

# **St. Martin Parish School System**



## **Title I Schoolwide Plan Cecilia Jr. High**

**6TH - 8TH GRADE**

**1022 SCHOOL STREET, BREAUX BRIDGE, LA 70517**

**PRINCIPAL TIEDRA HAWKINS, (337) 909-3900**

**TIEDRA\_HAWKINS@SAINTMARTINSCHOOLS.ORG**

**2024-2025**

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

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

### District Assurance

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

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

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

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

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

(Component 9): Teacher Recruitment and Retention

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

Principal

*Tasha Hawkins*

Date

*9-23-2024*

Executive Director

Date

St. Martin Parish School System- Title I Schoolwide Plan

**Faculty and Staff Review**

Date	Name	Position	Signature
	TIEDRA HAWKINS	Principal	Tiedra Hawkins
	TBD	Assistant Principal	
	Beasia Wilson	Academic Coordinator	Beasia Wilson
	Brandi Charles	Behavior Interventionist	Brandi Charles
	Samantha McGuire	Teacher	Samantha McGuire
	Veturah Dupre	Literacy Coach	Veturah Dupre
	Chad Bernard	Teacher	Chad Bernard
	Camille Hollier	Teacher	Camille Hollier
	Yvette Guidry	Teacher	Yvette Guidry
	Bailey Burgess	Teacher	Bailey Burgess
	Shala Cormier	Teacher	Shala Cormier
	Dana Dupuis	Teacher	Dana Dupuis
	Kacey Doucet	Teacher	Kacey Doucet
	Michelle Stelly	Teacher	Michelle Stelly
	Mouhamadou Diop	Teacher	Mouhamadou Diop
	Orrin Gibson	Teacher	Orrin Gibson
	Keisha Huntsberry	Teacher	Keisha Huntsberry
	Hailey Guidry	Teacher	Hailey Guidry
	Kaitlyn Calais	Teacher	Kaitlyn Calais
	Jhansi Huval	Teacher	Jhansi Huval
	Mona John	Teacher	Mona John

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	Roylin Jones	Teacher	Roylin Jones
	Julian King	Teacher	Julian King

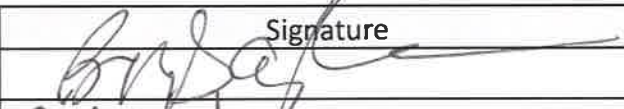
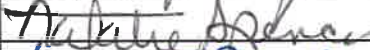







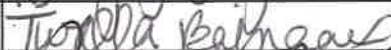
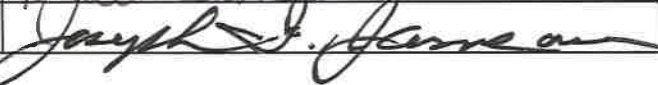
**Faculty and Staff Review**

Date	Name	Position	Signature
	Nathan Labarrere	Teacher	Nathan Labarrere
	Raymond Latiolais	Teacher	Raymond Latiolais
	Arnaud Leclercq	Teacher	Arnaud Leclercq
	Anjellaka Jack	Teacher	Anjellaka Jack
	Jonathan Marks	Teacher	Jonathan Marks
	Catherine Franks	Speech Therapist	Catherine Franks
	Penny Calais	Teacher	Penny Calais
	Melynda Carmouche	Teacher	Melynda Carmouche
	Wanda Roy	Teacher	Wanda Roy
	Terri Fontenot	Teacher	Terri Fontenot
	Courtney Shiel	Teacher	Courtney Shiel
	Marvel Swain	Teacher	Marvel Swain
	Chase Talley	Teacher	Chase Talley
	Gracie Nelams	Teacher	Gracie Nelams
	Nina Towry	Teacher	Nina Towry
	Mona Gordan	Teacher	Mona Gordan
	Tiffany Deranger	Secretary/Bookkeeper	Tiffany Deranger
	Christy Briggs	Secretary	Christy Briggs
	Lillie Barker	COE Worker	Lillie Barker
	Danielle Charles	Teacher	Danielle Charles
	Sonja Robinson	Nurse	Sonja Robinson

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

	Tiffany Bertrand	Nurse	
	Rachel Taylor	Paraprofessional	

## Faculty and Staff Review

Date	Name	Position	Signature
	Brandy Salazar	Paraprofessional	
	Natalie Spencer	DA's Intervening Services	
	Jamee Thibodeaux	Teacher	
	Kristi Hayes	Teacher	
	Callie Smith	Teacher	
	Lanette Williams	Custodian	
	Penny Sylvestr	Custodian	
	Leslie Broussard	Custodian	
	Ashley Lavergne	Parent	
	Twolla Babineaux	Parent	
	Joseph Jarreau	Community Member	

## 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 of Cecilia Jr High**

### **School Vision and Mission Statements**

**Vision Statement:** Cecilia Jr. High School develops students into well prepared young adults ready to engage a dynamic society.

