

**St. Martin Parish School System
REVISED MAGNET IMPLEMENTATION PLAN**



STEAM MAGNET ACADEMIES

*Fueling Futures, Igniting Excellence, Celebrating Achievements
Going Full STEAM Ahead!*

ST. MARTIN PARISH REVISED MAGNET IMPLEMENTATION PLAN

Foreword

This plan was crafted in collaboration with the Plaintiff Parties through Meet and Confers, feedback letters, alignment with the Court orders, consultation from the District’s desegregation (magnet) expert, and extensive teamwork of District staff. It aims to develop and implement a comprehensive desegregation plan through the instructional lens of STEAM magnet programming, family engagement, and community partnerships. More importantly, the collective effort and feedback from both the Plaintiff Parties and the Court has served as a dynamic instrument to ensure that the plan meets the academic, instructional, cultural, and social needs of Pre-Kindergarten (Pre-K) through grade 5 students enrolled in the two magnet schools of the District’s Magnet Academies Program – known as the St. Martin Early STEAM Academy “SMESA” (*formerly named Early Learning Center “ELC”*) and the St. Martin STEAM Academy “SMSA” (*formerly named St. Martinville Primary “SMP”*).

The District has committed to identifying high-quality personnel, designing and implementing strategies, securing funding, and communicating high expectations to staff. This magnet plan is intended to build capacity in students, teachers, parents and/or guardians, and all other stakeholders to be receptive to people of all cultures and backgrounds. The District recognizes that by integrating the Arts and STEM in the curriculum with fidelity, staff can help students develop a natural appreciation and respect for other cultures and their contributions.

The plan has been an ongoing process that has taken several years to complete. Prior to the signing of the final, Court-approved plan, the District had an opportunity to partially implement the STEAM program at the magnet schools by renovating the magnet schools’ facilities, marketing the magnet schools, implementing the STEAM curriculum at the magnet schools, and making other appropriate arrangements for the finalization of the magnet plan. As a result, this magnet plan notes not only important upcoming dates, but also past milestones in the development of the STEAM program at the magnet schools.

The District recognizes that the plan is a living document and must be revisited and adjusted, depending on additional feedback from the Plaintiff Parties and the Court. This will ensure that compliance is not only meeting goals, but genuinely addressing systemic concerns and applying meaningful and applicable solutions while using transparency, communication, and collaboration.

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VISION STATEMENT

The St. Martin Parish School System (“District”) Magnet Academies Program, in partnership with all school community members, will be welcoming and nurturing environments that foster interaction and belonging among students of different racial and socioeconomic backgrounds. Through unique, theme-based programming, the magnet academies will support students’ ability to thrive in their future academic and professional lives.

MISSION STATEMENT

The mission of the St. Martin Parish School System Magnet Academies is to establish desegregated educational environments where every student excels and belongs. Driven by STEAM-themed instruction and elevated academic standards, our commitment is to actively foster engagement among students from all backgrounds in order to achieve the desegregation of the St. Martin Parish School System in accordance with federal law governing school systems subject to desegregation orders. *See, e.g., Green v. Sch. Bd. Of New Kent Cty.*, 391 U.S. 430 (1968). The St. Martin Parish School System Magnet Academies will create a learning community that celebrates and values students of all backgrounds.

DEFINING THE MAGNET PROGRAM

The goal of the St. Martin Parish School System (“District”) is to implement a magnet program that is engaging, attractive, rigorous, and innovative. This framework is designed to provide a model for students enrolled in Pre-Kindergarten (Pre-K) through grade 1, attending the St. Martin Early STEAM Academy, and students in grades 2 through 5, attending the St. Martin STEAM Academy. This approach not only provides a stimulating learning environment but also exposes students to multiple perspectives, challenging them to become critical thinkers and productive citizens, culturally responsive to the needs of others.

This research-based magnet program serves as a bridge between parents, the community, and desegregation efforts. It cultivates critical thinking and cultural awareness, and equips learners with the tools to navigate in the modern world. As part of its commitment to its desegregation goals, the District has been working to foster solid relationships with parents, teachers, community partners, and staff. Paramount to these objectives is an investment in promoting authentic parental partnerships with a focus on nurturing the whole child, including their social and emotional well-being.

The District is dedicated to tailoring educational curricula and activities to suit students’ interests and learning styles. Exposing them to a range of perspectives will empower them to become proactive citizens equipped to participate in a pluralist society. The Magnet Academies play a vital role in the desegregation goals by providing unique themed Pre-K through grade 5 academy programs, offering parents and families various educational options aligned with our desegregation efforts.

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DISTRICT MAGNET PROGRAM GOALS

The goal of the St. Martin Parish School System is to implement a magnet program that desegregates students in an engaging, attractive, rigorous, and innovative educational environment. Two major purposes of the Magnet Plan are to comply with all orders of the Federal Court and to fulfill the Parties’ agreements in each of the relevant consent orders. See, e.g., ECF Nos. 211, 222, 694 To achieve the District’s mission and vision of redesigning two St. Martinville zone schools into STEAM magnet schools, the District will:

- I. **Desegregation:** Reduce racial identifiability amongst the student population by attracting students and families of different social, economic, and racial backgrounds through unique theme-based STEAM programming.
- II. **Academic Achievement:** Support academic growth and success through a challenging and diverse learning environment that inspires and empowers all students to achieve their potential.
- III. **Professional Learning:** Provide professional learning that empowers a racially diverse group of high-quality educators to excel in integrating magnet themes and positive behavioral interventions.
- IV. **Magnet Theme:** Implement evidence-based, whole-school, integrated STEAM programs.
- V. **School Climate:** Cultivate nondiscriminatory and engaging magnet school cultures that are culturally responsive.

IMPLEMENTATION PLANNING FRAMEWORK

The District’s Plan is based on elements identified as essential for a successful Magnet Academies Program. Therefore, each stakeholder should be able to consistently communicate the elements of the program, which are:



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- 1. Desegregation:** The plan's primary focus is to remedy the effects of past segregation as required by federal law, which includes monitoring White and Black enrollment based on desegregation goals. In order to achieve its desegregation goals, the District will ensure that principles of mutual respect, valuing of all races, and non-discrimination are incorporated into the magnet schools. Throughout this document, any references to achieving or increasing diversity and equity are aimed solely at effecting the desegregation of the St. Martin Parish School System in accordance with federal law. Magnet schools are designed to attract students from different backgrounds and offer learning environments that promote understanding of different cultures and produce academic excellence. Equity denotes non-discrimination and fairness in the implementation of policies and the allocation of resources to the extent practicable. Embedding processes that seek to eliminate discrimination builds a welcoming school culture that attracts new students and improves outcomes for all students.

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

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

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

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

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

- 4. Family Engagement:** Building school-family relationships on understanding, respect, and trust will enhance student learning and academic and social-emotional development to create positive impacts on student attitudes and motivation. Family engagement should be systematically linked to the magnet schools' goals and students' needs. This should be a shared responsibility among the District's schools and families which is continuous across grade levels and reinforced across multiple settings. Families and school staff should see each other as equal partners in students' education.

Strategy: Outreach and invitations for student and parent and/or guardian activities such as community service opportunities and an annual community walk (e.g., bus tour and/or walk) for magnet educators led by students and community members will be sent to all school community members (e.g., parents and or guardians, students, community partners, school staff, District staff, board members). In addition, parents and/or guardians will be surveyed semi-annually to ascertain family satisfaction with the magnet school experience. The District will analyze survey information and publicize steps taken to address parent and/or guardian concerns outlined in the survey. The survey and results will be located on the Magnet Program page (www.stmartinmagnet.org).

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

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

MAGNET THEME

The magnet theme is a critical element in ensuring that parents and/or guardians, students, and the community understand the goal of implementing a specialized program, including curriculum, enrichment activities, and thematic integration. Community input was a central focus of identifying a theme that met the interests and needs of St. Martin Parish children.

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After hosting a series of focus group meetings and listening sessions with stakeholders, community consensus emerged around a STEAM-based model at both St. Martin Early STEAM Academy (SMESA) and St. Martin STEAM Academy (SMSA).

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

Unique Thematic Focus

STEAM (Science, Technology, Engineering, the Arts, and Mathematics) is a teaching and learning approach combining these elements to guide student exploration, discussion, and problem-solving. STEAM programming is designed to teach magnet school students to experiment like scientists, produce with technology, build like engineers, create like artists, and solve problems like mathematicians.

This St. Martin STEAM model combines best practices from successful STEAM/STEM/Arts-integration schools in Louisiana and across the nation. St. Martin STEAM Magnet Academies Program will integrate every element of STEAM throughout the grade-level curriculum content area. Additionally, all magnet students will experience daily unique, standalone arts and/or STEM-based classes. As magnet students matriculate between primary grades, their understanding of each element of STEAM will grow until they find a path that best aligns with their interests.

The St. Martin STEAM Academies design features a whole-school STEAM-centered concept. Early learners in Pre-K will be introduced to an exploratory, STEAM classroom model and daily standalone STEAM integrated instruction aligned with state guidelines. Students from Kindergarten through grade 5 will experience STEAM lessons and activities integrated throughout their core curriculum. Students in grades Pre-K through 5 will also have daily sustained opportunities to engage in visual and graphic arts, music, dance, drama, and STEM classes. These STEAM activities will be available at no charge during regular school hours, after school, and in the summer program for all magnet students.

Students in Pre-K will be exposed to STEAM at St. Martin Early STEAM Academy through STEAM integration. Students in Pre-K through grade 5 will participate in daily hands-on, inquiry-based learning opportunities that will allow them to become critical thinkers and problem solvers. These activities will encourage students to continuously learn in a culturally-shifting, technological learning environment that incorporates multiple cultural perspectives.

Educators will receive training focused on maximizing STEAM rigor, relevance, desegregation, and student belonging. The Magnet Academies Program will work with a variety of community partners to aid desegregation goals and engage multiple perspectives to inform the magnet schools' operations and to focus instruction in ways that are meaningful to local stakeholders.

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MILESTONES AND TIMELINE

In pursuit of fostering welcoming and nondiscriminatory educational environments, the St. Martin Parish School System developed this comprehensive desegregation magnet implementation plan tailored for two new STEAM magnet elementary schools, welcoming students and families for the 2024-2025 academic year. This strategic blueprint delineates the District's roadmap towards not only achieving its mission, vision, goals, and objectives but also creating schools with culturally responsive environments that incorporate multiple cultural backgrounds. Central to this plan is a carefully crafted timeline detailing the sequential steps and milestones essential for successful execution and implementation. Furthermore, the plan integrates the requirements of the Magnet Schools Assistance Program (MSAP) grant, strategically leveraging its resources to enhance the implementation process and maximize the impact of the desegregation efforts. Through this timeline, the District aims to methodically navigate each phase of implementation, ensuring meticulous adherence to court-mandated guidelines while fostering an environment that celebrates and embraces all cultures within the parish.

Chart 1: Objectives with Milestones, Projected Timelines, and Roles

Objectives with Milestone	Projected Timeline	Roles
Planning, Management, and Evaluation Activities		
Develop, advertise, and post position for Magnet Coordinator	8/2023, 9/2023	Supervisor of Human Capital, Chief Desegregation Implementation Officer (CDIO), Superintendent
Convene District Magnet Leadership Team (LT) meetings to monitor progress	Begin 10/2023, monthly	Magnet Coordinator, CDIO, Supervisor of Elementary Education, Director of Curriculum and Instruction, Supervisor of Human Capital, Supervisor of Computer Services, Supervisor of Early Childhood, Chief Financial Officer (CFO), Marketing Coordinator
Confirm partner commitments	Begin 10/2023, ongoing	Magnet Coordinator Marketing Coordinator
Advertise, interview, hire, and orient the Magnet Coordinator	Y1: October 2023 (8/2024 for new Magnet Coordinator)	Supervisor of Human Capital, CDIO, Superintendent, Desegregation/Magnet Expert Consultant, Director of Curriculum and Instruction, and Supervisor of Elementary Education
Convene School-Based Curriculum Advisory Teams to monitor progress and ensure alignment to academics and instruction	Begin 10/2023, monthly	Principals, Magnet Coordinator, STEAM Coordinators
Complete and submit the Louisiana A+ Schools application	Y1: 1/2024	Magnet Coordinator, District Magnet Leadership Team

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Objectives with Milestone	Projected Timeline	Roles
Create a spending plan based on the proposed budget; record, review, and report expenses following Federal guidelines	Begin 1/2024, monthly	Magnet Coordinator, District Magnet Leadership Team, CFO, Superintendent, CDIO
Purchase technology, furniture, furnishings, and instructional supplies for STEAM Labs, Arts Rooms, and Performing Arts Center and the summer and afterschool programs	Y1: 1/2024, 6/2024 Y2-5: 6/2025, annually	Magnet Coordinator, CFO, Superintendent, CDIO, Supervisor of Computer Services
Post job openings, hire, and orient new project staff	Y1: 1/2024-3/2024 Ongoing, as needed	Supervisor of Human Capital, Magnet Coordinator, Superintendent, Principals
Revisit evaluation plan and set up data collection and observation schedule	Y1: 11/2023, 8/2024 ongoing, annually	External Evaluator, Magnet Coordinator, Elementary Supervisor of Education
Implement attendance and event tracking tools as notated in the monitoring and evaluation section.	Begin 11/2023, quarterly	External Evaluator, Family Engagement Facilitator, Magnet Coordinator, Marketing Coordinator
Compile implementation fidelity data	Begin 1/2024, monthly	External Evaluator, Magnet Coordinator, Marketing Coordinator
Develop Project-Based Learning (PBL) rubric and conduct teacher observations	3/2024, 6/2024, 9/2024, annually (PBL teacher observations will begin in 2025)	External Evaluator, Principals, Magnet Coordinator
Develop PBL report	10/2025 annually	External Evaluator, Magnet Coordinator
Administer Teacher Self-Efficacy Scale, Faculty Survey	10/2024, 4/2025, annually	External Evaluator, Supervisor of Human Capital, Principal
Administer student surveys	10/2024, 4/2025, annually	Marketing Coordinator, Principals, Teachers
Collect student achievement and graduation data	9/2024, annually	External Evaluator, Principal, Teachers
Provide snapshot reports	12/2024, annually	External Evaluator
Begin sustainability planning process	10/2023, quarterly	Magnet Coordinator, District Magnet Leadership Team, Principals
Recruitment and Selection Activities		
Develop new marketing plan for magnet programs to include print ads, billboards, magnet webpage, and school branding	1/2024	Marketing Coordinator
Develop new parent engagement plan for magnet programs	1/2024	Marketing Coordinator, Magnet Coordinator
Revise magnet school recruitment and selection plan	12/2023-2/2024 (*Multiple revisions have been made through October, 2024)	District Magnet Leadership Team, Magnet Coordinator, Marketing Coordinator, Desegregation/Magnet Expert Consultant

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Objectives with Milestone	Projected Timeline	Roles
Implement recruitment and selection plan	Begin 10/2023 ongoing	Marketing Coordinator, Magnet Coordinator, Family Engagement Facilitator
Plan and host recruitment open houses	Beginning 02/2024, twice during application season annually, (July 12, 2024)	Magnet Coordinator, Marketing Coordinator, Family Engagement Facilitator, Principals
Plan and host Annual Magnet Academies Showcase	Beginning Fall, 2025 and annually thereafter (February 2025 mini-Magnet Academies Showcase)	Magnet Coordinator, Marketing Coordinator, Family Engagement Facilitator, Principals, and Magnet School-based Staff
Magnet Academy Interest Tours and information sessions	Ongoing beginning February, 2024	Magnet Coordinator, Marketing Coordinator, Family Engagement Facilitator, Principals, and Magnet School-based Staff
Plan and host magnet school awareness week social media and promotional activities	2/2024-3/2024, Annually	Marketing Coordinator
Launch new Magnet Academies website	1/2024	Marketing Coordinator
Conduct town hall meetings and parent information sessions; launch marketing to inform community about magnet options	1/2024, Fall Annually thereafter (The town hall meetings were completed in Fall of 2023 with focus group)	Marketing Coordinator, Family Engagement Facilitator, Magnet Coordinator, Principals
Begin registration process; receive and approve applications	1 st day of Spring Semester, Annually	Marketing Coordinator, Supervisor of Child Welfare, Attendance, Supervisor of Early Childhood
Select students for the magnet program who applied during the application period prior to the summer program. Utilize an application/selection process if interest exceeds school capacity.	Rolling basis beginning February 1 each year(July 15, 2024)	CDIO, Supervisor of Child Welfare and Attendance, Supervisor of Early Childhood, Magnet Coordinator
Send out initial acceptance or denial notifications to parents and students.	On a rolling basis annually beginning February 1	Marketing Coordinator, Magnet Coordinator
Notify accepted parents and students of selection results with a welcome letter.	Last week of May, annually (July 18, 2024)	Marketing Coordinator, Magnet Coordinator
Reopen applications for the magnet program to students who attended the summer program and choose to apply. Utilize the application/selection process on pp. 32-33 if interest exceeds school capacity.	First day of summer school program each year	Marketing Coordinator, Magnet Coordinator

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Objectives with Milestone	Projected Timeline	Roles
Send out initial acceptance or denial notifications to parents and students.	Within a week of applications post-summer programming closing	Marketing Coordinator, Magnet Coordinator
Notify accepted parents and students of selection results with a welcome letter.	Third week of July annually	Marketing Coordinator, Magnet Coordinator
Magnet Theme Rollout Activities		
Plan to implement PBL, C-STEAM, and arts-integration	6/2025 (PBL will not be launched until 8/2025)	Magnet Coordinator, Principals, STEAM Coordinators, Supervisor of Elementary Education, Director of Curriculum
Set up Arts Rooms, Performing Arts Center, and STEAM Labs	1/2024-10/2024	Magnet Coordinator, Principals, STEAM Coordinators, Supervisor of Maintenance and Facilities
Conduct student and parent feedback survey	10/2024, annually	Marketing Coordinator
Inaugural summer programming with NASA Astro Camp for potential magnet students. Summer programming will continue annually in a different format	6/2024, annually	Magnet Coordinator, Supervisor of Elementary Education, STEAM Coordinators, Principals, Marketing Coordinator
Start of the school year for both STEAM Magnet Academies Program schools (Pre-K through 5)	8/2024	Principal, School-Level Teams, Teachers, Bus Drivers
Begin aftercare programming (Pre-K through 5)	8/2024 (first day of school to last day of school, each year)	Principal, School-Level Teams, Teachers, Bus Drivers
Begin after-school and extracurricular programming (Pre-K through 5)	9/2024 (week following Labor Day to April before state testing, each year)	Principals, STEAM Coordinators, After-School Staff, Bus Drivers
Professional Development Activities		
Create and schedule professional development plan to support at least 16 hours year one and 8 hours annually, include MSA annual training	1/2024 - 6/2024 annually	Magnet Coordinator, Director of Curriculum and Instruction, Supervisor of Human Capital
Schedule site visits to model programs	1/2024, quarterly	District Magnet Leadership Team
Coordinate annual in-person and online training for required 8 hours. This will occur initially in June and makeups will occur in August. NOTE: Initial training only for the 2024-2025 school year took place in June and makeups occurred in July.	6/2024, 8/2024 annually	Magnet Coordinator, Director of Curriculum and Instruction, Supervisor of Human Capital
Conduct curricular conversations	Begin 2/2024, weekly	Supervisor of Elementary Education, Supervisor of Early Childhood, Magnet

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Objectives with Milestone	Projected Timeline	Roles
		Coordinator, STEAM Coordinators, Principals
Coordinate online professional learning (Positive Action, BetterLesson)	3/2024 -8/2024 annually	Magnet Coordinator, Director of Curriculum and Instruction, Supervisor of Human Capital
Annual Collaborative Curriculum Writing Process and Planning	Begin 5/2024, annually	Magnet Coordinator, Director of Curriculum and Instruction, Supervisor of Elementary Education, Supervisor of Early Childhood, STEAM Coordinators, and Principals
Conduct STEAM unit writing days	June/July annually	STEAM Coordinators, Master Teachers, Curriculum Coordinators, Principals, STEAM Teachers (Starting the 2025-2026 school year, other core teachers will be included.)
Participate in summer institutes	6/2024, annually (make up session 8/2024)	District Magnet Leadership Team, School-Level Teams
Provide academic ongoing support via coaching for curriculum integration	Begin 9/2024, weekly	Master Teachers, STEAM Coordinators, Supervisor of Elementary Education
Curriculum Development and Planning		
Annual Curriculum Development and Planning Team	Begin 5/2024, annually	Magnet Coordinator, Director of Curriculum and Instruction, Supervisor of Elementary Education, Supervisor of Early Childhood, STEAM Coordinators, and Principals
Mid-Year Review of Curriculum	Begin 1/2025, annually	Magnet Coordinator, Director of Curriculum and Instruction, Supervisor of Elementary Education, Supervisor of Early Childhood, STEAM Coordinators, and Principals
Integrate STEAM into the ELA Curriculum, integrate ELA Curriculum into STEAM electives. Reading/ELA, Frog Street-PK, Expeditionary Learning (EL) K-2, Louisiana Guidebooks 3-5	Begin 2/2024 – 7/2024 Unit Writing-STEAM Integration 9/2024-5/2024, weekly Lesson Planning- STEAM Integration	School-Level Teams (e.g., STEAM Coordinators, Master Teachers, Teachers, Curriculum Coordinators), Instructional Content Leaders
Integrate STEAM into the Math Curriculum, integrate Math Curriculum into STEAM electives. Math Curriculum selected.	Begin 2/2024 – 7/2024 Unit Writing-STEAM Integration 9/2024-5/2024, weekly Lesson Planning- STEAM Integration	School-Level Teams (e.g., STEAM Coordinators, Master Teachers, Teachers, UC Davis Coordinators, Instructional Content Leaders
Integrate STEAM into the Science Curriculum, integrate Science Curriculum into STEAM electives. PhD Science.	Begin 2/2024 – 7/2024 Unit Writing-STEAM Integration 9/2024-5/2024, weekly Lesson Planning- STEAM Integration	School-Level Teams (e.g., STEAM Coordinators, Master Teachers, Teachers, Instructional Content Leaders

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Integrate STEAM into the Social Studies Curriculum, integrate Social Studies Curriculum into STEAM electives. Bayou Bridges	Begin 2/2024 – 7/2024 Unit Writing-STEAM Integration 9/2024-5/2024, weekly Lesson Planning- STEAM Integration	School-Level Teams (e.g., STEAM Coordinators, Master Teachers, Teachers, Instructional Content Leaders

DESEGREGATION GOALS AND ENROLLMENT PROJECTIONS

Capacity

At the time of this magnet plan development, the St. Martin Early STEAM Academy can accommodate **400 students** and St. Martin STEAM Academy can accommodate **610 students** in their facilities. The physical capacity of the schools was determined by conducting physical walkthroughs, analyzing school maps, staffing, and analysis of current educational spaces regarding square footage, age of students, and school capacity standards.

