

St. Martin Parish School System- Title I Schoolwide Plan

# St. Martin Parish School System



## Title I Schoolwide Plan St. Martin STEAM Academy

**Grade Level:** 2-5

**Address:** 716 North Main Street, St. Martinville, Louisiana

**Principal's Name:** Erica Pitre

**School Phone Number:**

**Principal's Email Address:** [erica\\_pitre@saintmartinschools.org](mailto:erica_pitre@saintmartinschools.org)

### 2024-2025

St. Martin Parish School System- Title I Schoolwide Plan

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**District Assurance**

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

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

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

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

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

(Component 9): Teacher Recruitment and Retention

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

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Principal

Date

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Executive Director

Date

**St. Martin Parish School System- Title I Schoolwide Plan**  
***Faculty and Staff Review***

Date	Name	Position	Signature
	Lisa Sylvester	Principal	
	Alyson David	Assistant Principal	
	Corliss Smith	Arts Coordinator	
	Nichole Airhart	STEM Coordinator	
	Anyia Chretien	Librarian	
	Jacoby Lewis	Behavior Interventionist	
	Nicole Theyard	SBLC Academic Coordinator	
	Jill Usie	STEM Teacher	
	Joshua Lanry	Music Teacher	
	Jana Simon	Dance Teacher	
	Maddie Pierce	Theatre Teacher	
	Katie Keller	Art Teacher	
	Allie Dore	Master Teacher, ELA	
	Ange Latiolais	Master Teacher, Math	
	Karen Brown	SPED Teacher	
	Tina Fredrick	SPED Teacher	
	Victoria Huval	SPED Teacher	
	Marla Bourque	SPED Teacher	
	Emily Hulin	SPED Teacher	
	Sharyn Dayton	Gifted/Talented Arts	
	Stephanie Landry	Speech	
	Teisha Boudreaux	RTI Coach	
	Dionne Landry	SPED Para	

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	Tasha Schexnayder	SPED Para	
	Cynthia Landry	SPED Para	
	Vicki Champagne	SPED Para	
	Jasmine Campbell	2 <sup>nd</sup> Grade Teacher	
	Alicia Angelle	2 <sup>nd</sup> Grade Teacher	

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

Date	Name	Position	Signature
	Brandi Bourque	2 <sup>nd</sup> Grade Teacher	
	Kali Galland	2 <sup>nd</sup> Grade Teacher	
	Raegan Viator	2 <sup>nd</sup> Grade Teacher	
	Malette Lewis	2 <sup>nd</sup> Grade Teacher	
	Debra Mitchell	2 <sup>nd</sup> Grade Teacher	
	Xaviera McCray	2 <sup>nd</sup> Grade Teacher	
	Ashley Bertrand	3 <sup>rd</sup> Grade Teacher	
	Shelly Durand	3 <sup>rd</sup> Grade Teacher	
	Alexis Guilbeaux	3 <sup>rd</sup> Grade Teacher	
	Kayla McKee	3 <sup>rd</sup> Grade Teacher	
	Louis Lastrappe	3 <sup>rd</sup> Grade Teacher	
	Jessica Mouton	3 <sup>rd</sup> Grade Teacher	
	Jacey Paul	3 <sup>rd</sup> Grade Teacher	
	Faith Skipper	3 <sup>rd</sup> Grade Teacher	
	Brittany Bernard	4 <sup>th</sup> Grade Teacher	
	Amie Armand	4 <sup>th</sup> Grade Teacher	
	Cody Keller	4 <sup>th</sup> Grade Teacher	
	Tonya Lancon	4 <sup>th</sup> Grade Teacher	
	Andrea Plunkett	4 <sup>th</sup> Grade Teacher	
	Jordon Bruno	5 <sup>th</sup> Grade Teacher	
	Dana Gautreaux	5 <sup>th</sup> Grade Teacher	
	KayIn Cormier	5 <sup>th</sup> Grade Teacher	
	Kelly Franklin	5 <sup>th</sup> Grade Teacher	
	Kyla Dufrene	5 <sup>th</sup> Grade Teacher	
	Ashley Lafleur	5 <sup>th</sup> Grade Teacher	