**Mission Statement:** The Cecilia Junior High School community prepares students for a dynamic society through rigorous academics, coupled with an investment in their social development.

### **ST. MARTIN PARISH SCHOOL SYSTEM'S GOALS (From Curriculum and Instruction Handbook pg. 21)**

**Goal 1:** One hundred percent of administrators (supervisors, principals, assistant principals, curriculum coordinators, instructional coaches, and master teachers) will demonstrate knowledge of curriculum and instruction for core and non-core content areas by the end of the school year.

**Goal 2:** One hundred percent of leaders, both district and school level, will demonstrate improvement of instructional practices by leading, creating and implementing an action plan for improving instructional practices.

**Goal 3:** One hundred percent of core teachers will implement the district and school level assessment plan and use the results to drive teaching and learning.

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

#### **Comprehensive Needs Assessment Data**



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

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

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

**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):

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	The whole school indicated 40.1% students scored strong in ELA Writing	LEAP 2025
2.	The whole school indicated 40% students scored strong in Math Rational Numbers-Fractions	LEAP 2025
3.	The 8th grade ELA scored at 45 percent proficient..	LEAP 2025

**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: Administrative Team and teacher collaborate to analyze data to drive instruction</b>
<b>Instrument(s):</b> LEAP 2025

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<b>Data Type:</b> 1. Cognitive 2. Attitudinal 3. Behavioral	1.Forty-five percent of students in grade 8 scored proficient on LEAP 2025. 2.Teachers discussed reading strategies during professional learning communities bimonthly. 3.The Administrative Team observed use of higher order thinking questions during prescribed observations.
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<b>Contributing Factor: Teachers implemented Tier 1 Instruction</b>	
<b>Instrument(s):</b> Classroom Observations and LEAP 2025	
<b>Data Type:</b> 1. Cognitive 2. Behavioral 3. Attitudinal	<b>Findings:</b> 1. Forty-five percent of students in grade 8 scored proficient on LEAP 2025. 2. The Administrative Team observed teachers implementing Tier 1 Instruction during prescribed observations. 3. During post-observations, teachers indicated fidelity to Tier I Instruction.

<b>Contributing Factor: Teaching environment is conducive to learning.</b>	
<b>Instrument(s):</b> LEAP 2025 and Classroom Observations	
<b>Data Type:</b> 1. Cognitive 2. Attitudinal 3. Attitudinal	<b>Findings:</b> 1 Results of LEAP 2025 2.During post observations, teachers indicated that the learning environment was highly effective to effective proficient. 3.The Administrative Team indicates that the learning environment at the school is positive.

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### WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	The whole school-54,8% of students are weak in major math content(ALSO, B, W, H, SWD, ED).	LEAP 2025
2.	The 7th grade was 54.5% weak in expression equations (ALSO, B, W, H, SWD, ED).	LEAP 2025
3.	The whole school indicated students in science were at 16 percent proficient. (ALSO, B, W, H, SWD, ED).	LEAP 2025

**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: Improved pacing charts needed for content areas.</b>	
<b>Instrument(s):</b> Teacher discussions, LEAP 2025, Weekly Lesson Plans	
<b>Data Type:</b> 1. Cognitive 2. Archival 3. Archival	<b>Findings:</b> 1. Over 54% of the students scored weak in math major content 2. Lack of effective/implementation of pacing charts across content 3. Based on lesson plans, teachers are not implementing instruction in a unified manner or with intended rigor.
<b>Contributing Factor: Lack of high-quality, job-embedded professional development</b>	
<b>Instrument(s):</b> Informal Teacher discussion and LEAP 2025	
<b>Data Type:</b> 1. Attitudinal 2. Cognitive 3. Attitudinal	<b>Findings: Data received from LEAP 2025 Administration and informal collaboration.</b> 1. Teachers indicate a need for more professional development in content areas. 2. Over 80% of the students are not proficient in science content areas. 3. Teachers indicate more collaboration is needed between grade levels.
<b>Contributing Factor: Increased effectiveness of professional learning communities.</b>	
<b>Instrument(s):</b> : Teacher discussions, Administrative Observations	

