

need to make sure they have multiple pieces of the same block. *Next, you will begin to write your code. On a sheet of paper, write a blank for each letter to make it easier for you to build your code.* Students will work to create their codes with lego pieces. Once all groups are done building codes, the class will try to solve their code.

5th Grade Social Studies Unit Overview

1st Nine Week Unit/Module Overview
Grade Level: 5th–The Medieval World

Teacher Materials: Bayou Bridges Online Resources; Bayou Bridges Curriculum Series 5th Grade Chapter 1–Medieval Europe (Presenter Slides & Teaching notes); internet access (capability to display internet to classroom); "Feudalism Rap" video; Three-Field Rotation diagram What Teachers Need to Know "About Medieval Europe" TG—Teacher Guide; SR—Student Reader; AP—Activity Page; NFE—Nonfiction Excerpt	**Student Materials:** internet access; Unit 1 Chapter 1 student reader

THEME: Medieval Europe

ENVIRONMENTAL SCIENCE CONNECTIONS: Disease/plague devastates Europe in the 1300s but leads to the beginnings of a public health system. Also a connection to smallpox in *Birchbark House* being read simultaneously to this unit–Students are assigned a pilgrimage or trade route. They "travel" to each city on the list and roll a die. The number represents the number of nights you spend in that city. You pull that same number of beans out of the bag. If you grab a red or pinto bean you have contracted the plague or cholera. You then travel to next two cities infected those bags with the plague or cholera before you die. As a culmination, students write a post card home explaining their trade route, and when and where they contracted the plague. They also label a class map of where they were infected and where they died. Then we have an opportunity to analyze the data.
A "Time Travel" Pilgrimage/Voyage during the time of the Black Plague

STANDARDS: K-12 Louisiana Student Standards for Social Studies

Chapter 1→5.1, 5.2, 5.2a, 5.2b, 5.2c, 5.3, 5.4, 5.5b, 5.6, 5.7, 5.8, 5.9, 5.9a, 5.9.b, 5.9.c, 5.9.d

UNIT 1→5.1, 5.2, 5.2a, 5.2b, 5.2c, 5.3, 5.4, 5.5b, 5.6, 5.7, 5.8, 5.9, 5.9a, 5.9.b, 5.9.c, 5.9.d, 5.9e, 5.9f, 5.9g, 5.9h, 5.10, 5.10a, 5.10b, 5.10c

Essential Question: What ideas and practices characterized the Middle Ages?

Unique STEAM Integration into Social Studies Beyond Curriculum Requirements

Science: Utilizing the art focus, students will make connections to stained glass being created through the states of matter. The basic ingredients for making glass are sand and wood ash (potash). The mixture is melted into liquid which, when cooled, becomes glass. To color the glass, certain powdered metals are added to the mixture while the glass is still molten. (Create stained glass to build understanding of matter. This will also provide students with insight on why stained glass was so valued to the Eurpoeans during this time.)

Technology: Students will determine that the meaning of the word technology "Is the application of conceptual knowledge for achieving practical goals, especially in a reproducible way. **(Focus on vocabulary words that will help students make meaning that technology can be tools or resources we use to help achieve a goal in an effective way.)** Students will explore some of the technology created during Medieval Europe time. (Medieval Europe Inventions) Allow students to explore and consider how these inventions are considered technology.

Engineering (PBL): Students will choose an invention from the middle ages and determine how the process of engineering has advanced the invention to meet the needs of today. They will choose one of the researched inventions and alter or recreate it to fit a current or future need. (Inventions, Inventions 2, Inventions 3) (This website provide videos of the inventions-Link)

Art: Students will explore one of the most important art mediums during the Middle ages which was stained glass. Stained glass inspired the lives of the faithful through religious narratives in churches.It celebrated family and political ties in city halls, and even decorated the windows of private houses. Students will look at various stained glass pieces where they will determine the theme of the piece and how it connected with society during this time in history.

Math: Using graph paper, students will draw a castle based on a given area and perimeter. They will then determine the necessary measurements needed to create a moat to the residents of the castle. Given a specific amount of area, students will add as many fiefs as they can around the castle . They will determine the area and perimeter of each fief.

STEAM Electives for Social Studies Concentration

Unique Core Integration into STEAM Electives
1st Nine Week Unit/Module Overview
Grade Level: 5th

Materials:
Dance:
Rivendell Elves Teaching the Medieval Basse Danse:
https://youtu.be/o4PYd0Nxlks?si=pkuSmXCqPjceEKyG
Order of titles in nobility: https://www.infoplease.com/world/social-statistics/whos-who-monarchy#:~:text=In%20descending%20order%2C%20the%20traditional,Viscountess%2C%20and%20Baron%2FBaroness.

Music:
Medieval Music [Music History]Wishart: O Virtus Sapientie Alio ModoGuillaume de Machaut: La Messe de Nostre Dame - Sanctus
https://images.fineartamerica.com/images/artworkimages/mediumlarge/1/gregorian-chant-no1-sara-adams.jpg; chart paper; ruler; crayons; markers; lyrics to *Twinkle, Twinkle Little Star* posted on chart paper.

Visual Arts:
images of illuminated manuscripts and letters, pencils, erasers, paper, acrylic paint, paint brushes, cups for water, paper towels, gold and silver flake paint

STEM:
Part 1:
Serf Facts/ Life as a Serf Boy
Knights- Epic Book/ Description of Armor

Part 2:
Spoons
Rubberbands
Craft stocks
Tape
Small dip cup
Small Balls/Cotton/ Playdough ball (Item to Catapult)
Vex Robots (Link to show item)
Paper for sketches
Charts to collect data
Small balls
Blocks

THEME: Medieval Europe

ENVIRONMENTAL SCIENCE CONNECTIONS: The teacher will lead a discussion with students about the outbreak of disease/plagues in the 1300s. They will brainstorm a list of 5 ways this could have been prevented. They will then create a marketing campaign (poster, recorded commercial, etc.) that would influence the public to help prevent the spread of disease.

STANDARDS:
Dance:
DA; Re7.1.5,b: Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.
DA: Cn11.1.5: Describe how the movement characteristics and qualities of a dance in a specific

genre or style communicate the ideas and perspectives of a culture, historical period, or community from which the genre or style originated.

Music:
MU: Cr2.1.5b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.
MU:Pr6.1.5a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Visual Arts:
VA:Cr2.1.5.a - Experiment and develop skills in multiple art-making techniques and approaches through practice.
VA:Re.7.2.5.a - Identify and analyze cultural associations suggested by visual imagery.
VA:Cn11.1.5.a - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

STEM:
Part 1:
Asking questions and defining problems.
- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.

Constructing Explanations and Designing Solutions
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

Part 2:
Develop and Use Models
- Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.
- Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution.

Constructing Explanations and Designing Solutions
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

Standards that are included in both parts:
Obtaining, Evaluating, and Communicating Information
- Compare and/or combine across complex texts and/or other reliable media to support the engagement in other scientific and/or engineering practices.

(Cross cutting concept used in this lesson- Systems and System Models- In grades 3-5, students understand that a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They can also describe a system in terms of its components and their interactions)

Essential Question: What ideas and practices characterized the Middle Ages?

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: "Medieval Dance and Chivalry." Discuss chivalry with the students. It was a religious, moral, and social code that defined behavior for the higher classes and included justice, honor, loyalty, good

manners, and generosity. The upper-class people usually watched dances rather than performing them. Some professional dancers were hired to entertain the royalty and their court. This helped by paying wages to the dancers and musicians who were in the lower classes. However, when the royal family and members of their court wanted to make a grand entrance, there were regal processional dances that the upper class used. These dances were slow, dignified, and stately, giving everyone plenty of time to notice how beautiful and costly their outfits were. One of these dances was the *Basse Danse* . Watch the video of the Rivendell Elves from Middle Earth teaching the *Basse Danse* from the Middle Ages. Watch the tutorial and then try it with the video. The class will choose roles to play in the procession. Pair up in descending order of rank, highest to lowest. Traditional nobility titles are Emperor/Empress, King/Queen, Grand Duke/Grand Duchess, Prince/Princess, Duke/Duchess, Marquess/Marchioness, Earl/Countess, Viscount/Viscountess, and Baron/Baroness. These ranks vary across different countries and cultures. Discuss how learning the *Basse Danse* helped you understand Medieval culture. Compare/contrast this dance style to processional dances you might see in your culture (think about Mardi Gras parades). Use basic dance terminology, e.g., locomotors, non-locomotors, tempos, pathways, energy, or movement qualities.