Students will continue to be accepted, based on the 18-to-1 student-to-teacher ratio, into the magnet program at each school until facility capacity is met. In the event a school reaches physical student capacity, the District will make the best effort to accommodate students; however, some will be placed on a waitlist until the District can resolve the capacity limitations, either by expanding the physical capacity of the school(s) through modular buildings or brick-and-mortar additions or by increasing the pupil-to-teacher ratio by a reasonable amount, but not to exceed 20.

No M-to-M eligible students will be denied acceptance due to capacity issues but may be waitlisted while the District determines how best to accommodate enrollment that exceeds capacity.

Baseline Data

The table below provides October 1, 2023 grade band data agreed upon by the Board and the Plaintiff Parties, used to determine the +/- 15% desegregation goals, that includes transfer changes to residential (“911”) enrollment. Table 1 data is used to formulate the methodology for the annual desegregation goals and is based off the old attendance zones (prior to the July 2024 order). While this is based on old attendance zone school-specific data, the elementary Pre-K through 5 District **totals** did not change.

Table 1: October 1, 2023 Snapshot of District Comparison of Actual Grade Band Data (Old Attendance Zone)

Schools	Black	B%	White	W%	Other	O%	+/-
Elementary (PK-5) Totals	1658	48%	1581	46%	188	5%	—

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Breaux Bridge Elementary	201	58%	128	37%	17	5%	+9.7%
Breaux Bridge Primary	314	59%	186	35%	30	6%	+10.9%
Cecilia Primary	245	35%	378	55%	68	10%	-12.9%
Parks Primary	200	48%	206	50%	7	2%	+0.0%
Early STEAM Academy	209	68%	92	30%	6	2%	+19.7%
STEAM Academy	288	64%	147	33%	15	3%	+15.6%
Teche Elementary	201	34%	340	58%	42	7%	-13.9%
Stephensville Elementary	0	0%	104	97%	3	3%	—

Table 2 illustrates students, broken down by grade and race, enrolled in the District who would have been zoned to Early STEAM Academy (“SMESA”) and STEAM Academy (“SMSA”) if the new attendance zones had been in place in Fall 2023. This information was taken from the Board’s demographer’s residential data provided to the Plaintiff Parties and the Court prior to the zone line changes. Additionally, Table 2 illustrates St. Martinville zoned students that were active and enrolled in the District, including students that may have subsequently transferred and enrolled in a different District school (see Table 4). It does not include students who unenrolled in the District prior to the first day of school.

Table 2: October 1, 2023 Snapshot of Residential Geocode of Attendance Zones (“911”) Data (New Attendance Zone)

Data as of October 2023 Residentially Zoned Students				
Grade Level	Black	White	Other	Total
Early STEAM Academy (“SMESA”)				
Pre-K	56	24	0	80
K	78	37	2	117
1	93	47	3	143
Total	227	108	5	340
STEAM Academy (“SMSA”)				
2	79	52	2	133
3	79	49	3	131
4	79	43	2	124
5	73	45	5	123
Total	310	189	12	511

Note: Using adjusted 2024 zones

Factors Impacting Desegregation Goals

An agreed-upon baseline data set was used to determine actual desegregation projections per academic year, to the extent practicable. The actual October 1 data is what District staff provide the Magnet and Marketing Coordinators to use for marketing and recruitment purposes.

The desegregation goals described below are based on the new zone lines approved by the Court on July 23, 2024 and take into consideration the following factors that impact enrollment data beyond changes in the zoned students:

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- Number of students that may transfer in or out of the two magnet schools based on the employee transfer/Tier 2 request;
- Number of students who M-to-M out of the two magnet schools;
- Number of students who previously chose to M-to-M out of the two magnet schools that return;
- Number of students enrolling in non-mandated Pre-K;
- Number of new students to the District enrolling in Kindergarten (K);
- Number of Tier 3 students, once desegregation goals each year are met per the Student Selection process identified in the plan, transferring in;
- Number of students who leave the school system completely and may or may not notify the schools in an appropriate time frame; and/or
- Number of students who transfer in or out of the magnet schools using hardship or other reasons.

Table 3 below illustrates all students that move in and out of the two schools for these various reasons and helps to understand how to adjust the baseline residential data now and in future years. The table also illustrates how student enrollment changes would have impacted October 1, 2023 data¹ had the July 24, 2024 Attendance Zone Order been signed for the 2023-2024 school year. This data will be provided annually to the Court and the Plaintiff Parties no later than December 15.

Table 3: 2023-2024 All Types of Enrollment Changes Impacting October 1, 2023 Enrollment Data (New Attendance Zone)

Grade	Zoned Students Losses				Zoned Students Gains	
	Leaving St. Martin Parish School System		Out via Hardship (Administrative Transfer)		Entering St. Martin Parish School System	
	Black	White	Black	White	Black	White
St. Martin Early STEAM Academy						
Pre-K	1	1	0	1	48	23
K	3	6	1	1	7	12
1	9	8	0	0	8	3
Totals	13	15	1	2	63	38
St. Martin STEAM Academy						
2	6	11	1	3	5	5
3	3	6	1	0	7	5
4	4	7	0	1	4	5

¹ Some students identified as White or Black in Table 3 may self-identify as biracial with a primary race different on their M-to-M or other district transfer request from what was listed in the SIS system (“JCampus”) at the time of the data reports for the 2023-2024 school year. Beginning in the 2024-2025 school year, the District established a process for confirming and updating racial identification inconsistencies by parents and/or guardians in the SIS system for accuracy in reporting.

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5	0	6	4	2	7	5
Totals	13	30	6	6	23	20

Grade	M-to-M Student Losses		M-to-M Student Gains	
	M-to-M Out		M-to-M In	
	Black	White	Black	White
St. Martin Early STEAM Academy				
Pre-K	0	0	0	0
K	4	1	0	0
1	7	0	0	0
Totals	11	1	0	0
St. Martin STEAM Academy				
2	9	0	1	0
3	10	1	0	0
4	9	1	0	0
5	6	0	0	0
Totals	34	2	1	0

Grade	Employee Privilege Gains				Employee Privilege Losses			
	Entering from St. Martin Parish School System		Entering from outside of St. Martin Parish School System		Leaving St. Martin Magnet Schools		Leaving St. Martin Parish School System	
	Black	White	Black	White	Black	White	Black	White
St. Martin Early STEAM Academy								
Pre-K	0	0	0	0	0	0	0	0
K	1	0	0	0	0	0	0	0
1	1	1	0	0	0	0	0	0
Totals	2	1	0	0	0	0	0	0
St. Martin STEAM Academy								
2	0	0	0	0	0	1	0	0
3	0	1	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
Totals	0	1	0	0	0	1	0	0

The District understands these changes in enrollment can contribute to desegregation goals each year and will continue to monitor and adjust recruitment strategies for M-to-M (Tier 1), Employee Privilege (Tier 2), and all other transfers not approved through Tiers 1 and 2 (Tier 3) accordingly and to the extent practicable. The District cannot predict exact future changes, but can project changes by considering the variables that may impact residential enrollment in the future. Tables 2 and 4 are based on new attendance zone data and provide a baseline to understand year-over-year enrollment and desegregation projections for the magnet schools

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(illustrated in Tables 8 through 11). Table 3 applies the new attendance zone and shows the different enrollment changes that impacted SMESA and SMSA in 2023. By understanding these changes, the District is better able to project future potential enrollment changes.

Each year the District will file a version of Table 3 and Table 4 (for that year) as a supplement and adjust projected goals for subsequent years based on actual data. The District will monitor how these categories shift and consider whether to adjust projections (e.g., if M-to-M patterns out of the magnet schools shift). The District will also briefly explain whether and how actual patterns differ from projections.

Acknowledging the same type of enrollment changes (as shown in Table 3), the District used three-year averages to account for the variables that may impact annual enrollment and desegregation projections, to the extent practicable. The three-year averages for each grade and race shall be updated annually based on the preceding three-year averages of the current year, for subsequent desegregation goals and projection formulas. For example, for the 2025-2026 school year, the three-year average would be derived from the average of the enrollment data for the 2022-2023, 2023-2024, and 2024-2025 school years. This updated three-year average will be used in the process of creating the supplemental demographic updates provided December 15, annually. The net gains and/or losses, by race and grade, were factored into Tables 8 through 11. The K through 5 three-year averages were based on the 2021-2022, 2022-2023, and 2023-2024 school years, and factored in the following data points from the Student Information System (“SIS”) for each magnet school:

- M-to-M transfers in or out or students returning from a previous M-to-M transfer
- Gains and Losses (ex: students leaving or entering each school)
- Employee Privileges
- Hardships Requests and other allowable transfer requests

Because these categories may vary from year to year, the District will continue to monitor and adjust recruitment strategies for M-to-M, Tier 2, and Tier 3 accordingly, to the extent practicable. The table below illustrates student enrollment information based on anticipated actual October 1, 2023 data had the July 24, 2024 attendance order been signed for the 2023-2024 school year². Table 4 was used as the baseline data to build the year-over-year desegregation goals and projections illustrated in Tables 8 through 11.

² The data in Table 4 may be different than the actual enrollment filings to the Court due to the negotiated methodology used to determine the anticipated actual October 1, 2023 data had the attendance zone order been in place for the 2023-2024 school year. The methodology included overlaying the attendance zone lines implemented for the 2024-2025 school year onto the actual 2023-2024 school year zones to determine the gains and/or losses of students, for future enrollment projections illustrated in Tables 8-11 in this plan.

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Table 4: October 1, 2023 Actual Student Enrollment Data from Student Information System (New Attendance Zone)

Data as of October 1, 2023									Capacity Metric	
Grade Level	Black	Black %	White	White %	Other	Other %	Total	Current +/-	Capacity	Remaining Seats
Early STEAM Academy ("SMESA")									400	81
Pre-K	48	66%	25	34%	0	0%	73	+17.4%		
K	73	66%	35	32%	2	2%	110	+18.0%		
1	85	63%	48	35%	3	2%	136	+14.1%		
Total	206	65%	108	34%	5	2%	319	+16.2%		
STEAM Academy ("SMSA")										
2	75	59%	49	39%	3	2%	127	+10.7%		
3	71	58%	48	39%	3	2%	122	+9.8%		
4	70	62%	41	36%	2	2%	113	+13.6%		
5	63	57%	43	39%	5	5%	111	+8.4%		
Total	279	59%	181	38%	13	3%	473	+10.6%		
St. Martin Parish	1658	48%	1581	46%	188	5%	3427			

Catahoula Elementary School

When preparing projections regarding annual desegregation goals after the 2024-2025 school year, the District considered the projected effect of reopening of Catahoula Elementary School in the 2025-2026 school year, as permitted by the Court.

Projections for the 2025-2026 school year illustrated in Table 9 take into consideration the reopening of Catahoula Elementary School. These projections are not based on any possible losses due to students rezoned and do not otherwise mathematically account for the potential effect of reopening Catahoula Elementary School. Additionally, the anticipation of all other gains and losses that impact enrollment for the 2023 school year remain similar for the reopening of Catahoula Elementary in the 2025-2026 school year. The District did, however, consider the effect of reopening Catahoula Elementary School by adjusting marketing and recruitment strategies. These will include the possible gains and/or losses through the District’s M-to-M transfer policy which will continue to be monitored and assessed.

Table 5 below is the October 1, 2023 data for Pre-K through grade 1 students who would be zoned for Catahoula Elementary if it was currently open in accordance with the attendance zone set forth in the Court’s most recent order regarding the reopening of Catahoula

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Elementary. See ECF 740 at 45. Once Catahoula Elementary reopens, it may be considered an eligible M-to-M school zone for marketing and recruitment purposes, based on its ethnicity/race demographics at the time. M-to-M eligibility will be extended to Pre-K Black students to attend Catahoula as an exception to the District’s K through 12 transfer policy. The District anticipates that the 2025-26 enrollment at Catahoula will be similar to what it would have been in 2023-24.

Table 5: October 1, 2023 Catahoula Elementary Zoned Students Attending SMESA

Grade Level	Black	White	Other	Total
Catahoula Elementary				
Pre-K	2	4	0	6
K	1	9	0	10
1	0	5	2	7
Total	3	18	2	23

Methodology

To establish a consistent and data-informed foundation for enrollment projections illustrated in Tables 8 through 11, three-year averages for grades K through 5 were calculated to reflect net enrollment changes by grade and race. These negotiated averages were derived from student movement data collected during the 2020-2021, 2021-2022, and 2022-2023 academic years. By aggregating and averaging these years, the District ensured that short-term anomalies or year-specific events did not disproportionately impact long-term planning. The resulting baseline values served as fixed reference point for the baseline and will be updated each year through the supplemental filings, throughout the four-year desegregation projection period. This supports a uniform method for evaluating progress toward enrollment goals. The “Technical Legend For Methodology Used For Future Enrollment Projections” below provides a comprehensive breakdown of the formula used for the calculations, including how the three-year averages were incorporated into the final projections by grade and race.

Pre-K enrollment numbers are determined using the 2023-2024 October 1 data and each subsequent year is factored using prior year’s data, adjusted for a forecasted increase based on current and new enrollment behavior trends and vigorous marketing for Pre-K. To ensure no duplication of students occurred, and because the District used a multiplier for Pre-K, the only variable considered for this grade level in the three-year averages of net gains and/or losses was Employee Privilege.

The projections are determined based on the prior year’s anticipated matriculation as well as the three-year averages explained above. Also, the projections assume that all students enrolled in grade 1 at the Early STEAM Academy will automatically move to grade 2 at the STEAM Academy, contributing to a change in demographic percentages at each school, annually. The "Other" column also considers trends in non-Black and non-White student enrollments. All other grade-level projections assume all other factors remain constant, such as all students passing and continuing with their respective schools.

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In addition to the inclusion of the three-year averages of net gains and/or losses, each academic year’s desegregation goals and enrollment projections are built from the anticipated October 1, 2023 enrollment data (using new attendance zones, Table 4) and the recruitment goals illustrated in Table 6. The Black percentage and +/- 15% uses the baseline year (2023-2024) elementary grade-band 48% Black as a constant in Tables 8 through 11. If the 48% Black elementary grade-band changes due to enrollment patterns in subsequent years, the District will adjust the supplemental projectionsit files annually to account for this change,³ including updating the district Black grade-band percentage used to determine desegregation goals. The legend below illustrates the technical methodology used for future enrollment projections.

Technical Legend For Methodology Used For Future Enrollment Projections	
Step 1: Factor Pre-K Multiplier	Multiply the baseline year by 4% to use as a starting point for the 4-year Pre-K projections. <i>Note: To prevent duplication because Pre-K is not mandatory and students may be entering the district for the first time, 3-year averages are not used.</i>
Step 2: Matriculation of Previous Year for Students Entering Grades K through 5	Use previous year and previous grade level for the same race
Step 3: M-to-M Recruitment	Include the M-to-M White Recruitment Yield into each grade level for White students
Step 4: 3-Year Averages General Gains/Losses <i><u>*The baseline 3-year averages for each grade level and race will vary each year, based on the annual December 15 supplemental filing</u></i>	Include the net 3-year average of students entering/exiting each school or the district, hardship/CWA <i>*Rounding may be a factor for some enrollment projections not mathematically balancing with the 3-year averages.</i>
Step 5: 3-Year Averages M-to-M Gains/Losses	Include the net 3-year average of M-to-M transfers
Step 6: 3-Year Averages Employee Privilege Gains/Losses	Include the net 3-year average of Employee Privilege

Desegregation Projections

As part of the desegregation process, the minimum M-to-M application goals that result in enrollment each year described in Table 6 are directly aligned with marketing and recruitment strategies and objectives and contribute to achieving the overall desegregation targets of +/-

³ The three-year averages for each grade and race as described in the Methodology section and illustrated in Table 12, shall be updated based on the preceeding three-year averages of the current year for subsequent desegregation goals and projection formulas which will determine the supplemental demographic updates provided December 15, annually, as shown in Table 12 for the 2024-2025 school year.

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15% for each magnet school. The students will be recruited from all M-to-M eligible attendance zones. The District’s goal is for every application anticipated in Table 6 to yield an enrollment, which is then factored into each school year’s projected enrollment as illustrated in Tables 8 through 11, respectively. For the purposes of the goals in Table 6, recruitment goals mean that the District anticipates a parent and/or guardian has not only applied, but has also confirmed they are enrolling.

Note regarding yield: When calculating yield, the District recognizes that not all M-to-M applications will result in actual enrollment, although that is the goal. Table 6 focuses on yield, defining the minimum number of applications that must convert into actual student enrollments to meet each year’s desegregation enrollment projections. While the District can estimate applications expected to be received, these estimates are less relevant in the context of annual desegregation enrollment goals. **What matters is the minimum enrollment yield required to meet those goals.**

Based on the projected enrollment and inclusion of the three-year averages of net gains and/or losses, the District expects that by Year 3 (2026-2027) of the desegregation plan, the St. Martin STEAM Academy will be at or around 48% by October 1, 2026. Therefore, the District may not be able to continue to recruit White M-to-M eligible students that year or in subsequent years. This is why Table 6 illustrates zero (0) students recruited for the 2027-2028 school year.

Table 6: M-to-M Enrollment (Yield from Applications) Goals Impacting Enrollment Data (New Attendance Zones)

	2024-2025	2025-2026	2026-2027	2027-2028	Recruitment Four (4) Year Totals
School/Grade	Recruitment Goal	Recruitment Goal	Recruitment Goal	Recruitment Goal	
Pre-K	4	5	7	7	
K	4	5	8	9	
1	5	7	8	8	
Early STEAM Academy (ELC) Total	13	17	23	24	
2	4	5	3	0	
3	3	3	3	0	
4	2	3	3	0	
5	1	2	2	0	
STEAM Academy (SMP) Total	10	13	11	0	

Table 7 below illustrates the **desegregation goal of meeting the +/- 15% desegregation standard** for the two magnet schools based on the current and previous year’s enrollment and the target goal for M-to-M enrollments per year. The percentages within the table are Black percentages and deviations based on the projected Black enrollment for each school year. The percentages at the top indicate the overall number of Black students at each magnet school compared to the grade-band level used to determine the +/- percentages. The Four-Year

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Desegregation Goals and Projections in Table 8 is designed based on District grade-band data from Table 1. The District projects that the District-wide Black percentage for the grade-band level will remain constant at 48% of the District’s elementary enrollment for the purpose of desegregation projections. The District will annually review actual February 1 data, as defined in the Student Selection section of the plan, to adjust for M-to-M recruitment goals, as impacted by actual enrollment demographics at other District schools in the same grade band, which are used to determine M-to-M eligibility. This annual review process may also include adjusting for the actual demographic gains and/or losses and potential future gains and/or losses to SMESA resulting from Catahoula Elementary reopening.

Table 7: Four-Year Desegregation Goals and Projections (New Attendance Zone)

Year	Capacity	2024-2025	2025-2026	2026-2027	2027-2028
St. Martin Early STEAM Academy	400	62% (+13.5%) Projected enrollment 299	58% (+10.1%) Projected enrollment 310	55% (+7.1%) Projected enrollment 343	53% (+4.5%) Projected enrollment 377
St. Martin STEAM Academy	610	56% (+7.8%) Projected enrollment 513	52% (+3.7%) Projected enrollment 530	48% (+0.3%) Projected enrollment 520	46% (-1.8%) Projected enrollment 502

Taking into consideration the impact of enrollment changes that may occur to the baseline residential data as exemplified in Table 3, the District has projected a target goal of **13 new M-to-M students enrolling in the Early STEAM Academy**, contributing to an anticipated **+13.5%** desegregation goal, and **10 new M-to-M students enrolling in the STEAM Academy**, resulting in an anticipated **+7.8%** desegregation goal. Based on the projected desegregation goals for the 2024-2025 school year and Tier 3 activation procedures unique for this school year only, the District activated Tier 3 priority for both magnet schools. The projected numbers include Tier 2 (Employee Privilege) students as a net of the three-year averages. Table 8 illustrates the total projected net gains and/or losses, the anticipated matriculation of students enrolled in the 2023-2024 school year, and the Tier 1 (M-to-M) yield.

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Table 8 2024-2025 School Year Recruitment and Desegregation Goal (New Attendance Zone)

Year 1 2024-2025 Table 8												
Grade	Proj'd Net Gains/Loss Black	Proj'd Matriculation / Zoned Black In	Proj'd Black Total	Proj'd Black %	Proj'd Net Gains/Loss White	Proj'd Matriculation / Zoned White In	Proj'd White Total	Proj'd Net Gains/Loss Other	Proj'd Matriculation / Zoned Other In	Proj'd Other Total	Proj'd Total	Desegregation +/- Goal
St. Martin Early STEAM Academy												
Pre-K	51	0	51	62%	30	0	30	2	0	2	83	+13.5%
K	15	48	63		12	25	37	1	0	1	101	
1	-3	73	70		9	35	44	-1	2	1	115	
Total	63	121	184		51	60	111	2	2	4	299	
Total Students												299
St. Martin STEAM Academy												
2	-7	85	78	56%	6	48	54	2	3	5	137	+7.8%
3	-5	75	70		8	49	57	0	3	3	130	
4	0	71	71		8	48	56	0	3	3	130	
5	-3	70	67		5	41	46	1	2	3	116	
Totals	-15	301	286	27	186	213	3	11	14	513		
Total Students												513

2025-2026 School Year Projections and Goal

For the 2025-2026 school year, in addition to the methodology described for Pre-K using a multiplier, grades K through 5 data from Table 8 was used, assuming all students matriculate from one grade to another. These projections assume all other factors remain constant, such as all students being promoted and continuing with their respective schools. Table 9 illustrates the total projected net gains and/or losses, the anticipated matriculation of students enrolled in the 2023-2024 school year, and the Tier 1 (M-to-M) yield.

Projected enrollment data for the 2025-2026 school year does not account for students who may be rezoned to Catahoula Elementary should the school re-open. Since Catahoula Elementary will only serve Pre-K through 1st grade, the current 1st-grade students at St. Martin Early STEAM Academy will matriculate into higher grade levels by that time and may no longer be eligible to attend. The District can only use current Pre-K and Kindergarten enrollment data to estimate potential attendance, as there is no way to predict the number of incoming Pre-K students for 2025-2026. Without historical data on these future students, the District cannot accurately forecast enrollment trends since the three-year averages of net gains and/or losses of St. Martin Early STEAM Academy (ELC) already included in the projection formulas consist of enrollment data post-Catahoula Elementary closure. Additionally, it is uncertain how many rezoned Pre-K through 1st-grade students would enroll at Catahoula Elementary, transfer to the magnet school via M-to-M, or how many M-to-M eligible Black students would choose to leave St. Martin Early STEAM Academy for Catahoula Elementary. These unknowns could impact desegregation projections and M-to-M recruitment goals. For this reason, projected enrollment data does not account for students who may be rezoned to Catahoula Elementary should the school re-open.

Taking into consideration the impact of enrollment changes that may occur to the baseline residential data as exemplified in Table 3, the Marketing Coordinator has projected a target goal of **17 new M-to-M students enrolling in the Early STEAM Academy**, contributing to an anticipated **+10.1%** desegregation goal, and **13 new M-to-M students enrolling in the STEAM**

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Academy, resulting in an anticipated **+3.7%** desegregation goal. Based on the projected desegregation goals for the 2025-2026 school year, the District anticipates activating Tier 3 priority as described in the student selection tiers for only the St. Martin STEAM Academy. In addition to consideration for potential losses due to Catahoula Elementary reopening, Table 9 illustrates the total projected net gains and/or losses, the anticipated matriculation of students enrolled in the 2024-2025 school year, and the Tier 1 (M-to-M) yield.