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

<b>Data Type:</b> 1. Behavioral 2. Behavioral 3. Archival	<b>Findings: Data received from LEAP 2025 Administration and informal collaboration.</b> 1. Professional Learning Communities are too informal. 2. Not all grade levels and or content levels implement PLCs. effectively 3. Administrative Team indicates lack of effective teacher collaboration.
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**\*Must list at least three findings to justify a Contributing Factor.**

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

## Action Plan

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

ESSA Schoolwide Plan Requirements 2 and 3

Core Academics: ELA, Math, Science, Social Studies					
<b>Weaknesses:</b>	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>				
<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.By the end of th 2025 school year, the schools ELA PP will increase from 38 to 40 on LEAP 2025</li> <li>2.By the end of the 2025 school year, the school's Math PP will increase from 16 to 18 on LEAP 2025</li> <li>3.By the end of the 2025 school year, the school's Science PP will increase from 16 to 18 on LEAP 2025</li> <li>4.By the end of the 2025 school year, the school's Social Studies PP will increase from 16 to 18 on LEAP 2025</li> <li>5.By the end of the 2025 school year, the school's Black students' number proficient will increase in ELA from 26 to 28, in Math from 7 to 9, in Social Studies from 7 to 9, in Science from 5 to 7 on LEAP 2025.</li> <li>6.By the end of the 2025 school year, the school's Hispanic students' number proficient will increase from 17 to 19 in ELA, 7 to 9 in Math, 9 to 11 in Social Studies, and 7 to 9 in Science on LEAP 2025.</li> <li>7.By the end of the 2025 school year, the school's White students' number proficient will increase from 46 to 48 in ELA, 18 to 20 in Math, 17 to 19 Social Studies, and 22 to 24 in Science.</li> <li>8.By the end of the 2025 school year, the school's ED students' number proficient will increase from 33 to 35 in ELA, 11 to 13 in Math, 12 to 14 in Social Studies, and 14 to 16 in Science.</li> <li>9.By the end of the 2025 school year, the school's SWD students' number proficient will increase from 9 to 11 in ELA, 7 to 9 in Math, 6 to 8 in Social Studies, and 6 to 8 in Science.</li> <li>10.By the end of the 2025 school year, the school's ELL students' number proficient will increase from 0 to 2 in ELA, 0 to 2 in Math, 0 to 2 in Social Studies, and 0 to 2 in Science.</li> <li>11. By the end of the 2025 school year, the school's Suspension Rate will decrease from 19 to 17%%.</li> </ol>				
<b>Evidence-Based Strategies:</b>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Job-Embedded PD	<input type="checkbox"/> Technology Integration	<input type="checkbox"/> Other :

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

CORE ACADEMICS - ELA		Tier 1 Resources: 3-8: Louisiana Guidebooks			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Instruction:</b></p> <ul style="list-style-type: none"><li>• ELA teachers will implement district Guidebook (Learnzillion with Writing Revolution) curriculum and scope and sequence face to face, online, and virtually and incorporate Scholastic books</li><li>• ELA teachers will participate in weekly PLCs to review pacing guides, assessments, and professional development.</li><li>• Identified at-risk students will participate in RTI Tier 2 and Tier 3 interventions that offer pathways to growth with prescriptive instruction.</li><li>• A skinny lesson for acceleration will be taught each day.</li><li>• Incorporate NIET standards in daily instruction.</li><li>• Materials and supplies to support above mentioned activities</li><li>• SUPP: IXL for students struggling with Tier I instruction</li></ul> <p>GOAL 1, 2, 3</p> <ul style="list-style-type: none"><li>• <b>((CIR))</b> ELA Content Leader will provide guidance to ELA teachers during PLCs</li><li>• <b>(CIR, UIR Academics)</b> Mentor Teacher will provide guidance and support to undergraduate residents and Post-Bac candidates.</li><li>• <b>(UIR Academics)</b> Intervention Leader provides strategies for Tier II and III Interventions to students.</li></ul> <p>Subgroups Targeted: WS, B, W, ED, SWD, ELL, H, Discipline</p> <ul style="list-style-type: none"><li>• After reviewing diagnostic and interim assessments, students will attend remediation/tutoring sessions in the afternoon or during the day. RTI daily with B, W, ED, SWD. Additionally, students will participate in a pull-out and inclusion program and use Tier I Core Instruction (all subgroups), Read 180, System 44 (Tier II and III all subgroups), Imagine Learning and tutoring by LEP Facilitator(ELL &amp; H), and Unique Learning (SWD). Use of PBIS, Conscious Discipline Strategies, Second Step and DA's Early Intervening Services for Discipline.</li></ul>		Administration Team, teachers, tutors, paraprofessionals, and RTI Teacher. Discipline PLCs	August 2024-May 2025	<p>Title I Materials and Supplies (\$20,000.00)</p> <p>iREADY Licenses</p> <p>Teacher/RTI tutors/Aide (S/B) (\$95, 685)</p> <p>NOTE: for all content areas and subgroups.</p> <p>.Title I (\$17, 264.00)</p> <p>Title I PBIS-District funded</p>	<p>The Administrative Team will conduct monthly observations to review implementation of Guidebooks, pacing guides, and interventions.</p> <p>Sign-in sheets and feedback from teacher PLCs</p> <p>A roster will be created with eligible students, attendance and performance will be documented (iLEAP), and reviewed by administration quarterly.</p>