Music: students will watch Medieval Music [Music History] to gain background knowledge of the music from the Medieval time period. The teacher will lead a discussion after and students will share 5 important things that they learned. The will then listen to two examples of music from this time period (Wishart: O Virtus Sapientie Alio ModoGuillaume de Machaut: La Messe de Nostre Dame - Sanctus). With teacher guidance, students will create a list of what they heard in the music (instruments, dynamics, tempo, etc). Students will then examining the example of Gregorian Chant music https://images.fineartamerica.com/images/artworkimages/mediumlarge/1/gregorian-chant-no1-sara-adams.jpg The teacher will ask “what do you notice?” The students will then work to create their own “Gregorian Chant Music” using the lyrics from “Twinkle, Twinkle, Little Star.”

Visual Art: *Illuminated* manuscripts were created by monks during the middle ages. Engage students in a discussion about illuminated features. How are these manuscripts different from books today? First show images of illuminated manuscript pages, then show several examples of illuminated letters on pages. Ask students what they notice when you make this change. Illuminated letters were often the first letter of a paragraph or the whole page. The letters were enlarged and if you look closely, you can see entire works of art with so much detail in the design of the letter! Google Arts & Culture website is a resource that has high quality scanned images that you can zoom in very closely to view this detail. Students will create their own Illuminated letters. Have students brainstorm ideas. What letter will you choose? What is the story that this letter is attached to? What will the illustration be in your letter, and where will the tiny drawings be? After students draw, they will paint their illuminations, and add gold or silver flake paints to finish as artists often added silver or gold to their illuminations during the middle ages.

STEM (Robotics, Computer Science, and Engineering):
Part 1: I Need Help!
Provide students research access to consider the life of a serf and knight. Have students think about the roles they played and the type of work and responsibility they were expected to do. Redesign or design an invention that would help make their responsibilities easier. What task does the invention support? How does the invention allow them to be efficient and effective with completing the task? Is the invention only needed by the serf or knight or can it be used by other people? Can the knight and serf possibly use it for different tasks? Label the parts of the invention and discuss the materials used

to create it. Explain how the structures of the invention work together to ensure it is designed effectively to meet the needs of the serf and knight.

Part 2: *Protect my Castle Please!*
Students will research information about the catapult and determine if the catapult was a more effective invention to either protect or invalid the castle. They will identify how these catapults were used, what systems were used to create the catapult and describe how those systems work together. (Math component could be introducing angles). Students will analyze images of different types of medieval catapults (5 of them/ mangonel, onager, ballista and trebuchet) and identify areas in which the design was either effective or could have had a better method of design. They will make connections to force and trajectory. Students will design and create a catapult using the given materials. They will try to knock down a representation of a castle (use blocks) and try to knock down items from behind the castle wall. Students will collect data and choose one variable to change in order for their catapults to work effectively. Students will express their understanding by supporting their claims using evidence from the data collected.

(They will also create a catapult using the vex robot. Students will build the robot and then code it to knock down the castle representation.)

Science

1st Grade PHD Science Module 1 Overview

1st Nine Week Unit/Module Overview
Grade Level: 1st

Materials:
PhD Science Module 1 Teacher Edition
PHD Science Module 1 Student Log book
Module 1 Projected
PHD_G1_M1_Materials

THEME: Survival

ENVIRONMENTAL SCIENCE CONNECTIONS: Adopt-A-Pond or Waterway to Keep Clean

STANDARDS:
1-LS1 From Molecules to Organisms: Structures and Processes

1-LS1-1

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS1-2

Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3 Heredity: Inheritance and Variation of Traits

1-LS3-1

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

K–2-ETS1 Engineering Design

K–2-ETS1-1

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

SCIENCE: Anchor Phenomenon: Life at a Pond

Essential Question: How do pond plants and pond animals survive in their environment?
Concept 1 Focus: How do plants and animals use their body parts to survive in their environment?
Concept 2 Focus: How do plants and animals respond to their environment?
Concept 3 Focus: How do parents help offspring survive?

Unique STEAM Integration into Science Beyond Curriculum Requirements

Technology: Students will create a video explanation of their "Pond in a Jar"
Engineering (PBL): Create a "Pond in a Jar"

- Design a way to help an injured animal in a Habitat using readily available materials Engineering an Animal's Survival

- Plant STEM Activities for Kids: Making Models of Adaptations

Art: Students will draw a pond habitat including animals and plants that thrive in that environment.
Music: YouTube video of "The Pond Habitat - Exploring Habitats"

- Listening to the "Pond Sounds" or "Sounds by the Pond"
- "Down in a Pond" song
- "Who lives by a Pond" book and song

Unique Core Integration into STEAM Electives
1st Nine Week Unit/Module Overview
Grade Level: 1

Materials:
Dance: Library book: Fleming, Denise. In the Small, Small Pond. New York: Henry Holt and Company, Inc., 1993.

Music: Song: *Frog in the Meadow*. Story: Over in the Meadow. Frog guiro.

Visual Arts: Miacademy Learning Channel, Let's Explore Fur, Feather, Scales or Skin. https://www.youtube.com/watch?v=dkjFa9uoGEk; paper, faux fur, sequins (for scales), feathers, clay (or modeling dough), glue, sculpting tools, beans, and other tactile materials

STEM: shoe box, glue sticks, scissors, plastic pond animals, sticks, crayons, markers,different color construction paper, plastic plants,

THEME: Survival

ENVIRONMENTAL SCIENCE CONNECTIONS: The teacher will lead a discussion and record student answers to the question "what kind of animals live in a pond?" Students will then create movements that show the different animals.

STANDARDS:

Dance:
DA:Cr1.1.1a: Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, symbols, observed dance experiences) and identify the source.
DA: Cr2.1.1a: Improvise a series of movements that have a beginning, middle, and end and describe movement choices.
DA: Pr5.1.1b: Move safely in general space through a range of activities and group formations while maintaining personal space.
DA: Cn.10.1.1b: Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

Music:
MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.
MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

Visual Arts:
VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials
VA:Cr1.2.1a. Use observation and investigation in preparation for making a work of art.
VA:Cr2.1.1a. Explore uses of materials and tools to create works of art or design.
VA:Re.7.2.1a. Compare images that represent the same subject.

STEM:
K–2-ETS1-1

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or

tool.

SCIENCE: Anchor Phenomenon: Life at a Pond

Essential Question: *How do pond plants and pond animals survive in their environment?*
Concept 1 Focus: How do plants and animals use their body parts to survive in their environment?
Concept 2 Focus: How do plants and animals respond to their environment?
Concept 3 Focus: How do parents help offspring survive?

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: The teacher will read aloud the book In the Small, Small Pond by Denise Fleming, pausing at each page for the class to notice the illustrations and the actions and to find the little frog. The teacher will point out that the seasons change as the story unfolds. As a class, discuss what the frog does on each page to survive. The teacher will select four or five of the class's favorite pages to turn into a dance. After reviewing how dancers move safely in groups while maintaining their personal space, the students will recreate the story's actions by beginning with a *tableau* (a still pose that copies the illustrations). Next, improvise movements to the action words on each page, and finally, create an ending pose as the teacher reads each page aloud. The dance story concludes with the little frog hibernating underground for the winter. The students will describe their movement choices and discuss how their dance showed the story's big ideas.

Music: Begin class with the song *Frog in the Meadow*. 1st time, teacher demonstrates the frog guiro while singing. Continue singing and invite the students to join and sing along. Pass the frog guiro letting the students demonstrate the steady beat while singing. After a few turns, set the frog guiro aside and sing the song with movement. Afterward, discuss the following: *Why is the frog jumping away from our stick? What body part(s) is the frog using to jump?* During the last 10 minutes of class, end with the Song Tale, *Over in the Meadow*. Conclude with the questions: *What is a polliwog? What dangers might polliwogs face? How did the mother frog guide her polliwogs?*

Visual Art: Show the video "Let's Explore Fur, Feather, Scales or Skin" with an example of each texture (can touch their arms for skin, soft fur, rough fur, feathers, scales, exoskeleton from molt). Teacher will pause the video during each category so that students can feel the texture being discussed. After viewing the video, the teacher will pose a question: "What kinds of living things are near you and what coverings do they have?" Whole group discussion where the teacher creates an anchor chart with the types of animals and what their 'coverings' are. Students will replicate 3 textures of their choice using various materials, such as: paper, faux fur, sequins (for scales), feathers, clay (or modeling dough), beans, etc.. Students will present their creations and share possible advantages to having that texture in the environment (ex: scales help water flow smoothly over a fish while they swim)

STEM (Robotics, Computer Science, and Engineering):
The teacher will introduce the lesson by asking a question. *What are some things that animals need from their habitat?* The students will share their answers with their team. The teacher will have groups share the animals and record them on an anchor chart. The teacher will introduce the STEM challenge. Students will create a pond diorama including animals and plants that thrive in that environment. The students will begin by brainstorming ideas in their group. Each group will construct their diorama and present it to the class.