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

	Sandi Angelle	Secretary	
	Lisa George	Secretary	
	Ali David	Part-time Secretary	

***Faculty and Staff Review***

Date	Name	Position	Signature
	Shirley Kately	Custodian	



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

	Patrick Marks	Custodian	
	James Morris	Custodian	
	Rossandra Bing	Custodian PT	
	Tammy Belaire	Food Service Manager	
	Kenya Barthelemy	PT. Food Service	
	Beverly Roberts	Food Service	
	Sandra Simon	Food Service	
	Allison Latiolais	Food Service	
	Frances Toucheck	Food Service	
	Mike Bourda	Bus Operator	
	Edward George	Bus Operator	
	Melinda Latiolais	Bus Operator	
	Yvonne Harrison	Bus Aide	

## 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:** To inspire St. Martin STEAM Academy students to think, believe, and create innovatively within a STEAMfocused environment, empowering them to positively impact global society.

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**Mission:** To provide meaningful learning experiences that integrate core subjects with STEAM for a diverse community of learners. Embracing diversity as a cornerstone of educational philosophy, St. Martin STEAM Academy (Early STEAM Academy) fosters an inclusive environment where students collaborate to solve real-world problems, applying their content knowledge with confidence.

**Motto:** I ask. I imagine. I plan. To create. To improve. To innovate

**Data Portfolio - Title I Schoolwide Programs: Component 1**

**Comprehensive Needs Assessment Data**

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

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

	<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>

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

**Comprehensive Needs Assessments for SY 2023-2024 Title I Schoolwide Planning**

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

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

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**STRENGTHS**

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

<b>STRENGTHS</b>		<b>DATA SOURCE/INSTRUMENT</b>
1.	Current second grade students showed an increase in Math on their 1st grade end of the year benchmark. At the end of the 2023-2024 school year, 65% of the students were on grade level or above in Math. In reading, 75% of the students were on grade level or above in reading.	iREADY 2023-2024(Fall and Winter Benchmarks) - <b>Current 2nd Graders</b>
2.	Current Third grade students showed an increase in Vocabulary on their 2nd grade end of the year Iready benchmark. At the end of the 2023-2024 school year, of the students scored on grade level or above in Vocabulary.	iREADY 2023-2024 (Fall and Winter Benchmarks)- <b>Current 3rd Graders</b>
3.	Current 4 <sup>th</sup> Grade students scored 63% (moderate/strong) on major content on the math LEAP. They also scored 62% moderate/strong in modeling and application. In ELA 41% of students score mastery and above on the LEAP. These students showed strength in writing performance.	LEAP 2024 - <b>Current 4th Grade Students</b>  LEAP 2024 - <b>Current 4th Grade Students</b>
4	According to LEAP Spring 2023 data, Written Expression was identified as a strength for the current fifth grade students. 61% of these students scored in the moderate to strong range. Of these students 38% scored Mastery or Advanced range.	LEAP 2024 - <b>Current 5th Graders</b>  LEAP 2024 - <b>Current 5th Grade Students</b>

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

<b>Contributing Factor: Administrative team and teachers collaborate weekly to analyze data to drive instruction.</b>	
Domain: 500 Sub domain: 550	
<b>Instrument(s): IREADY Diagnostic Fall and Winter Results- 32-24, Discipline Report and Classroom Walkthroughs</b>	
<b>Data Type:</b> 1. Cognitive 2. Archival 3. Behavioral	<b>Findings</b> 1.Students showed an overall 30% growth on IReady Reading from August 2023- May 2024. <b>(Current 4th graders)</b> 2.During weekly clusters, teachers collaborated and implement NIET best practices.. 3. The Instructional Leadership Team observed as a strength in actively monitoring students and giving academic feedback during lesson delivery.