Table 9: 2025-2026 School Year Recruitment and Desegregation Goal (New Attendance Zone)

Year 2 2025-2026 Table 9												
Grade	Proj'd Net Gains/Loss Black	Black Matriculation from Prior Year	Proj'd Black Total	Proj'd Black %	Proj'd Net Gains/Loss + Recruitment Goal White	White Matriculation from Prior Year	Proj'd White Total	Proj'd Net Gains/Loss Other	Other Matriculation from Prior Year	Proj'd Other Total	Proj'd Total	Desegregation +/- Goal
St. Martin Early STEAM Academy												
Pre-K	54	0	54	58%	36	0	36	0	0	0	90	+10.1%
K	15	51	66		13	30	43	1	2	3	112	
1	-3	63	60		11	37	48	-1	1	0	108	
Totals	66	114	180		60	67	127	0	3	3	310	
Total Students												310
St. Martin STEAM Academy												
2	-7	70	63	52%	7	44	51	2	1	3	117	+3.7%
3	-5	78	73		8	54	62	0	5	5	140	
4	0	70	70		9	57	66	0	3	3	139	
5	-3	71	68		6	56	62	1	3	4	134	
Totals	-15	289	274	30	211	241	3	12	15	530		
Total Students												530

2026-2027 School Year Projections and Goal

For the 2026-2027 school year, in addition to the methodology described for Pre-K using a multiplier, grades K through 5 data from Table 9 was used, assuming all students roll over from one grade to another. These projections assume all other factors remain constant, such as all students passing and continuing with their respective schools. Table 9 illustrates the total projected net gains and/or losses, the anticipated matriculation of students enrolled in the 2024-2025 school year, and the Tier 1 (M-to-M) yield.

Taking into consideration the impact of enrollment changes that may occur to the baseline residential data as exemplified in Table 3, the Marketing Coordinator has projected a target goal of **23 new M-to-M students enrolling in the Early STEAM Academy**, contributing to an anticipated **+7.1%** desegregation goal, and **11 new M-to-M students enrolling in the STEAM Academy**, resulting in an anticipated **+0.3%** desegregation goal. Based on the projected desegregation goals for the 2026-2027 school year, the District anticipates activating Tier 3 priority as described in the student selection tiers for both magnet schools with consideration for the Tier 3 policy in the Student Selection plan. Additionally, the projected numbers include Tier 2 (Employee Privilege) students as a net of the three-year averages.

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Table 10: 2026-2027 School Year Recruitment and Desegregation Goal (New Attendance Zone)

Year 3 2026-2027 Table 10												
Grade	Proj'd Net Gains/Loss Black	Black Matriculation from Prior Year	Proj'd Black Total	Proj'd Black %	Proj'd Net Gains/Loss + Recruitment Goal White	White Matriculation from Prior Year	Proj'd White Total	Proj'd Net Gains/Loss Other	Other Matriculation from Prior Year	Proj'd Other Total	Proj'd Total	Desegregation +/- Goal
St. Martin Early STEAM Academy												
Pre-K	57	0	57	55%	44	0	44	0	0	0	101	+7.1%
K	15	54	69		16	36	52	1	0	1	122	
1	-3	66	63		12	43	55	-1	3	2	120	
Totals	69	120	189		72	79	151	0	3	3	343	
Total Students												343
St. Martin STEAM Academy												
2	-7	60	53	48%	5	48	53	2	0	2	108	+0.3%
3	-5	63	58		8	51	59	0	3	3	120	
4	0	73	73		9	62	71	0	5	5	149	
5	-3	70	67		6	66	72	1	3	4	143	
Totals	-15	266	251	28	227	255	3	11	14	520		
Total Students												520

2027-2028 School Year Projections and Goal

For the 2027-2028 school year, in addition to the methodology described for Pre-K, grades K through 5 data from Table 10 was used, assuming all students roll over from one grade to another. These projections assume all other factors remain constant, such as all students passing and continuing with their respective schools. Table 10 illustrates the total projected net gains and/or losses, the anticipated matriculation of students enrolled in the 2026-2027 school year, and the Tier 1 (M-to-M) yield.

As indicated in Table 10, the District projects that by Year 3 (2026-2027) of the desegregation plan the St. Martin STEAM Academy will be at or around 48% by October 1, 2026. Therefore, the District may not be able to continue to recruit White M-to-M eligible students (Tier 1) for Year 4 (2027-2028) based on the current court-approved district M-to-M transfer policy.

Taking into consideration the impact of enrollment changes that may occur to the baseline residential data as exemplified in Table 3, the Marketing Coordinator has projected a target goal of **24 new M-to-M students enrolling in the Early STEAM Academy**, contributing to an anticipated **+4.5%** desegregation goal, and **zero (0) new M-to-M students enrolling in the STEAM Academy**, resulting in an anticipated **-1.8%** desegregation goal. Based on the projected desegregation goals for the 2027-2028 school year, the District anticipates activating Tier 3 priority as described in the student selection tiers for both magnet schools with consideration for the Tier 3 policy in the Student Selection plan. Additionally, the projected numbers include Tier 2 (Employee Privilege) students as a net of the three-year averages.

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Table 11 2027-2028 School Year Recruitment and Desegregation Goal (New Attendance Zone)

Year 4 2027-2028 Table 11												
Grade	Proj'd Net Gains/Loss Black	Black Matriculation from Prior Year	Proj'd Black Total	Proj'd Black %	Proj'd Net Gains/Loss + Recruitment Goal White	White Matriculation from Prior Year	Proj'd White Total	Proj'd Net Gains/Loss Other	Other Matriculation from Prior Year	Proj'd Other Total	Proj'd Total	Desegregation +/- Goal
St. Martin Early STEAM Academy												
Pre-K	60	0	60	53%	53	0	53	0	0	0	113	+4.5%
K	15	57	72		17	44	61	1	0	1	134	
1	-3	69	66		12	52	64	-1	1	0	130	
Totals	72	126	198		82	96	178	0	1	1	377	
Total Students												377
St. Martin STEAM Academy												
2	-7	63	56	46%	2	55	57	2	2	4	117	-1.8%
3	-5	53	48		5	53	58	0	2	2	108	
4	0	58	58		6	59	65	0	3	3	126	
5	-3	73	70		4	71	75	1	5	6	151	
Totals	-15	247	232		17	238	255	3	12	15	502	
Total Students												502

Table 12 below illustrates the supplemental document provided annually to the Plaintiff Parties by December 15 along with the data provided in Table 3. The supplement shows the impact of student gains and/or losses to the current year’s October 1 final data. Because this data may impact marketing and recruitment goals, the District is committed to reviewing the data and revising M-to-M recruitment goals for the upcoming and future projections.

Table 12: 2024-2025 Supplemental Desegregation Goals and Projections Based on Actual October 1, 2024 Student Enrollment Demographics from the Student Information System

Data as of October 1, 2024										Capacity Metric	
Grade Level	Black	Black %	White	White %	Other	Other %	Total	Current +/-	Capacity	Remaining Seats	
St. Martin Early STEAM Academy (SMESA)									400	84	
Pre-K	66	66%	26	26%	8	8%	100	+17.6%			
K	64	60%	42	39%	1	1%	107	+11.4%			
1	69	63%	36	33%	4	4%	109	+14.9%			
Total	199	63%	104	33%	13	4%	316	+14.5%			
St. Martin STEAM Academy (SMSA)									610	132	
2	74	55%	58	43%	3	2%	135	+6.4%			
3	73	58%	50	40%	3	2%	126	+9.5%			
4	67	58%	45	39%	4	3%	116	+9.3%			
5	62	61%	36	36%	3	3%	101	+13.0%			
Total	276	58%	189	40%	13	3%	478	+9.3%			
St. Martin Parish	1606	48%	1492	45%	218	7%	3316				

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Year 1 Desegregation Actual (2024-2025)							Year 2 Desegregation Goal (2025-2026) TABLE 9 MODIFICATION						
M-to-M / White Recruitment Goal #	Black Total	White Total	Black %	Other Total	Desegregation +/- Goal	Staffing Actual	M-to-M / White Recruitment Goal #	Projected Black Total	Projected White Total	Projected Black %	Projected Other Total	Desegregation +/- Goal	Staffing Projection
This table is actual enrollment data from October 1, 2024 and has no formulas embedded. The purpose of this table is to serve as a baseline table for years 2-4 formulas. This assists in updating projections for the 2025-2026 school year, which will also include updates to M-to-M application/enrollment yield.							The methodology used to determine Year 2 projections does not include data related to any gain or loss resulting from the reopening of Catahoula Elementary. However, for purposes of anticipating potential variables that could impact enrollment, the District notes that students may M-to-M to Catahoula or M-to-M to the St. Martin Early STEAM Academy, and will take this into consideration during the marketing and recruitment during the 2025-2026 school year application season.						
Pre-K	0	66	26		8	6	Pre-K	6	70	33		8	6
K	0	64	42		1	6	K	5	81	43		8	7
1	0	69	36		4	6	1	5	57	51		2	6
	0	199	104		13	18		16	208	127		18	20
Total Students			63%	316	+14.5%		Total Students			59%	353	+10.5%	
2	0	74	58		3	8	2	5	58	45		5	6
3	0	73	50		3	7	3	5	66	68		2	8
4	0	67	45		4	6	4	4	73	59		3	8
5	0	62	36		3	6	5	2	61	48		3	6
	0	276	189		13	27		16	258	220		13	27
Total Students			58%	478	+9.3%		Total Students			53%	491	+4.1%	
Year 3 Desegregation Goal (2026-2027) TABLE 10 MODIFICATION							Year 4 Desegregation Goal (2027-2028) TABLE 11 MODIFICATION						
M-to-M / White Recruitment Goal #	Projected Black Total	Projected White Total	Projected Black %	Projected Other Total	Desegregation +/- Goal	Staffing Projection	M-to-M / White Recruitment Goal #	Projected Black Total	Projected White Total	Projected Black %	Projected Other Total	Desegregation +/- Goal	Staffing Projection
Projections for the St. Martin STEAM Academy (2-5) beginning the 2026-2027 school year may impact the eligibility to activate the M-to-M transfer policy based on the October 1, 2026 actual enrollment and district's Black elementary grade band percentage.							Based on Year 3 Desegregation Goals and Projections and the M-to-M policy, White students may not be eligible to apply using the M-to-M transfer policy. Thus, the District does not project any "M-to-M White Recruitment Goal Yield"						
Pre-K	10	74	44		8	7	Pre-K	10	78	56		8	8
K	10	85	55		8	8	K	10	89	66		8	9
1	10	74	57		9	8	1	10	78	69		9	9
	30	233	156		25	23		30	245	191		25	26
Total Students			56%	414	+7.8%		Total Students			53%	461	+4.7%	
2	0	46	55		3	6	2	0	63	61		10	7
3	0	50	50		4	6	3	0	38	60		2	6
4	0	66	73		2	8	4	0	50	55		4	6
5	0	67	60		2	7	5	0	60	74		1	8
	0	229	238		11	27		0	211	250		17	27
Total Students			48%	478	-0.5%		Total Students			44%	478	-4.3%	

Post-Desegregation Sustainability Plan

The District is committed to continue operating the magnet schools even after the end of judicial supervision. Under the terms of the consent order, however, the District may move for unitary status and request the end of judicial supervision over the magnet schools no earlier than September 2027. Once judicial supervision ends and the Board transitions away from the M-to-M process, the District shall implement a tiered lottery system to allow non-zoned students to attend the two magnet schools. The randomized lottery system will be used to select students based on school and grade-level capacity, while prioritizing applicants based on

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sibling and employee privilege, designated as Tier 1 and Tier 2, respectively. With the post-desegregation process removing race as a factor and eliminating zone requirements tied to majority-to-minority policies, Tier 3 will transform into a general lottery open to all other non-zoned students. The revised system will apply to all non-zoned students in the parish at the same time, with Tier 1 (siblings of current students) and Tier 2 (children of magnet school employees) receiving priority before remaining applicants enter the general lottery. Before the end of this case, the Board will consider input from Plaintiffs in the development of and implementation of this system. At the end of the case, this system will become the magnet program's standard operating procedure for admissions.

Any non-zoned Pre-K through 5 students enrolled at the magnet schools pre-unitary status will maintain their placement in the STEAM magnet schools, even after unitary status is approved. This approach involves flexible admission policies, such as sibling preferences, and projected student enrollment capacity as adjusted annually based on the prior year's enrollment data. Continuous community outreach, including informational sessions and partnerships with local organizations across the parish, will be crucial in ensuring that the admissions policies are nondiscriminatory and that the magnet schools continue to attract students of all backgrounds from across the parish. Addressing transportation needs, such as efficient routes and clear communications, will ensure nondiscriminatory access to the magnet schools. To maintain an integrated and nondiscriminatory environment, teachers and staff will be provided with the training necessary to support student success, encourage parent and/or guardian engagement, and ensure cultural competency. Ultimately, through these comprehensive strategies and the appeal of its unique STEAM programming, the District aims to foster a welcoming and engaging educational environment across its magnet schools.

STRATEGIC MARKETING AND STUDENT OUTREACH

Through the implementation of this comprehensive marketing, recruitment, and family engagement plan, the District is dedicated to creating a welcoming and supportive environment within its Magnet Academies Program. By ensuring equal access to the educational opportunities provided through the Magnet Program, the District aims to foster a sense of belonging and success for all students and families within the District. To effectively achieve desegregation goals, the marketing and recruitment plan will annually deliver the following key outcomes:

- A detailed marketing and recruitment strategy that encompasses various communication channels.
- Clear and comprehensive transportation communications for the convenience of students and families.
- Engaging and meaningful community outreach initiatives to foster community involvement and support.
- Development of a visually appealing, informative, and user-friendly website for the Magnet Academies Program.

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- Implementation of targeted and strategic social media campaigns to promote engagement and interaction.
- Thoughtful and well-planned advertising initiatives to maximize outreach and visibility.

Marketing Data

The District will collect data to inform marketing and recruitment efforts, including the White population of students and families in majority White zones, as well as Black and White students and families living in the SMESA and SMSA zones. The District has already identified currently enrolled students (as of October 1, 2023) based on the above data points and is also reviewing students who were previously enrolled in the District but are now unenrolled. The District will also be leaning on feedback (responses) to marketing efforts to obtain available data regarding non-public school students who reside in the parish but have never attended the schools. This data may include but is not limited to accessible data from the Louisiana Department of Education for home study/homeschool students, data obtained through Family Educational Rights and Privacy Acts (FERPA) requests submitted to eligible schools (e.g., public charters), and data obtained through interest surveys that request voluntary contact information from non-public school families (e.g., private school parents and/or guardians), to the extent practicable. Additionally, the Magnet and Marketing Coordinators will rely on district data from the Child Welfare and Attendance office, the Early Childhood Network department, and the Supervisor of Computer Services to use for marketing and recruitment efforts.

Design and Implementation

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

The Coordinator also focuses on fostering family engagement, nurturing parental involvement, cultivating community partnerships, coordinating open houses and information sessions, organizing magnet showcases, networking, ensuring streamlined coverage, managing school signage, overseeing early childhood marketing and outreach, creating marketing collateral (e.g., merchandise, brochures, flyers, etc.), handling internal and external communications (e.g., newsletters, e-blasts, J-Calls, etc.), and graphic design including logos and color schemes. One other focus is monitoring ADA compliance for all materials and designs, promoting after-school clubs and summer camps, along with managing transportation communication. Finally, developing and ordering promotional items for schools is also added to the list.

Internal Communications Efforts

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The goal of internal communications efforts will be to promote a vested interest in and ownership of the District as a valued employee, regardless of the job title. St. Martin Parish School System will continue monitoring and redefining its communication goals as necessary. The system will promote an internal-driven model where all employees demonstrate professionalism, integrity, and support for the magnet plan and two magnet schools. Therefore, the importance of internal groups is also a critical component to the success of the Magnet Academies Program. Their roles will help the District to promote and market the program.

External Communications Efforts

Advertising

The advertising strategy includes a comprehensive approach using various channels including, but not limited to, print and digital visuals in areas surrounding the parish and within the parish. This strategy will support the desegregation goals of students through the magnet schools. Parent-friendly content in the advertisements will reflect the different backgrounds of the parish's residents and will be available in a variety of languages, upon request. Through J-Call reminders to parents of Pre-K-4 students attending M-to-M school zones, the District will communicate recruitment open houses and Magnet Academies Program information sessions at least two weeks before hosting such events. Flyers and brochures will include a detailed description of the magnet program, including:

- How to apply online with a link or where parents and/or guardians can find paper copies of the online application
- Contact information for the Magnet Academies Program staff;
- Transportation information;
- Parent engagement opportunities (e.g., advisory boards, subcommittees); and
- Transfer options for non-zoned students.

The District shall make copies of such available forms at the following:

- Public libraries
- City Halls
- Community centers (as available) in the Parks and Cecilia communities
- Communities that house other eligible M-to-M schools
- School offices at Parks Primary, Cecilia Primary, Teche Elementary; and
- Other eligible M-to-M schools

The advertising plan also encompasses the use of social media boosts for high-stakes and crucial posts as follows:

- Magnet Showcase
- Application enrollment period
- Website launch
- Extracurricular activities

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- Summer camps, and
- After-school clubs

Additionally, the District will selectively deploy billboards and radio/TV advertisements. In addition to press and media advisories, email and text “blasts” will be sent to parents and students as part of the digital marketing strategy. A monthly newsletter will showcase all the activities in the Magnet Academies. Leveraging the outreach potential of local publications such as Teche News, and the Daily Advertiser, the initiative integrates the use of their social media accounts for further promotion. To amplify visibility, the plan incorporates the creation of promotional items once the logos are designed and will be available in the Magnet school office. A sample of a proposed flyer, brochure, and mailer can be found in **Appendix A**.

Branding

The Marketing Coordinator, in collaboration with the Magnet Coordinator and District Magnet Leadership Team, developed a branding strategy to include a logo for identifying Magnet Academies Program to be placed on the webpage and all print and digital materials. Branding for the programs aids in increasing community awareness and enhances the new public identity of the target schools, assisting the goal of creating schools that are not racially identifiable. Interior and exterior signage at each magnet school was replaced with newly branded school names and messaging. The District promoted the new magnet schools’ brands through a community logo survey, wherein the community of current students as well as the applicants and incoming students had an opportunity to vote on variations of the new STEAM logos for each school shown in **Appendix B**. The voting period opened in April and remained open through the end of the application and enrollment period. Interior signage included lobby and hallway enhancements, directional signage, common spaces, and classrooms. Exterior signage included rebranded school names on the front of buildings and digital marquees to display weekly school activities.

Community Partners

Recruitment efforts will target community partners, including libraries, community centers, museums, and pediatrician offices. The District will collaborate with partners to advertise events, including by distributing flyers and brochures via community partners, and hosting recruiting events in the community. For example, the District has already provided flyers to libraries, local museums, city and parish government, and partners including the St. Martinville Garden Club, the Chamber of Commerce, the Creole Farmers, and the Louisiana State University AgCenter. Community partners will not be responsible for recruiting students but welcome partners to share information and promote the Magnet Academies Program.

Communications

The Magnet Program will provide parents and families eligible for M-to-M transfers, or parents of students living in the Parish but not enrolled in the school system, detailed information about the magnet program. This will include an application timeline and process, transportation provisions, and any other relevant information at least one (1) time during the first and third weeks of January, February, and March and at least one (1) time each week

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during April. The District will utilize various methods of communication, including but not limited to, billboards, paid advertisements, information sessions, and JCalls. The District will also send home with Pre-K through rising 5th grade students eligible for an M-to-M transfer to the magnet schools packets of information regarding the magnet program, the application process, and the time and place for attending recruitment open houses and field trips, etc. Additionally, the Marketing Coordinator will communicate with community partners to assist in providing additional information to parents and families in zones with lower application rates to meet target desegregation goals. As an example, the following message was sent via J-call, J-text, and J-email to M-to-M eligible parents on January 23, 2024:

“Good afternoon Parents! The St. Martin Parish Schools have begun the Majority-to-Minority (M-to-M) application season for the 2024-2025 school year. We are thrilled to introduce our two new whole-school STEAM Academies at the Early Learning Center and St. Martinville Primary for students and families eligible for M-to-M transfers in grades Pre-K through 5 to the two schools and welcome you to attend one of our many information sessions to gain more insights into the program and the application process and timeline. Please visit www.stmartinmagnet.org for a copy of the application and the flyer with dates, times, and locations for the sessions.”

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

The Marketing Coordinator, in collaboration with the District’s Early Childhood Network (ECN), will also engage in targeted marketing and recruitment of incoming Pre-K students aligned with the ECN’s marketing and recruitment timeline. An example of the ECN’s Pre-K communications schedule is described in **Appendix C**.

Billboards

Billboards will be utilized strategically, as needed, to advertise information about the Magnet Academies Program to communities eligible for M-to-M transfers, and may run at any time and duration deemed necessary, from the beginning of November to the beginning of May. The purpose of the billboards is to capture the period just before the application season opens and through the end of it in strategically placed locations that may reach eligible M-to-M families. The Advisory Board may advise the Marketing Coordinator about their placement, prioritizing locations close to where M-to-M eligible students reside.

Information Sessions

The District will host information sessions at District schools with M-to-M eligible students, including Parks Primary, Cecilia Primary, and Teche Elementary. These information sessions will, at minimum, include information on the theme and unique opportunities available to students at the magnet academies, the benefits of STEAM integrated schools, and logistical information about applying, enrolling, and transportation. The Marketing Coordinator, in collaboration with the Supervisors of Child Welfare and Attendance and Early Childhood Network, will coordinate these sessions. At least one magnet academy principal will attend each session.

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In addition to open houses for all Pre-K through 5 incoming eligible students, the Marketing and Magnet Coordinators will promote the magnet schools for Pre-K eligible students through specific and targeted Pre-K Recruitment Traveling Tours and Information Sessions in coordination with the Early Childhood Network and daycares/Head Start programs.

After information sessions, the Marketing Coordinator will administer post-session surveys to evaluate the experience and gather feedback from attendees. The surveys will include, but are not limited to, whether the sessions provided necessary information for parents, if the parents intend to apply for the magnet schools, whether they felt that the culture and climate of the experience was open and welcoming, and if they have additional questions. Surveys will be distributed via e-mail or text (including through JCalls, texts, and e-mails). If the student is not in the student portal system yet, the survey will be sent to the e-mail on file via the application system or event sign-in sheets.

Recruitment Open Houses

In addition to parent information sessions at each target school, beginning in the Fall of 2025 and annually thereafter, the District will provide several recruitment open house events at the magnet schools during the application season to better introduce programs and academies in an informal setting. This will allow prospective students and families to interact with current students and parents to learn first-hand the impact and opportunities available at the academies through the grant.