3rd Grade PHD Science Module 1 Overview

1st Nine Week Unit/Module Overview
Grade Level: 3rd PHD Science

Materials:
PhD Science Module 1 Teacher Edition
PHD Science Module 1 Student Log book
Module 1 Projected
PhD_G3_M1_Materials

THEME: Weather and Climate

ENVIRONMENTAL SCIENCE CONNECTIONS: How does forecasting change how people prepare for a storm?

STANDARDS:
3-ESS2 Earth's Systems

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

3-ESS3 Earth and Human Activity

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

3-5-ETS1 Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

SCIENCE: Anchor Phenomenon: 1900 Galveston Hurricane

Essential Question: How can we prevent a storm from becoming a disaster?
Concept 1 Focus: How do we describe weather?
Concept 2 Focus: How do people know what weather to expect?
Concept 3 Focus: How can we plan for severe weather?

Unique STEAM Integration into Science Beyond Curriculum Requirements

Technology
- create a video explaining a hurricane
- Evaluate the media of using the ship transmission of the storm of 1900 to today's Hurricane tracking technology
- Use LESSON 1 RESOURCE B National Public Radio Broadcast Excerpt on the Great Galveston Storm and have students read the excerpt using a speaker and microphone to mimic the radio broadcast.

Engineering (PBL):
- design and build a free-standing (not stuck to the table) tower using lego pieces that will be able to withstand the air from an electric fan directed at it, on full power, for 3 minutes.

Music:

- Students understand that weather like rainstorms have patterns.
- Students understand that “percussion” is anything that shakes, hits, taps or strikes against something.

Art:

- analyze paintings depicting different types of weather to create an original work of art showing weather conditions

Math:

- Record the wind speeds of a Hurricane on a graph over water and landfall

Unique Core Integration into STEAM Electives
1st Nine Week Unit/Module Overview
Grade Level: 3

Materials:
Dance: Copy of Severe Weather Dance Worksheet.docx

Music: Two videos of the song *Rain, Rain, Go Away* https://www.youtube.com/watch?v=SrDTSB5bVS4 (Coco Melon version) and **https://www.youtube.com/watch?v=Z0Xv2rBW-8U (Hip Hop/RB version)**

Visual Arts: visual reproductions of paintings depicting weather, drawing paper, pencils, erasers, painting paper, painting material (paint, paintbrushes, cups for water, paper towels), collage material (glue, scissors, magazines, construction paper, painted paper, patterned paper, or any other 2D media that could be glued onto a flat surface)

STEM: Play-Doh, box fan, three blue streamers attached to the fan, construction paper, a tin tray, popsicle sticks, and tape, engineering design process worksheet

Robotics: **https://education.lego.com/en-us/lessons/spike-essential-animals-and-their-environments/spike-essential-preparing-for-the-weather/**
LEGO Education SPIKE Essential Set, chromebook with the LEGO Education SPIKE App installed

THEME: Weather and Climate

ENVIRONMENTAL SCIENCE CONNECTIONS: Students will create a brochure explaining how to prepare for a hurricane.

STANDARDS:
Dance:
DA: Cr1.1.3.b: Explore a given movement problem. Select and demonstrate a solution.
DA: Cr1.2.3.a: Identify and experiment with choreographic devices to create simple movement patterns and dance structures (e.g., AB, ABA, theme and development.)

Music:

MU:Pr6.1.3a Perform music with expression and technical accuracy.

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Visual Arts:
VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.

VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.
VA:Re.7.2.3a Determine messages communicated by an image.

STEM/Robotics:
3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

SCIENCE: Anchor Phenomenon: 1900 Galveston Hurricane

Essential Question: How can we prevent a storm from becoming a disaster?
Concept 1 Focus: How do we describe weather?
Concept 2 Focus: How do people know what weather to expect?
Concept 3 Focus: How can we plan for severe weather?

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: "Severe Weather Dance." The teacher will ask students what they know/have learned about severe weather and hand out the Severe Weather Dance Worksheet. Students can work in three groups to fill out the worksheet defining types of weather (Group 1: blizzard & hail, Group 2: thunderstorm and tornado, Group 3: hurricane and drought) and adding adjectives and actions describing the weather. In their groups, they use their descriptive words to inspire movements about each type of weather. Remind them to use the elements of dance in their choreography. The teacher will also ask them to use a simple ABA choreographic structure with "A" being a still shape for the beginning, "B" being a series of dance movements that depict the weather, and finishing with "A" being a still shape for the ending. Each group performs for the class, and the observers give feedback to the performers.

Music:
"LET IT RAIN" lesson
Play Rain Rain Go Away video then teach the song with students.

- Play Rain Rain Go Away song
  - https://www.youtube.com/watch?v=SrDTSB5bVS4 (Coco Melon version)

Practice having students first watch and then try and imitate using a steady beat by either clapping or tapping their legs.

SITTING ACTIVITY:
MAKING RAIN and following directions without verbal cues.

- Ask students first to stand in a circle shoulder-to-shoulder. You will be standing inside the circle.
- To demonstrate your directions, ask the students to model or copy your action or sound as you perform them, also known as "do-as-I-do." Students are not to start the action/sound until you have walked directly in front of them.
- Select one student to begin, use eye contact as you start a motion such as tapping the top of your head lightly. This signals the student to begin. When that student copies your motion walk to the next student, then the next student, and so on. *(Some students will usually start*

immediately so be careful to re-iterate that they are not to begin the motion or sound until teacher is directly in front of them.)

- After walking around the circle, every student should be tapping his or her head softly also. At the same place and student where you began, using contact to signal, change the motion by rubbing your stomach making sure they understand they can only change actions when you are right in front of them*. (This means that half of the circle at one point will be actively engaged in one motion while the other half does the new motion).*
- As all students are now rubbing their stomachs, after you've successfully walked around the circle begin to make each of the following the sounds:

ACTIVITY: Perform each of these movements and sounds sequentially as you move around the circle until each student is participating.

- Rub your hands together as if you're trying to get them warm and walk around the circle.
- Take two fingers and tap them against your other two fingers and cluck the tongue intermittently.
- Tap your hands against your thighs.
- While still tapping hands on the thighs, stomp your feet by jogging in place.
- While still tapping your hands and jogging in place, add an intermittent clap of your hands here and there for the effect of thunder.

At this point the rainstorm should be in full effect and as it peaks we will reverse the patterns and wind it down.

- Continue to move around the circle and first remove the intermittent clapping.
- Secondly, continue to move around the circle but discontinue the jogging.
- Thirdly, continue to move around the circle and change to:
    - Students snap and cluck.
    - Students rub hands.
    - After this last motion of rubbing the hands together, blow softly as if almost whistling to imitate the sound of the wind. There should be soft blowing and whistling sounds and when you find an appropriate moment signal everyone to stop by sitting down quietly.
    - *<u>OR:</u> After this final pass around the circle please find a space within the circle and at an appropriate moment by example, stop all sound and rest in silence for a moment.*

QUESTIONS for students:

- What did you hear?
- What actions made which sounds?
- Could we have made that sound with just one person? What about a few people?
- Is percussion always a sound-pattern or rhythm?

Ask students to listen to the rain the next time it rains and to hear the different sounds and see if they sound similar to what you just created as a group.