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**DELETE INFO THAT DOES NOT APPLY.**

6th - 8<sup>th</sup>: Louisiana Guidebooks (weekly by classroom teacher) , District Benchmark(at least times a year by classroom teacher), iREADY (three times a year by classroom teacher)



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

<b>CORE ACADEMICS - Mathematics</b>		<b>Tier 1 Resources: K-8 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> <ul style="list-style-type: none"> <li>Math teachers will implement district READY Math curriculum and scope and sequence face to face, online, and virtually and use supplemental math materials.</li> <li>Math teachers will participate in weekly PLCs to review pacing guide, assessments, and professional development.</li> <li>Identified at-risk students will participate in RTI Tier 2 and Tier 3 interventions that offer pathways to growth with prescriptive instruction.</li> <li>A skinny lesson for acceleration will be taught each day.</li> <li>Incorporate NIET standards in daily instruction.</li> <li>Materials and supplies to support above mentioned activities</li> <li>SUPP: IXL for students struggling with Tier I instruction</li> </ul> <p><b>GOAL 1, 2, 3</b></p> <ul style="list-style-type: none"> <li><b>((CIR))</b> Math Content Leader will provide guidance to math teachers during PLCs</li> <li><b>(CIR, UIR Academics)</b> Mentor Teacher will provide guidance and support to undergraduate residents and Post-Bac candidates.</li> <li><b>(UIR Academics)</b> Intervention Leader provides strategies for Tier II and III Interventions to students.</li> </ul> <p><b>Subgroups Targeted:</b> WS, B, W, ED, SWD, ELL, H, Discipline</p> <ul style="list-style-type: none"> <li>After reviewing diagnostic and interim assessments, students will attend remediation/tutoring sessions in the afternoon or during the day. RTI daily with B, W, ED, SWD. Additionally, students will participate in a pull-out and inclusion program and use Tier I Core Instruction (all subgroups), Read 180, System 44 (Tier II and III all subgroups), Imagine Learning and tutoring by LEP Facilitator(ELL &amp; H), and Unique Learning</li> </ul>		Administration Team, teachers, tutors, paraprofessionals, and RTI Teacher. Discipline PLCs.	August 2024-May 2025	<p>Title I Materials and Supplies (\$20,000.00)</p> <p>iREADY Licenses</p> <p>Teacher/RTI tutors/Aide (S/B) (\$95, 685) NOTE: for all content areas and subgroups. Title I (\$17, 264.00)</p> <p>Title I PBIS District funded</p>	<p>The Administrative Team will conduct monthly observations to review implementation of EUREKA, pacing guides, and interventions.</p> <p>Sign-in sheets and feedback from teacher PLCs</p> <p>A roster will be created with eligible students, attendance and performance will be documented (iLEAP), and reviewed by administration quarterly.</p>

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

(SWD). Use of PBIS, Conscious Discipline Strategies, Second Step and DA's Early Intervening Services for Discipline.				
<b>Assessments</b> (Evidence of Effectiveness - indicate data to be used, what will be measured or assessed, by whom, and frequency): 6th - 8 <sup>th</sup> : Ready Math (weekly by classroom teacher) , District Benchmark(at least twice a year by classroom teacher), iREADY (three times a year by classroom teacher)				