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<b>Contributing Factor: Teachers Implementing district/state mandated standards with fidelity in ELA.</b>	
Domain: 200B Sub domain: 260	
<b>Instrument(s):</b> 2023-2024 LEAP 2025 Data, Student Survey, Classroom Observations, Teacher Survey	
<b>Data Type:</b> 1. Cognitive 2. Attitudinal 3. Behavioral	<b>Finding</b> 1. According to 2023-2024, LEAP 2025, 61% of fourth grade students (current 5th graders) were proficient in the writing performance category. 2. 85% of teachers state that teachers are held to high professional standards for delivering instruction. 3. Classroom Observations revealed that 85% of classroom ELA teachers are implementing the district/state mandated standards with fidelity across the grade levels.
<b>Contributing Factor: Environment is nurturing and conducive to learning.</b>	
Domain: 200B Sub domain: 260	
<b>Instrument(s):</b> Parent survey, Classroom Walk-throughs, Administrative survey	
<b>Data Type:</b> 1. Attitudinal 2. Attitudinal 3. Behavioral	<b>Findings</b> 1. Administrator stated that the climate at the school is positive. 2. 80% of parents surveyed feel that the school is comfortable and supports learning. 3. Resources and materials supported the learning goals in 85% of the walkthroughs.

**\*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):

1.	According to the end of the year 2023 iREADY benchmark, 37% of the current second graders were below grade level in Reading. According to Dibels data, at the end of the 2023 school year, 41% of students were below level.	iREADY 2023-2024 /Dibels (Fall and Winter Benchmarks) - <b>Current 2nd Graders</b>
2.	According to Dibels data, at the end of the 2023 school year, 38% of students were below level.	Dibels- <b>Current 3rd Graders</b>
3.	85% of the current 4 <sup>th</sup> graders scored basic or below on the LEAP science assessment. On the ELA LEAP 25 vocabulary and informational text shows weaknesses. 44% scored in the weak range.	Spring 2024 LEAP Assessment- <b>Current 4th Graders</b>
4.	83% of the current 5 <sup>th</sup> grade students scored basic or below on the science LEAP assessment. Also, 85% scored basic or below on the LEAP math assessment. (Most math reporting categories showed a major deficient.)	Spring 2024 LEAP Assessment- <b>Current 5th Graders</b>



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

<b>Contributing Factor: Additional Professional Development and Classroom walkthroughs</b>	
Domain: Curriculum, Instruction, and Assessment Sub domain: Instructional Strategies	
Instrument(s): LEAP 2025, Teacher Survey, Parent Survey, 3-5th Grade Classroom Observations	
<b>Data Type:</b> 1. Cognitive 2. Attitudinal 3. Behavioral	<b>Findings</b> 1. LEAP test results indicate <b>83%</b> of <b>current 4th graders</b> were <b>not proficient</b> on the <b>Science</b> LEAP test. (current 5th graders)  2. 85 % of teachers surveyed feel that additional Professional Development is needed in all content areas. More science developed text are needed for student research.  3. 80% of classroom observations took place in Reading and Math. More observations/classroom walkthroughs need to take place during Science.
<b>Contributing Factor: Additional Professional Development and Classroom walkthroughs</b>	
Domain: Curriculum, Instruction, and Assessment Sub domain: Instructional Strategies	
Instrument(s):	
<b>Data Type:</b> 1. Cognitive 2. Behavioral 3. Behavioral	<b>1. Findings</b> 85% of our <b>current 4th grade students</b> performed below Mastery level on <b>the Science LEAP assessment</b> . 2. 50% of classroom observations state that teachers and special education teachers collaborate consistently in designing and/or executing excellent lessons for students with special needs. 3. Walk through data reveals 30% of teachers were differentiating instruction and using individualized strategies.