After these open houses, the Marketing Coordinator will administer post-open house surveys to evaluate the experience and gather feedback from attendees. The surveys will include, but are not limited to, whether the recruitment open houses provided necessary information for parents, whether the parents intend to apply for the magnet schools, whether they felt that the culture and climate of the experience was open and welcoming, and whether they have additional questions. Surveys will be distributed via e-mail, JCalls, and/or texts. If the student is not in the student portal system yet, the survey will be sent to the e-mail on file via the application system or event sign-in sheets.

Tours

Parents and families can schedule tours of the magnet schools by contacting the magnet schools' front offices or the Magnet Academies Program office at magnet@saintmartinschools.org. Community partners and advisory board members can also schedule tours through the Magnet Coordinator per the District's visitor policy. Efforts will be made to conduct tours in small groups during the day to allow for ongoing conversations regarding the magnet program with educators and students from the schools serving as guides. Tours will be available to prospective families from the date they are notified of their selection until the deadline to accept enrollment. A scheduled tour will take place for newly selected students during the last week of school in the evening so all parents and new students can learn about their magnet school. The District will also include a video tour online for prospective students and parents and/or guardians to access. The District will advertise the

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ability to take tours on the District's Facebook page, through JCalls, texts, and e-mails, and on the District's website, including the home page and the Magnet website.

After tours, the Marketing Coordinator will administer post-tour surveys to evaluate the experience and gather feedback from attendees. The surveys will include whether the tours provided necessary information for parents, if the parents intend to apply for the magnet schools, whether they felt that the culture and climate of the experience was open and welcoming, and if they have additional questions. Surveys will be distributed via e-mail, JCalls, and/or texts. If the student is not in the student portal system yet, the survey will be sent to the e-mail on file via the application system or event sign-in sheets.

Field Trips

Field trips will occur during the school day and will provide students from M-to-M-eligible schools with the opportunity to visit the magnet schools. Beginning in the 2024-2025 school year, the District will provide field trip opportunities for transfer-eligible students at the two magnet schools. This will allow them to observe and experience what magnet school students experience.

After field trips, the Marketing Coordinator will administer post-field trip surveys to evaluate the experience and gather feedback from attendees. The surveys will include student experience, interest, and any additional feedback that can assist staff with providing the best experience. If the student is not in the student portal system yet, the survey will be sent to the e-mail on file via the application system or event sign-in sheets.

Magnet Showcase

The District's Magnet Showcase event is an annual recruitment tool that will provide students, parents, and families an opportunity to learn more about the Magnet Academies Program, experience hands-on activities, and observe student performances. The event will also provide information about the application process and timeline, transportation, tours, information sessions, recruitment open house dates, and other important information for prospective families. Staff from the magnet schools, as well as District-level staff, including the Magnet Coordinator, Marketing Coordinator, Family Engagement Facilitator, and Superintendent will attend. Principals and STEAM Coordinators will provide presentations about the STEAM curriculum and STEAM-themed activities, parent-teacher organizations, parent engagement opportunities, and Advisory Board opportunities. The District will also invite and encourage community and business partners to attend, including members of the Magnet Program Advisory Board.

The Magnet Showcase will be advertised through flyers, JCalls, texts, e-mails, advertisements placed in digital and print media, digital billboard rotations, and funds permitting, television advertisements. The first Magnet Showcase is tentatively scheduled for February 2025. This will provide an opportunity for students, parents, and families to experience the magnet

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program offerings during the beginning of the application season. In subsequent years, the Magnet Showcase will be held in the fall.

After the magnet showcase, the Marketing Coordinator will administer post-event surveys to evaluate the experience and gather feedback from attendees. The surveys will include student experience, interest, and any additional feedback that can assist staff with providing the best experience. If the student is not in the student portal system yet, the survey will be sent to the e-mail on file via the application system or event sign-in sheets.

Social Media

The social media strategy involves maintaining a consistent posting schedule of 3-4 posts combined per week combined across District and magnet schools' platforms such as Facebook, Instagram, and X (formerly Twitter). To enhance visibility and engagement, cross-promotion with the District's social media page is employed. Additionally, the strategy includes the creation of events and their promotion in collaboration with families and partners to foster community participation and support. Real-time information will be provided, including videos highlighting the schools' activities, student achievements, and unique student learning activities. Social media "virtual tours" will allow parents and students to tour the magnet schools virtually.

Marketing Videos

Several 1-3-minute topic-specific videos will be available on Facebook, Instagram, YouTube, and the District's website to promote curricular and extra-curricular opportunities and celebrate the various backgrounds of the students and teachers at the magnet schools. These videos will explain the grade levels and class rotations at each school and explain STEAM and the magnet theme. They will also describe how to apply, where to apply, and the application timeline. Additionally featured, will be an introduction of key school staff, a virtual tour of the schools after they've been retrofitted, and other related information.

The videos will be posted on the District website homepage, individual school web pages, the magnet website, social media accounts, and, if funding permits, television advertisements. Parents and/or guardians will also receive a link to the video through JCalls, texts, and e-mails. The video will also be displayed at recruitment open houses and information sessions.

Website Design

The one-page cascade design of the website will incorporate a comprehensive structure that facilitates easy navigation and access to vital information, including a background description of the Magnet Academies Program, with embedded links to PDFs and QR codes providing detailed programming and curriculum information. Important dates relevant to the application process will be prominently featured. The website will also provide a direct link to access the application forms. Additionally, it will outline clear expectations for both families and students, while also delineating policies and procedures for easy reference. A dedicated section for transportation requests is included, allowing parents and/or guardians to notify each magnet school of their transportation needs. The schools will provide bus information, including the

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bus number, driver contact information, and routing details. Magnet school contact information will also be made available to assist families with their transportation requests. Alternatively, parents and/or guardians can contact the Magnet Academies office at magnet@saintmartinschools.org for further assistance.

An interactive calendar of events will help stakeholders stay informed about upcoming activities. Details about extracurricular activities and enrichment programs will be highlighted to encourage student participation. The website will feature a section dedicated to news and information, ensuring that parents and/or guardians, staff, and community partners remain informed about the latest developments and updates. The site will also include information about the Magnet Advisory Board, parent Advisory Subcommittees at each school, community partnerships, a copy of the final Magnet Implementation Plan, desegregation goals, and family engagement opportunities. A “Contact” section will list the Magnet Program staff, including the Magnet Coordinator, Marketing Coordinator, and Family Engagement Facilitator with their respective district e-mail addresses and district phone numbers. Each school’s secretary’s contact information will also be listed.

Data and analytics for page views, application downloads, and submissions, and what content has the most views will guide ongoing marketing efforts to ensure the targeted demographics of the audience are accessing the content. Providing transparency, the enrollment demographics of each school will be presented through updated pie charts reflecting October 1 and February 1 student enrollment counts.

In January of 2024, prior to the final Court approval of the magnet plan, the District launched a website to begin sharing information with parents, staff, and the community. The initial phase of the website includes general information about the STEAM Academies, important desegregation information and a timeline, transportation information, the STEAM theme, and how parents can apply. Within two weeks of the Court’s final approval of the revised plan, a fully functioning, complete, and accurate webpage will be launched.

Transportation Communications

The transportation communications strategy focuses on ensuring clear and concise messaging regarding the free, door-to-door transportation services provided for the school year, aftercare/after-school enrichment, and summer programming. This includes providing easily understandable information regarding pick-up and drop-off times and ensuring parents and/or guardians are aware of any transportation delays or changes in bus information. The transportation section in this magnet plan provides more detailed information.

Timeline and Milestones

A comprehensive timeline outlines specific phases for the implementation of the proposed strategies. Key milestones have been identified to ensure timely execution and the achievement of the outlined objectives within the stipulated time frame. The marketing and recruitment timeline includes several phases that began in November 2023. Throughout the marketing and recruitment process, the Magnet Coordinator, District Magnet Leadership

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

Chart 2: SY 2024 Specific Recruitment Goals and Timelines

Goals	Timeline	Roles
Solicitation of student and family feedback on magnet plan and theme	Summer/Fall 2023	Magnet Coordinator, Chief Desegregation Implementation Officer (CDIO)
Billboards	November 2023 through February 2024	Magnet Coordinator, Marketing Coordinator
Social media posts	November 2023 and continuing at least once every two weeks through close of applications; weekly during last month of applications closing	Magnet Coordinator, Marketing Coordinator
Print advertisements about Magnet Program and M-to-M applications in Teche News	November 2023 and continuing at least once every month through close of applications	Magnet Coordinator, Marketing Coordinator
JCalls, texts, and e-mails about magnet program	November 2023, Ongoing through close of applications	Magnet Coordinator, Marketing Coordinator
JCalls, texts, and e-mails about M-to-M applications	November 2023 Ongoing through close of applications	Magnet Coordinator, Marketing Coordinator, Supervisor of Computer Services
M-to-M Applications (Open)	January 8, 2024 (first day of Spring, annually)	Magnet Coordinator, Marketing Coordinator, Supervisor of Child Welfare and Attendance
Send J-call reminders about information sessions to parents and/or guardians of non-Black Pre-K through 4 students at Parks, Cecilia, Teche and other eligible schools and childcare centers	At least two weeks prior to holding information sessions	Marketing Coordinator, Supervisor of Computer Services
Teche Elementary Information Session	February 5, 2024	CDIO, Director of Child Welfare and Attendance, Principals (designee)
Cecilia Primary Information Session	February 1, 2024	CDIO, Director of Child Welfare and Attendance, Principals (designee)

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Parks Primary Information Session	February 6, 2024	CDIO, Director of Child Welfare and Attendance, Principals (designee)
Breaux Bridge Primary Information Session	January 29, 2024	CDIO, Director of Child Welfare and Attendance, Principals (designee)
Breaux Bridge Elementary Information Session	January 31, 2024	CDIO, Director of Child Welfare and Attendance, Principals (designee)
Promote recruitment open houses via print publication, digital media, social media, flyers, and text, e-mail, and J-call reminders to parents and/or guardians of non-Black Pre-K-4 students at Parks, Cecilia, Teche and other eligible schools and childcare centers	Beginning in February 2024 At least two weeks prior to holding first open house at SMESA and SMSA	Marketing Coordinator
Recruitment Open House at SMESA	February 28 at 5:30 PM May 22 at 5:30 PM	CDIO, Marketing Coordinator, Magnet Coordinator principals, STEAM Coordinators, assistant principals
Recruitment Open House at SMSA	February 29 at 5:30 PM May 23 at 5:30 PM	CDIO, Marketing Coordinator, Magnet Coordinator, principals, STEAM Coordinators, assistant principals
Pre-K Promotions	February 2024 (Aligned with the Early Childhood Network Marketing Plan)	Marketing Coordinator, SMESA Principal and Assistant Principal, Supervisor of Early Childhood
Magnet Awareness Week, Magnet Awareness Month	Third or fourth week of February (depending on the year), entire month of February aligned with MSA marketing.	Marketing Coordinator
Pre-K Applications	March to July 2024 (To align with the Early Childhood Network Marketing Application Period)	Marketing Coordinator, Supervisor of Early Childhood
Billboards (Round 2) / Round 3	March 2024 through June 2024 / July -December depending on locations and needs	Marketing Coordinator

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Desegregation recruitment data team meetings	Biweekly beginning March 1, 2024	Magnet Coordinator, Marketing Coordinator, CDIO
Complete outreach event and attendance tracker for activities to date; maintain going forward.	March 1, 2024	Marketing Coordinator, Principals
Procure application and enrollment software	March 1, 2024	Marketing Coordinator, Supervisor of Computer Services, Magnet Coordinator
Development and distribution of application process FAQs online and in print.	March 1, 2024 or within one week of the magnet implementation plan approval.	Desegregation consultant, Marketing Coordinator, Magnet Coordinator
Begin identifying, quantifying and recruiting students who attend alternative educational options like home, charter or private schools.	March 1, 2024 through July 15, 2024 (October, annually and ending at the commencement of the application season each year).	Desegregation consultant, Marketing Coordinator, Magnet Coordinator, Supervisor of Child Welfare and Attendance
Expand and refine the Magnet Academies Program website.	Within one week of the magnet school plan approval.	Desegregation consultant, Marketing Coordinator, Magnet Coordinator
Advertise administrators and faculty confirmed to teach at the Magnet Academies Program as part of website, print materials and media outreach.	March 15, 2024	Marketing Coordinator, Magnet Coordinator
Develop and distribute marketing video	March 15, 2024	Desegregation consultant, Marketing Coordinator, Magnet Coordinator, superintendent
Widely distribute print materials describing the magnet program, how to apply and the recruitment open house and field trip schedules to non-Black Pre-K-4 students and parents and/or guardians at Parks, Cecilia, Teche primaries and other eligible schools/students as well as to community partners, libraries, community centers, childcare centers and other gathering places	March 15, 2024	Desegregation consultant, Marketing Coordinator, Magnet Coordinator
Develop and implement brand and logo	March 25, 2024	Desegregation consultant, Marketing Coordinator, Magnet Coordinator
Principal Visits to Parks, Cecilia, and Teche	May 2024, April (annually)	Principals, Magnet Coordinator, Marketing Coordinator
Scheduled family tours	April 2024, and on an ongoing basis (July 12, 2024)	Magnet Coordinator, Marketing Coordinator

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Field Trips to SMESA	Once in Fall and once in Spring, annually, beginning in the Spring 2025 school year. (Spring 2025 will be during Magnet Awareness Month for the mini showcase)	Magnet Coordinator, Principals
Field trips to SMSA	Once in Fall and once in Spring, annually, beginning in the Spring 2025 school year. (Spring 2025 will be during Magnet Awareness Month for the mini showcase)	Magnet Coordinators, Principals
Magnet Application Period Closes	July 15, 2024	Magnet Coordinator, CDIO, Marketing Coordinator

Chart 3: SY 2025-26 Recruitment Goals & Timeline

Goals	Timeline	Roles
Print advertisements about Magnet Program and M-to-M applications in Teche News, the Acadiana Advocate, and the Daily Iberian.	Varying dates and frequency, depending on subject of advertisement	Marketing Coordinator
Update marketing plan & completion tracker	October 2024	Marketing Coordinator
Update outreach event and attendance tracker	October 2024	Marketing Coordinator, Magnet Coordinator
Development and distribution of application process FAQs	Ongoing	Marketing Coordinator
Update magnet school website	Ongoing	Marketing Coordinator
Update or redistribute marketing video	October 2024	Marketing Coordinator
Update enrollment numbers and projections, update analysis of students attending alternative schooling options, and adjust recruitment plan as needed based on analysis and desegregation goals.	October 2024	CDIO, Marketing Coordinator, Magnet Coordinator
Update and widely distribute print materials describing the magnet program, how to apply and the recruitment open house and field trip schedules to non-Black Pre-K-4 students and parents and/or guardians at Parks, Cecilia, Teche and other eligible schools/students as well as to community partners, libraries, community centers, childcare centers and other gathering places	November 2024 and 2025	CDIO, Marketing Coordinator, Magnet Coordinator

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Virtual Information Sessions (Two sessions)	November and December 2024 and 2025	Marketing Coordinator, Magnet Coordinator, School Administrators (on rotation for each session)
Magnet Showcase	Beginning in February 2025, In subsequent years it will be held in the fall	Marketing Coordinator, Magnet Coordinator, Principals, STEAM Coordinators, District Magnet Leadership Team, Superintendent
Hold recruitment open houses at SMSA and SMESA for prospective M-to-M students at different times	Starting in February 2025, and ongoing twice an academic school year beginning Fall 2025 (one Fall and one Spring)	Desegregation consultant, Marketing Coordinator, Magnet Coordinator, Principals, STEAM Coordinators, Assistant principals
Pre-K Recruitment Traveling Tour and Information Sessions for prospective Pre-K students	Beginning Fall/Winter 2024 through March, and annually thereafter	Magnet Coordinator, Marketing Coordinator
Hold information sessions at Parks, Cecilia, Teche & other eligible schools in the district	Starting in February 2025, ongoing through open application period	Desegregation consultant, Marketing Coordinator, Magnet Coordinator
Send J-call reminders to parents and/or guardians of non-Black Pre-K-4 students at Parks, Cecilia, Teche and other eligible schools and childcare centers	At least one week prior to holding an recruitment open house at SMESA and SMSA	Marketing Coordinator
Monitor applications during open application window and implement recruitment and outreach in communities with few or no applications	Ongoing through open application period	Desegregation consultant, Marketing Coordinator, Magnet Coordinator
Invite students from M-to-M eligible zones (e.g., Cecilia Primary, Parks Primary, Teche Elementary) to participate in fieldtrips to SMESA and SMSA campuses to tour the schools and engage with STEAM students and staff.	At least once in the Spring semester (March or April, before state testing begins)	Magnet Coordinator, Principals, Marketing Coordinator
Field Trips to SMESA	Once in Fall and once in Spring, annually, beginning in the Spring 2025 school year. (Spring 2025 will be during Magnet Awareness Month for the mini showcase)	Magnet Coordinator, Principals
Field trips to SMSA	Once in Fall and once in Spring, annually, beginning in the Spring 2025 school year. (Spring 2025 will	Magnet Coordinators, Principals

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	be during Magnet Awareness Month for the mini showcase)	
Magnet Application Period Closes	July 7, 2025 and annually	Magnet Coordinator, CDIO, Marketing Coordinator
Solicitation of student and family feedback on current magnet program and production of public facing plan to address the feedback	Surveys and focus groups begin by May 1 analysis completed by July 1 report to the court, publicly available report and steps taken to address concerns by July 31.	Magnet Coordinator, Family Engagement Facilitator, Desegregation Magnet Expert Consultant, Marketing Coordinator
Invite prospective families and community members to theme-related showcases or other events	Ongoing	Marketing Coordinator, Family Engagement Facilitator

STUDENT OUTREACH AND RECRUITMENT

The St. Martin Parish School System prioritizes transparent communication with parents and/or guardians and stakeholders. While efforts to recruit homeschool, private, and parochial students are a significant part of the District's marketing strategy, accessing student-specific information from private and non-public charter schools is challenging due to laws and regulations, which do not obligate them to share detailed data beyond total student population figures. These outreach efforts are conducted through various means such as zone-specific mailers, community outreach at doctors' offices and after-school clubs, and participation in community events that may engage these families.

The District's outreach strategy is designed around the Desegregation Goals and Projections section of the plan to yield the maximum return on applications received translating into actual enrollment through its marketing and recruitment activities. The District takes into consideration other variables that may impact annual October 1 actual enrollment data that engage and interact with the anticipated application (enrollment) yield. As noted in the Desegregation Goals and Projections section, every application anticipated in Table 6 is expected to yield an enrollment, which is then factored into each school year's projected enrollment as illustrated in Tables 8 through 11, respectively. Through effective and regular communications and marketing, the District anticipates that every parent and/or guardian that has applied will confirm enrollment and register their child at each of the schools.

The foundational objective is frequent, clear communication to build trust and community support for desegregation. The marketing plan's goals complement directives in the Court Order and require approval from the Superintendent and Magnet Coordinator, as well as review by the Marketing Coordinator, and Family Engagement Facilitator. A strategic communication plan promotes informed responses parish-wide, emphasizing staff training for consistent, stakeholder-friendly interactions.

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

Guiding Principles:

- Effective public engagement is essential to creating an environment in which students, staff, families, and community members participate and contribute.
- Communication is a primary function of leadership and a responsibility of all employees.
- The most effective ambassadors for the magnet schools are well-informed employees, parents and/or guardians, and students.
- An open line of communication with the community is vital to establishing a positive perception of the organization.
- Using a variety of media and methods enhances the school system's ability to communicate about the Magnet Academies Program effectively and thoroughly.
- Public relations and communications strategies must be driven by the vision and mission of the Magnet Academies Program.
- Desegregation expertise is critical to effective recruitment. Identifying and recruiting all eligible elementary-aged students, including those entering in Pre-K, attending non-district schools, or being homeschooled, is essential to expanding the reach of the Magnet Academies.

Annual recruitment efforts must include the development of targeted strategies, timelines, and recruitment lists to ensure effective outreach to all eligible students.

SELECTION OF STUDENTS AND APPLICATION PROCESS

Student Selection

All St. Martin Parish students residing within the M-to-M eligible zones, who wish to enroll in the STEAM Magnet Academies, will use an application submission process. **The annual selection and enrollment process will be open to any rising student in all grades served by**

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the Magnet Academies Program. All students eligible to transfer based on the priority tiers and/or zoned to the two magnet schools can enroll at any grade level. Available space for each grade level will be annually determined by school capacity and existing enrollment projections (starting in year 2), aligned with the District's desegregation goals.

Pre-K application and enrollment will follow the District's state and federal-mandated Pre-K eligibility and verification process through the Early Childhood Network (ECN) department. Once a parent applies using the same magnet application as other K through 5 students, the Supervisor of Early Childhood will confirm Pre-K program eligibility and approve the application for enrollment. No magnet-eligible Pre-K student applying to the St. Martin Early Steam Academy will be denied enrollment. All non-zoned Pre-K applications (e.g., Tier 1, Tier 2, Tier 3) will follow the same process listed for students in grades K through 5.

While the District generally follows a policy of not permitting students to use M-to-M transfers for Pre-K, the District has created an exception for the St. Martinville area schools: Non-St. Martinville zoned students enrolling in Pre-K can submit an M-to-M application to enter St. Martin Early STEAM Academy and, upon its reopening, Catahoula elementary. Pre-K students zoned to the St. Martin Early STEAM Academy are eligible for M-to-M transfers to Catahoula Elementary, upon its reopening, and Pre-K students zoned for Catahoula Elementary will be eligible for M-to-M transfers to St. Martin Early STEAM Academy; however, students enrolling in Pre-K who are zoned for Catahoula Elementary or St. Martin Early Steam Academy cannot apply for an M-to-M transfer to a school other than St. Martin Early Steam Academy or Catahoula Elementary Pre-K students who are eligible under Tiers 1 and 2 and who are enrolled at the Early STEAM Academy will be automatically enrolled in Kindergarten at the Early STEAM Academy. Those students need not re-apply before their Kindergarten year. Pre-K students who are neither zoned for M-to-M nor eligible for the Magnet Academies Program must re-apply before their Kindergarten year.

Students in the St. Martinville Zone do not need to apply to be selected into the magnet schools and are automatically admitted to the magnet schools, per District zoning policy. Zoned students who wish to enroll in the magnet schools should register through the District's general registration process as described on www.stmartinmagnet.org. For planning purposes, the District encourages parents and/or guardians of zoned students of the two magnet schools, who currently attend another school in the parish through the M-to-M transfer option, to inform Child Welfare and Attendance and the Magnet Program office of their intent to enroll in the magnet schools before May 1.

All students enrolling in the magnet schools will have access to all programming opportunities, including curricular, extracurricular, and summer programming, on a free basis. This includes the provision of transportation by the district to access these options for all students.

Eligibility for M-to-M Preference

Students whose race is in the majority at the school they attend (i.e. Parks Primary, Cecilia Primary, Teche Elementary) who wish to transfer to the St. Martin Early STEAM Academy or St.