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

CORE ACADEMICS – Science		Tier 1 Resources: 6 <sup>th</sup> -8 <sup>th</sup> - IQWST			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction:					
<div>Instruction:</div> <div><ul style="list-style-type: none"><li>Science teachers will implement district IQWST curriculum and scope and sequence face to face, online, and virtually using hands-on activities and additional science materials.</li><li>Science teachers will participate in weekly PLCs to review pacing guide, assessments, and professional development.</li><li>Science teachers will embed constructed responses into the assessments.</li><li>Identified at-risk students will participate in RTI Tier 2 and Tier 3 interventions (ON PAR) that offer pathways to growth with prescriptive instruction.</li><li>A skinny lesson for acceleration will be taught each day.</li><li>Incorporate NIET standards in daily instruction.</li><li>Materials and supplies to support above mentioned activities</li><li>SUPP: IXL for students struggling with Tier I instruction</li></ul></div> <div>GOAL 1, 2, 3</div> <div><ul style="list-style-type: none"><li><b>((CIR))</b> Science Content Leader will provide guidance to science teachers during PLCs</li><li><b>(CIR, UIR Academics)</b> Mentor Teacher will provide guidance and support to undergraduate residents and Post-Bac candidates.</li><li><b>(UIR Academics)</b> Intervention Leader provide strategies for Tier II and III Interventions to students.</li></ul></div> <div>Subgroups Targeted: WS, B, W, ED, SWD, ELL, H, Discipline</div> <div><ul style="list-style-type: none"><li>After reviewing diagnostic and interim assessments, students will attend remediation/tutoring sessions in the afternoon or during the day. RTI daily with B, W, ED, SWD. Additionally, students will participate in a pull-out and inclusion program and use Tier I Core Instruction (all</li></ul></div>		Administration Team, and teachers. RTI Teacher and Discipline PLCs.	August 2024- May 2025	<div>Title I Materials and Supplies (\$20,000.00)</div> <div>Teacher/RTI tutors/Aide (S/B) (\$95, 685)</div> <div>NOTE: for all content areas and subgroups.</div> <div>Title I (\$17, 264.00)</div> <div>Title I PBIS District funded</div>	<div>The Administrative Team will conduct monthly observations to review implementation of IQWST, pacing guides, and interventions.</div> <div>Sign-in sheets and feedback from teacher PLCs</div> <div>A roster will be created with eligible students, attendance and performance will be documented (iLEAP), and reviewed by</div>

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subgroups), Read 180, System 44 (Tier II and III all subgroups), Imagine Learning and tutoring by LEP Facilitator(ELL & H), and Unique Learning (SWD). Use of PBIS, Conscious Discipline Strategies, Second Step and DA's Early Intervening Services for Discipline.				administration quarterly.
<b>Assessments</b> (Evidence of Effectiveness - indicate data to be used, what will be measured or assessed, by whom, and frequency): 6th - 8 <sup>th</sup> : Louisiana IQWST Assessments(weekly by classroom teacher)				