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<b>Contributing Factor: Additional Professional Development and Classroom walkthroughs</b>	
Domain: Curriculum, Instruction, and Assessment Sub domain: Instructional Strategies	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. Cognitive 2. Behavioral 3. Behavioral	<b>Findings</b> 1. 85% of current 4th graders performed below Mastery level on the Math LEAP assessment. 2. Walk through data reveals 30% of teachers were differentiating instruction and using individualized strategies. 3. Walk through data reveals 50% of teachers incorporate construction response questions in their daily lessons throughout content areas.

**\*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

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

**Core Academics: ELA, Math, Science, Social Studies**

<p><b>Weaknesses:</b></p>	<p>Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <u>List weaknesses for each Core Academic area and the subgroups.</u></p> <ol style="list-style-type: none"> <li>1.Students in third grade were 41% proficient in ELA Literary Text on 2024 LEAP in Spring Assessment. - Current 4th Graders</li> <li>2.Students in third grade were 27% proficient in Solving Problems with any Operation on 2024 Math LEAP Assessment. - Current 4th Graders.</li> <li>3. Students in third grade were 23% percent proficient in Science Reasoning on the 2024 LEAP Assessment. - Current 4th graders</li> <li>4. Third grade SPED students were 29% proficient on Science LEAP Assessment. Current 4th graders</li>   <li>6. Students in fourth grade were 38% proficient in ELA Literary Text on 2024 LEAP Assessment. Current 5th graders</li> <li>7. Students in fourth grade were 31% proficient in Compare and Solve Problems with Fractions on 2024 Math LEAP Assessment. Current 5th graders</li> <li>8. Students in fourth grade were 22% proficient in Science Reasoning on 2024 LEAP Assessment. Current 5th graders</li> <li>9. Fourth grade SPED students were 20% proficient in Science and Social for LEAP 2024. Current 5th graders</li> </ol>				
<p><b>Objectives:</b></p>	<p>An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <u>Identify objectives for each Core Academic area and the subgroups.</u></p> <ol style="list-style-type: none"> <li>1.Students in fourth grade will increase their ELA Literary Text performance from 41% proficient to 51% proficient on the 2024 LEAP Assessment.</li> <li>2. Students in fourth grade will increase their Math Solving Problem with any Operation performance from 27% proficient to 50% proficient on the 2025 LEAP Assessment.</li> <li>3. Students in fourth grade will increase their Science Reasoning performance from 23% proficient to 43% proficient on the 2025 LEAP Assessment.</li> <li>4. Fourth grade SPED students will increase their overall Science proficiency from 29% proficient to 39% proficient on LEAP 2025 Assessment.</li>   <li>1.Students in fifth grade will increase their ELA Literary Text performance from 38% proficient to 48% proficient on the 2025 LEAP Assessment.</li> <li>2. Students in fifth grade will increase their Math Compare and Solve Problems with Fraction performance from 31% proficient to 41% proficient on the 2025 LEAP Assessment.</li> <li>3. Students in fifth grade will increase their Science Reasoning performance from 22% proficient to 32% proficient on the 2025 LEAP Assessment.</li> <li>4. Fourth grade SPED students will increase their overall Science and Social Studies proficiency from 20% proficient to 30% proficient on LEAP 2025 Assessment.</li> </ol>				
<p><b>Evidence-Based Strategies:</b></p>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Job-Embedded PD	<input type="checkbox"/> Technology Integration	<input type="checkbox"/> Other :

