

St. Martin Parish School System- Title I Schoolwide Plan

# St. Martin Parish School System



## Title I Schoolwide Plan

### Teche Elementary

ÉCOLE PRIMAIRE

**Grade Level:** 3rd-5th

**Address:** 2439 Main Hwy. Cecilia, LA 70521

**Principal's Name: School Phone Number:** (337) 909-2500

**Principal's Email Address:** shelly\_dupre@saintmartinschools.org

**2024-2025**

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**District Assurance**

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

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

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

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

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

(Component 9): Teacher Recruitment and Retention

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

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Principal Date

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Executive Director Date

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***Faculty and Staff Review***

Date	Name	Position	Signature
	Shelly Dupre	Principal	
	Brandy Jolivette	Assistant Principal	
	Kristy Faulk	Academic Coordinator	
	Lacresia Charlot	Behavior Interventionist	
	Ashley Miller	Secretary	
	Catherine Wesley	Secretary	
	Althea Dalcourt	Secretary	
	Joanna Calais	Cafeteria Manager	
	Donna Girod	Cafeteria Worker	
	Stacie Guidry	Cafeteria Worker	
	Shirley Noel	Cafeteria Worker	
	Tracy Stoute	Cafeteria Worker	
	Barbara Williams	Cafeteria Worker	
	Stella Alexander	Custodian	
	Ulysses Jolivette	Custodian	
	Tania St. Marie	Custodian	
	Henry Mizett	Custodian	
	Sloane McNew	Bus Driver	
	Amy Lewis	Bus Driver	
	Carmelita Lewis	Bus Driver	
	Earl Kidder	Bus Driver	
	Stacey David	Bus Driver	

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Date	Name	Position	Signature
	Jani Clavier	3 <sup>rd</sup> Grade Teacher	
	Kerri Broussard	3 <sup>rd</sup> Grade Teacher	
	Dolly Calais	3 <sup>rd</sup> Grade Teacher	
	Hannah Bergeron	3 <sup>rd</sup> Grade Teacher	
	Vacant	3 <sup>rd</sup> Grade French Teacher	
	Cherri Degeyter	3 <sup>rd</sup> Grade Teacher	
	Carrie Kennedy	3 <sup>rd</sup> Grade Teacher	
	Tiffany Hardy	3 <sup>rd</sup> Grade Teacher	
	Rachel Patin	3 <sup>rd</sup> Grade Teacher	
	Ali Angelle	4 <sup>th</sup> Grade Teacher	
	Brandy Champagne	4 <sup>th</sup> Grade Teacher	
	Lorie Hutchins	4 <sup>th</sup> Grade Teacher	
	Whitney Miller	4 <sup>th</sup> Grade Teacher	
	Valerie Toulouse	4 <sup>th</sup> Grade French Teacher	
	Sarah Besse	4 <sup>th</sup> Grade Teacher	
	Kaitlyn Angelle	4 <sup>th</sup> Grade Teacher	
	Nichole Richard	4 <sup>th</sup> Grade Teacher	
	Vacant	5 <sup>th</sup> Grade French Teacher	
	Chere Ledoux	5 <sup>th</sup> Grade Teacher	
	Lisa Alexander	5 <sup>th</sup> Grade Teacher	
	Ashley Huval	5 <sup>th</sup> Grade Teacher	
	Jenna Daigle	5 <sup>th</sup> Grade Teacher	
	Marisa Noel	5 <sup>th</sup> Grade Teacher	

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

	Date	Name	Position	Signature
		Alayna Begnaud	5 <sup>th</sup> Grade Teacher	
		Catina Williams	5 <sup>th</sup> Grade Teacher	
		Meaghan Gibbs	Master Teacher	
		Tonia Smith	Librarian	
		Tristin Johnson	4 <sup>th</sup> Grade Teacher/ P.E. Coach	
		Jonathan Royer	P.E. Coach	
		Alexander Franks	4 <sup>th</sup> Grade Teacher/ P.E. Coach	
		Brittany Blanchard	Speech Therapist	
		China Batiste	4 <sup>th</sup> Grade SPED Teacher	
		Vacant	4 <sup>th</sup> -5 <sup>th</sup> Grade SPED Teacher	
		Lanita Boles	4 <sup>th</sup> Grade SPED Aide	
		Ashlie Guidry	SPED Self-Contained Teacher	
		Simonne Malborough	SPED Aide	
		Kasey Ward	3 <sup>rd</sup> Grade SPED Teacher	
		Marcella Babineaux	3 <sup>rd</sup> Grade SPED Aide	
		Cedric Theyard	5 <sup>th</sup> Grade SPED Teacher	
		Sarmin Akter	5 <sup>th</sup> Grade SPED Aide	
		Dodie Andrus	Literacy Coach	
		Rita Traylor	Registered Nurse	
		Monica Brown	ELL Tutor	
		Patrice Royer	Gifted Talented Teacher	

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

### St. Martin Parish School System Vision and Mission Statements

***Vision:*** To improve education through sound educational practices that enhance teaching and learning and to provide educational opportunities for all stakeholders in an effort to make the St. Martin Parish School District second to none in the region, state, and nation.