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

CORE ACADEMICS – Social Studies		Tier 1 Resources: K-8 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> <ul style="list-style-type: none"> <li>CJH will continue to effectively implement the Bayou Bridges Curriculum by utilizing the S. S. State Standards with a focus on examining authentic sources to build knowledge of the S.S. content, exploring meaningful questions about sources and content, and using claims and evidence to build understanding of these concepts and use supplemental books.</li> <li>S.S. teachers will implement LDOE State Curriculum and scope and sequence face to face, online, and virtually using hands-on activities.</li> <li>S.S. teachers will embed constructed response questions in their weekly assessments.</li> <li>S.S. teachers will participate in weekly PLCs to review pacing guide, assessments, and professional development.</li> <li>Identified at-risk students will participate in RTI Tier 2 and Tier 3 interventions that offer pathways to growth with prescriptive instruction.</li> <li>A skinny lesson for acceleration will be taught each day.</li> <li>Incorporate NIET standards in daily instruction.</li> <li>Materials and supplies to support above mentioned activities</li> <li>SUPP: IXL for students struggling with Tier I instruction</li> </ul> <p>GOAL 1, 2, 3</p> <ul style="list-style-type: none"> <li><b>((CIR))</b> SS Content Leader will provide guidance to social studies teachers during PLCs</li> <li><b>(CIR, UIR Academics)</b> Mentor Teacher will provide guidance and support to undergraduate residents and Post-Bac candidates.</li> <li><b>(UIR Academics)</b> Intervention Leader provides strategies for Tier II and III Interventions to students.</li> </ul> <p>Subgroups Targeted: WS, B, W, ED, SWD, ELL, H, Discipline</p> <ul style="list-style-type: none"> <li>After reviewing diagnostic and interim assessments, students will attend remediation/tutoring sessions in the afternoon or during the day. RTI</li> </ul>		Administration Team, and teachers. RTI Teacher and Discipline PLCs.	August 2024-May 2025	<p>Title I Materials and Supplies (\$20,000.00)</p> <p>Teacher/RTI tutors/Aide (S/B) (\$95, 685)</p> <p>NOTE: for all content areas and subgroups.</p> <p>Title I (\$17, 264.00)</p> <p>Title I PBIS District funded</p>	<p>The Administrative Team will conduct monthly observations to review implementation of , pacing guides, and interventions.</p> <p>Sign-in sheets and feedback from teacher PLCs</p> <p>A roster will be created with eligible students, attendance and</p>

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

daily with B, W, ED, SWD. Additionally, students will participate in a pull-out and inclusion program and use Tier I Core Instruction (all subgroups), Read 180, System 44 (Tier II and III all subgroups), Imagine Learning and tutoring by LEP Facilitator(ELL & H), and Unique Learning (SWD). Use of PBIS, Conscious Discipline Strategies, and DA's office for Discipline.				performance will be documented (iLEAP), and reviewed by administration quarterly.
<b>Assessments</b> (Evidence of Effectiveness - indicate data to be used, what will be measured or assessed, by whom, and frequency): 6th - 8 <sup>th</sup> : Social Studies Bayou Bridges Classroom Assessments(weekly by classroom teacher)				

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

CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Professional Development:</b> <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> <b>ELA</b> <ul style="list-style-type: none"> <li>6<sup>th</sup>-8<sup>th</sup>: Content Leaders will review strategies during PLCs.</li> <li>School and District PD-GUIDE BOOKS</li> </ul> <b>Math</b> <ul style="list-style-type: none"> <li>6<sup>th</sup> - 8<sup>th</sup>: Content leaders will review strategies during PLCs.</li> <li>School and District PD-READY MATH</li> </ul> <b>SCIENCE</b> <ul style="list-style-type: none"> <li>6<sup>th</sup>-8<sup>th</sup>: Content Leaders will review strategies during PLCs.</li> <li>School and District PD-IQWST</li> </ul> <b>SOCIAL STUDIES</b> <ul style="list-style-type: none"> <li>6<sup>th</sup> - 8<sup>th</sup>: Content leaders will review strategies during PLCs.</li> <li>School and District PD-Bayou Bridges</li> </ul> <p>NOTE: Incorporate NIET standards in each content area daily.</p>	District Staff, Administration Team, teachers, content leaders	August 2024-May 2025	None  District PD: District Funds.	The Administrative Team will conduct monthly observations to review implementation of , pacing guides, and interventions.  Sign-in sheets, agenda, or exit tickets for teachers
<b>DISCIPLINE</b> Behavior Interventionist and Assistant Principal will review and share strategies for discipline issues and classroom management-Conscious Discipline, PBIS, and Second Step.	TBD and BCharles		Title I PBIS District funded	Sign-in sheets, agenda, or discipline summary reports for teachers
Subgroups Targeted: WS, B, W, ED, SWD, ELL, H, Discipline <ul style="list-style-type: none"> <li>(CIR) Content Leaders, ELA and math, will conduct and organize intentional PLCs based on student needs</li> <li>(CIR, UIR Academics) Mentor Teacher will model and provide strategies for teachers</li> </ul>				