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

<p><b>CORE ACADEMICS - ELA</b></p>	<p align="center"><b>DELETE INFO THAT DOES NOT APPLY</b></p> <p><b>Tier 1 Resources:</b> K -2: ARC Core Reading/IRLA    <b>3-8: Louisiana Guidebooks</b></p>
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<p align="center"><b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b></p>	<p align="center"><b>Persons Responsible</b></p>	<p align="center"><b>Target Date(s)/Timeline</b></p>	<p align="center"><b>Funding Source(s) and Cost</b></p>	<p align="center"><b>Documentation</b></p>
<p><b>Instruction:</b></p> <p><b>Curriculum/Instruction/Assessments:</b> SMP will continue to effectively implement the Louisiana State Standards for ELA by utilizing the <b>Guidebook curriculum/EL Education Curriculum</b> with a focus examining textual resources and text complexity to build students’ ability to read and understand grade-level complex texts and express an understanding clearly through writing and speaking.</p> <ul style="list-style-type: none"> <li>• ELA teachers will <b>implement</b> district <b>Guidebook curriculum/EL Education Curriculum</b> scope and sequence.</li> <li>• ELA teachers will enrich students three times a week for 45 minutes each day using the Phonics for Reading and twice a week for 45 minutes per day using IReady. Students will also complete cold read passages via CommonLit.</li> <li>• ELA teachers will also embed Spelling and Grammar lessons during their ELA block. Lessons will be taken from the Zaner Bloser curriculum.</li> <li>• Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities</li> <li>• ELA teachers will administer Dibels three times a year to monitor student growth.</li> </ul>	<p>Administrative Team, teachers and paraprofessionals LAA+ Schools for arts integration PD</p>	<p>August 2024-May 2025</p>	<p>Teacher- (<b>Entire Title 1 Funds to Staffin-154,005.00/ 3 Full time teacher</b>)</p>	<p>Administrative Team will conduct weekly observations to review the implementation of the following:</p> <ul style="list-style-type: none"> <li>• Guidebooks</li> <li>• curriculum</li> <li>• iREADY Intervention (Title 1 Tutors)</li> </ul> <p>Sign in sheets, agenda and exit tickets for teachers</p>

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- ELA teachers will administer the STAR Reading test three times a year to monitor student growth.
- Students who are at-risk that are identified as Tier 2 and Tier 3 for RTI will utilize iREADY and Phonics for Reading. iREADY is a prescriptive intervention program that offers pathways to growth with precise instruction. **Phonics for Reading** is a three-level series that helps build phonemic awareness, decoding and fluency skills to strengthen reading comprehension.
- Implementation of ARTS integrated lesson to support the STEAM school mission.

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**DELETE INFO THAT DOES NOT APPLY.**

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

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

Pre-K: TS GOLD, IReady

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

**3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark, Phonics for Reading**

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

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CORE ACADEMICS - Mathematics		Tier 1 Resources: Ready Math		
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>  <b>Curriculum/Instruction/Assessments:</b>                      SMP will continue to effectively implement the Louisiana Student Standard <b>Companion Documents</b> for Math that equates mathematical concepts to stories, with an aim of developing conceptual understanding.</p> <ul style="list-style-type: none"> <li>Math teachers will <b>implement</b> Ready Math scope and sequence</li> <li>Math teachers will <b>embed the constructed response questions</b> within the Eureka Math lessons</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</li> <li>Math teachers will enrich students for 45 minutes per a day. Students will complete Iready Math lessons once a week.</li> <li>Math teachers will administer the Ready math diagnostic test three times a year to monitor student growth.</li> <li>Students who are at-risk that are identified as Tier 2 and Tier 3 for RTI will utilize iREADY. iREADY is a prescriptive intervention program that offers pathways to growth with precise instruction.</li> <li>Implementation of ARTS integrated lesson to support the STEAM school mission.</li> <li>Implementation of Roboblocky.</li> </ul>	Administrative Team, teachers and paraprofessionals LAA+ Schools for Arts Integration PD UC Davis	August 2024-May 2025	-Teacher- ( <b>Entire Title 1 Funds to Staffin-154,005.00/ 3 Full time teacher</b> )	Administrative Team will conduct weekly observations to review the implementation of the following: <ul style="list-style-type: none"> <li>Eureka</li> <li>curriculum</li> <li>iREADY Intervention (Title 1 Tutors)</li> </ul> Sign in sheets, agenda and exit tickets for teachers
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>                      Include assessment frequency in parenthesis behind each assessment.</p> <p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):                      2<sup>nd</sup>: ,K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark                      3<sup>rd</sup>-5<sup>th</sup>:, IReady, Louisiana Guidebooks, District Benchmark</p>				