End with playing the Hip Hop R&B version and have students demonstrate the techniques they learned by listening to the music

- https://www.youtube.com/watch?v=Z0Xv2rBW-8U (Hip Hop/RB version)

Visual Art: Students view works of art depicting different types of weather: snowing, raining, clear conditions. Students will engage in a discussion about what they see in each painting. Teacher asks: How has each artist made it look rainy and wet? How can you tell the wind is blowing? What colors can you see in the painting of people in the rain? What marks and brushstrokes can you see? Can you see any reflections in the second painting of the city street? What does this tell us? Teacher will explain that sometimes artists don't only show what the weather looks like—they also show what it feels like! What does a sunny day look like? How does the snow make us feel? Students will then view more abstract works of art depicting weather. They are all about the weather but they are not paintings of places or people in the rain, sunshine or snow. The artists have used only colors, patterns and brush marks to suggest the weather. Can you guess the weather in the painting? What colors can you see? What patterns and shapes can you see? What does the painting make you feel? Do you think the artist has successfully put across the *feeling* of the weather in the painting? Students engage in a discussion about emotions and weather. Students will create a work of art inspired by the artworks they have explored and discussed. They could make a drawing, a painting or a mixed-media artwork using collage. It could be a picture of a snowy, sunny or rainy scene. It could be an abstract artwork, using colors, shapes and marks to suggest what the weather feels like. Teacher encourages students to think about colors, marks and shapes and how they could use materials to suggest the look and feel of the weather. Teacher discusses with students: Will you use warm or cool colors? What sort of mark-making suggests rain? How could they create the effect of thick snow? If they are using collage materials what could they use to suggest the effects of snow, rain or sun?

STEM (Robotics, Computer Science, and Engineering): Engineering "Hurricane Proof House Challenge. The teacher will have students watch a video about Hurricane Katrina. The teacher will ask students what they notice/wonder about Hurricane Katrina. Students will discuss the effects of hurricane Katrina in groups. Students will share their discussions with the class. In groups, students answer this question: What makes a house hurricane-proof? Teacher will review the engineering design process before students begin their design challenge. The teacher will introduce the design challenge problem to the class.
(Design Challenge Problem)You have earned enough money to build your own house. Your house will be located along a coastal city that is known to experience hurricanes. Using the engineering design process, your team's challenge is to build a house that can withstand the destructive forces of a hurricane's wind, rain, and hail. Students will work through the engineering design process to construct and test out their design. Groups will share their design with the class.

Robotics: (STEAM Lesson) https://education.lego.com/en-us/lessons/spike-essential-animals-and-their-environments/spike-essential-preparing-for-the-weather/
Engage: Teacher will introduce the story's main character and the first Robotic challenge: Daniel learned that strong storms can damage pet houses. Help him design a pet house that keeps animals safe in storms. The teacher will facilitate a brief discussion about the lesson topic using the story picture.
Explore: As students work, the teacher will clarify that students show a pet house with a motorized

windbreak. The teacher will also clarify that the model should show their chosen storm damage and design an idea to protect against it.
Explain: Teacher will gather groups of students for sharing. The students will use the progress model to demonstrate and explain: What storm hazard problems their design addresses? How does their design reduce the impact of the hazard? What program code was used for their design?
Evaluate: The teacher will ask guiding questions to elicit students' thinking and their decisions while building and programming.

5th Grade PHD Science Unit 1 Overview

1st Nine Week Unit/Module Overview
Grade Level: 5th PHD Science

Materials:
PhD Science Module 1 Teacher Edition
PHD Science Module 1 Student Log book
Module 1 Projected
PhD_G5_M1_Materials

THEME: Matter

ENVIRONMENTAL SCIENCE CONNECTIONS: Get water from the local bayou and discover what matter can be identified in the sample

STANDARDS:
5-PS1 Matter and Its Interactions

5-PS1-1

Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2

Measure and graph quantities to prove that regardless of the change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3

Make observations and measurements to identify materials based on their properties.

5-PS1-4

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

3–5-ETS1 Engineering Design

3–5-ETS1-3

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

SCIENCE: Anchor Phenomenon: Changes to the Statue of Liberty's Appearance

Essential Question: What caused the Statue of Liberty to change over time?
Concept 1 Focus: How do we describe different materials?
Concept 2 Focus: How do temperature changes affect substances?
Concept 3 Focus: What happens when substances are mixed?

Unique STEAM Integration into Science Beyond Curriculum Requirements-see lesson plans

Technology

- Students will use Canva to create a video presentation that demonstrates the cause of substance-changing states. They must consider the distribution of particles and include if that substance can revert back to its beginning state.
- Students will use PHET states of matter to investigate the states and phase changes. Students will create drawings of the phase change based on their observations.

Engineering (PBL):

- **MISSING: Sammy the Snowman/** Sammy is missing and cannot be found. How can we determine what happened to Sammy? Have students design an outfit suit that Sammy could wear that would successfully help him remain a snowman. - Sammy the Snowman Video
- Chemical Reaction: This lesson begins with a story about rescuing reptile eggs from a new construction site. Using the story as motivation, students are presented with an engineering design challenge: Build a portable device which can warm, support, and protect one reptile egg as it is moved from a construction site to a nearby reptile conservation center.

Art:

- Create an ornament (https://littlebinsforlittlehands.com/christmas-chemistry-project/)

Math:

- ***Mass, Volume, and The States of Matter***
  - First, make a hypothesis and a prediction, will the mass/volume of play-doh change after it is played with? Ask kids what state of matter does play-doh belong to? Is it a solid, liquid, or gas? If play-doh is smushed, is that an example of a chemical or physical change in matter? Explanation - Changing the shape and form is an example of a **physical change** in matter. Play-doh can take on many forms and return back to its original form.
  - Have students create different shapes using different amounts of the playdough. (4-5 different shapes) and measure the mass. Students will organize the data by graphing the mass of each shape. Students will then combine the mass of each shape to determine if the combined mass is the same as the starting container of playdough.
  - Students will write a statement using the data to support their hypothesis.

Unique Core Integration into STEAM Electives
1st Nine Week Unit/Module Overview
Grade Level: 5th

Materials:
Dance: Anchor chart for States of Matter

Music: Solid, Liquid, Gas (States of Matter Song); index cards that say solid, liquid, gas (enough for each student to have one card), chart paper, makers, variety of classroom instruments such as rhythm sticks, thunder tubes, boomwhackers, tambourines, handrums, rainsticks, egg shakers, triangles, sand blocks, claves, finger cymbals, sleigh bells, wood blocks, etc.

Visual Arts: paper, pencil, copper foil sheets, aluminum foil sheets, liquid glue, yarn, vinegar, salt, paper towels

STEM- Article on Water Resources/ (Part 1)- Filtration System/ Website for Activity- (Link)

- Sand
- Pebbles
- Charcoal
- Paper Towels
- Cotton Balls
- Coffee Filters
- Sponge
- Cloth
- Toilet Paper
- Fish tank Pebbles/ Yard Pebbles
- Empty water bottles/ soda bottles
    - (See Materials List for other possible items)

Part 2: Solar Water Distilling-From Undrinkable to drinkable
Article- This solar-powered skylight can turn seawater into drinking water
Video-A Solar-Powered Solution to the Water Problem in Tanzania

- Salt
- Water
- Bowl/cups/bottles or container to put the water in
- Sun
- bottle(s)

Teacher directions to help guide students to make the still- Video

THEME: Why does "Matter" matter?
Students will not only investigate and explain how the distribution of particles in matter causes it to change states, but they will also distinguish between a solution and mixture. They will use this knowledge to make real world connections in order to develop a practical way to obtain clean and drinkable water.

ENVIRONMENTAL SCIENCE CONNECTIONS: The teacher will lead a discussion with students to answer the question "What if there was no clean water?" The teacher will then explain that water filtration is a process to provide clean water. Students will then work with a group of 4 people to research the steps of water filtration. Each group will then create a tableau that demonstrates one step of water filtration.

STANDARDS:
Dance:

DA: Cr1.1.5a: Build content for choreography using several stimuli (e.g., music/sound, texts, objects, images, notation, observed dance, experiences, literary forms, natural phenomenon, current news, social events.)
DA: Cr1.1.5b: Construct and solve multiple movement problems to develop choreographic content.

Music:
MU.Cr1.1.5b: Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
Mu.Cr2.1.5a: Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context
Mu.Cr3.1.5a: Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.

Visual Arts:
VA:Cr2.2.5.a - Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
VA:Re8.1.5.a - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

STEM
Developing and Using Models-

- Use models to describe phenomena.- ***(Our water Matters- Preserving our water through Filtration and Distillation)***

Constructing Explanations and Designing Solutions

- Apply scientific ideas to solve design problems.

SCIENCE: Matter

Essential Question:
How is it possible for all areas of the world to receive access to safe drinking water?

STEAM Electives → Other examples to integrate into the curriculum.

