

# St. Martin Parish School System



## Title I Schoolwide Plan Stephensville Elementary

**Grade Level:** Prek – 8th

**Address:** 3243 LA 70, Morgan City, LA 70380

**Principal's Name:** Christopher Shirley

**School Phone Number:** 985-385-1366

**Principal's Email Address:** [Christopher\\_shirley@saintmartinschools.org](mailto:Christopher_shirley@saintmartinschools.org)

**2024 - 2025**

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

**Table of Contents**

District Assurance 4

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

School Vision and Mission Statement 8

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

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

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

- School Report Card..... 9
- Demographic Data..... 9
- Subgroup Component Data.....9
- Demographic Data..... 9

Comprehensive Needs Assessment

.....10

Action Plan 14

Instruction by Certified Teachers – Certified Teacher Recruitment 21

Transition to Next Level School Programs 22

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

**District Assurance**

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

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

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

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

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

(Component 9): Teacher Recruitment and Retention

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

\_\_\_\_\_  
Principal Date

\_\_\_\_\_  
Executive Director Date

***Faculty and Staff Review***

Date	Name	Position	Signature
------	------	----------	-----------



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

	Melinda Hymel	Secretary	
	Allison Guagliardo	Prek Teacher	
	Sarah Blanchard	Kindergarten Teacher	
	Ramona Busbice	1 <sup>st</sup> grade teacher	
	Lisa Blankenship	2 <sup>nd</sup> grade teacher	
	Brandie Peterson	3 <sup>rd</sup> grade teacher	
	Patty Orgeron	4 <sup>th</sup> grade teacher	
	Pamela Verrett	5 <sup>th</sup> grade teacher	
	Melinda Fields	Middle School Math and Science	
	Samantha Robicheaux	Middle School S.S. and P.E.	
	Melanie Belle	Middle School ELA	
	Darlene Verret	Elementary P.E.	
	Rachelon Delco	Special Education Teacher	
	Samantha Landry	Special Education Paraprofessional	
	Mary Beadle	RTI Paraprofessional	
	Magan Verret	LPN	
	Thomasina Rink	Prek Paraprofessional	
	Kelly Legendre	Head Custodian	
	Rebecka Miller	Cafeteria Manager	
	Althea Aucoin	Cafeteria Technician	

***Faculty and Staff Review***

Date	Name	Position	Signature
	Julie Landry	Cafeteria Technician	
	Carolyn Guidry	Bus Transportation	



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

**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:** *Stephensville Elementary will inspire all students to achieve personal and academic success so that they can become productive citizens.*

**Mission:** *Stephensville Elementary, in support of its students and stakeholders, aims to prepare all students for their personal success in life by preparing them to be lifelong learners. Stephensville Elementary will provide an environment for all students to thrive academically and socially. Stephensville Elementary will strive to prepare students for the challenges of continuing education and citizenship. We will accomplish our mission because our faculty is dedicated to the success of our students by using current best practices and implementing highly effective curricula.*

**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
-------------	------------

**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>

**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.	Mean score of Core for K-3 DIBELS	DIBELS EOY 2024
2.	Math – Major Content	LEAP Spring 2024
3.	ELA – Reading Performance in Informational Text and Vocabulary	LEAP Spring 2024

**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: Data analysis and collaboration</b>
Domain: ELA and Math Sub domain: Reading Performance , Vocabulary, Numbers & Operation, Algebraic Thinking,
<b>Instrument(s):</b> LEAP 2025, iReady benchmark 2024, Ready Reading Assessments, Interim Assessments, Administrator Observations

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

<p><b>Data Type:</b></p> <ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Archival</li> <li>3. Archival</li> </ol>	<p><b>Findings</b></p> <ol style="list-style-type: none"> <li>1. The annual target goal expectations for growth in ELA and Math were both met and exceeded.</li> <li>2. Teachers shared best practices to fit the needs of our students within tier 1 curriculum during PLCs. Collaboration with RTI tutor also helped to meet the needs of students.</li> <li>3. 100% of staff agree that the school uses evidence gathered by walk through observations to deliver specific, actionable feedback.</li> </ol>
---	--

<b>Contributing Factor: Curriculum and Standards Alignment</b>	
Domain:	
Sub domain:	
<b>Instrument(s):</b> Common Core Standards, iReady Benchmark Data, ELA and Math assessments, PLCs, Administrator Observations	
<p><b>Data Type:</b></p> <ol style="list-style-type: none"> <li>1. Cognitive</li> <li>2. Attitudinal</li> <li>3. Archival</li> </ol>	<p><b>Findings</b></p> <ol style="list-style-type: none"> <li>1. From all grades K-8, math was noted as a major strength on the iReady diagnostic exam. Vocabulary was noted as strong from grades K-8.</li> <li>2. Teachers willingly adopted and used state and district mandated standards across all grade and subject levels. Standard alignment was frequently discussed to ensure curriculum met the state standards.</li> <li>3. Lesson pacing was very good for the 23-24 school year. Teachers were able to complete the vast majority of lessons and standards set by the district.</li> </ol>