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CORE ACADEMICS – Science		Tier 1 Resources: 3 <sup>rd</sup> -5 <sup>th</sup> - Great Minds PhD Science			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Curriculum/Instruction/Assessments:</b> SMP will continue to effectively implement the Louisiana state standards for Science and PHD Implementation Guide for Science that explores core science concepts to help students make sense of the world around them</p> <ul style="list-style-type: none"> <li>Science teachers will <b>implement</b> Science scope and sequence</li> <li>Science teachers will <b>embed</b> the <b>constructed response questions</b> within their Science lessons</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</li> <li>Science teachers will utilize the Science labs to enrich their Science lessons. Science teachers will conduct experiments.</li> <li>Implementation of ARTS integrated lesson to support the STEAM school mission.</li> <li></li> </ul>		Administrative Team, teachers and paraprofessionals LAA+ Schools for arts integration PD	August 2024-May 2025	Teacher- ( <b>Entire Title 1 Funds to Staffin-154,005.00/ 3 Full time teacher</b> )	Administrative Team will conduct weekly observations to review the implementation of the following: <ul style="list-style-type: none"> <li>PHD Science curriculum</li> </ul> Sign in sheets, agenda and exit tickets for teachers
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>                      Include assessment frequency in parenthesis behind each assessment.</p> <p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):                      K-2<sup>nd</sup>: Formative Task, Oncourse Assessment and District Benchmark                      3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, , District Benchmark, LEAP 2025 Teacher- (<b>Entire Title 1 Funds to Staffin-154,005.00/ 3 Full time teacher</b>)</p>					



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CORE ACADEMICS – Social Studies		Tier 1 Resources: Louisiana State Standards/ 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>Curriculum/Instruction/Assessments:</b> SMP will continue to effectively implement the Louisiana State Standards for Social Studies by utilizing the <b>Louisiana State Standards</b> with a focus on examining authentic sources to build knowledge of the social studies content, exploring meaningful questions about sources and content to build understanding, and developing and expressing claims that demonstrate their understanding of the content.</p> <ul style="list-style-type: none"> <li>Social Studies teachers will <b>implement</b> Louisiana Standard scope and sequence</li> <li>Social studies curriculum implementation (Bayou Bridges)</li> <li>Social Studies teachers will <b>embed writing</b> within their social studies curriculum</li> <li>Using <b>weekly common assessments</b> (through Oncourse), <b>LEAP 360</b> and <b>district benchmark</b> assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually.</li> <li>Social Studies teachers will embed Studies Weekly into their Social Studies curriculum.</li> <li>Implementation of ARTS integrated lesson to support the STEAM school mission.</li> </ul>	Administrative Team, teachers and paraprofessionals LAA+ Schools for arts integration training PD.	August 2024-May 2025	Teacher- ( <b>Entire Title 1 Funds to Staffin-154,005.00/ 3 Full time teacher</b> )	<p>Administrative Team will conduct weekly observations to review the implementation of the following:</p> <ul style="list-style-type: none"> <li>Louisiana State Standards</li> </ul> <p>Sign in sheets, agenda and exit tickets for teachers</p>
<p><b>DELETE INFO THAT DOES NOT APPLY.</b> Include assessment frequency in parenthesis behind each assessment.</p> <p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): K-2<sup>nd</sup>: K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark 3<sup>rd</sup>-5<sup>th</sup>: <b>Benchmark, Techer made assessments, LEAP 2025</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</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>○ K-2<sup>nd</sup>: Teaching Lab, ARC Core, NIET, Great Minds PhD Science, READY Math,</li> <li>○ 3rd-5<sup>th</sup>: Teaching Lab, ELA , Math and Science Content Leaders, NIET, Ready Math, LAA+ Schools (for arts integration)</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>○ Great Minds and Math Content Leader</li> <li>○ Ready Math PD</li> <li>○ LAA+ Schools (Arts Integration)</li> <li>○ UC Davis for Roboblocky</li> <li>○ NIMSIL</li> </ul>	Administrative Team, teachers and paraprofessionals	August 2024-May 2025	Teacher- <b>(Entire Title 1 Funds to Staffin-154,005.00/ 3 Full time teacher)</b>	<p>Administrative Team will conduct weekly observations to review the implementation of the following:</p> <ul style="list-style-type: none"> <li>● EL Education Curriculum</li> <li>● Guidebook curriculum</li> <li>● iREADY Intervention (Title 1 Tutors)</li> <li>● Phonics for Reading (Title 1 Tutors)</li> </ul> <p>Sign in sheets, agenda and exit tickets for teachers</p>