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Martin STEAM Academy where their race is in the minority, will be eligible for admission under Tier 1. Students from other M-to-M identified zones within St. Martin Parish, such as those enrolled in charter or private schools, or who are homeschooled, will be eligible for priority consideration if they meet the requirements of the District's M-to-M transfer policy found on the District's Child Welfare and Attendance Department webpage. All students residing in the SMESA or SMSA zones, but currently not attending the schools, will be granted admission to the two magnet schools per District zone policies.

Aligned with the Consent Order, the District will implement a priority-tiered process, described below, to select students for enrollment in the two schools. If student demand exceeds capacity, this same priority system will apply to constitute a waitlist for students who apply but are not offered a spot to enroll. Applicants in each tier will be exhausted before considering students in the next tier. M-to-M eligible students will not be denied acceptances; however, they may be placed on a waitlist until space is available. When there is a waitlist, the District will make prompt good-faith efforts to increase capacity through facility and faculty changes such that waitlisted students can enroll during the school year for which they applied. Students currently attending or zoned for St. Martin Early STEAM Academy and St. Martin STEAM Academy will be **guaranteed automatic admission** to the new whole-school magnet programs. The remaining seats in each grade level will be allocated by using tiers as follows, in order of priority consideration:

1. Students who qualify for a Majority-to-Minority (M-to-M) transfer in accordance with District M-to-M policy.
 - a. Siblings of enrolled M-to-M magnet school students returning the following school year and M-to-M families applying together in the same application season will receive priority under the Tier 1 rule.
2. Children of employees at St. Martin Early STEAM Academy and St. Martin STEAM Academy.
3. Students who reside outside of the St. Martinville zone **and** who do not qualify for Tier 1 or Tier 2. The District will admit one Black student within this tier for each White student admitted within this tier, using a nondiscriminatory and randomized lottery process for each category of Black and White students. For each Black and White student admitted for this tier, the District may admit a non-Black, non-white student.

Note: Tier 3 will only be activated for St. Martin Early STEAM Academy and/or St. Martin STEAM Academy once the District has reached a projected +/- 10% desegregation goal for Tier 3, for the school(s), based on June 1 demographics for each school and inclusion of confirmed Tier 1 and Tier 2 applications/enrollment for the Magnet Academies Program. Additionally, admission under Tier 3 will be denied if it is adverse to desegregation goals at either the sending or receiving schools. Admission is adverse to desegregation goals if acceptance would result in Black student enrollment at either the sending or receiving school exceeding +/-10% of the District-wide actual enrollment of students for that particular grade band.

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Siblings

Siblings of students who are enrolled or admitted through the enrollment process would automatically be given priority within each tier. For example, if a student is attending the magnet academies via M-to-M and their younger sibling becomes old enough to apply for the Early STEAM Academy, this applicant would have priority over other M-to-M applicants. If one sibling was admitted to Tier 1, then their siblings would be immediately given priority to be next considered for admission. Sibling preference applies to students who submit applications by the application deadline.

Parents requesting sibling priority must provide documentation to the Magnet Academies office. The District recognizes siblings as any brothers and/or sisters by blood, adoption, marriage, or permanent court-appointed guardianship who reside at the same address.

APPLICATION PROCESS AND TIMELINE

The application process is designed to achieve the District’s desegregation goals and promote campuses that are not racially identifiable utilizing a priority-based selection process per the Court Order. The application period for Pre-K through 5 students each year is from **the first day of the Spring semester⁴ to May 1²** and does not require any special academic, behavioral, or other enrollment criteria for prospective or current students. If May 1 falls on a Saturday or Sunday, the application period will close at 4:30 p.m. on the following Monday. Eligibility for Tier 1 (“M-to-M”) students will be based on February 1 magnet schools and demographics. The magnet school application period will run concurrently with the current District Majority-to-Minority (M-to-M) application and transfer process, beginning the first day of the Spring semester of each year. Beginning one month before the close of applications, a weekly message reminder sent through the District’s parent portal system to the email and phone number on file will be sent to all families in the District letting them know applications will be closing May 1. Additionally, the District will communicate application and enrollment information to parents of students entering Pre-K, through local Head Start programs and daycares. The District will also send reminders to media partners, community organizations and partners, libraries, and healthcare providers for dissemination, and post on the District’s social media page in to reach families the District does not have contact information for.

The application portal, hosted by SchoolMint, is a program with a robust, user-friendly interface that can streamline the application process for families, as recommended by the Focus Groups and the District Magnet Leadership Team. The portal will allow the District to promote the application, host an accessible and user-friendly online application, and collect application data. The online application, registration, and enrollment system will allow administrators to log in to check the demographics and secure student information like the home addresses of program applicants. The magnet school application will be available online,

⁴ The District will specify the actual date annually in its marketing and recruitment materials and on its website.

² The applications for the 2024-2025 school year will close on July 15, 2024.

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and a paper copy will be available for families with technology limitations at all district elementary schools, district offices, and community partner locations (e.g., libraries, etc.). Families will be able to text or email pictures of completed applications to the Magnet Program email address which is magnet@saintmartinschools.org. All paper applications can be returned at any point prior to the deadline to any district school or district office and will be entered into the software system by magnet staff.

Magnet Academies staff will be available to assist parents and/or guardians and families at recruitment events and at the magnet office with the application completion and submission. The Marketing Coordinator will provide additional support and resources to parents and/or guardians who have specific questions or technical issues with the application process. Paper and web-based applications can also be submitted during the District's marketing and family engagement events hosted throughout the year.

Acceptance and Continued Enrollment

The Magnet Coordinator and Chief Desegregation Implementation Officer shall designate qualified staff to review each application for completion, accuracy, and eligibility beginning **the first week of February** of each year. Parents and/or guardians will be notified by email and follow-up phone calls to correct any missing or inaccurate information on the applications. Students in Tier 1 and Tier 2 will receive acceptance notifications on a rolling basis until **one (1) week after the close of applications** each year (e.g., approximately May 8). Parents and/or guardians will receive three (3) additional contacts through various methods (i.e., JCall, email, letter) to remind them of their acceptance and clearly identified deadlines and enrollment processes. Eligibility will be determined based on February 1 school and district demographics. Parents and/or guardians will be notified of acceptance by phone calls to the phone number on file, by email through the application selection software, and/or paper notices will be mailed to the address on file and/or sent home with students if they are enrolled in district schools. Parents and/or guardians will have an opportunity to attend recruitment open house sessions at and/or visit each school prior to formalizing their decision to enroll in the magnet schools. Parents and/or guardians **will have until three (3) weeks after the close of applications to accept** (e.g., May 29) placement. They can accept via the application portal directly or through returning a paper acceptance to any district school. If they are offered enrollment and do not accept, they will be placed on the waitlist once the acceptance deadline has passed. Seats that remain open or that re-open after a student declines their acceptance will be filled first by waitlisted applicants who match the racial and grade demographics of the initial acceptance.

While the District will provide Tier 1 and Tier 2 acceptance letters on a rolling basis beginning in February each year, final acceptance reminders for these students will be sent **one (1) week after the close of applications** each year (e.g., approximately May 8). Parents and/or guardians will receive three (3) additional contacts through various methods (i.e., JCall, email, letter) to remind them of their acceptance and clearly identified deadlines and enrollment

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processes. Parents and/or guardians will be notified of acceptance by phone calls to the phone number on file, by email through the application selection software, and paper notices mailed to the address on file and sent home with students if they are enrolled in district schools.

Students that fall under Tier 3 eligibility (not zoned to the magnet schools and do not qualify for enrollment under Tier 1 or Tier 2) will receive final application eligibility notifications (e.g., acceptance, waitlist, ineligibility) during the second week of June each year (e.g., approximately June 8). Parents and/or guardians will be notified of acceptance by phone calls to the phone number on file, by email through the application selection software, and/or paper notices will be mailed to the address on file if requested and/or sent home with students if they are enrolled in district schools. Parents and/or guardians will have two (2) weeks to formally accept an offered seat. Students and families will still be provided an opportunity to attend the open houses scheduled for May each year.

Once a student is enrolled, they will **not need to reapply** for the following years. Pre-K zoned students attending St. Martin Early STEAM Academy for Pre-K will automatically be enrolled in Kindergarten at the St. Martin Early STEAM Academy. Enrolled Pre-K students that meet the Tier 1 (M-to-M) and Tier 2 (student of a teacher/staff member) do not need to reapply for Kindergarten. All Pre-K Tier 3 (out of zone students not qualified for Tier 1 or Tier 2) must reapply for Kindergarten. Students attending St. Martin Early STEAM Academy for grade 1 will automatically be enrolled in grade 2 at the St. Martin STEAM Academy campus.

Waitlist

In the event the Magnet Academy program applications exceed the capacity of the schools each year, the application selection software will create an automated waitlist process, based on priority. It will be activated to offer admissions to racially matched students on the waitlist as space becomes available. The District may also expand the schools' physical buildings or increase the student to teacher ratio to accommodate enrollment that exceeds capacity. Enrollment capacity will be determined based on the Focus Group's recommendation to have an 18-to-1 pupil-to-teacher class size ratio, unique to the Magnet Academies Program, to the extent practicable. Some classrooms may have different ratios based on the subject of the class, such as physical education and/or special education classes, but will not exceed an 18-to-1 ratio (however, these ratios may increase up to 20-to-1 after September 15 of each year if additional enrollment increases a class size, as described in the staffing section). Prior to September 15, if enough students enroll that may require a new grade-level section, the District will seek to hire another teacher to accommodate students aligned with the 18-to-1 pupil-teacher ratio. After September 15, the District may place non-zoned students on a waitlist if capacity reaches a 20-to-1 student-teacher ratio until a new section is created with a new teacher. **No M-to-M eligible students will be denied acceptance due to capacity issues but may be waitlisted while the District determines how best to accommodate enrollment that exceeds capacity.**

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Enrollment Post-Acceptance and Late Entry

The St. Martin Parish School System considers student attendance and academic continuity crucial to student success. Therefore, students enrolling via M-to-M transfer must be enrolled at the respective magnet school **within two (2) weeks** of the start of the new school year.

Late Entry

Students who apply after the close of applications and who are zoned for the magnet schools or who qualify for M-to-M transfer options will be granted acceptance to the magnet schools immediately upon successfully completing the application unless there is a waitlist for non-zoned students. These student(s) will be placed on the existing waitlist. Students not currently enrolled in the district and who are not zoned for either of the two magnet schools must follow the District's current school M-to-M transfer policy. Parents and/or guardians will be notified of acceptance by phone calls to the phone number on file, by email through the application selection software, and/or paper notices will be mailed to the address on file and/or sent home with students if they are enrolled in district schools. Parents and/or guardians will have an opportunity to take a tour at each school upon submitting the late-entry application and prior to formalizing their decision to enroll in the magnet school. Parents and/or guardians of students not zoned to the two magnet schools **will have three (3) weeks to accept placement up to the first day of school and one (1) week after the start of school**, so as to not disrupt enrollment procedures, classroom assignment, and instructional time. They can accept via the application portal directly or through returning a paper acceptance to any district school. If they are offered enrollment and do not accept, they will be placed on the waitlist. Students zoned for the magnet schools may be admitted throughout the school year, but students enrolling via M-to-M transfer must be enrolled at the respective magnet school **within two (2) weeks** of the start of the new school year. Late entry Tier 3 applications will not be accepted, but may be placed on the waitlist for the following year.

Magnet Academies Withdrawal

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

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

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enroll in private or charter schools. Students leaving the District shall follow the District’s exit process found on the District’s website.

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

Application Survey

After the application process concludes each year, the District will survey families about the accessibility and ease of applying and whether the application process was clear. Information obtained through the surveys will be used to improve the application process in subsequent years. The District will also survey parents of students accepted but did not enroll in the magnet schools to better understand what the District can do better to address any concerns or feedback provided in the survey.

Chart 4: Key Application Dates

Activity	Date	Key Roles
Application period opens	1st day of Spring semester (early January)	Marketing Coordinator, Magnet Coordinator, CDIO, Supervisor of Child Welfare and Attendance
Begin reviewing applications for accuracy	February 1, each year	Magnet Coordinator, Supervisor of Computer Services
Targeted Pre-K Application processing	Early-February, each year	Marketing Coordinator, Supervisor of Early Childhood
Confirm existing seats available, per grade level	February 1, each year	Marketing Coordinator, Magnet Coordinator, Principals
Application window closes for students applying prior to the summer program	May 1, each year (July 15, 2024 for the 2024-2025 school year)	Marketing Coordinator
Application period opens for students enrolled in summer program	1st day of summer program each year	Marketing Coordinator, Magnet Coordinator, CDIO, Supervisor of Child Welfare and Attendance
Application window closes for students who attended the summer program	July 7, 2025, then annually on the first Monday in July	Marketing Coordinator

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Student notification of offer	One week after applications close	Marketing Coordinator
Welcome events to accepted students to assist in finalizing a decision to accept offer.	2-week period after acceptance letters are sent	Schools, PTOs, Principals, Magnet Coordinator and/or Marketing Coordinator, STEAM Coordinators, Family Engagement Facilitators, and staff designated by principals
Deadline to accept offer	Last business day of May each year (Last business day of July 2024 for the 2024-2025 school year)	Marketing Coordinator
Post-Application Season Survey	Within one week of applications closing	Marketing Coordinator, Magnet Coordinator

FACILITIES

Facilities and Maintenance Improvements

Before the start of the 2024-2025 school year, the facilities will be upgraded to reflect the STEAM theme at each magnet school, including cosmetic exterior upgrades to improve the school’s curb appeal. The interior will reflect the theme in a tasteful and aesthetically pleasing manner, which includes the lobby, library, gym, and common areas that are open to the public and used by students. Identified specialized rooms will include, but are not limited to, an art room, music room, dance room, drama room, and a STEM Lab which will promote experiential and project-based learning. These renovations will be completed in ninety (90) days, April 15 – July 13, 2024.

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

As part of standard operating procedures, the District Supervisor of Operations and Transportation will develop and implement a preventative maintenance plan and program to periodically assess the buildings and ensure facilities and related equipment are in good working condition. This process will ensure the District’s commitment to promoting the STEAM programs and create a positive and motivating environment, and is described in **Appendix D**.

STEAM-Related Facilities Upgrades

The District is committed to providing cutting-edge educational experiences, and as such, plans have been outlined for enhancing facilities at the two STEAM magnet schools. These upgrades aim to create a dynamic learning environment tailored to the unique needs of the C-STEAM

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curriculum and Tinkrworks initiatives, as well as to foster creativity and artistic expression through the SmARTS Lab. Below, the transformation of these spaces is detailed to support interdisciplinary learning, innovation, and student engagement.

St. Martin Early STEAM Academy Upgrades

STEAMSpace

To establish a learning environment that supports the C-STEAM curriculum and Tinkrworks, we will purchase the necessary equipment to support the STEAM Lab at the Early STEAM Academy. Equipment items include durable supplies (i.e., software, drills, computers, safety goggles, measuring tapes, 3-D Printer, 3-D Doodle Pens, Quadcopter with a camera, STEAM Boxes, Coding Tools, laser machines) kits and consumable supplies (i.e., glue, markers, gravel). Student interest camps are summer-based enrichment opportunities for all magnet students enrolled in the schools and incoming students who wish to begin their STEAM learning prior to the new school year. Camps may include Camp Invention, Renewable Energy Camp, Environmental Deep Dive Camp, STEM Olympics Camp, NASA Astro Camp, and Urban Ecology with Environmental Science.

SmARTS Labs

To establish learning environments supportive of arts integration, we will establish a visual arts room, performing arts room, and music room at the Early STEAM Academy. Each room will be designed for students to explore learning in a cutting-edge environment. Teachers will serve as facilitators and promote students engaging in productive and aligned learning outcomes for each grade level. Teachers will be trained to work collaboratively with the STEAM specialists to ensure student's learning is maximized. These innovative spaces will include specialized areas for students and teachers to hone their craft and to provide state-of-the-art technology to support arts integration.

Visual Arts Room

The Early STEAM Academy will have an art room for students to learn and display their artwork and have the opportunity to deep-dive in discussions with their classmates about their art creations. The District will equip the art room and art hallway with presentation boards and display cases for students to share their creations. The room will be furnished with wide drawers, drying racks, and secure flat-faced cabinets for project material and in-progress artwork storage as well as rolling island work tables for ease in manipulating the room's design to complement workspace needs. Materials and consumable supplies frequently used by the students (e.g., scissors, glue sticks, pens, pencils, and markers) will have smaller rotating turntables or baskets on their workspaces for ease of access and end-of-the-day storage.

Performing Arts Spaces

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

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

- **Drama Room:** To provide a neutral backdrop the drama rooms will feature black curtains and/or black walls. Strip lights and spotlights will be installed to set the atmosphere for rehearsals and in-class productions. Props, costumes as well as a stage area will be included. Carpeting will also be included. Stackable chairs will be purchased for improvisation as well as classroom sessions. Storage will also be available in the drama room. Flexible and stackable staging units in varying heights, sound system will be available as well.
- **Dance Room:** To provide a neutral backdrop the dance room will feature black curtains. To ensure student safety, a Marley dance floor will be installed as well as mirrors and dance bars. A sound system will also be included.
- **Music Room:** The music room at the Early STEAM Academy will feature abundant room for movement and storage of instruments. Grade-level appropriate instruments will be available to aid students as they are introduced to and grow into more complex knowledge of beat, tempo, rhythm, texture, symbols, musical form, meter and time, and dynamics. The St. Martin Early STEAM Academy will introduce early learners to smaller percussion instruments such as triangles, bells, and maracas as well as keyboards, and bongos. The music rooms will also be outfitted with stackable chairs and risers.

St. Martin Academies Performance Arts Center (PAC)

To encourage community and family involvement and engagement, and to provide a space for students to celebrate their accomplishments and creativity together, the District is retrofitting the current stage and auditorium at the St. Martin Early STEAM Academy (formerly ELC). Renovation plans include refurbishing the gym and stage to create the performing arts area with items including but not limited to, lighting, risers, curtains, and sound equipment.

Both schools will have access to the PAC during the school day and in the evening. Each year, students in grades Pre-K through 5 will perform a selected theme video-taped performance directed by teachers with the support of community partners.

St. Martin Early STEAM Academy Upgrades

STEAMSpace

To establish a learning environment that supports the C-STEAM curriculum and Tinkrworks, we will purchase the necessary equipment to support the STEAM Lab at the STEAM Academy. Equipment items include durable supplies (i.e., software, drills, computers, safety goggles, measuring tapes, 3-D Printer, 3-D Doodle Pens, Quadcopter with a camera, STEAM Boxes, Coding Tools, laser machines) kits and consumable supplies (i.e., glue, markers, gravel). Student interest camps are summer-based enrichment opportunities for all magnet students

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enrolled in the schools and incoming students who wish to begin their STEAM learning prior to the new school year. Camps may include Camp Invention, Renewable Energy Camp, Environmental Deep Dive Camp, STEM Olympics Camp, NASA Astro Camp, and Urban Ecology with Environmental Science.

SmARTS Labs

To establish learning environments supportive of arts integration, we will establish a visual arts room, performing arts room, and music room at the STEAM Academy. Each room will be designed for students to explore learning in a cutting-edge environment. Teachers will serve as facilitators and promote students engaging in productive and aligned learning outcomes for each grade level. Teachers will be trained to work collaboratively with the STEAM specialists to ensure student’s learning is maximized. These innovative spaces will include specialized areas for students and teachers to hone their craft and to provide state-of-the-art technology to support arts integration.

Visual Arts Room

The STEAM Academy will have an art room for students to learn and display their artwork and have the opportunity to deep-dive in discussions with their classmates about their art creations. The District will equip the art room and art hallway with presentation boards and display cases for students to share their creations. The room will be furnished with wide drawers, drying racks, and secure flat-faced cabinets for project material and in-progress artwork storage as well as rolling island work tables for ease in manipulating the room’s design to complement workspace needs. Materials and consumable supplies frequently used by the students (e.g., scissors, glue sticks, pens, pencils, and markers) will have smaller rotating turntables or baskets on their workspaces for ease of access and end-of-the-day storage.

Performing Arts Spaces

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

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

- **Drama Room:** To provide a neutral backdrop the drama room at the STEAM Academy will feature black curtains and/or black walls. Strip lights and spotlights will be installed to set the atmosphere for rehearsals and in-class productions. Props, costumes as well as a stage area will be included. Carpeting will also be included. Stackable chairs will be purchased for improvisation as well as classroom sessions. Storage will also be

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available in the drama room. Flexible and stackable staging units in varying heights, sound system will be available as well.

- **Dance Room:** To provide a neutral backdrop the dance room at the STEAM Academy will feature black curtains. To ensure student safety, a Marley dance floor will be installed as well as mirrors and dance bars. A sound system will also be included.
- **Music Room:** The music room at the STEAM Academy will feature abundant room for movement and storage of instruments. Grade-level appropriate instruments will be available to aid students as they are introduced to and grow into more complex knowledge of beat, tempo, rhythm, texture, symbols, musical form, meter and time, and dynamics. The St. Martin STEAM Academy will transition students to strings such as ukulele, guitar, etc. The music room will also be outfitted with stackable chairs and risers.

St. Martin Academies Performance Arts Center (PAC)

The St. Martin STEAM Academy will have access to the PAC, which will be located at the St. Martin Early STEAM Academy, during the school day and in the evening. Each year, students in grades Pre-K through 5 will perform a selected theme video-taped performance directed by teachers with the support of community partners.

Beautification Efforts

The District has secured local vendors, artisans, and partners to assist the District with beautification efforts at the St. Martin Early STEAM Academy and the St. Martin STEAM Academy. These efforts will revitalize various aspects of the schools, including interior and exterior aesthetics, while focusing on the STEAM theme. Beautification will occur once all renovations and facilities' improvements are complete. The following beautification tasks were completed July 2024:

1. Collaborate with school administrators to gather input on their vision for appearance and brand.
2. Provide recommendations to enhance the physical appearance of the schools, including potential capital improvements and branding strategies.
3. Create a detailed project plan outlining timeline for execution of the projects once proof is agreed upon and approved.
4. Monitor progress and adjust as needed to ensure successful implementation.
5. Maintain records of all recommendations, budgets, project plans, and outcomes.
6. Provide regular updates and reports to school leadership on the status and impact of the project.
7. Analyze existing branding elements and their effectiveness in conveying the school's identity.

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Beautification Installations

In anticipation of revitalizing the aesthetic appeal and educational atmosphere of the two STEAM magnet schools, a comprehensive beautification initiative is being planned. At the forefront of the beautification installations will be the incorporation of vibrant vinyl wrappings to adorn the school buildings, showcasing themes that reflect the schools' dedication to Science, Technology, Engineering, Arts, and Mathematics (STEAM). Local artists will contribute their talents to craft captivating murals that not only add visual interest but also serve as educational tools, depicting scientific phenomena, mathematical concepts, and artistic expressions. New signage, thoughtfully designed and strategically placed at each school, will enhance wayfinding and foster a sense of pride in the school community, with designs influenced by school community (e.g., families, students, staff) feedback to ensure the branding resonates with the local culture and community. Landscaping enhancements, including lush greenery and inviting outdoor spaces, will create welcoming environments conducive to learning and exploration. These beautification efforts will begin in phases, with the culmination coinciding with the completion of facilities improvements and renovations to the STEAM-specific classroom spaces, as well as the Performing Arts Center. Embracing the "Scream Your Theme" model championed by Magnet Schools of America, these planned efforts aim to cultivate an engaging and immersive educational experience, where students will be inspired to explore, innovate, and excel in a dynamic STEAM-focused environment.