***Mission:*** The St. Martin Parish School District will provide quality educational experiences while utilizing a TEAM approach with all stakeholders focused on SUCCESS.

### School Vision and Mission Statements

***Vision:*** Teche Elementary will be a leading institution which enables every student to flourish in an engaging, inspiring, and challenging environment.

***Mission:*** We will work in partnership with students, families, and the community to ensure each child is afforded an opportunity to achieve academic excellence and make positive contributions to our world.



St. Martin Parish School System- Title I Schoolwide Plan

**Data Portfolio - Title I Schoolwide Programs: Component 1**  
**Comprehensive Needs Assessment Data**

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

St. Martin Parish School System- Title I Schoolwide Plan

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

**Comprehensive Needs Assessments for SY 2024-2025 Title I Schoolwide Planning**

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

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

**STRENGTHS**

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

<b>STRENGTHS</b>		<b>DATA SOURCE/INSTRUMENT</b>
1.	ELA Index (from 72.5 to 73.8)	2023-2024 LEAP Data
2.	Math Index for SPED in 4th (from 40.8 to 50.8)	2023-2024 LEAP Data
3.	Science-Reasoning Scientifically (from 30.4 to 33.3)	2023-2024 LEAP Data

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

<b>Contributing Factor:</b>	
Domain: ELA Sub domain: Index	
<b>Instrument(s):</b> 2023-2024 LEAP Data	
<b>Data Type:</b> 1. Cognitive 2. Archival 3. Behavioral	<b>Findings</b>  1. Students did not decline over the summer in phonological awareness, and lost very little in high frequency words despite several months of no learning during the previous year.  2. Administration and teachers studied data throughout the year to address weak areas and implement support during the Accelerate time.  3. As proper supports were put in place, we observed growth in Reading domains.

<b>Contributing Factor:</b>	
Domain: Math for SPED-4th grade population Sub domain: Index	
<b>Instrument(s):</b> 2023-2024 LEAP Data	
<b>Data Type:</b> 1. Cognitive 2. Archival 3. Behavioral	<b>Findings</b>  1. Students did not decline over the summer, and lost very little in understanding.  2. Administration and teachers studied data throughout the year to address weak areas and implement support during the Accelerate time.  3. As proper supports were put in place, we observed growth in Math domains.

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Contributing Factor:	
Domain: Science Sub domain: Reason Scientifically	
Instrument(s): 2023-2024 LEAP Data	
Data Type:	Findings
1. Cognitive	1. According to the LEAP data, 33.3% of our students were trending strong in 2024.
2. Attitudinal	2. Teachers taught the Tier I curriculum with fidelity..
3. Behavioral	3. Classroom observations revealed the majority of the teachers were implementing the curriculum with a high level of rigor across grade levels.

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

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**WEAKNESSES**

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

<b>WEAKNESSES</b>		<b>DATA SOURCE/INSTRUMENT</b>
1.	Science Index (from 62.3 to 56.7)	2023-2024 LEAP Data
2.	ELA Index SPED overall (from 46.5 to 42.6)	2023-2024 LEAP Data
3.	Math Index (from 75.9 to 71.7)	2023-2024 LEAP Data

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

<b>Contributing Factor:</b>	
Domain: Science Sub domain: Index	
<b>Instrument(s):</b> 2023-2024 LEAP Data	
<b>Data Type:</b>	<b>Findings</b>
1. Cognitive	1. LEAP data showed this area to be weaker in relation to Science performance.
2. Attitudinal	2. Teachers have struggled to teach the processes of scientific reasoning.
3. Behavioral	3. More study on standards of writing need to be done in order for teachers to understand exactly what needs to be taught at each grade level.