Dance: "The States of Matter Dance." Begin the class by looking at an anchor chart for states of matter (solid, liquid, gas) and discuss how it can relate to some of the elements of dance. (e.g., Solids have molecules that are very close together, don't move, feel hard, and have a definite shape. Dancers depicting solids can make a shape with a group that is close together and doesn't move. Liquids are farther apart, have loosely packed molecules, have no definite shape, and can be poured. Dancers in the liquid group can move freely around each other in a fluid movement quality and end by pouring themselves into a container. Gas molecules are far apart and move all over the place. The dancers in this group move quickly around the free space, staying far from each other.) The dancers share their movement studies with each other and combine them to create a dance about water in three states: Begin by depicting freely flowing water, then have it freeze into ice, then get heated up and evaporate and become vapor, a gas. The class will explore the elements of dance (shapes, levels, pathways, movement qualities, tempos) to create the dance.

Music: The teacher will share the video Solid, Liquid, Gas (States of Matter Song)to review the stages of matter. After the video, the teacher will lead a discussion for students to share what they know about each state of matter. The teacher will then distribute the solid, liquid, and gas index cards to the students. Students will partner in groups of 3 so each "state of matter" is in a group. The group will then use classroom instruments to create their own "State of Matter" music using the card that was assigned to them. The students will use icons to write their music on chart paper. It

can be with or without words. Each group will perform and the teacher and other students will provide feedback for improvement. The group will work together again to make changes. The final performance will be recorded.

Visual Art: Embossing is the process of creating a raised relief image and design in paper and other materials. Students will create any imaginative or realistic drawing. This can be an abstract design also. Instruct students to make it a simple line drawing, because the next step is to use liquid glue to glue yarn on the line drawing. Once the entire drawing is covered with the yarn, the embossing begins. Students will use a copper sheet on one side, and an aluminum sheet on the other, so that the yarn is in the middle. Cover the entire paper with glue and add the metal sheets. Engage the students in a discussion about the two types of metal. What do you know about copper and aluminum? Ask students about any changes they know of with either of these materials. Students will experiment with their embossed drawing next. Have students cover the art with a paper towel and spray with vinegar. Then sprinkle table salt. Have students predict what their art will look like the next day! The aluminum will have not changed, but the copper will have a patina effect.

STEM (Robotics, Computer Science, and Engineering):
Part 1: Students will read a fact sheet about water and where it is found. They will gather information that supports the claim that water exists everywhere, but all of it may not be drinkable. Students will create an hypothesis about what might be found in water that is found in the ground, in lakes and streams, etc. They will determine if the water found in the various areas are considered a mixture/ solution or both. Have them decide what instances where undrinkable water would be considered a mixture and solution. Students will recall what processes are needed to separate matter that is found in the mixtures and solutions. They will use this knowledge to develop a plan to provide clean water to certain areas of the world who lack the resources. (Filtration Activity- Link) Have students collect data to determine what materials they used, did it take multiple times to get the drinkable water, and what was left in the filter. (Students should make connections to matter being separated and identifying if the water was more of a solution or mixture.)

Part 2- Students will now investigate how to obtain drinkable water when it is collected from a place where the water is salty. Have students brainstorm what are some ways salt can be separated from water? Provide time for them to share their ideas. Create an anchor chart of responses to guide them through a discussion that will make connections to matter and solutions. Show students the video about solar distillery. Have them consider the materials and allow them time to create their design. Students will then create a distillery. They will determine why this is an efficient design for making the water drinkable. Have them compare and contrast both methods and provide questions that will allow them to make connections to matter and how changes of state can sometimes support life and the environment around us.

English Language Arts (ELA)

Pre-K: ELA Theme 1 Overview

1st Nine Week Unit/Module Overview: Theme 1 **Grade Level:** Pre-K	
Teacher Materials: teachers guide, program	**Student Materials:** crayons, sentence strips,

guide, assessment guide, mydigprek.com online resources and teacher guide, vocabulary cards, theme 1 anchor chart, math big book, ebooks, cd	wow bands, family fun letters, home activity calendar, meeting and greeting cards, take home books,
THEME: At School	
ENVIRONMENTAL SCIENCE CONNECTIONS: Water Quality- Students will be drinking from water fountains at school for the very first time. Students will learn how it is important to have good clean water to drink that is not contaminated by heavy metals or chemicals. Students will test their water. If it rains, students can collect water from outside to test. Students will learn that the same contaminants that hurt humans can also hurt plants and animals. Water Quality	
STANDARDS: Louisiana's birth to five early learning and development standards (ELDs)	
Essential Question: What happens at school? How do we learn at school? How do we get along with others at school? What makes a good friend?	
Unique STEAM Integration into ELA Beyond Curriculum Requirements **Science: See how easily germs spread. All about germs: using glitter** **Technology: Learning about diggers Blippi learns about diggers** **Engineering (PBL): Build an apple toothpick tower Apple tower link** **Art: Dinosaur in a jar craft- Students will extend on their story "How do Dinosaurs Go To School" by creating a "Pet Dinosaur" terrarium. Students will use a mason jar, rocks, sticks, and a mini dinosaur to create their project. They will use their imagination as they take their "pets" outside in nature. They will take pictures of their dinosaurs. Pet Dinosaurs** **Math: Students use lego's from the dramatic play center to build a school. Students will stack the building blocks into various towers to create their school. Students will then count the amount of blocks in their tower and try to find the number that represents that number.Lego tower ideas**	

STEAM Connections to ELA

1st Nine Week Unit/Module Overview
Grade Level: Pre-K

Materials:
Dance: Copy of Cissy Tips for Teachers Using Movement in the Classroom.docx
Music: cards with each student's name
Visual Art: Friendship Banner Printable Template, watercolor paint, brushes, hole punch, brads, ribbon for hanging
STEM: friendship thread, recycled bottle, glue

THEME: At School

ENVIRONMENTAL SCIENCE CONNECTIONS: Students will use construction paper and popsicles sticks to create a flower. They will then combine their flowers in a flower pot to create a "friendship garden." The class will then discuss what is needed to make gardens grow (soil, water, sun, etc.)

STANDARDS:
Dance:
DA: Cr1.1.PK.a: Respond in movement to a variety of sensory stimuli (e.g., music/sound, visual, tactile). DA: Cr1.1.PK.b: Find a different way to do several basic locomotor and non-locomotor movements. DA: Pr5.1.1b: Move in general space and start and stop on cue while maintaining personal space.

Music:
MU:Cr1.1.PKa With substantial guidance, explore and experience a variety of music.

Visual Arts:
VA:Cr1.2.PKa. Engage in self-directed, creative making.
VA:Cr2.2.PKa. Share materials with others.
VA:Cr3.1.PKa. Share and talk about personal artwork.
VA:Re9.1.PKa. Select a preferred artwork.

STEM:
ETS 1.2 Develop a simple sketch, drawing, or physical model

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: Begin the class by reviewing the rules and protocols for a dance class as listed in "Cissy's Tips for Teachers Using Movement in the Classroom." Discuss how moving safely can make dancing more fun. Create movement explorations of each classroom management rule (e.g., Having students define the open dance space (general space) by moving and freezing on the teacher's signal and putting a protective force field around themselves (personal space) as they move through the general space.) Play the Name Game, clapping on each syllable as they say, "My name is …" and then notice how almost everyone's name has a different number of claps. Then try stamping feet, nodding heads, twisting side to side, jumping in place, etc., to the rhythm. The teacher will pick a moderate tempo song for the class to dance to using some of the locomotors and non-locomotors they explored. Then, challenge them to do a dance with a slower tempo and one with a faster tempo.

Music: The teacher will ask the students "what makes a friend?" The teacher will explain that today we are going to make new friends at school. They will learn the song *Find a Friend*.
(Sung to This Old Man)
Find a friend, Say "Hello!"
Help to make your friendships grow.
Be good friends,
And they'll be good to you.
Find new friends,keep old ones too!
The teacher will then distribute a random name card to each student. They will sing *Find a Friend* and the teacher will call on one student to find their name to make a new friend. The teacher will help students that cannot identify their name yet by asking questions such as "what does your name start with?" "Can you find a name with that letter?" Repeat this process until all students have found their name.

Visual Art: The teacher will talk about school friends and what makes us all unique in our own way. The class will create a friendship banner which each student will paint a cutout of a person and their names will be displayed on it. Students will then work in groups to paint a cutout while having discussions amongst one another. After students are complete, the teacher will assemble the friendship banner and prompt a discussion as to why they painted their cutout the way they did (favorite color, the color of my shirt I am wearing today, etc.). Students will then share which painting is their favorite (besides their own) and why.