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

<b>CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies</b>				
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p><b>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> <li>● After every nine week period, we send home notifications of RTI progress with progress reports. Parents are invited to meetings to discuss their child’s progress. We send home usernames and passwords for iReady. Parents are invited to attend testing workshops, Title 1 family in-services, IReady in-services, and general curriculum workshops. Open communication between parents and teachers is always encouraged. Parents also have access to student’s academic information, as well as free educational links through the school’s websites.</li> </ul> <ol style="list-style-type: none"> <li>1. August 2024- Meet and Greet - sent to parents on Remind and Facebook page.</li> <li>2. September 2024- Open House/PTO Meeting</li> <li>3. September 2024- Review of School Improvement Plan with parents</li> <li>4. October 2024- Virtual/In-person</li> <li>5. October 2024: Math/Science Family Night</li> <li>6. Provide communication through JCall, REMIND, school marque, newsletters, website and SMP Facebook page.</li> </ol>	Administrative Team, teachers and paraprofessionals	August 2024-May 2025	Teacher- <b>(Entire Title 1 Funds to Staffin-154,005.00/ 3 Full time teacher)</b>	Sign in sheets, agenda and exit tickets for teachers

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

Instruction by Certified Teachers – Certified Teacher Recruitment

<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 and retain teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<ul style="list-style-type: none"> <li>• <b>(CIR &amp; UIR Academics)</b> Schools will partner, as appropriate, with University of Louisiana at Lafayette and TEACH America in order to meet the school’s workforce needs.</li> <li>• <b>(CIR &amp; UIR Academics)</b> Mentor Teachers will ... to undergraduate residents and Post-Bac candidates.</li> </ul>	HR Supervisor	8/24-5/25		District - Job Fair, College Fairs, District Website

**(Title I Schoolwide Component 3)**

St. Martin Parish School System- Title I Schoolwide Plan

**Transition to Next Level School Programs**

(Title I Schoolwide Component 7)

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

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Meet and Greet - ELA/SMJH	Principal Assistant Principal Technology Coordinator Curriculum Meeting	April 2024- May 2025		Virtual Meet and Greet Feedback forms

# Discipline Action Plan

<b>School-wide Objective(s):</b>	To increase the number of students in Tier 1 and decrease the number of students in Tier 2 and Tier 3.
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Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Tier 1- Classroom Students will remain in this Tier as long as they are showing progress. The classroom teacher will chart behavior and document it on the RTI log.</p> <p>*Classroom/School/Bus Intervention- PBIS/Leader in Me *Re-teach Rules and Expectations *Parental Contact (Required documentation: Jcampus discipline report; grades/attendance report; parent contact documentation on SBLC PN form, RTI progress monitoring log.)</p> <p>School's additional Tier 1 Intervention(s): check in check out, set goals, mentor</p>	Classroom Teachers	August 2024-May 2025		<p>JCampus discipline report, grades/attendance report, parent contact documentation on SBLC PN form, RTI progress monitoring log</p> <p>Check in check out, set goals, mentor</p>
<p><b><u>Tier 2- 3-5 referrals and/or a pattern of behavior; 2 or more suspensions</u></b></p> <p>Students will remain in Tier 2 with targeted interventions as long as they are showing progress. The Behavior Interventionist is responsible for behavior documentation. The interventionist will chart behavior and document it on the RTI log. The pupil Appraisal coordinator will be invited to the meeting.</p> <ol style="list-style-type: none"> <li>a. <b>Revisit Classroom/School/Bus Intervention(s)</b></li> <li>b. <b>Parent Conference (doc. on SBLC PN form)</b></li> <li>c. <b>Construct an FBA and BIP and implement the Behavior Plan</b> <ol style="list-style-type: none"> <li>i. <b>FBA with parental approval</b></li> </ol> </li> </ol>	Classroom Teachers	August 2024-May 2025		<p>JCampus discipline report, grades/attendance report during Synergy Assembly, parent contact documentation on SBLC PN form, RTI progress monitoring log</p> <p>Check in check out, set goals, mentor</p>