Renovations

The District has contracted Poché Prouet Associates, LLC as the project management company responsible for oversight and construction management of all renovations and repairs to the St. Martin Early STEAM Academy (SMESA) and St. Martin STEAM Academy (SMSA). Renovations and facilities upgrades include, but are not limited to, renovations to windows and interior surfaces, installing a new dance floor, installing a new metal stair and ramp structure, and various other renovations **Appendix D**.

The renovations were projected to take 90 days to complete. A detailed scope of work timeline from the project management firm is attached in **Appendix E**.

The estimated renovations and facilities' upgrades costs for SMESA is \$217,829 and for SMSA is \$207,706. An itemized list of renovations and costs is attached in **Appendix F**. The actual cost post-renovations and facilities upgrades was \$248,000 for SMESA and \$269,980 for SMSA.

Asbestos Abatement

The District has identified asbestos in the St. Martin STEAM Academy in Building E. The District contracted with Poché Prouet Associates, LLC as the project management company responsible for asbestos abatement management and conducting the air monitoring. An itemized list of costs is attached in **Appendix G**.

The District has contracted with JJE Contracting to conduct asbestos abatement of floor tiles/mastic. The asbestos abatement was projected to take 10 days to complete after initial

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abatement preparation and was completed by April 2, 2024. Additional information about the asbestos abatement is attached in **Appendix G**.

Chart 5: Beautification and Facilities Updates/Renovations Timeline

Task	Date	Type	Estimated Cost	Status as of August 1, 2024
Facilities Walkthrough	November 2023	Renovation	N/A	Completed
Facilities Walkthrough	Mid-December 2023	Beautification	N/A	Completed
District Asbestos Evaluation and Walkthrough	Mid-December 2023	Facilities Maintenance	N/A	Completed
District Contact with Contractor for Asbestos Assessment	Mid/late-December 2023	Facilities Maintenance	N/A	Completed
Needs Assessment	December-January 2023/2024	Beautification and Renovation	N/A	Completed
Beautification Reports, Quotes, and Vendor selection	December - March 2024	Beautification	N/A	Completed
Contractor Asbestos Assessment/Walkthrough	Early-January 2024	Facilities Maintenance	N/A	Completed
Contractor Air Quality Assessment/Walkthrough	Early-January 2024	Facilities Maintenance	N/A	Completed
Initial Asbestos Abatement Quote Received	Mid-January 2024	Facilities Maintenance	\$12,000	Completed
Contractor RFP for Abatement and Air Quality Open	Late-January 2024	Facilities Maintenance	N/A	Completed
Air Quality Bid Identified for Board Recommendation	Late-February 2024	Facilities Maintenance	\$15,616	Completed
Asbestos Abatement Bid Identified for Board Recommendation	Late-February 2024	Facilities Maintenance	\$22,480	Completed
School Board Approval for Air Quality and Asbestos Abatement	March 6, 2024	Facilities Maintenance	N/A	Completed
Contractor RFP Process Open for Schools' Renovations	March 8, 2024	Renovation	N/A	Completed
Contractor RFP Pre-Bid Meeting for Schools' Renovations	March 13, 2024	Renovation	N/A	Completed
Finalize Branding Packages and Logo Design Options for Community Feedback.	Mid-March/Early-April 2024	Beautification	\$1,500	Completed
Asbestos Abatement Preparations	Mid-March 2024	Facilities Maintenance	N/A	Completed
Begin Asbestos Abatement	March 19, 2024	Facilities Maintenance	N/A	Completed
Conduct Air Quality Tests	March 19, 2024	Facilities Maintenance	N/A	Completed
Contractor RFP Process Closed for Schools' Renovations	March 21, 2024	Renovation	\$230,000	Completed
Complete Asbestos Abatement	April 2, 2024	Facilities Maintenance	N/A	Completed

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Call for Community Input for School Logos and Colors	April – June 2024	Beautification	N/A	Completed
Pre-Construction Meeting	April 8, 2024	Renovation	N/A	Completed
Construction/Renovations Begin*	Mid-April *90 days	Renovation	N/A	Completed
Finalize and Approve All Beautification Proofs, Plans, and Quotes	Mid-April 2024	Beautification	Est. \$20,000	Completed
New Exterior School Sign Installation	July 2024	Beautification	Est. \$50,000	Completed
Complete beautification installations (e.g., murals, wrappings, etc.) at St. Martin STEAM Academy	Late-June - no later July 13, 2024	Beautification	N/A	Completed
Complete beautification installations (e.g., murals, wrappings, etc.) at St. Martin Early STEAM Academy	Late-June - no later July 13, 2024	Beautification	N/A	Completed
Final walk-through post-construction	Early-July 13, 2024	Renovation	N/A	Completed
Beautification Installations	July 13, 2024	Beautification	N/A	Completed

**Construction will begin within a week of the pre-construction meeting, with an anticipated 90-day completion timeline.*

Renovations and Facilities Improvement Public Relations Strategy and Community Engagement

As part of the marketing and recruitment strategy, throughout the renovations, facilities upgrades, and beautification process, the Marketing Coordinator will provide the public with interactive updates, such as videos and static photos. Communications will be on the District’s Facebook page and on the District website homepage. Once all projects are completed, the Magnet Program website will have a dedicated section on the program webpage memorializing the history of the renovations with a virtual final tour of the two magnet school campuses. The Marketing Coordinator will also provide feedback opportunities to families, staff, and community members to gauge public perception of the school environment and school facilities improvements and will include action steps to address deficiencies and concerns through the annual audit reported to the Court.

The District is in the process of establishing partnerships with several community organizations, such as Parish Proud, to promote community relationship building and revitalization between the schools’ staff, the District, the Board, parents and/or guardians, and students. A volunteer ‘day of action’ was scheduled for August 2024, before the start of school, and promoted during the final beautification phase. During this ‘day of action’ the community and District staff will join efforts to make the school campuses beautiful, such as, planting flowers and plants, litter mitigation, and final preparations for the start of school.

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The District hosted a grand opening ribbon-cutting ceremony on October 22, 2024 once all beautification efforts and facilities improvements were completed and students, families, staff, and community partners have settled in for the new school year. All dignitaries, families, students, District and schools' staff, board members, the business chamber, community and business partners, and media were invited to attend. A recruitment open house and tour followed the ribbon cutting event. Additionally, the District will share a video memorializing the events on the District's Magnet Program website and promote on social media.

TRANSPORTATION SERVICES

The District is committed to providing free door-to-door transportation services to all enrolled M-to-M eligible and zoned students in the two magnet schools, to eliminate barriers that may inhibit enrollment into the Magnet Academies Program. Transportation plays a vital role in ensuring the seamless operation of magnet school programs, facilitating access to education for enrolled students. The District's comprehensive and detailed transportation plan detailed below outlines the strategies and procedures implemented by the District to provide safe, efficient, and convenient transportation services for students attending both regular school year sessions, summer enrichment programming, and the aftercare and/or after-school programs.

The transportation system encompasses various aspects, including routing and scheduling, bus stops, safety measures, communication protocols, accessibility provisions, and avenues for feedback and improvement. Additionally, specific considerations are made for aftercare bus services, ensuring that students are safely transported from and to their homes (door-to-door).

Free Door-to-Door Magnet Transportation Plan

- **Routing and Scheduling:** The District plans routes based on the locations of enrolled students. They aim to create routes that minimize travel time and distance for each student. Schedules are determined to ensure timely arrival and departure.
- **Bus Stops:** Bus stops are established at designated locations throughout the District. For door-to-door service, stops are usually placed conveniently close to each student's residence. The District may provide specific guidelines for where bus stops can be located and how close they can be to students' homes.
- **Pick-Up and Drop-Off:** On school days, buses arrive at each stop at predetermined times to pick up students. For door-to-door service, buses may wait briefly at each stop to ensure that students are ready to board. Similarly, at the end of the school day, buses drop students off at their designated stops, which may be directly in front of their homes.
- **Safety Measures:** The District prioritizes safety during transportation. This includes ensuring that buses are in good condition, drivers are properly trained, and safety

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protocols are followed. Students are expected to follow rules and regulations while on the bus to maintain a safe environment for everyone.

- **Communication:** The District communicates important information to students and parents/guardians regarding bus routes, schedules, and any changes or updates. This communication may be through newsletters, emails, phone calls, or dedicated transportation apps.
- **Accessibility:** The District ensures that bus services are accessible to all students, including those with disabilities. This may involve providing specialized transportation vehicles or accommodations based on individual needs.
- **Feedback and Improvement:** The District regularly seeks feedback from students, parents, and staff to evaluate the effectiveness of bus services. They use this feedback to make improvements and adjustments to the transportation system as needed.

Overall, the goal of the District's door-to-door bus services for magnet schools is to provide safe, reliable, and convenient transportation options that support student access to education.

FACULTY AND STAFF

High-Quality Teacher and Staff Recruitment

The District will actively promote its unique STEAM initiatives to attract educators and staff interested in enriching and expanding curriculum offerings. These individuals must be committed to furthering the school's desegregation goals and welcoming all families into a classroom and school environment that is accepting of all student backgrounds. Through targeted marketing events focused on workforce development, the Magnet Coordinator will collaborate with experienced teachers and Supervisor of Human Capital to recruit certified educators specializing in STEAM-centric content areas.

Ensuring the success of the Magnet Program at the Magnet Academies hinges on the recruitment of qualified, dynamic, and self-motivated staff. The District's dedication to hiring certified teachers underscores the importance of staff commitment to this innovative educational model. This commitment may involve additional responsibilities, such as working extra hours, and embracing innovative teaching strategies. Teachers will receive compensation through an extra pay timesheet for increased work hours.

The District's commitment to hiring certified teachers underscores the importance of staff dedication to this innovative educational model. The Magnet Academies must maintain a percentage of certified teachers that is at least equal to the highest percentage found in any other school in the district, but in any case, must be at least 85 percent certified.

The commitment expected from staff includes, but is not limited to:

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- Promoting desegregation, including by demonstrating and facilitating nondiscrimination and respect for all student backgrounds within the classroom.
- Attending and actively participating in all professional development activities.
- Committing to after-school and summer professional development sessions.
- Providing appropriate interventions to support student needs.
- Collaborating with district personnel and external experts to ensure program fidelity.
- Attending promotional and recruitment events, including those focused on STEAM and the Magnet Academies Program.
- Participating in scheduled community outreach events.
- Encouraging curriculum creativity and innovation.
- Fostering collaboration between the school and the community.
- Maintaining open communication with students and parents and/or guardians, including families in the targeted school zones.
- Staying informed about developments in education, particularly those related to STEAM.
- Meeting students' instructional needs and implementing interventions to promote academic achievement.

Recruitment Goals

To fully implement the model with the utmost fidelity, the District will identify and hire high quality staff to fully address the identified areas. Therefore, the District will advertise and hire staff or contract staff such as art or STEM-related teachers or other certified professionals as identified in the plan. In addition, it will hire enough core teachers for each classroom to be 18 students, not to exceed 20 students.

By September 15 each year, the District will ensure needed staff are in place at the magnet academies to adhere to the 18-to-1 student to teacher ratio. In subsequent years, the Magnet Coordinator will monitor enrollment once per month, based on projected enrollment and the M-to-M transfer requests and will determine enrollment and staffing needs by June 30 of each year. If enrollment reaches a number that results in any class size exceeding 18 students, the school will notify the Supervisor of Human Capital and the Magnet Coordinator within 1 week. The Magnet Coordinator will work with the Supervisor of Human Capital to begin the job advertisement and recruitment process to maintain class sizes at 18 students, not to exceed 20 students.

Application and Interview Process

All teachers, both existing and external applicants, are required to apply online through Applitrack. These applications are routed through the Human Capital Department and then forwarded to principals. Guided by the District's desegregation goals, principals assess qualifications of applicants, looking at experience, race/ethnicity, and commitment to STEAM programming and professional development to identify the most qualified candidates. Consistent with the Court order, the Superintendent-designated interviewing committees,

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established to interview and select candidates, consist of an equal number of White and Black members.

Ideal candidates should demonstrate a commitment to teaching and engaging with students and families of all backgrounds, along with a dedication to reducing racial isolation in the classroom. All staff, both professional and supportive, will be recruited and screened based on their understanding of the magnet school philosophy, STEAM theme objectives, commitment to personal growth through professional development, and personal dedication to the program desegregation goals. Candidates should possess, at minimum, a Bachelor's degree from an accredited university (with a master's degree preferred), a valid Louisiana teaching certificate in the appropriate certification area, and experience in teacher development, coaching of curricula units, instructional sequences, and performance-based assessments. Additionally, candidates are preferred to have a minimum of two years of relevant experience in an educational position focused on STEAM, although such experience is not a requirement for employment.

To ensure that hired staff are capable of meeting the desegregation- and theme-specific goals of the magnet, the District will incorporate interview questions designed to evaluate candidates' interest or experience with STEAM, cultural competency, commitment to reducing racial isolation, and their ability to create learning environments that welcome students and families of all backgrounds. Preference will be given to candidates who have prior experience working in educational settings with students and families of various backgrounds. Candidates who have received training in multicultural education, desegregation, culturally responsive teaching, pedagogy focused on respecting students of all backgrounds, and/or theme-related interest or experience will receive preference. A copy of the rubric and questions asked during the interview process can be found on **Appendix H**.

For the 2024 school year, educator applications for the magnet schools opened January 19, 2024. Coordinator positions were opened in early January and have already been selected. Interviews for each magnet school began February 15 -27, 2024, and have continued through the date of this revised magnet plan submission ending May 30, 2024. Working with the Supervisor of Human Capital, principals of each magnet school contacted selected candidates via phone to notify them that they have been selected for the position. At the time of this plan, the District provided the Court with a constitution of staff on March 1, 2024; with the majority of staffing needs met. The District continues recruitment efforts, including application and interview processes, until all positions are filled for the 2024-2025 academic year.

Following interviews, principals submit written recommendations to the Supervisor of Human Capital, outlining sufficiently detailed justifications for their selections of their top three candidates. The Supervisor then reviews the documentation to ensure adherence to established procedures before forwarding the recommendations to the Superintendent. Upon receipt, the Superintendent approves or denies the recommendations. If denied, the principals will seek and propose alternate candidates. Teachers currently employed at the Early STEAM Academy ("SMESA") and STEAM Academy ("SMSA") who opt not to pursue positions at the

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Magnet Academies, or who apply but are not selected for the magnet program in the 2024-2025 academic year, will not be subject to termination and may reapply in the future. Instead, the administration will continue reassignment practices to other suitable positions, contingent upon approval and the employees' willingness to remain employed. In initial staffing, no terminations of existing employees have occurred, though reassignment to district non-magnet schools is possible. If an employee refuses reassignment the employee may be terminated in accordance with school board policies or have the opportunity to reapply to another position in the District.

Recruitment and Retention Incentives

The District has established a systematic approach to magnet school teacher recruitment, with a focus on identifying qualified candidates. To achieve the goal of recruiting and retaining qualified and invested teachers, the District will provide certified teachers who commit to teaching at the two magnet schools with:

- A one-time \$1,000 sign-up bonus.
- *\$39 per hour for all required professional and curriculum development hours completed outside of contracted hours.

**Teachers at other schools in the district receive \$20 per hour for professional development. The increase in mandatory professional development compensation for magnet school teachers is another financial advantage to working at the magnet schools. The District does not mandate activities (e.g., professional development, summer school, etc.) for other teachers in the school system outside of contracted hours. Thus, the magnet teachers are required and offered additional opportunities beyond what the teachers at other schools are required to do or offered to participate in voluntarily.*

The Supervisor of Human Capital, in consultation with the District's board attorney and Superintendent, has developed a tailored contract aligned with the job descriptions for teachers in the magnet schools. This contract outlines teachers' responsibilities, including their commitment to attending professional development activities outside regular school hours. Annually, every effort will be made to recruit high quality, certified, and staff members with experience or interest in desegregation goals and magnet programming and who further the District's faculty assignment goals. Moreover, the District will guarantee that the magnet schools uphold a certification level for teachers that meets or surpasses the highest percentage among other schools in the district. Nevertheless, there will always be a minimum certification rate of 85%. This strategy reinforces the advancement of magnet programming and desegregation objectives. To promote retention, the Magnet Coordinator will work with the Supervisor of Human Capital to establish a mentoring program and to anonymously survey teachers annually about their experiences within the magnet schools, including questions about the specific challenges of working in a new magnet school, how teachers' workloads should be changed, and the experiences of all staff with the ability to aggregate data by position and race. The Magnet Coordinator and Supervisor of Human Capital will also engage

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STEAM teachers in collaborative projects or initiatives to enhance job satisfaction and retention.

The District has developed a retention strategy to retain effective educators that advance both faculty assignment and magnet program goals, aligned with strategies learned from School Equity Solutions; which compliments and improves current retention and recruitment practices. School Equity Solutions emphasizes the importance of using a fairness lens to enhance recruitment and retention in the STEAM schools. With consideration of the multiple benefits of hiring a diverse teaching staff, including improved student outcomes and acceptance of students of all backgrounds, increased educational aspirations, and improved social-emotional well-being, key strategic retention tenets include culturally responsive recruitment materials, mentorship programs, and fostering a non-discriminatory school culture through policies, training, and community engagement. Addressing challenges like high teacher turnover, the approach advocates continuous improvement, cultural competence, and long-term relationship building to support desegregation and non-discrimination in education.

Magnet Academy-specific Retention Measures

- Professional Development - The STEAM Magnet Academies staff receive a significantly higher amount of Professional Development compared to non-STEAM schools. The focus is on developing specific skills in STEAM integration and teaching, setting the Magnet Academies apart from the rest of the district schools. This additional professional development also fosters opportunities for collaboration among colleagues and contributes to the development of a culture of learning and collaboration, which has a direct impact on retention. In a recent study in the Journal of Educational Leadership and Policy Studies, v4 n1 2020, researchers found that teachers who engaged in 20 hours of professional development in a school year demonstrated an 85% chance of retention compared to teachers with no professional learning in a school year showed only a 60% chance of retention. This research points to the importance of professional development as it relates to teacher retention.
- Magnet Academies-specific Quarterly Retention Meetings - The Magnet Coordinator meets with the Human Capital supervisor regarding retention goals. These quarterly meetings are driven by the following data:
 - Observational data based on observations of STEAM teachers, general education teachers specific to arts integration, and STEAM and General Education Clusters/PLC observations.
 - Teacher survey results
 - Informal/qualitative data gained from conversations and collaborations with school staff.

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- Reports will be generated after each quarterly meeting and used in Monthly District Magnet Leadership Team meetings.
- The Magnet Coordinator and Leadership Team uses the data from quarterly meetings to drive areas of support and need. This data is reviewed and utilized monthly to inform team leadership members about the types of support needed by STEAM staff. Additionally, teacher-specific plans of action for supporting STEAM staff will be created monthly as needed by the Leadership Team to provide necessary support for staff.
- Class sizes at the STEAM Academies are limited which allows teachers to better implement STEAM hands-on, project-based learning, and STEAM Integration.
- The STEAM Academies host events that showcase the innovative work being done at our schools, highlighting the tremendous value of the Magnet Academy teachers' efforts to families and community members which contributes to building a culture of appreciation and belonging for Magnet Academy Staff.

Developing Timelines, and Action Plans for Promoting Bias-Free Human Capital Practices

In alignment with the requirements of the desegregation consent order, the District has developed a targeted recruitment plan to hire and retain effective and diverse educators. The following timeline and activities chart summarize the District's comprehensive approach to teacher recruitment and retention, outlining both accomplished milestones and planned strategies aimed at attracting and retaining high quality educators for our Magnet Academies Program.

Chart 6: Recruitment and Retainment Strategy Timeline

Recruitment and Retainment Timeline			
Dates	Focus Area	Roles	Description
Fall 2023	Recruitment of staff and marketing of STEAM academies to potential applicants	Magnet Coordinator, Supervisor of Human Capital, District Administrators	During the fall of 2023, while the initial magnet plan was being developed, team members from St. Martin Parish actively participated in multiple college job fairs, including those held at Southern University of Baton Rouge, McNeese University, University of Louisiana at Lafayette, University of New Orleans, Xavier University, Loyola University, and Louisiana State University. Their primary focus during these events was conducting informal recruitment activities for the upcoming opening of STEAM academies slated for August 2024.
January 2024	Assessment of Current Staffing Needs	Magnet Coordinator, School Administrators, CFO, Supervisor of Human Capital	Identified specific roles and positions to be filled; determine any new positions or changes in staffing requirements.

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January 2024	Job Description Development	Magnet Coordinator, Supervisor of Human Capital	Revised job descriptions for each position, highlighting key responsibilities and qualifications specific to the magnet schools; Ensure that the descriptions align with the goals and values of the magnet schools.
January 2024	Recruitment	Magnet Coordinator, Supervisor of Human Capital	Hosted a mandatory virtual information session during district-wide PD in January 2024; Jobs have been posted. Following the initial round of hiring, any unfilled positions at the STEAM schools have been reposted and will continue to be available until they are successfully filled.
January 2024	Internal and External Job Opportunities	Magnet Coordinator, School Administrator, Supervisor of Human Capital, Marketing Coordinator	Hosted Magnet Job Fairs for internal candidates and external candidates, including recruitment blitzes on January 22 and 31; Encouraged current staff members to express interest in new roles and existing roles, by sending email notifications to all staff each Monday; Utilized online job boards including Magnet Schools of America, LinkedIn, education-specific websites, local print media, locals news and radio stations, and social media platforms to advertise open positions; Specified application deadlines and provided clear instructions on how to apply to the magnet schools. The Supervisor of Human Capital also shared magnet program job openings on her personnel LinkedIn account, reaching industry network professionals and leaders.
Feb – April, 2024	Recruitment of staff and marketing of STEAM academies	Supervisor of Human Capital	The District will leverage its collaboration with Diversity in Education to attract Black teachers to the magnet schools. Magnet school principals will have priority in conducting interviews for applicants sourced from the job board.