STEM (Robotics, Computer Science, and Engineering):

The teacher will talk about friends and what makes us all unique. The class will create a friendship bottle. The teacher will have each student find a friend. The teacher will have a pre-cut friendship threat cut into 1-2 inch lengths. Each student will get a bottle. Each friend pair will take turns filling each other's friendship sensory bottles with the materials available. The students can make each bottle the same, or they can be as different as two friends are. While filling the sensory bottle, the friends will talk about the qualities of a friend. They can also talk about how different each friendship bottle will be even though they may contain many of the same items.The teacher will have students talk about the friendship bottle.

1st Nine Week Unit/Module Overview
Grade Level: 3rd–Stories Julian Tells

Teacher Materials: Imagine Learning 3rd Grade ELA Guidebook Unit 1–Stories Julian Tells (Presenter Slides & Teaching notes); *The Bee Tree* by Patricia Polacco; located in "materials" for Lesson 1–*The Bee Tree* Phrase-Cued Text; *The Bee Tree* semantic map (completed); sticky notes, student reading log	**Student Materials:** located in "materials" for Lesson 1–*The Bee Tree* Phrase-Cued Text; located in Student Materials/Unit Reader–blank *The Bee Tree* semantic maps (pgs. 245-250); located in "Resource Library" for Grades 3-5–Conversation Stems for Grades 3-5, Transitions learning tool, Evidence Sentence Starters for Grades 3-4, pencils, yellow/white/black pipe cleaners, clothespins, flour, 2 flower cut-outs per student for hand pollinator activity

THEME: Storytelling

ENVIRONMENTAL SCIENCE CONNECTIONS: How Do Bees Make Honey? (SciShow Kids)--examine flowers (lilies, tulips, daffodils, or iris) to see pollen; drink "nectar" like a bee with a pretend (drinking straw) proboscis; honey tasting

STANDARDS: K-12 Student Standards for English Language Arts

Lesson 1→RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.10, RF.3.4b, W.3.4, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.6, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.6

UNIT 1→RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10, RI.3.1, RI.3.2, RI.3.5, RI.3.7, RI.3.9, RI.3.10, RF.3.4, W.3.1, W.3.2, W.3.3, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Essential Question: How does storytelling connect us to the past?

Unique STEAM Integration into ELA Beyond Curriculum Requirements

Science: Build a honey bee and label each of the parts
Technology: Busy Bees! (SciShow Kids), create a stop motion animation video on pollination
Engineering (PBL): Create a bee hive using recycled paper (can use toilet paper/paper towel rolls); Make a hand pollinator; Bee Builders
Art: draw a bee; brown paper bag book in the shape of a hive (each page would have part of the life cycle of a bee)

Examine how illustrations contribute to the telling of a story. Students will create illustrations to accompany a text and then write text to accompany illustrations.

Math: How many ways can you find to make a hexagon? (worksheet in magnet shared drive); honeycombs are shaped like hexagons (perimeter or word problems)
Additional links:

- Fun mathematics & engineering experiment about bees & flowers
- The Bee Cause Book Club Project

- The Bee Tree Extension Activities
- Buzzing a Hive Unit
- The Buzz About Bees
- Honey Bees: Science Activities for Kids
- 22 Humble Honey Bee Activities And Crafts For Kids

Unique Core Integration into STEAM Electives

1st Nine Week Unit/Module Overview
Grade Level: 3rd

Materials:
Dance: Bee Dances & Bee Communication (see pgs. 22-28)

Music: Video links to different versions of Flight of the Bumblebee

Visual Arts: Drawing supplies (paper, pencil, erasers, markers/crayons), drawing paper

STEM: Lego Education Spike Essential Set, Chromebook with LEGO Education SPIKE App installed

THEME: Storytelling

ENVIRONMENTAL SCIENCE CONNECTIONS: examine flowers (lilies, tulips, daffodils, or iris) to see pollen; drink "nectar" like a bee with a pretend (drinking straw) proboscis; honey tasting

STANDARDS:
Dance:
DA: Cr1.1.3.b: Explore a given movement problem. Select and demonstrate a solution.
DA: Cr2.1.3.b: Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effects of movement choices
DA: Cr3.1.3.a: Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.

Music:
MU:Re7.1.3a–Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re8.1.3a–Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

MU:Cn10.0.3a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Visual Arts:
VA:Cr1.1.3.a - Elaborate on an imaginative idea.
VA:Cr3.1.3.a - Elaborate visual information by adding details in an artwork to enhance emerging meaning.
VA:Re.7.2.3.a - Determine messages communicated by an image.

STEM:
3-5-ETS1.1- Define a simple design problem
3-5-ETS1.3 Plan and carry out the test

Essential Question: How does storytelling connect us to the past?

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: Bee Dances & Bee Communication (see pgs. 22-28) The dance class could explore this "Waggle Dance" game and then build upon this by creating a choreographic story about bees finding a new home using their prior knowledge of the topic. Explain that a dance, like a story, must have a beginning, middle, and end. Discuss how the story will begin, what will happen in the middle, and how it will end. Discuss how feelings/emotions will change from one part of the story to the next. Discuss what dance elements could be used (locomotors, non-locomotors, pathways, shapes,

energy, and dynamics.) The teacher may choose to divide the class into two or three groups to make it easier for groups to reach a consensus. When groups are ready, they perform for each other and give feedback. Students may revise their dances based on the feedback they receive.

Music: "The Flight of the Bumble Bee" Students will listen to music about an insect that's been discussed while recognizing if music is fast or slow (tempo), high or low (range), instruments that can sound like a bee and other aspects to the music.
Play one of the versions listed below:
Have children listen to the extract and talk about its mood and speed. Ask children direct questions to aid identification such as: *Is it fast or slow? Is it loud or quiet? What sound is being imitated by the music?*
Recall what the children know already about the bumblebee: how it looks and how it sounds. Prompt them to imitate its sound and ask questions like: *Does it fly fast or slow? What work does it do? Is it busy or restful?*
Tell the children the name of the music and what the composer was trying to achieve. Ask children the following questions*: Did the composer do a good job? Does the music paint a good sound picture? In what ways does the music remind you of the bumblebee?*
Listen again to another version to extract and ask the children to close their eyes and imagine what they think the bumblebee is doing during the music. *Is it flying around from flower to flower? Is it flying in a straight line or is it swirling around? Is it busy or is it resting? Does the bumble fly at the same height all the time?*
Listen again to a different version and ask the children to consider how they would move to the music. *Should they move quickly or slowly, lightly or heavily?* Invite the children to move imaginatively, imitating the flight of the bumblebee.
The Different versions
Violin soloist with orchestra- https://www.youtube.com/watch?v=vtAu7xkwNjQ
Florida A&M Marching Band version https://www.youtube.com/watch?v=dTKvIXveUbI
Walter Murphy version of Flight of Bumblebee- https://www.youtube.com/watch?v=XeUKM4aJur0
Jackson State Marching Band version- https://www.youtube.com/watch?v=35UaIZVf0H8&t=29s
Spanish Guitar version (gentleman is blind)- https://www.youtube.com/watch?v=s7LLQy1Ian4
Blue Devils Drum corps marching band- https://www.youtube.com/watch?v=jrg46OJoUn8

Visual Art: Teacher reads an excerpt from *The Bee Tree* by Patricia Polacco, but does not share the book's illustrations yet. Instead, students will listen carefully and create an illustration to go along with the text. Students engage in a discussion with their peers and share their illustrations. The teacher asks: how does your illustration relate to the text from *The Bee Tree*? Teacher explains that pictures, or illustrations, are an important element of storybooks, and they can help us understand the elements of the story, including the characters, setting, and plot. Point out that illustrations can also provide valuable clues for decoding and clarification of unknown words. Explain that listening to a story creates a picture in our minds, and looking at a picture can create a story in our minds, too. Show students an illustration, preferably one that is unfamiliar to students. Don't show text, so students can focus on the image. What can you tell from just the image? Who are the characters and how would you describe them? What is the setting? Where or when might the story take place? What actions and events are taking place? What can you infer about the character's thoughts or feelings?