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<b>Contributing Factor:</b>	
Domain: ELA SPED Overall Sub domain: Index	
<b>Instrument(s):</b> 2023-2024 LEAP Data	
<b>Data Type:</b>	<b>Findings</b>
1. Cognitive	1. Majority of SPED student performances are below grade level in the 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade.  2. Ongoing professional development needs to be given to SPED teachers in order to understand how to meet the needs of students at the lower levels which could be passed on to the regular education teachers. Some of the students are misidentified or not receiving proper support.  3. Differentiated instruction is not happening as it should.
2. Attitudinal	
3. Behavioral	

<b>Contributing Factor:</b>	
Domain: Math Sub domain: Index	
<b>Instrument(s):</b> 2023-2024 LEAP Data	
<b>Data Type:</b>	<b>Findings</b>
1. Cognitive	1. LEAP data indicates SPED achievement level dropped from 49.4 to 42.9 in this area.  2. Teachers feel that the type of professional development received in this area should change according to the trends being observed.  3. Majority of foundational supports (Accelerate) given over the past two years has occurred in Reading which needs to change.
2. Attitudinal	
3. Behavioral	

**\*Must list at least three findings to justify a Contributing Factor.**

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**Action Plan**

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

**ESSA Schoolwide Plan Requirements 2 and 3**

<b>Core Academics: ELA, Math, Science, Social Studies</b>					
<b>Weaknesses:</b>	<p>Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <u>List weaknesses for each Core Academic area and the subgroups.</u></p> <ol style="list-style-type: none"> <li>1. ELA-Reading Performance dropped from 49.5 to 46.1.</li> <li>2. Math-Major Content Performance dropped from 48.1 to 41.9.</li> <li>3. Science-Evaluate Performance dropped from 31.6 to 26.5.</li> <li>4. Social Studies-Field test was given and no results were released from the LDOE.</li> </ol>				
<b>Objectives:</b>	<p>An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <u>Identify objectives for each Core Academic area and the subgroups.</u></p> <ol style="list-style-type: none"> <li>1. Students will increase their overall ELA-Reading performance rating by 2% on the 2024-25 LEAP Assessment.</li> <li>2. Students will increase their Math-Major Content performance rating by 2% increase on the 2024-25 LEAP Assessment..</li> <li>3. Students will increase Science-Evaluate proficiency in the area of Science by 2% on the 2024-25 LEAP Assessment.</li> <li>4. All Social Studies teachers will strive for an overall Index of 50% proficiency on the 2024-25 LEAP Assessment.</li> </ol>				
<b>Evidence-Based Strategies:</b>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Job-Embedded PD	<input checked="" type="checkbox"/> Technology Integration	<input type="checkbox"/> Other :

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<b>CORE ACADEMICS - ELA</b>	<b>Tier 1 Resources: 3-8: Louisiana Guidebooks</b>			
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Instruction:</b> Teche will continue to effectively implement the Louisiana State Standards for ELA by utilizing the Guidebook curriculum with a focus examining textual resources and text complexity to build students' ability to read and understand grade-level complex texts and express an understanding clearly through writing and speaking.</p> <ul style="list-style-type: none"> <li>· ELA teachers will implement district Guidebook scope and sequence onsite and virtually.</li> <li>· ELA teachers will embed the Writing Revolution within the Guidebook lessons onsite and virtually.</li> <li>· Using weekly common assessments (through Oncourse), LEAP 360 and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</li> <li>· Students who are at-risk that are identified as Tier 2 and Tier 3 for RTI will utilize iREADY. iREADY is a prescriptive intervention program that offers pathways to growth with precise instruction.</li> </ul>	<p>Administrative Team, teachers, and paraprofessionals</p>	<p>August 2024-May 2025</p>	<p>Title 1 School-Wide Materials and Supplies-\$102,525</p> <p>iREADY Licenses-\$6,056</p>	<p>Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following:</p> <ul style="list-style-type: none"> <li>· Guidebook curriculum</li> <li>· iREADY Intervention</li> </ul> <p>Sign in sheets, agenda and exit tickets for teachers</p>
<p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):  <b>3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</b></p>				



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<b>CORE ACADEMICS - Mathematics</b>		<b>Tier 1 Resources: Ready Math</b>		
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Instruction:</b></p> <p>Teche will effectively implement the Louisiana Student Standard <b>Companion Documents</b> for Math that equates mathematical concepts to stories, with an aim of developing conceptual understanding.</p> <ul style="list-style-type: none"> <li>• Math teachers will <b>implement</b> Ready Math scope and sequence onsite and virtually.</li> <li>• Math teachers will <b>embed</b> the <b>constructed response questions</b> within the Ready Math lessons onsite and virtually.</li> <li>• Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</li> <li>• Students who are at-risk that are identified as Tier 2 and Tier 3 for RTI will utilize iREADY. iREADY is a prescriptive intervention program that offers pathways to growth with precise instruction.</li> </ul>	Administrative Team, teachers, and paraprofessionals	August 2024-May 2025	Title 1 School-Wide Materials and Supplies- \$102,525  iREADY Licenses- \$6,056	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: · LDOE scope and sequence  Sign in sheets, agenda and exit tickets for teachers
<p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):  <b>3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</b></p>				