<b>Contributing Factor: Environment is conducive to learnin</b>	
Domain:	
Sub domain:	
<b>Instrument(s):</b> Classroom walkthroughs, parent, teacher, and student surveys, feedback from district supervisors	

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

<p><b>Data Type:</b></p> <ol style="list-style-type: none"> <li>1. Attitudinal</li> <li>2. Attitudinal</li> <li>3. Attitudinal</li> </ol>	<p><b>Findings</b></p> <ol style="list-style-type: none"> <li>1. School administrator stated that the climate at the school is positive and conducive to learning.</li> <li>2. The overwhelming majority of parent concerns are addressed satisfactorily. Parents are very supportive of the school.</li> <li>3. The staff is exceptionally kind, and students report that they feel safe bringing issues to teachers and administration.</li> </ol>
---	--

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

**WEAKNESSES**

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Science – Investigation	LEAP Spring 2024
2.	Math –Additional and Supporting Content	LEAP Spring 2024
3.	ELA – Writing and Written Expression	LEAP Spring 2024

**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: Lack of Differentiated Support</b>	
Domain: Sub domain:	
Instrument(s): Classroom Observation, teacher survey, LEAP 2018-24	
<p><b>Data Type:</b></p> <ol style="list-style-type: none"> <li>1. Observational</li> <li>2. Observational</li> <li>3. Archival</li> <li>4. Observational</li> </ol>	<p><b>Findings</b></p> <ol style="list-style-type: none"> <li>1. RTI is struggling to fill in gaps quickly enough for some students. RTI tier 1 in the classroom needs to be more robust.</li> <li>2. Teachers are doing well teaching to Basic and Mastery, but we struggle with teaching to Advanced and bringing up students to Basic.</li> <li>3. Most students who score Mastery don't ever make it to Advanced.</li> <li>4. Lack of science lessons aligned to investigation rigor of LEAP.</li> </ol>
<b>Contributing Factor: Lack of high quality, timely, job-embedded professional development.</b>	

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

Domain: Sub domain:	
<b>Instrument(s):</b> Teacher Survey, Observations	
<b>Data Type:</b> 1. Cognitive 2. Attitudinal 3. Behavioral	<b>Findings</b> 1. LEAP test results from 3 <sup>rd</sup> – 8 <sup>th</sup> grades show that less than only one grade level performed at mastery level as a class average. 2. 100% of Social Studies Teachers feel that additional professional development in social studies is needed. 3. Most classroom observations take place in Reading and Math. More observations need to take place during Social Studies and Science.

<b>Contributing Factor:</b>	
Domain: Sub domain:	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. Observational 2. Observational 3. Archival	<b>Findings</b> 1. Limited time allotted for teaching writing, grammar, and skills for 3-8 ELA. 2. Not enough embedded opportunities in the tier 1 curriculum for students to write. Teachers are having to supplement to provide substantial writing opportunities. 3. Reviewing student data consists mainly of graphic organizers. Culminating writing tasks are too few and far between.

**\*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**

<b>Core Academics: ELA, Math, Science, Social Studies</b>					
<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>	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>				
<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 :
<b>CORE ACADEMICS - ELA</b>	<b>DELETE INFO THAT DOES NOT APPLY</b>				
	<b>Tier 1 Resources:</b> Pre-K: Digs    K -2: EL <b>3-8: Louisiana Guidebooks</b>				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
<b>Instruction:</b> <ul style="list-style-type: none"> <li>Teachers will implement the district scope and sequence.</li> <li>Teachers will imbed the iReady teacher tool box to address standards and support Guidebook.</li> <li>ELA teachers will include Flocabulary to support vocabulary and reading comprehension.</li> <li>Teachers will analyze data from standards based assessments, iReady benchmarks, district benchmark assessments, DIBELS benchmark assessments, and LEAP 2025.</li> </ul>	Principal Instructional Leadership Team RTI Team Classroom Teachers RTI Paraprofessional	August 2024-May 2025	iReady reading licenses Flocabulary Paraprofessional tutor	Administration conducts weekly walk throughs to observe Guidebook and Flocabulary use. Teachers and administration will review data from iReady, Benchmark assessments, and LEAP data, and DIEBLS during PLCs. Administration and RTI team will monitor RTI folders for students to make data based decisions on interventions needed.	
<b>DELETE INFO THAT DOES NOT APPLY.</b>					

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

**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, DIBELS

K-2<sup>nd</sup>: DRDP, DIBELS, K-2 Formative Task, IReady,

3<sup>rd</sup>-5<sup>th</sup>: IReady, Louisiana Guidebooks, District Benchmark

6<sup>th</sup> - 12<sup>th</sup>: Louisiana Guidebooks , District Benchmark

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

<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>
<b>Instruction:</b> <ul style="list-style-type: none"> <li>• Math teachers will implement the Ready math scope and sequence.</li> <li>• Math teachers and administration will verify standard alignment for Ready math curriculum.</li> <li>• Math teachers will utilize iReady as an intervention tool to assist students in front loading and immediate remediation.</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>		Administration Instructional Leadership Team RTI Team Math Teachers	August 2024-May 2025	RTI Paraprofessional	
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>  <b>Include assessment frequency in parenthesis behind each assessment.</b></p> <p><b>Assessments</b> (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 and District Benchmark  <b>3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark</b>                      6th - 12<sup>th</sup>: LEAP 360, Louisiana Guidebooks , District Benchmark</p>					