STEM (Robotics, Computer Science, and Engineering):

Robotics: https://education.lego.com/en-us/lessons/spikeessential-Science-in-Nature-and-Our-Daily-Life/spikeessential-Pollination/

The teacher will review keywords like pollination and pollinators. The teacher will have students discuss in groups the difference between a pollinator and pollination. Students will share their answers. The teacher will ask the following questions. Why do plants need pollen? How does pollen get from one flower to another? How do parts of a flower make pollination easier? The teacher will have students discuss these questions as a group and share their answers. The teacher introduces the story's main character and the first challenge: Maria saw bees on the flowers of her apple tree. She wonders what they're doing. Each group will be given a lego kit. As a group, students will work to build and program a model to help Maria learn. Students will show one way that animals move pollen from one plant to another. The teacher will facilitate brainstorming about ways to use LEGO elements to create pollen that can be transferred from one plant to another by an animal. The teacher will guide students to use a movable piece of pollen. Halfway through the class, the teacher will have students exchange ideas and then update their models with inspiration from sharing. Towards the end of the lesson, the teacher will get students' attention for sharing. Each group will use their model to demonstrate and explain: Which part of the plant helps put pollen onto an animal? Which part of the plant takes the pollen off? What part of the animal helps move pollen from one plant to another? Why are animals important for pollinating plants? The teacher will invite students to share how they changed their model to improve its performance.

First Grade: ELA: Module 1 Overview

1st Nine Week Unit/Module Overview
Grade Level: 1st Grade- EL Curriculum(K-2)

Teacher Materials: Mission Envelope (one; for Mission Letter #1 and tool puzzle pieces; see Teaching Notes) Mission Letter #1 (one to display) Tool puzzle pieces (one piece per student), Document camera (optional), "The Magic Bow" (one for teacher read-aloud) "Learning Target" poem (written on chart paper; one to display) Think-Pair-Share anchor chart (new; teacher-created; see supporting materials) What Do You Know about Tools? response sheet (one per student and one to display) "Tools" song (written on chart paper; one to display)	**Student Materials:** What Do You Know about Tools? response sheet (one per student

THEME: Tools and Work

ENVIRONMENTAL SCIENCE CONNECTIONS: HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.-- Since students drink water from water fountains at school, they will use science tools to measure water quality.

STANDARDS: RL.1.1RL.1.3RL.1.4RL.1.7RI.1.1RI.1.7W.1.2SL.1.1L.1.5.a
K-12 Student Standards for English Language Arts

Essential Question: How do we create a magnificent thing? Why do we need tools? How do habits of character help us do work?

Unique STEAM Integration into ELA Beyond Curriculum Requirements

Science: Students will extend ideas from the text, "I use Science Tools." The teacher will set up stations with microscopes, hand lens, camera, ruler, beaker, and timer. Students will rotate stations to explore the science tools. Once students have visited each station, they will reflect and answer the following prompts: how would these tools help you in science? If you were a scientist, what tools would you need to use and why? Students will continue this activity by extending on using a microscope. Students will become microscope detectives and work in groups to examine a strand of their hair. microscope experiment

Technology: Students will use their chrome books to record an Interview they hold with family members/school employees about the tools they most frequently use and why. Students will use screencastify. how to record an interview with screencastify

Engineering (PBL): Students will have read a story about creating a magnificent thing. Students will then have the option of engineering magnificent things. Build a bathtub toy raft make a robot hand with drinking straws

Art: After students work as a class to find the classmate with matching puzzle pieces and complete their "What do you know about tools" response sheet, students will work independently to create their own puzzle for other classmates to put together. Students will have a new mission to draw and color tools that they know about. They will use a white piece of cardstock to draw their tools on. Once completed, they will cut the cardstock into 4 even pieces and place it into an envelope. Teachers will gather the envelopes of the completed puzzles Teachers will then hand out the envelopes at random to students in the classroom. Students will then open their new envelope and attempt to put the puzzle back together. This game can continue as the time allots. Students can also choose to make their puzzle and glue to craft sticks. picture puzzle craft

Math: Students will use what they have learned about tools and how they help them do work by applying it to construction workers. Students will learn about construction workers and the tools they use to do their job. They will then take measuring instruments and measure the length of walls, doors, and windows in their classroom. They will take their measurements and transfer their findings into a graph. They will then talk about length and discuss which was the longest and shortest

Unique Core Integration into STEAM Electives
1st Nine Week Unit/Module Overview
Grade Level: 1st

Materials:
Dance: Copy of Cissy Tips for Teachers Using Movement in the Classroom.docx
Music: Song: *Purple Light*. Story: Cowboy Joe. Slide presentation with the words to the story and the song. Whiteboard setting on the smart board to draw out the vocal explorations.
Visual Arts: Various artmaking tools for discussion purposes (see synopsis below for suggestions), clothespins, yarn, sponge, pom pom balls, leaves, bubble wrap, twigs, evergreen leaves, any other materials that can be used to paint.
STEM: 2 cups, 20 cotton balls, variety of building materials(craft sticks, clothespins, disposable silverware, paper towel rolls, building blocks, rubber bands, muffin wrappers, toothpicks, index cards, cotton swabs, straws, string, pipe cleaners, egg cartons, tape or glue, scissors

THEME: Everyday Tools

ENVIRONMENTAL SCIENCE CONNECTIONS: The teacher will explain that maps are a tool that environmental scientists use in their jobs to protect the environment. Students will then use color pencils to create a map of their classroom.

STANDARDS:
Dance:
DA: Cr1.1.1a: Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, symbols, observed dance experiences) and identify the source.
DA: Cr1.1.1b: Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.
DA: Pr5.1.1b: Move safely in general space through a range of activities and group formations while maintaining personal space.
Music:
MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.
MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.
Visual Arts:
VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials.
VA:Cr1.2.1a. Use observation and investigation in preparation for making a work of art.
VA.Cr2.1.1a. Explore uses of materials and tools to create work of art or design.
VA:Cr3.1.1a. Use art vocabulary to describe choices while creating art.
VA.Re9.1.1a. Classify artwork based on different reasons for preferences.
STEM:
K-2-ETS1-2 Develop a simple sketch,drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Essential Question: Why do we need tools? How do we effectively participate in classroom discussions?

Unique STEAM Electives Core Integration

Dance: **"**Dancer's Tools." Begin the class by reviewing the rules and protocols for a dance class as listed in "Cissy's Tips for Teachers Using Movement in the Classroom." The teacher will help the students create movement explorations of each classroom management rule by using locomotors and non-locomotors. The students will put a protective *force field* around themselves as they explore both *personal space* and as they move through the *general space*. Students define the open space for dancing as *general space*, moving and freezing on the teacher's signal. The teacher will continue

with a Freeze Game to a lively song, noting all the interesting "statues" that are formed when the dancers freeze. The teacher can gently tap one or two of the statues to let them do a wiggle dance for a few seconds. Repeat until all have had a turn to wiggle. Discuss how these are the Dancer's Tools and how moving safely can make dancing more fun.

Music: Begin the class with the story of Cowboy Joe. Teacher reads the story and we use our voice to explore the high's and low's in Joe's cowboy call. Use the smart board to draw out the shape of "yeehaw" and Joe's silly elephant call. Afterward, discuss what would be in Joe's gear that he grabbed on his way to the ranch. *What tools would a cowboy need? What tools would be at the ranch, big and small? Is Joe's voice a tool that he needs for his job?* Continue class with the song *Purple Light.* In this echo song, students will echo the teacher. Afterward, the teacher leads the student into groups… *by the time I count to 6, you are in a group of 3*. In their groups, students will discuss the following: *What's going on in the story/song? What is the setting? What time of day is this story taking place? What are the tools that the main character is using? What might be in their knapsack?* End class by coming back together into one large group and echo sing through the song *Purple Light* one last time.

Visual Art: Teacher will show various artmaking tools and discuss their purposes with the class (pencil, paintbrushes, palette, chalk, scissors, ruler, eraser, etc.). *What are some tools we can create ourselves to make art?* Teacher will demonstrate various types of paintbrushes and how they differ in application (size, shape, material, etc.) The class will discuss the differences between the whole group. *If you could create your own paintbrush, what would you want it to do? How would it make the paint stroke look on the paper?* Teacher creates an anchor chart with ideas/suggestions. Students will then create their own paintbrushes to use as a tool to create their own artworks from a wide variety of materials. They will experiment with various materials and document the type of stroke or pattern it makes in order to decipher which tool(s) they would like to use for their artwork. *Critique*: After the projects are finished, students will complete a gallery walk and 'guess' what type of tool was used as the paintbrush. Class discussion will be had to see if guesses are correct or incorrect.