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

<p>ii. <b>Develop and implement a Behavior Plan; Transition Plan; Crisis Plan- if applicable</b></p> <p>d. <b>Pull-Out Intervention sessions (15 – 25 minutes 2 – 3 times per week)</b></p> <p>    i. <b>Example: Second Step (in a small group)/PBIS Check-In Check Out/Mentoring/Role Play</b></p> <p>        1. <b>Anger Management, Bully Prevention, Bus Behavior, Peer Interactions, Etc.</b></p> <p>    ii. <b>Early Interventions-FINS/TASC (depending on grade)</b></p> <p>e. <b>consideration made for possible 504/1508 referral</b></p> <p> (Required documentation: Campus discipline report; parent meeting documentation on SBLC PN form, grades/attendance report, RTI progress monitoring log; charting; list of all RTI Behavior team members.)</p> <p> School’s additional Tier 2 Intervention(s): check in check out, set goals, mentor</p>				
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**St. Martin Parish School System- Title I Schoolwide Plan**

<p><b><u>Tier 3- 6 or more referrals and/or a pattern of behavior; 3 or more suspensions</u></b></p> <p>Students will remain in Tier 3 with targeted interventions as long as they are showing progress. The Behavior Interventionist is responsible for behavior documentation. The interventionist will chart behavior and document it on the RTI log. The pupil Appraisal coordinator will be invited to the meeting.</p> <ol style="list-style-type: none"> <li>a. <b>Revisit Classroom/School/Bus Intervention(s)</b></li> <li>b. <b>Parent Conference (doc. on SBLC PN form)</b></li> <li>c. <b>Intervention – Review/Revise the Behavior Intervention Plan; Transition Plan; Crisis Plan if applicable</b></li> <li>d. <b>Pull-Out Intervention sessions (30 – 45 minutes 3-5 times per week)</b> <ol style="list-style-type: none"> <li>i. <b>Example: Second Step (one on one)/PBIS Check-In Check Out/Mentoring/Role Play</b> <ol style="list-style-type: none"> <li>1. <b>Anger Management, Bully Prevention, Bus Behavior, Peer Interactions, Etc.</b></li> </ol> </li> </ol> </li> <li>e. <b>FBA</b></li> <li>f. <b>Develop/Revise and implement a Behavior Plan</b></li> <li>g. <b>Referral – TASC/FINS/Health Center for Counseling</b></li> <li>h. <b>A determination made for a consideration of a 504/1508 evaluation</b></li> </ol> <p>(Required documentation:Jcampus discipline report; parent meeting documentation on SBLC PN form, grades/attendance report, RTI progress monitoring log; charting; list of all RTI Behavior team members.)</p> <p>School’s additional Tier 3 Intervention(s): check in check out, set goals, mentor</p>	<p>Classroom Teachers</p>	<p>August 2024-May 2025</p>		<p>JCampus discipline report, grades/attendance report, parent contact documentation on SBLC PN form, RTI progress monitoring log</p> <p>Check in check out, set goals, mentor</p>
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# ESSA – Schoolwide Plan Requirements

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

## Schoolwide Program Requirements

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

## Steps to Developing a Comprehensive Schoolwide Program Plan

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