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

<b>CORE ACADEMICS – Science</b>		<b>Tier 1 Resources: 3<sup>rd</sup>-5<sup>th</sup> - Great Minds PhD Science</b>			<b>6<sup>th</sup>-8<sup>th</sup> - IQWST</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>
<b>Instruction:</b> <ul style="list-style-type: none"> <li>Science teachers will complete all grade level standards.</li> <li>Science teachers will embed constructed response questions within their science lessons.</li> </ul>		Administrative team, teachers & Science teachers.	August 2024-May 2025	x	The Administrative Team will conduct weekly onsite or virtual observations to review the science curriculum.
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>  <b>Include assessment frequency in parenthesis behind each assessment.</b></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>: Science assessments and District Benchmark                      3<sup>rd</sup>-5<sup>th</sup>: LEAP 360, PHD Science                      6<sup>th</sup> - 8<sup>th</sup>: LEAP 360, IQWST</p>					

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

<b>CORE ACADEMICS – Social Studies</b>		<b>Tier 1 Resources: K-8 Bayou Bridges</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>
<b>Instruction:</b> <ul style="list-style-type: none"> <li>• Social Studies teachers will complete all grade level standards</li> <li>• Social Studies teachers will imbed constructed response questions within their social studies lessons.</li> </ul>	Administration Instructional Leadership Team Social Studies Teachers	August 2024-May 2025	x	The Administrative Team will conduct weekly onsite or virtual observations to review the science curriculum.
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>  <b>Include assessment frequency in parenthesis behind each assessment.</b></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>: DRDP, DIBELS, K-2 Formative Task, and District Benchmark                      3<sup>rd</sup>-5<sup>th</sup>: <b>LEAP 360, District Benchmark, Classroom Assessments</b>                      6<sup>th</sup> - 8<sup>th</sup>: LEAP 360, Classroom Assessments , District Benchmark</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>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>○ Pre-K: DIGS and Pre-K District</li> <li>○ K-2<sup>nd</sup>: Teaching Lab, DIBELS, NIET, Great Minds PhD Science</li> <li>○ 3<sup>rd</sup>-5<sup>th</sup>: Teaching Lab, ELA , Math and Science Content Leaders</li> <li>○ 6<sup>th</sup>-8<sup>th</sup>: Teaching Lab and ELA Content Leaders</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>○ Ready Math and Math Content Leader</li> </ul>	Administrative Team, teachers and paraprofessionals	August 2024-May 2025	iReady Licenses RTI Paraprofessional	Administrative Team will conduct weekly onsite or virtual observations to review the implementation of the following: <ul style="list-style-type: none"> <li>● Guidebook curriculum</li> <li>● iREADY Intervention (Title 1 Tutors)</li> <li>- Ready Math</li> </ul>

**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>
<b>Family and Stakeholder Engagement:</b> <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>	Administrative Team, teachers	August 2024-May 2025		Sign in sheets, agenda

<b>Multi-Tiered Systems of Support for Behavior</b>	<p align="center"><b><u>Interventions</u></b></p> <p><b><u>Tier 1:</u></b> 1-2 Referrals, pattern of behavior, 1 suspension</p> <p><b><u>Tier 2:</u></b> 3-5 Referrals, pattern of behavior, or 2 suspensions</p> <p><b><u>Tier 3:</u></b> 6 or more referrals, pattern of behavior, or 3 or more suspensions</p>			
	<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>Instruction:</b> <ul style="list-style-type: none"> <li>Restorative Practices</li> <li>PBIS Incentives</li> <li>Check in Check Out</li> <li>Reteach Expectations</li> <li>Parent Contact</li> <li>SEL Lessons</li> <li>PBIS lesson plans</li> </ul>	Classroom teachers Administration PBIS team RTI team SBLC chairperson	August 24 – May 25	x	Lesson Plans Restorative Practice logs Non Consequence referrals PBIS agenda/minutes Parent Conference reports

St. Martin Parish School System- Title I Schoolwide Plan

•				
<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):</p>				

**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 Teachers will ... to undergraduate residents and Post-Bac candidates.</li> <li>● <b>Non-Certified</b></li> <li>● <b>REACH University (Paraprofessionals)</b></li> </ul>				

**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**

<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>- 8<sup>th</sup> Grade scheduling for High School</li> <li>- 8<sup>th</sup> grade field trip to Morgan City High School</li> </ul>	Middle School teachers Administration	Spring 2025	<p align="center"><b>x</b></p>	Field Trip Request forms Correspondence with MCHS Letters home to Parents

# 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.