STEM (Robotics, Computer Science, and Engineering):
Build a Tool

Teacher will show various tools and discuss their purposes with the class. The teacher will introduce the challenge. *Use a variety of materials to build a tool that can move all the cotton balls from one cup to another. You can only touch the cotton balls with the tool, you cannot use your hands! Your tool must be created using at least three items.* Students will work in groups to complete this challenge. After projects are complete, each group will explain how they designed and created their tool.

5th Grade ELA Module 1 Overview

1st Nine Week Unit/Module Overview **Grade Level: 5th–The Birchbark House La. Guidebooks**	
Teacher Materials: Imagine Learning 5th Grade	**Student Materials:** located in Student

ELA Guidebook Unit 1–The Birchbark House (Presenter Slides & Teaching notes); *Before Columbus: The Americas of 1491* by Charles C. Mann; located in "materials" for Lesson 1–vocabulary chart (completed); sticky notes, student reading log	Materials/Unit Reader–*Before Columbus: The Americas of 1491* by Charles C. Mann excerpt (pgs. 1-4), blank vocabulary chart (pgs. 37-38); student reading log; located in "Resource Library" for Grades 3-5–Conversation Stems for Grades 3-5, Transitions learning tool, Evidence Sentence Starters for Grade 5
THEME: Native Americans/European Exploration	
ENVIRONMENTAL SCIENCE CONNECTIONS: crossing of Beringia (land bridge) by early Americans after the last Ice Age; use of resources for building shelters, weapons, clothing, baskets, etc; agriculture caused early Americans to begin to settle into villages; crops grown based on type of soil/weather/length of growing season; early villages located on bodies of water (transportation, food source [cleaning/cooking/drinking water, fishing, animals will come to drink–hunting spot], irrigation)	
STANDARDS: K-12 Student Standards for English Language Arts Lesson 1→RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10, W.5.2a, W.5.2b, W.5.2d, W.5.4, W.5.5, W.5.9b, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.6, L.5.1c, L.5.2b, L.5.2e, L.5.4, L.5.4a, L.5.4b, L.5.4c, L.5.6 UNIT 1→RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10, RF.5.3, RF.5.4, W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6	
Essential Question: How did the actions of the European explorers alter the lives of the Native Americans?	
Unique STEAM Integration into ELA Beyond Curriculum Requirements **Science:** simulate how easily smallpox was spread with germ activity **Technology:** National Geographic: America Before Columbus (0:1:45-0:4:00, 0:8:51-0:13:00); The Beringia Land Bridge; Native American History: The Ojibwe **Engineering (PBL)**: build one of the seasonal Ojibwe dwellings--the domed and peaked wigwams for use in winter **OR** bark house and conical lodge for use in the summer; Ojibwe seasonal migration **Art:** Create an artistic image of how you envision Spirit Island to have looked (use with Chapter 1); Waterfront Wigwam; make a dreamcatcher (research on an Ojibwa dream catcher and then create one); birchbark bookmarks **Math**: The Birchbark House Math Activity **Additional links:** ● Ojibwa man speaking his language ● Maple sugar & Bannock recipe (integrate into Chapter Six when Omakayas shares the treat	

with the bear cubs)
- Birchbark House Internet Activity
- Ojibwe People

Unique Core Integration into STEAM Electives
1st Nine Week Unit/Module Overview
Grade Level: 5th

Materials:
Dance: TEDx Talks video about Traditional Jingle Dancing of the Mille Lacs Band of Ojibwe: https://youtu.be/8wRMP427-W4?si=A8G9rr70Fu7CyxnO&t=102
One empty soda can per student, pebbles or small dried beans, paper tape

Music:
Ojibwe Directional Song; Venn Diagram

Visual Arts: heavyweight tan kraft paper, tree bark, crayons, teacher made template, reproductions of Ojibwe birch bark baskets, glue, scissors, pencils, paper clips, twine or string

STEM:
6 Ways Our Ancestors Navigated the Oceans Video
Navigation Tools
The History of Navigation
How Columbus Navigated/ Columbus Navigation
Find it with GPS Guide
GPS Systems
Rope or String

THEME: Native Americans/European Exploration

ENVIRONMENTAL SCIENCE CONNECTIONS: Students will answer the questions "how did the environment change for the Native Americans after the Europeans arrive?" They will then work in a group to create a tableau depicting this change.

STANDARDS:
Dance:
DA: Pr4.1.5,b: Dance to a variety of rhythms from internal and external sources.
DA: Cn11.1.5: Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of a culture, historical period, or community from which the genre or style originated.

Music:
MU:Re7.2.5a: Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical)
MU:Cr1.1.5b: Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

Visual Arts:
VA:Cr2.2.5.a - Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
VA:Cr2.3.5.a - Identify, describe, and visually document places and/or objects of personal significance.
VA:Re.7.2.5.a - Identify and analyze cultural associations suggested by visual imagery.

STEM:
Asking Questions and Defining Problems
- Use prior knowledge to describe problems that can be solved.
- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on

materials, time, or cost

Planning and Carrying Out Investigations

- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
- Make predictions about what would happen if a variable changes.
- Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.

Constructing Explanations and Designing Solutions

- Identify the evidence that supports particular points in an explanation.
- Apply scientific ideas to solve design problems.

Engaging in Argument from Evidence

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.

Obtaining, Evaluating, and Communicating Information

- Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence.
- Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts.

Essential Question: How did the actions of the European explorers alter the lives of the Native Americans?

STEAM Electives → Please list ways to integrate into the curriculum.

Dance: "A Native American Healing Dance." Begin by watching the video, which tells the story of the origin of the jingle dress (the healing dress) and the dances that developed: The Jingle Dance and The Side Sidestep Dance. Notice that in this culture, the torso is held upright and still while the legs and feet do a repeated rhythmic step, which can be a form of meditation or prayer. It is done in a circle to bring communities together. The class could make a "Jingle Instrument" with pebbles in a soda can with tape on top. Try forming a circle and doing one of the two dances in the video. Try it all together first with no accompaniment. Ask, "Why is this difficult?" Then, try it with half of the class as musicians while the other half dances, then switch roles. Experiment with gradually changing the tempo while people are dancing. Ask, "What do the dances tell you about the Ojibwe culture?"

Music: Students will listen to Ojibwe Directional Song. The teacher will ask, "using what you know about the Ojibwe culture, what does this music tell you about their culture?" Explain to the students that "music is sacred in the Native American philosophy. They believe the drum brings people together. It delivers peace. People are reflective when the drum is played. They are taught to love and respect each other. The drumbeat is felt deep within, like a heartbeat. Native American music is the original folk music of America." (from https://guitten.com/ojibwe-culture-and-music/). The teacher will ask "do we have music in our culture that brings people together?" (ex. Zydeco and cajun music). Working together as a class students will create a Venn Diagram comparing native american drum music to zydeco and cajun music.

Visual Art: Birchbark holds significant importance for Ojibwe serving various purposes such as cooking, berry gathering, water hauling, food storage, and even burial containers. It played a crucial role in constructing dwellings and traditional birchbark canoes. Ask students what they have learned so far from *The Birchbark House* about Ojibwe culture. Show several examples of birch bark baskets created over time. This is a craft that was done in the past, but Ojibwe people are still creating these

beautiful baskets. As students view images of baskets, discuss lines, shapes, colors, and patterns that they notice. Students will use heavyweight tan craft paper to create their own basket inspired by the images that view. Before assembling the basket, collect bark and have students use a crayon to create texture rubbings on the kraft paper. This will give your basket a realistic appearance. Students can use a teacher made template if they would like to. Use hole punchers and twine to connect the sides or to simply add decoration to the vessel around the rim. Students will add imagery and pattern to their finished vessel.

STEM (Robotics, Computer Science, and Engineering):
Students will study the history of the navigation systems during early exploration and determine the usefulness during that time in history. They will also determine the difficulties explorers could have faced using those tools. . Students will compare it to the navigation systems of today and determine why the design is more effective than those of early exploration. (GPS Systems)
Students engineering design challenge: ***(Use pages 3-9 in this Document)***
Students are challenged to find their way using navigation systems. First, they will compare measuring the distance between two spots on the playground using both a GPS system (either handheld, or one embedded in a phone) and a traditional measurement, using a rope or string. Then, they will brainstorm within groups to identify three problems, and then determine which of the three has the greatest impact on society. Students will develop a proposal to present to the class on ways to improve navigation systems of today. Each team will reflect and consider the best new application of GPS. Students will consider whether potential errors of the GPS system would cause more problems than the application would solve.

APPENDIX I

ANNOTATED LESSONS