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<p>Feb – April, 2024</p>	<p>Recruitment of staff and marketing of STEAM academies</p>	<p>Magnet Coordinator, Supervisor of Human Capital, District Administrators including magnet school principals</p>	<p>The District will actively participate in job fairs to attract a diverse and qualified teaching staff, with a particular focus on filling STEAM school positions. Principals from STEAM schools will also engage in recruitment trips. Additionally, recruitment packets distributed at job fairs will contain specialized marketing materials designed specifically for STEAM school positions.</p> <ul style="list-style-type: none"> ● Southern University at Baton Rouge February 21 ● Mississippi College at Clinton, MS February 29 ● Henderson State University at Arkadelphia, AK March 6 ● Northwestern State University March 7 ● Dillard University, Xavier University, Loyola University, and University of New Orleans March 8 ● University of Louisiana at Monroe March 14 ● Grambling University March 14 ● Louisiana Tech University March 21 ● Nicholls State University March 28 ● Lamar University at Beaumont, TX April 4 ● Louisiana State University April 9 ● Southern University at Shreveport Centenary/LSU Shreveport April 10 ● University of Louisiana at Lafayette April 11 ● McNeese State University April 15, 2024.
<p>Feb -April, 2024</p>	<p>Collaborate with Educational Institutions</p>	<p>Magnet Coordinator, Supervisor of Human Capital</p>	<p>Contact established partnerships with HBCUs, local universities and colleges to tap into their pool of qualified graduates for the magnet schools.</p>
<p>February 15-17, 2024 for the first round</p>	<p>Interview and Selection Process</p>	<p>Magnet Coordinator, School Administrator, Supervisor of Human Capital</p>	<p>All applicants from outside of SMESA and SMSA and all current teachers must apply. Upon receipt of application packets of all qualified teachers for vacant positions, principals collaborated with the HR Supervisor regarding interviews and selection process aligned with the Court Order.</p>

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March and April 2024	Partnership with local teachers' unions	Supervisor of Human Capital, Marketing Coordinator	Worked with the area presidents for the unions to promote and share teacher and staff openings at the two magnet schools.
March 1, 2024	Report on Faculty to Court	Chief Desegregation Implementation Officer	On March 1, 2024, the District provided a report to Plaintiff Parties that includes the following information: a. The name, race, certification status of each current teacher and administrator at SMESA and SMSA; b. The name, race, certification status of each applicant for the magnet program teachers and administrative staff; and c. The name, race, certification status of each teacher and administrative staff selected for the magnet program.
March 27, 2024	Recruiting and Marketing: Fine Arts Fair	Marketing Coordinator, Supervisor of Human Capital, Magnet Principals	Designated district staff members delivered informative sessions to parents, families, and members of the community during the District Fine Arts Fair on March 27. The presentations aimed to provide valuable insights into various aspects of the District's educational initiatives and opportunities, including updates on the newly established St. Martin STEAM academies and employment prospects within these innovative educational institutions. While not primarily a recruiting event, these events served to disseminate information about employment opportunities and highlight the magnet schools.
March-April 2024	Recruiting and Marketing	Marketing Coordinator, Supervisor of Human Capital	Marketing Video for STEAM Positions: A marketing video is scheduled to be produced in April, aiming to showcase and promote employment opportunities at St. Martin Parish's Steam Academies. Marketing videos and flyers will be distributed to the District's university partners and teacher organizations for dissemination.
April 2024	Recruiting and Marketing (networking)	Marketing Coordinator, Supervisor of Human Capital	District personnel will be delivering presentations to the St. Martin Parish Government, Breaux Bridge Chamber of Commerce, and St. Martinville Chamber of Commerce during their forthcoming March/April gatherings. These presentations will offer insights into the upcoming St. Martin STEAM academies and

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			the career prospects available within the two magnet schools.
April 2024	Networking	Marketing Coordinator, Magnet Principals, STEAM coordinators, select Members of District magnet team	Magnet Schools Conference: Representatives from the District's magnet schools (e.g., principals, STEAM Coordinators, Magnet Coordinator) will participate in the Magnet Schools of America Conference annually. While there, the District will actively promote available positions during networking events.
April 20, 2024	Recruiting	Supervisor of Human Capital, Magnet school staff	The District will host a magnet school expo. The Magnet School Expo will be a comprehensive event that will showcase both educational offerings and employment prospects within the magnet school system. It provides attendees with opportunities to engage with school representatives, and networking chances with potential employers.
April and May 2024	Onboarding	Human Resources Staff	Selected staff will be provided appointments to visit the school board office and complete onboarding activities, including but not limited to, fingerprinting, and hiring paperwork.
May 30, 2024	Retention and Recruiting	Marketing Coordinator, Supervisor of Human Capital, Principals	The Marketing Coordinator will work with each school to update individual school websites to include the names, titles, and contact information for the new staff for each school.
May 30, 2024	Complete Constitution of Staff	Supervisor of Human Capital, Principals, Magnet Coordinator	Each magnet school will be constituted with high quality staff by this date.
June 2024	Retention	Supervisor of Human Capital, Principals	Conduct a needs assessment (survey) to understand the challenges and preferences of STEAM teachers. Set retention goals specific to STEAM teachers, such as increasing engagement in professional development, and improving communication channels.
December 2024	Retention	Supervisor of Human Capital, Principals, Magnet Coordinator	Reflect on the first semester's retention activities, such as using surveys and a mentoring program for STEAM and core teachers to identify successes and challenges. Using this information, develop strategies for improvement in the upcoming year, including regarding retention of certified staff.

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Ongoing	Retention	Magnet Coordinator, Principals	Highlight outstanding STEAM teachers in school newsletters, social media posts, or staff meetings. Create a "Teacher of the Month" or "STEAM Innovator of the Quarter" program to showcase exceptional teachers. Encourage peer recognition by allowing teachers to nominate their colleagues for special recognition or awards.
Ongoing	Retention	Supervisor of Human Capital, Principals, Magnet Coordinator	Retention and recruitment practices aligned with School Equity Solutions will be implemented. Recruitment strategies include, but are not limited to, building relationships with minority organizations and leaders, ensuring bi-racial hiring committees, using feedback from minority teachers to refine strategies, and showcasing current staff composition. Retention strategies include, but are not limited to, continuous mentoring through regular check-ins and feedback, peer collaboration opportunities, recognition, incentives, and professional development for practices which help students of all races feel supported and welcome.
Ongoing	Retention	Supervisor of Human Capital, Principals, Magnet Coordinator, Director of Curriculum and Instruction	Offer unique targeted professional development workshops and training sessions for STEAM teachers. At the end of each professional development session, employees will complete an exit survey. Conducting an exit survey at the end of teacher professional development plays a crucial role in gathering valuable insights, improving program quality, and ensuring participant satisfaction and engagement. Provide ongoing support and resources to help teachers implement new techniques and strategies in their classrooms.
Ongoing	Retention	Supervisor of Human Capital, Magnet Coordinator, Principals, Licensed Professional Counselor	Implement wellness programs for STEAM teachers involves assessing their specific needs through surveys and collaborations with the Licensed Professional Counselor. Schools will offer workshops/group sessions on stress management, mindfulness, and work-life balance based on the needs of the staff. Promoting a supportive culture and integrating mindfulness practices can further enhance wellness. Regular evaluation and adjustments based on feedback ensure that the programs effectively support STEAM teachers' mental and physical well-being, fostering a healthier and more productive work environment. This

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			wellness plan is unique because the LPC will be on campus.
Ongoing	Recruiting, Interviewing, Onboarding Planning	Supervisor of Human Capital, Principals, Magnet Coordinator	The District will regularly assess staffing requirements to identify current and future vacancies and develop and/or updating job descriptions to ensure alignment with role expectations and district objectives. Prior to posting a job vacancy, the Magnet Coordinator and the Human Capital Supervisor will reassess the specific needs of the position to determine if adjustments are necessary based on current priorities. Job opportunities will then be posted both internally and externally, typically remaining open for two weeks. Interviews, which include participation from magnet school administrators, will be scheduled to begin within one week of the posting period's conclusion to ensure an efficient and timely hiring process.
Spring/Fall Ongoing	Recruiting, Marketing	Supervisor of Human Capital (Designee), Principals, Magnet Coordinator, STEAM Coordinators/Staff, Marketing Coordinator	Host a virtual and in-person information session and events and participate in state and regional recruitment events proven successful for initial 2024 recruitment and hiring yield.
January 2025	Retention	Supervisor of Human Capital, Principals, Magnet Coordinator	Using the strategies developed post-survey responses and mentoring activities feedback, activate renewed focus on retention efforts for STEAM teachers. Continue to engage STEAM and core teachers in collaborative projects or initiatives to enhance job satisfaction and retention.

Projected Staff

The following tables outline the anticipated staffing positions required for the successful operation of the two STEAM magnet schools, ensuring comprehensive support for academic excellence, program implementation, and student success. Classroom teacher ratios are

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determined based on these staffing projections to maintain an optimal learning environment for all students.

Chart 7: SMESA Staffing Projections for the 2024-2025 School Year

Count	Person	Funding Source
1	Principal	General
1	Assistant Principal	General
1	Librarian (full time)	General
1	Curriculum Coordinator	Title 1
1	STEAM Arts-Focus Coordinator	MSAP
1	STEAM STEM-Focus Coordinator	MSAP
5	Pre-K Teachers	Early Childhood
6	Kindergarten Teachers	General
6	First Grade Teachers	General
2	Special Education Teachers	General
1	Art Teacher	MSAP
1	Music Teacher	MSAP
1	STEM Teacher	MSAP
1	Dance Teacher	MSAP
.5	Licensed Professional Counselor (shared with SMSA)	General
.5	Family Engagement Facilitator (shared with SMSA)	MSAP

Chart 8: SMSA Staffing Projections for the 2024-2025 School Year

Count	Person	Funding Source
1	Principal	General
1	Assistant Principal	General
1	Librarian (full time)	General
1	Curriculum Coordinator	Title 1
1	STEAM Arts-Focus Coordinator	MSAP
1	STEAM STEM-Focus Coordinator	MSAP
1	Behavior Interventionist	Title 1
2	Master Teachers	Title 1 and General
5	Special Education Teachers	General
8	Second Grade Teachers	General
7	Third Grade Teachers	General
7	Fourth Grade Teachers	General
6	Fifth Grade Teachers	General
1	Art Teacher	MSAP
1	Music Teacher	MSAP
1	STEM Teacher	MSAP
1	Drama Teacher	MSAP
1	Dance Teacher	MSAP
.5	Licensed Professional Counselor (shared with SMESA)	General
.5	Family Engagement Facilitator (shared with SMESA)	MSAP

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Chart 9: St. Martin Early STEAM Academy 5-Year Regular Classroom Teacher/Class Projections

These charts reflect the number of teachers needed for a class size of 18 to 1 ratio.

2024-2025 St. Martin Early STEAM Academy					
Grade Level	Black or African American # (%)	White # (%)	Other # (%)	Total Students	Teachers Needed #
PreK	51	30	2	83	5
K	63	37	1	101	6
1	70	44	1	115	6
Total	184	111	4	299	17

2025-2026 St. Martin Early STEAM Academy					
Grade Level	Black or African American # (%)	White # (%)	Other # (%)	Total Students	Teachers Needed #
PreK	54	36	0	90	5
K	66	43	3	112	6
1	60	48	0	108	6
Total	180	127	3	310	17

2026-2027 St. Martin Early STEAM Academy					
Grade Level	Black or African American # (%)	White # (%)	Other # (%)	Total Students	Teachers Needed #
PreK	57	44	0	101	6
K	69	52	1	122	7
1	63	55	2	120	7
Total	189	151	3	343	19

2027-2028 St. Martin Early STEAM Academy					
Grade Level	Black or African American # (%)	White # (%)	Other # (%)	Total Students	Teachers Needed #
PreK	60	53	0	113	6
K	72	61	1	134	7
1	66	64	0	130	7
Total	198	178	1	377	21

Chart 10: St. Martin STEAM Academy 5-Year Regular Classroom Teacher/Class Projections

These charts reflect the number of teachers needed for a class size of 18 to 1 ratio.

2024-2025 St. Martin STEAM Academy					
Grade Level	Black or African American # (%)	White # (%)	Other # (%)	Total Students	Teachers Needed #
2	78	54	5	137	8
3	70	57	3	130	7
4	71	56	3	130	7
5	67	46	3	116	6
Total	286	213	14	513	29

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2025-2056 St. Martin STEAM Academy					
Grade Level	Black or African American # (%)	White # (%)	Other # (%)	Total Students	Teachers Needed #
2	63	51	3	117	7
3	73	62	5	137	8
4	70	66	3	139	8
5	68	62	4	133	7
Total	274	241	14	530	29

2026-2027 St. Martin STEAM Academy					
Grade Level	Black or African American # (%)	White # (%)	Other # (%)	Total Students	Teachers Needed #
2	53	53	2	108	6
3	58	59	3	120	7
4	73	71	5	146	8
5	67	72	4	142	8
Total	251	255	13	520	29

2027-2028 St. Martin STEAM Academy					
Grade Level	Black or African American # (%)	White # (%)	Other # (%)	Total Students	Teachers Needed #
2	56	57	4	117	7
3	48	58	2	108	6
4	58	65	3	126	7
5	70	75	5	147	8
Total	232	255	15	502	28

PROFESSIONAL DEVELOPMENT

Successful implementation of the Magnet Academies Program and activities proposed for a magnet school requires extensive staff training and development. Prior to the beginning of the program and throughout the year, including the summer, all staff at each of the magnet schools will be required to participate in professional development. Staff will agree to sign an attestation of agreement as part of the hiring process. In year one, the District was fortunate to offer and complete a total of 60 plus hours of professional development for teachers, exceeding the required 16 hours of professional development for the 2023 -2024 spring and summer allocated time. In subsequent years, the District will provide a minimum of 8 hours. Professional development will be provided prior to the beginning of the program and through continuous in-service workshops during the school year. A two-week training program will be implemented, to be held during the early summer prior to program implementation at each magnet school. This pre-service training session will provide teacher training in the Magnet

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Academies Program themes, desegregation goals, cultural responsiveness, and building relationships and communicating with families of all races. Staff that are unable to attend the initial PD days will be required to attend the PD makeup dates indicated in the PD chart below. Teachers and staff will continue to have professional development and coaching support embedded during the school year. All new staff hired for the schools after the initial Magnet Academies Program launch will receive in-person and recorded webinars from the initial in-service as part of the onboarding process. The onboarding professional development will include the topics of curriculum theme integration, acceptance of students of all backgrounds and non-discrimination, building relationships with families of all races and overall magnet program goals. The onboard training will be facilitated and conducted by the Magnet Coordinator and the magnet school leaders. The District will schedule and implement ongoing professional development activities related to the Magnet Academies Program. The sessions, organized by the desegregation consultant and Magnet Coordinator, aim to familiarize district staff and administrators with program goals, objectives, and implementation models starting in January 2024. All new teachers will receive the full professional development series offered during Summer 2024 as part of the onboarding process, presented by the same vendors to the extent practicable. If the District cannot secure listed vendors, the Magnet Coordinator, who has received the same professional development sessions, and/or other trained and qualified staff will present the sessions.

Training will emphasize the integration of the STEAM theme and magnet program goals within the learning environment. It will also focus on building culturally responsive leaders, teachers and staff that respect and value students of all backgrounds. These trainings will also help build relationships with families of all races, supporting students of all races through asset-based instruction. All the while, ensuring responsiveness and intervention in racism and harassment, ensuring equal access to programs and resources for magnet students. Through monitoring and evaluation, the District will assess adequate progress toward magnet goals and engage with team building.

The intended audience for this professional development initiative encompasses school leaders, teachers, District Magnet Leadership Team, community partners, and families. This audience reflects a holistic approach to the professional development topic, ensuring that educational leaders, teaching staff, district administrators, community partners, and parents and/or guardians are all actively engaged in the learning process. This representation underscores the comprehensive nature of the initiative, fostering collaboration and shared understanding among all stakeholders involved in the educational community. Sessions will be conducted by certified, trained educators with expertise in each area, specifically aligned to theme and to support administrators, teachers, and staff to implement the program with fidelity. Teachers will be compensated for training scheduled after-school hours.

Through these professional development initiatives, the District is committed to ensuring that every student and their families feel valued, respected, and supported, regardless of their background, identity, or abilities. The District believes that investing in the professional growth of leaders, teachers and staff is key to achieving our shared goal of providing a high-quality

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education that meets the needs of every magnet student. Through ongoing professional development teachers and staff will remain informed about the latest research and best practices in STEAM education. The staff becomes better equipped to adapt to the evolving needs of our diverse student body and deliver meaningful learning experiences that prepare them for success in an increasingly interconnected world.

The following chart outlines the professional development schedule for the 2024-2025 school year, ordered chronologically by date. This comprehensive schedule reflects our commitment to achieving dual goals of STEAM integration and fostering a student environment that celebrates stakeholders of all races and backgrounds. All professional development initiatives are overseen by the District's Director of Curriculum and Instruction to ensure alignment with educational objectives and instructional best practices.

Chart 11: Professional Development Topics, Objectives, and Timeline

Topic	Magnet Professional Development Sessions	Related PD Objective	Date, Hours, Location
<p>Implementing the Magnet Theme</p> <p>Audience: District Magnet Leadership Team Representatives, Principals, Magnet Coordinator</p> <p>Facilitator: Magnet / Desegregation Program Consultant Expert</p>	<p>What is a Magnet Program? This overview is designed to prepare the District Magnet Leadership Team and principals with the goals and overarching purpose of Magnet Programs. Participants will be able to explain how Magnet Programs play an unequivocal role in the choice landscape, its purpose to promote the program, and how to provide a consistent, unilateral message to staff, teachers, and the community.</p>	<p>Theme development through curriculum and instruction (ECF. No. 694, page 17)</p>	<p>January 19, 2024</p> <p>Session: 2 Hours</p> <p>Location: St. Martin STEAM Academy, School Board Campus</p>
<p>Inclusive School Environment</p> <p>Audience: District Magnet Leadership Team Representatives, Principals, Teachers, Staff</p> <p>Facilitator: Magnet / Desegregation Expert, Magnet Program Expert</p>	<p>Generating Magnet School Buy-In: This session will focus on generating support from stakeholders and the importance of remembering that school and community 'buy-in' are crucial components of every stage during the implementation process. This collaborative discussion will focus on the implementation cycle process and effective communication strategies that include maximizing support for the mission and vision of the program.</p>	<p>Engaging in team-building with other educators working on implementing the magnet theme aligned with desegregation goals. (ECF. No. 694, page 17)</p>	<p>January 19, 2024</p> <p>Session: 2 Hours</p> <p>Location: St. Martin STEAM Academy, School Board Campus</p>
<p>Arts Integration into STEAM Curriculum and After-School/Summer Programming</p>	<p>In support of the whole-school STEAM theme, in partnership with the ACA, new STEAM teachers, existing teachers, new coordinators, and new and existing supervisors will participate in sustained, intensive professional development in</p>	<p>Theme development through curriculum and instruction. (ECF. No. 694, page 17)</p>	<p>March 18, 2024</p> <p>Session: 2 Hours</p> <p>Location:</p>

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<p>Audience: Teachers, Staff, Principals, STEAM Coordinators</p> <p>Facilitator: Acadiana Center for the Arts (ACA)</p>	<p>arts integration and increase teacher content knowledge in the arts during the school year. ACA will also discuss the tools the District can use to integrate the arts and introduce local and regional guest artists who will go into classrooms.</p>		<p>St. Martin STEAM Academy</p>
<p>Promoting the Magnet Theme</p> <p>Audience: District Magnet Leadership Team Representatives, School Administrators, STEAM Coordinators, Magnet Coordinator</p> <p>Facilitator: Marketing Coordinator</p>	<p>Marketing the STEAM Magnet Program: "Scream the Theme," Communicating the message about the implementation of the Magnet Program is a critical component to ensure that parents, students, the community and stakeholders are familiar with its uniqueness and advantages. This session will focus on strategies and techniques to market the program, which includes but not limited to social media, promotional items and other activities to convey a positive and consistent message.</p>	<p>Theme development through curriculum and instruction (using marketing strategies). (ECF. No. 694, page 17)</p>	<p>June 3 (1 hour) June 4 (1 hour)</p> <p>Session: 2 Hours</p> <p>Location: St. Martin STEAM Academy</p>
<p>Magnet Excellence Workshop: Fostering Inclusive Communities</p> <p>Audience: School Administrators, Teachers, School Staff, STEAM Coordinators, Magnet Coordinator, Supervisor of Child Welfare and Attendance, District Magnet Leadership Team Representatives</p> <p>Facilitator: Magnet Program Expert</p> <p>Magnet Schools of America (MSA) Consultant through the National Institute for School Leadership</p>	<p>In this dynamic one-day workshop, participants will delve into the foundational Pillars for Magnet Schools, examining their instructional practices, beliefs, and models with intensive engagement. Our goal is to empower site-based leadership by immersing them in research briefs, inspiring Ted Talks, exemplary programs, and collaborative group discussions. Through these activities, we aim to ensure that magnet schools embrace critical elements and embody a rigorous, diverse, and engaging environment conducive to student achievement. With a strong emphasis on team building and culturally responsive strategies, this workshop will motivate all members of the school community in a rich learning environment.</p>	<p>Ensuring equal access to the magnet schools' programs; supporting students of all races through asset-based instruction; and resources and building school environments that welcome students of all backgrounds. (ECF. No. 694, page 17)</p>	<p>June 3, 2024</p> <p>Session: 6 hours</p> <p>Location: St. Martin STEAM Academy</p>
<p>Culturally Responsive and Team-Building Activate Workshop: Creating Diverse and Dynamic Learning Environments</p>	<p>In today's educational landscape, educators face the imperative of meeting students' academic and social-emotional needs while being held accountable for learning outcomes. Our Activate Workshop is crafted around</p>	<p>Ensuring equal access to the magnet schools' programs; supporting students of all races through asset-based</p>	<p>June 4, 2024</p> <p>Session: 6 hours</p>

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<p>Audience: School Administrators, STEAM Coordinators, Teachers, Staff, Magnet Coordinator, Supervisor of Child Welfare and Attendance, District Magnet Leadership Team Representatives</p> <p>Facilitator: Magnet Program Expert</p> <p>Magnet Schools of America (MSA) and the National Institute for School Leadership</p>	<p>evidence-based practices aimed at making learning "attractive," particularly within the distinctively diverse learning environment of magnet schools. This workshop equips educators with concrete strategies for planning and teaching in culturally responsive ways that not only address "learning loss" but also foster heightened student engagement and drive academic excellence. Join us in building vibrant learning communities where every student thrives.</p>	<p>instruction; and resources and building school environments that welcome students of all backgrounds. (ECF. No. 694, page 17) Theme development through curriculum and instruction</p>	<p>Location: St. Martin STEAM Academy</p>
<p>Culturally Responsive Team Building: Integrating Themes into Curriculum Design</p> <p>Audience: District Magnet Leadership Team Representatives, School Administrators, STEAM Coordinators, School Staff, Teachers, Magnet Coordinator, District Curriculum Team (e.g., Director, Supervisor, Instructional Coaches)</p> <p>Facilitators: Magnet Experts Consultants</p> <p>Magnet Schools of America (MSA) Consultant</p>	<p>Culturally Responsive Team Building: Integrating Themes into Curriculum Design (One day) Engaging in teaching and learning with a focus on team building and cultural responsiveness is crucial for fostering a supportive educational environment. This one-day workshop offers a comprehensive approach to curriculum, instruction, and assessment, empowering all participants to develop assessments that yield insightful feedback for instructional improvement. Our coaching sessions provide educators with the opportunity to delve deeply into the Standards of Excellence - Innovative Curriculum, Professional Development, and Academic Excellence. By embracing a team building mindset, teachers and administrators can identify and address barriers to implementing theme-based education authentically within their unique contexts. Participants will not only explore but also commit to establishing robust support models for their magnet school or program. Immersed in authentic theme-based experiences, staff members will enhance their thematic knowledge and translate it into practical, actionable units.</p>	<p>Engaging in team-building with other educators working on implementing the magnet theme aligned with desegregation goals. (ECF. No. 694, page 17)</p>	<p>June 5, 2024</p> <p>Session: 6 Hours</p> <p>Location: St. Martin STEAM Academy</p>