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<ul style="list-style-type: none"><li>• <b>(UIR Academics)</b> Intervention Leader will model and provide intervention strategies for Tier II and Tier III students.</li></ul>				
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Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Family and Stakeholder Engagement:	Teachers	August 2024-May 2025	PI: TBD	Sign-in sheets, agenda, Log-in, newsletters, website snapshots, teacher logs for all.
<ul style="list-style-type: none"> <li>Teachers will provide parents with continuous feedback about the progress of their child so that they may fully participate as educational partners and ensure that their child will attain the district goals.(All subgroups) Use of Remind, emails, J-Calls</li> </ul>	Teachers	August 2024	None	
<ul style="list-style-type: none"> <li>Teachers will meet parents at the beginning of the year to meet and greet the parent (Orientation/Open House) (All subgroups)</li> </ul>	Administration Team	August 2024-2025	None	
<ul style="list-style-type: none"> <li>Provide communication through JCalls, school marque, school newsletter, website, Remind, emails, and flyers. (All subgroups)</li> </ul>	RLatiolais/BWilson	August 2024	None	
<ul style="list-style-type: none"> <li>Title I Collaboration</li> </ul>	RLatiolais/BWilson	October 2024		
<ul style="list-style-type: none"> <li>Fall ELA/Math Collaboration (All subgroups)</li> </ul>	RLatiolais/BWilson	February 2025		
<ul style="list-style-type: none"> <li>Spring Testing Collaboration (All subgroups)</li> </ul>	Ad Team/Teachers	October 2025		
<ul style="list-style-type: none"> <li>Fall Parent Teacher Conference (All subgroups)</li> </ul>	Ad Team/Teachers	March 2025		
<ul style="list-style-type: none"> <li>Spring Parent Teacher Conference (All subgroups)</li> </ul>	THawkins/APLTBD/BCharles	September 2024	Title I PBIS District funded	Notes, Discipline Reports
<ul style="list-style-type: none"> <li>Discipline Overview-collaboration with parents regarding discipline trends and outcomes. Overview of PBIS and its overall objective</li> </ul>				

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Multi-Tiered Systems of Support for Behavior	<u>Interventions</u> <u>For Tier 1= 1-2 referrals and/or a pattern of behavior; one suspension</u>  <u>For Tier 2 = 3-5 referrals, and/or a pattern of behavior; two suspensions</u>  <u>For Tier 3 = 6 or more referrals, and/or a pattern of behavior; 3 or more suspension</u>			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction:  ● Use of classroom rules and procedures and interventions; PBIS (Tier I) ● Use of PBIS, Conscious Discipline Strategies, Second Step, FBA, Behavior Plan, and Ripple Effect (Tier II) ● Use of DA’s office for Discipline. (Tier III)	Teachers, BCharles, TBD AP	August 2024 - May 2025	PBIS-District funded	Lesson Plans, Behavior Plans, FBA, or Discipline Reports
Assessments: Staff members will use daily interventions and strategies, including redirection, PBIS, conferences, parent phone calls, to reduce negative behaviors.				

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

## 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.

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>District Level</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/Master Teachers will model lessons, provide guidance and support to undergraduate residents and Post-Bac candidates.</li> <li>• <b>Non-Certified-district will provide and hire</b></li> <li>• <b>REACH University (Paraprofessionals)will provide funding and support for REACH University Students</b></li> </ul>	Human Resources, T.Hawkins, V.Dupre, (for all sections)	August 2024- May 2025	<b>District Funds</b>	Registration/payment and grades (for all sections)
Visit and attend University programs in the College of Education annually. Work with all Universities to recruit teachers of different genders, race, and ethnicity. Also, conduct an annual district teacher recruitment fair.	Human Resources Supervisor and Administrative Team	Spring 2024-ongoing	<b>District Funds</b>	College Fair Brochures District Teacher Fair Brochures

# 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  
    ☐X Middle School to High School

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Counselor(s) will visit schools to organize scheduling. (TE-CJH) or (CJH-CSH) Conduct Virtual Field Trip/Orientation of School for incoming 6th graders.	Counselor/Academic Coordinator	August 2024-May 2025	None	Virtual Field Trip, Scheduling material, schedules, flyers of school

### PARENTAL INVOLVEMENT MEETINGS

CJH Orientation	August 6, 2024 at 2:00 PM
Open House	August 21, 2024 at 5:30 PM
SWIP Collaboration	August 21, 2024 at 5:00 PM
Fall Parent Meeting	September 18, 2024 at 5:00 PM (ELA/Math)
Spring Parent Meeting	February 26, 2025 at 1:15 PM (Testing)
Parent Teacher Conf.	October 18, 2024
Parent Teacher Conf.	March 25, 2025
SWIP Evaluation	May 14, 2025 at 1:15 PM

# **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.