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<b>CORE ACADEMICS – Science</b>		<b>Tier 1 Resources: 3<sup>rd</sup>-5<sup>th</sup> - Great Minds PhD Science</b>		
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Instruction:</b></p> <p>Teche will continue to effectively implement the Louisiana state standards for Science and PHD Implementation Guide for Science that explores core science concepts to help students make sense of the world around them.</p> <ul style="list-style-type: none"> <li>• Science teachers will implement Science scope and sequence onsite and virtually.</li> <li>• Science teachers will <b>embed</b> the <b>constructed response questions</b> within their Science lessons onsite and virtually.</li> <li>• Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</li> </ul>	Administrative Team, teachers, and paraprofessionals	August 2024-May 2025	Title 1 School-Wide Materials and Supplies- \$102,525  iREADY Licenses- \$6056	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: · LDOE scope and sequence  Sign in sheets, agenda and exit tickets for teachers
<p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):  <b>3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</b></p>				

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CORE ACADEMICS – Social Studies		Tier 1 Resources: Bayou Bridges		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Instruction:</b></p> <p>Teche will effectively implement Bayou Bridges for Social Studies by utilizing the <b>Louisiana State Standards</b> with a focus on examining authentic sources to build knowledge of the social studies content, exploring meaningful questions about sources and content to build understanding, and developing and expressing claims that demonstrate their understanding of the content.</p> <ul style="list-style-type: none"> <li>• Social Studies teachers will <b>implement</b> Louisiana Standard scope and sequence onsite and virtually.</li> <li>• Social Studies teachers will <b>embed writing</b> within their social studies curriculum onsite and virtually.</li> </ul> <p>Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</p>	Administrative Team, teachers, and paraprofessionals	August 2024-May 2025	<p>Title 1 School-Wide Materials and Supplies- \$102,525</p> <p>iREADY Licenses- \$6,056</p>	<p>Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following:</p> <ul style="list-style-type: none"> <li>· LDOE scope and sequence</li> </ul> <p>Sign in sheets, agenda and exit tickets for teachers</p>
<p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p><b>3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</b></p>				

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<b>CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies</b>				
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Teachers will participate in high quality Tier 1 professional development sessions which will be provided by               <ul style="list-style-type: none"> <li><b>ELA</b> <ul style="list-style-type: none"> <li>○ 3rd-5<sup>th</sup>: Teaching Lab, ELA , Math, Great Minds PhD Science, Bayou Bridges, NIET Support</li> </ul> </li> <li><b>Math</b> <ul style="list-style-type: none"> <li>○ Great Minds and Math Content Leader</li> </ul> </li> </ul> </li> </ul>	Administrative Team, teachers, and paraprofessionals	August 2024-May 2025	Title 1 School-Wide Materials and Supplies- \$102,525  iREADY Licenses- \$6,056	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: · LDOE scope and sequence  Sign in sheets, agenda and exit tickets for teachers

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<b>CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies</b>				
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>Parental and Family Engagement:</b></p> <ul style="list-style-type: none"> <li>Teachers will work to ensure that parents have necessary knowledge and skills to be proactive advocates for their children.</li> <li>Teachers will provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal.</li> <li>Teachers will provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families.</li> </ul> <ol style="list-style-type: none"> <li>August 2024- Orientation - sent to parents on Remind and Facebook page.</li> <li>October 2024-Fall Title I night</li> <li>October 2024- Parent Teacher Conferences</li> <li>February 2025-Spring Title I night</li> <li>March 2025-Parent Teacher Conferences</li> <li>Provide communication through JCall, school marque, newsletters, website and SMP Facebook page.</li> </ol>	Administrative Team, teachers, and paraprofessionals	August 2024-May 2025	Title 1 School-Wide Materials and Supplies- \$102,525  iREADY Licenses- \$6,056	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: · LDOE scope and sequence  Sign in sheets, agenda and exit tickets for teachers

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

**(Title I Schoolwide Component 3)**

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

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>• <b>(CIR &amp; UIR Academics)</b> Schools will partner, as appropriate, with University of Louisiana at Lafayette and TEACH America in order to meet the school’s workforce needs.</li> <li>• <b>(CIR &amp; UIR Academics)</b> Mentor Teachers will ... to undergraduate residents and Post-Bac candidates.</li> </ul>	Administrative Team, teachers, and paraprofessionals  HR Supervisor	August 2024-May 2025		District - Job Fair, College Fairs, District Website

St. Martin Parish School System- Title I Schoolwide Plan

**Transition to Next Level School Programs**

(Title I Schoolwide Component 7)

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

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Meet and Greet between Cecilia Primary and Teche Elementary	Principals and Assistant Principals	May 2025		Meet and Greet Feedback Forms

# Discipline Action Plan

(Tier 1, 2 and 3 Interventions)

<b>School-wide Objective(s):</b>	School-level disciplinarians will meet with the RTI team monthly to discuss patterns of discipline problems students are having within the classroom setting/various areas of campus/bus. If an intervention plan will be needed, the RTI meetings will be held to begin the RTI T1 process.
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Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Tier 1- Classroom All students are in Tier 1. Students will remain in this tier as long as they are showing progress.</p> <ul style="list-style-type: none"> <li>a. Classroom/School/Bus intervention -PBIS and Second Step</li> <li>a. Re-Teach Rules and Expectations</li> <li>b. Parent Contact</li> </ul>	Classroom Teacher, Bus Driver, Behavior Interventionist, Assistant Principal, Principal, RTI Facilitator	August 2024-May 2025		Referral Count, Parent Teacher Conferences
<p>Tier 2 Interventions Student who receives 2 suspensions or a pattern of behavior. Students will remain in this tier with targeted interventions as long as they show progress. The interventionist will chart behavior and document on RTI log. List responsible party for providing the interventions and classroom teacher will continue with classroom intervention as well.</p> <ul style="list-style-type: none"> <li>a. Revisit classroom/school/bus intervention(s)</li> <li>a. Construct an FBA (with parent permission) and BIP and implement behavior plan</li> <li>b. Parent conference</li> <li>c. Pull-out intervention sessions (20-25 min 2-3 times/week)</li> </ul>	Classroom Teacher, Bus Driver, Behavior Interventionist, Assistant Principal, Principal, RTI Facilitator	August 2024-May 2025		Referral Count, Parent Teacher Conferences, Behavior Documentation, FBA's Conducted, Interventions Used



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

<p>Tier 3 Interventions</p> <p>Students who receive more than 2 suspensions or show a pattern of behavior. Students will remain in this tier with targeted interventions as long as they are showing progress or a 504/1508 evaluation is recommended. The interventionist will chart behavior and document on RTI log. List responsible party for providing the intervention and classroom teacher will continue with classroom intervention as well.</p> <ul style="list-style-type: none"> <li>a. Revisit classroom/school/bus intervention(s)</li> <li>a. Parent Conference</li> <li>b. Intervention -revisit/revise behavior plan</li> <li>c. Pull-Out intervention sessions (30-45 min. 3-5 times/week)</li> <li>d. Referral -TASC/FINS/Health Center for counseling</li> </ul>	<p>Classroom Teacher, Bus Driver, Behavior Interventionist, Assistant Principal, Principal, RTI Facilitator</p>	<p>August 2024-May 2025</p>		<p>Referral Count, Parent Teacher Conferences, Behavior Documentation, FBA's Conducted, Interventions Used</p>

# ESSA – Schoolwide Plan Requirements

ESSA requires three actions that are essential for effective implementation of a schoolwide program:

## Schoolwide Program Requirements

1. Conduct a **comprehensive needs assessment**
2. Prepare a comprehensive **schoolwide plan**
3. Annually **evaluate** the schoolwide plan

## Steps to Developing a Comprehensive Schoolwide Program Plan

1. **Collaboration:** Develop with the involvement of parents, community and school personnel
2. **Monitoring and Revising:** SW plan will remain in effect for duration of school's Title I participation
3. **Accessibility:** Make SW Plan available to LEA, parents and public in an understandable format and (as practicable) in a language parents understand
4. **Coordination:** Develop in coordination and integration with other Federal, State, and local services including ESSA programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education programs, career and technical education programs. The plan must also incorporate any Comprehensive or Targeted Support & Improvement activities required.
5. **Comprehensive Needs Assessment:** CNA must be based on academic achievement information about all students in the school, particularly the needs of those children failing/at-risk of failing to meet challenging state academic standards. The intent of this assessment is to help the school understand the subjects and skills for which teaching and learning needs to be improved.