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<p>Curriculum Implementation</p> <p>Audience: STEAM Coordinators, Teachers, Staff, Magnet Coordinator, School Administrators, District Curriculum Team (e.g., Director, Supervisor, Instructional Coaches)</p> <p>Facilitator: Consultants</p> <p>UC Davis, California C-STEM Center Consultants</p>	<p>UC Davis C-STEM Center will provide our educators with PD in the implementation of the CSTEM curriculum as well as partner with us to design a curriculum that is aligned to the Louisiana math standards and our current text, Eureka Math. UC Davis will also provide materials, supplies, and on-site coaching.</p>	<p>Theme development through curriculum and instruction. (ECF. No. 694, page 17)</p>	<p>June 6-7, 2024</p> <p>Session 12 hours</p> <p>Location: St. Martin STEAM Academy</p>
<p>Curriculum Implementation: Art Theme Integration in Math, Science, Social Studies, English Language Arts</p> <p>Audience: School Administrators, Teachers, Staff, Magnet Coordinator, District Curriculum Team (e.g., Director, Supervisor, Instructional Coaches)</p> <p>Facilitator: Resident Artists</p> <p>A+ Louisiana Art Louisiana A+ Integration</p>	<p>This summer institute is designed to provide teachers with effective strategies to integrate Art into the curriculum. The program will be supported by local and regional guest artists classroom demonstrations. As a recognized comprehensive education transformation model, experienced consultants from the C STEM Center will provide teachers with specific skills to help understand how STEM education can be evolved to incorporate the Arts in effective, engaging and meaningful ways. Ongoing professional development will provide support for teachers as an integral and systemic method of support. New Teacher Orientation for all teachers hired after the Summer Institute, a School Leadership Retreat, ongoing professional development during the school year, and observations of each teacher to provide 1:1 feedback as well a dedicated Google Site created for each school, serving as a house for LAA+ activities and resources. Louisiana A+ Schools: We will participate in six (6) modules, a five-day customized Summer Institute, New Teacher Orientation for all teachers hired after the Summer Institute, a School Leadership Retreat, ongoing professional development during the school year, and observations</p>	<p>Theme development through curriculum and instruction. (ECF. No. 694, page 17)</p>	<p>June 10-14, 2024</p> <p>Session: 5-day Summer Institute (total 30 hours)</p> <p>Location: St. Martin STEAM Academy</p>

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	of each teacher to provide 1:1 feedback as well a dedicated Google Site created for each school, serving as a house for LAA+ activities and resources.		
<p>PD Make-up from June 3-7 and June 10-14 for new staff and absent staff</p> <p>Teachers, Paraprofessionals, Coordinators and all other staff that missed any PD day or days from June 3rd-June 14th</p>	All PD sessions held from June 3 to June 14 were recorded. These sessions will be viewed by staff that were absent and facilitated by the school Principal at the STEAM Early Academy.	Ensuring equal access to the magnet schools’ programs; supporting students of all races through asset-based instruction; and resources and building school environments that welcome students of all backgrounds. (ECF. No. 694, page 17) Theme development through curriculum and instruction.	June 24-28 and July 8-12
<p>Challenging Racial Inequities in Schools</p> <p>Audience: School Administrators, Teachers, Staff, STEAM Coordinators, Magnet Coordinator, District Magnet Leadership Team Representatives, Licensed Professional Counselor</p> <p>Facilitator: BetterLesson</p>	This session will examine historical moments in education to evaluate the changes in outcomes over time. This will help participants become familiar with examining systems and dismantling systems of racism to bring the practice to their own reality. This isn’t just a Black-White issue and this isn’t just about discipline or performance. The problem that we see here is that there are two different academic experiences students can receive and the type assigned to you is determined by problems with our systems. We need to change the systems and how we function in these systems in order to give all students the academic experience that’s their birthright/they deserve.	Building relationships and communicating with families of all races and/or families from communities’ staff have not served before; responding to and intervening in racism and harassment. (ECF. No. 694, page 17)	<p>August 1, 2024 Back-to-School PD</p> <p>Session: 2 Hours</p> <p>Location: St. Martin STEAM Academy</p>
<p>The Empathy School: Practices that Promote Diversity, Equity, Inclusion & Belonging to Transform You and Your Classroom</p> <p>Audience: School Administrators, Teachers, Staff, STEAM</p>	The professional development program would include the following design elements: <ul style="list-style-type: none"> • Discuss and understand the role of empathy and particularly perspective-taking as a cognitive capability, as well as culturally responsive teaching and learning to foster non-discrimination, fairness, and acceptance of all students, and belonging (DEI-B) to support underserved children of all races of 	Building relationships and communicating with families of all races and/or families from communities’ staff have not served before; responding to and intervening in racism and harassment. (ECF. No. 694, page 17)	<p>August 1, 2024 Back-to-School PD</p> <p>Session: 2.5 Hours</p> <p>Location: St. Martin STEAM Academy</p>

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<p>Coordinators, Magnet Coordinator, District Magnet Leadership Team Representatives, Licensed Professional Counselor</p> <p>Facilitator: Valerie Brown</p>	<p>Saint Martin Parish Magnet Academies Program consistent with the existing desegregation goals</p> <ul style="list-style-type: none"> • Examine and practice EQ: self-awareness, self-regulations, motivation, empathy, and social skills with teachers, staff, and administrators to build DEI-B in Saint Martin Parish schools • Engage evidence-based, trauma-informed mindfulness practices to support a culture of respect and understanding for all children. 		
<p>Positive Action</p> <p>Audience: School Administrators, Teachers, Staff, STEAM Coordinators, Magnet Coordinator, District Magnet Leadership Team Representatives, Supervisor of Child Welfare and Attendance</p> <p>Facilitator: Positive Action</p>	<p>Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions. The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts. When this cycle is negative, students do not want to learn. When this cycle is positive, students want to learn. The essence of the program is to emphasize those actions that promote a healthy and positive cycle. The Positive Action program works through these concepts in a systematic way.</p>	<p>Building relationships and communicating with families of all races and/or families from communities' staff have not served before; responding to and intervening in racism and harassment. (ECF. No. 694, page 17)</p>	<p>August 1, 2024</p> <p>Session: 2 Hours</p> <p>Location: St. Martin STEAM Academy</p>
<p>Conscious Discipline</p> <p>Audience: School Administrators, Teachers, STEAM Coordinators, Other School Staff, Magnet Coordinator</p> <p>Online Individual Training with Certification</p>	<p>Conscious Discipline: Conscious Discipline is a unique social and emotional learning program that begins with teacher professional learning. Delivered through an online course, it is designed for individual e-learning via 10 video sessions. The program will guide educators through the Brain State Model, which instructs teachers on how to recognize and respond to critical internal states that determine the ability to connect, learn, and problem-solve; help teachers to recognize and respond to others with positive outcomes, instruct teachers on how to model the skills of encouragement, choices and empathy to create a connected, compassionate culture for learning; and how to apply the skills of positive intent and consequences in ways that encourage healthy communication.</p>	<p>Building relationships and communicating with families of all races and/or families from communities' staff have not served before; responding to and intervening in racism and harassment; ensuring equal access to the magnet schools' programs and resources. (ECF. No. 694, page 17)</p>	<p>August 7, 2024</p> <p>In-person Initial Training</p> <p>Ongoing individual online training</p> <p>Ongoing through weekly PLC</p>

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<p>Family and School Partnerships</p> <p>Audience: School Administrators, Teachers, Staff, STEAM Coordinators, Magnet Coordinator, Magnet Leadership Team Representative, Licensed Professional Counselor</p> <p>Facilitator: Principals</p>	<p>The District is dedicated to building the capacity of the target school staff on best practices in family engagement and outreach. BetterLesson, a prominent provider of professional development for schools and districts, has partnered with Family Engagement Lab, a national nonprofit organization that focuses on promoting learning-centered, dual capacity family engagement. This collaboration aims to enhance educational opportunities for all students through family engagement. FASTalk, a cutting-edge tool created by Family Engagement Lab, is transforming family engagement by creating a continuum of learning from school to home, home to school through dual-equity communication capacity. This innovative tool fosters strong relationships between teachers and historically underserved families. FASTalk is based on existing research and best practices, the Dual Capacity-Building Framework for Family-School Partnerships (Version 2) is designed to support the development of family engagement strategies, policies, and programs. This framework simply serves as a foundation and seen as a compass, laying out the goals and conditions necessary to chart a path toward effective dual-capacity family engagement and cultural responsiveness efforts that are linked to student achievement and school improvement. The District will incorporate the tenets of the model into the bigger family and school partnership professional development that is aligned and suitable for preventing discrimination and encouraging diverse relationships between families and schools.</p>	<p>Building relationships and communicating with families of all races and/or families from communities that staff have not served before; responding to and intervening in racism and harassment. (ECF. No. 694, page 17)</p>	<p>Winter 2024/Spring 2025 and ongoing annually.</p> <p>Session: 1 Hour minimum</p> <p>Location: St. Martin STEAM Academy</p>
<p>Developing Restorative Practices to Promote Inclusion</p>	<p>In this session we will define what Restorative Justice is and is not and explore resources that will help us to develop practices that will create school communities that respond less punitively and with greater empathy.</p>	<p>Building relationships and communicating with families of all races and/or families from communities' staff have not served</p>	<p>October 22, 2024</p> <p>Session: 2 Hours</p>

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<p>Audience: School Administrators, Teachers, Staff, STEAM Coordinators, Magnet Coordinator, District Magnet Leadership Team Representatives, Licensed Professional Counselor, Supervisor of Child Welfare and Attendance</p> <p>Facilitator: BetterLesson</p>	<p>We start to unpack what Restorative Justice means, we and how it's beneficial, and we synthesize some key ideas about Restorative Justice. <i>"Instead of using discipline to weed out troublesome students, schools should focus on helping students who are acting out by providing support."</i></p>	<p>before; responding to and intervening in racism and harassment; ensuring equal access to the magnet schools' programs and resources. (ECF. No. 694, page 17)</p>	<p>Location: St. Martin STEAM Academy</p>
<p>Understanding Bias: Developing Strategies to Increase Equity</p> <p>Audience: School Administrators, Principals, Teachers, Staff, Magnet Coordinator, District Magnet Leadership Team Representatives, Licensed Professional Counselor, Supervisor of Child Welfare and Attendance</p> <p>Facilitator: BetterLesson</p>	<p>Participants define how high expectations for all students, and specific types of bias in education, help us understand the problem that needs to be solved. How do we maintain, in spite of how our brain develops bias, high expectations that are authentic for ALL students? Participants explore how unconscious bias might manifest in specific classroom zones as a scaffold for their own work. Where Can Bias Come From? Self-reflection: Participants are given Potential Bias Zones in Classrooms list to analyze and build their own understanding of their zone.</p>	<p>Building relationships and communicating with families of all races and/or families from communities' staff have not served before; responding to and intervening in racism and harassment; ensuring equal access to the magnet schools' programs and resources. (ECF. No. 694, page 17)</p>	<p>January 6, 2025</p> <p>Session: 2 Hours</p> <p>Location: St. Martin STEAM Academy</p>
<p>Professional Development Makeup Series</p> <p>Audience: All new and absent relevant magnet schools' personnel and leadership team members</p>	<p>Any and all professional development sessions provided during each year's professional development series schedule.</p> <p>All new teachers will receive the full professional development series offered in the Summer 2024, presented by the Magnet Coordinator and other relevant staff.</p>		<p>Ongoing</p> <p>Session: Varies *based on what session(s) are being made up, during onboarding for new hires.</p> <p>Location: School Board Office/Magnet Schools</p>

Additional Professional Development Opportunities and Teacher Supports

The District offers ongoing training and resources to support staff in implementing innovative instructional practices and fostering learning environments that welcome students of all backgrounds. These opportunities aim to empower educators with the tools and strategies necessary for continued growth and success in advancing our STEAM integration and desegregation initiatives.

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Arts Integration Certification: School leaders and the Magnet Coordinator have been enrolled to complete Arts Integration Certification from The Institute for Arts Integration and STEAM. This certification program gives them the skills and tools needed to lead a successful school or district initiative for integrating the arts into STEAM. This will allow the coordinator and school leaders to become the experts and then build the capacity of all staff.

Learning Policy Institute: Embedding STEAM curriculum and instruction, fostering culturally mixed learning environments in the classroom, and teaching students of all races, are critical components of ensuring that teachers are prepared to meet the individualized instructional needs of each learner. School Leaders, STEAM Coordinators, and Master Teachers will incorporate the Learning Policy Institute's webinars, trainings, and resources into Professional Learning Community meetings with teachers and staff. The hours may vary based on the topic area or training/webinar used.

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

Model Magnet Program Visits: Four (4) times per year in Years 1-3, for approximately two (2) hours each visit, the School-Level Leadership Team including principals, assistant principals, STEAM coordinators, and lead teachers will tour magnets to learn best practices and see similar themes in action to advance instruction. During magnet planning, the District toured Park Forest Elementary and Villa Del Rey Elementary in East Baton Rouge. The District is reviewing potential model magnet schools in Louisiana and researching which schools use a STEAM theme and are advancing desegregation. The District has tentatively identified the following schools for model magnet program visits: Phoenix Magnet in Rapides Parish, South Highlands Elementary in Caddo Parish, and Fairfield Magnet in Caddo Parish.

Members of the District Magnet Leadership Team also attended the Magnet Schools of America National Conference in New York on April 16-20, 2024. During the conference members also attended a day-long session that tours Magnet schools in New York. The conference also allowed members to network, dive into a dynamic array of sessions and explore best practices in curriculum and instruction, advanced technology integration, visionary school leadership, and the art of magnet school design.

Planning: Teachers will collaborate at least two times per week for one hour, in PLCs/Clusters to work collaboratively to create lessons that will integrate STEAM into the Core curriculum as well as integrating core curriculum themes into the STEAM electives. During these times teachers will identify the theme and strategies to integrate STEAM into the curriculum and STEAM electives, with the support of STEAM coordinators. When planning the units, the teachers will ensure that they are fulfilling state standards, fostering desegregative and nondiscriminatory student outcomes by reflecting the experiences of various student needs and creating opportunities for project-based learning.

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Project-Based Learning (PBL): To support cross-curricular STEAM integration and best practices and strategies of PBL, teachers and designated magnet school staff will participate in a 3-day Equity and Gold Standard PBL training provided by PBL Works each year to ensure all teachers receive the training. The training is specifically designed to support experienced practitioners in aligning PBL practices with the principles of culturally wide-ranging practices. PBL trainings began in the 2024-2025 school year.

STEAM Writing Days: Each summer, for six (6) hours per day, four (4) days per week, for three (3) weeks, grant-funded STEAM Coordinators will continue to build programming for magnet teachers in STEAM integrated, standards-aligned year-long lesson and instruction planning to increase STEAM Theme building capacity.

Annual Collaborative Curriculum Writing Process consists of the following:

- Beginning in May of each year, an annual review of the upcoming year's obligatory Core Louisiana State Standards by grade level are used as a baseline framework for building a STEAM-integrated curriculum.
- An in-depth review of the Louisiana State Standards for Science and Engineering, Technology, and Arts along with the Magnet Schools of America National Standards for teaching and learning in a STEAM-integrated school setting is conducted.
- In June of each year, following the required eight (8) hours of professional development, the process of revisiting and writing the STEAM-integrated curriculum at each grade level begins, after the thorough review of these standards.
- Based on the information reviewed, units of study are revised for the entire school year to be used to guide and facilitate weekly designated STEAM-integrated teacher collaboration sessions.
- The curriculum writing days will occur three weeks during the month of June and will be completed by the second week of July. The team consists of Magnet Coordinator, Director of Curriculum and Instruction, Supervisor of Elementary Education, Supervisor of Early Childhood, STEAM Coordinators, Principals, and STEAM Teachers.
- During these weekly collaboration sessions, teachers will plan daily lessons for teaching and learning using the revised STEAM-integrated curriculum units created during integrated STEAM Curriculum writing days.

Strategies and pedagogy learned during the professional development sessions conducted over the summer and throughout the school year directly drive lessons created during the teacher integrated STEAM collaboration sessions. The initial curriculum writing process for the 2024-2025 school year began in February 2024, as the Magnet Implementation Plan was being revised. This included district personnel and lead STEAM teachers collaborating with the University of Louisiana at Lafayette (ULL) professors in STEM, visual arts, and performing arts, to plan integrated STEAM lessons for core subjects and daily STEAM electives. The summer before the Magnet Plan implementation STEAM Writing Days began May 13-31, 2024 with the STEAM Coordinators further integrating STEAM into unit plans. Following the 10-day

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Professional Development June 3, 2024-June 14, 2024 on STEAM integration and a summer training conference held at UC Davis; STEAM Coordinators, Master Teachers, Teachers and Principals will conduct various curriculum writing sessions to complete all unit plans for all subject areas. The product from these writing sessions will include complete yearlong unit curriculum plans with unique STEAM embedded integration. Curriculum writing will continue during weekly PLC sessions as teachers, coordinators and leaders collaborate and integrate daily lessons for each subject and STEAM rotation.

Weekly STEAM integrated lesson plans created during the school year collaborative sessions will be uploaded to the Magnet Curriculum drive and serve as a basis for summer STEAM writing days as we continue to build upon and refine the magnet academies STEAM integrated curriculum.

Support and Coaching: Each week during the academic year, for one hour, STEAM Coordinators will provide in-class modeling and observations as well as co-lead Teacher Collaboration during the school day for integration of STEAM instruction across the curriculum to increase Magnet Academy Program STEAM capacity. Below is a table of the steps the District will take to support STEAM professionals.

Chart 12: STEAM Professional Development Support

Step	Action	Purpose
Step 1	Provide Professional Development	To support teachers and staff with the integration of the STEAM theme and magnet program goals within the learning environment they will receive ongoing job embedded professional development. The focus of the professional development will be on STEAM integration, building culturally responsive leaders, teachers and staff that respect and value students of all races, build relationships with families of all races, support students of all races through asset-based instruction, respond to and intervene in racism and harassment, ensure equal access to programs and resources for magnet students, assess adequate progress toward magnet goals and engage with team building.
Step 2	Provide Planning Time	STEAM Coordinators along with Lead Teachers, Master Teachers and District Instructional coaches will provide professional developments during PLC meetings weekly to plan STEAM integrated lessons. The STEAM coordinators along with LEAD teachers will work together to provide all teachers with arts integration and STEM integration of lessons. Sessions will also include building a student environment that celebrates and builds a strong sense of belonging for all students. They will work over the summer for 3 weeks 6 hours per day doing curriculum planning.
Step 3	Implement, Provide Modeling, Coaching, and Feedback	Teachers will receive support during implementation on STEAM integrated lessons, cultural responsiveness, student belonging and building relationships and communicating with families of all races. Master Teacher, STEAM Coordinator and leaders will provide coaching and modeling; Timely feedback provided to teachers after observation or walkthroughs; Weekly preview, discussion, and modeling of lessons to be taught will be done during PLC meetings.

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Step 4	Evaluate	Leaders, teachers and coordinators will evaluate STEAM integrated lessons, cultural responsiveness, and building relationships and communicating with families of all races to ensure the District is continuously fostering a strong sense of belonging for all magnet students. Effectiveness will be measured using student data and teacher feedback to make improvements to the lesson and professional development.
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THE MAGNET CURRICULUM

Curricular Plan and Design

The primary goal of the curricular plan will be to educate magnet students through the STEAM-centric curricula while fulfilling state standards. Students will have opportunities for engaging, experiential learning, and theme-related skills through activities such as field trips and guest speakers. This will foster desegregative and nondiscriminatory student outcomes by reflecting the experiences of students of all races. Unique to the Magnet Academies, students will engage in all STEAM electives, such as art, dance, drama, music, and STEM-Lab classes weekly. Students will also participate in STEAM-integrated physical education classes and library. Ongoing professional development and weekly professional learning community meetings throughout the year will assist with STEAM integration.

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

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

Students in Pre-Kindergarten will be exposed to STEAM at St. Martin Early STEAM Academy through STEAM integration. Frog Street Pre-K sets itself apart with its distinctive integration of STEAM and project-based learning centers, designed to foster comprehensive child development. Each week, these centers are customized to align with literacy and math lessons, ensuring meaningful engagement in areas such as Math, Science, Creativity, Sensory exploration, and Technology. Interactive tools like FrogE introduce essential coding skills for future learning.

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Frog Street is the only curriculum offering true STEAM integration, featuring project-based learning centers with math manipulatives, a science library, and a Creativity Station. In Spring 2025, the District will further enhance this focus with the introduction of a supplemental coding bot, promoting problem-solving through FrogE, a programmable robot. Optional resources like Summer Solutions will also be available for aftercare and summer programs, providing continuous learning opportunities. The latest 2020 curriculum underscores the District's commitment to preparing children for kindergarten and beyond. The Pre-K curriculum map expanding how Frog Street uses STEAM integration with standards can be found in **Appendix I**.

Students in Pre-Kindergarten through grade 5 will participate in daily hands-on, inquiry-based learning opportunities that will allow them to become critical thinkers and problem solvers. These activities will encourage students to continuously learn in a culturally-shifting, technological learning environment.

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

Curriculum Narrative

District personnel and lead STEAM teachers collaborated with University of Louisiana at Lafayette (ULL) professors in STEM, visual arts, and performing arts to design integrated STEAM lessons for core subjects and daily STEAM electives. As outlined in **Appendices I and J**, the comprehensive curriculum map showcases Pre-K through 5 core curriculum activities that merge the unique environmental and cultural richness of Southwest Louisiana with STEAM concepts. **Appendix K** illustrates the curriculum map for STEAM electives for all grade levels of the two magnet schools. Additionally, a three-year rotation schedule for STEAM electives, found in **Appendix L**, provides a timeline for delivering this innovative curriculum.

Building on State-approved Tier-1 standards, the District tailored this curriculum exclusively for the STEAM magnet schools by embedding STEAM standards throughout. Unlike traditional Tier-1 curricula used in other district schools, this specialized and exclusive curriculum incorporates insights from the district curriculum development team, an expert consultant, and the Magnet Coordinator to align with STEAM-focused learning. The team conducted a detailed review of Tier-1 curricula and strategically integrated new STEAM concepts and activities to craft a unique, interdisciplinary curriculum for the two magnet schools. This approach ensured the STEAM Tier-1 curriculum was completely different and unique to the two magnet schools.

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The tables below provide a snapshot of rotation one (1) of the STEAM teachers’ schedules for grades Pre-K through 5, according to grade level and standalone STEAM elective. The tables are for 3-week intervals and indicate the first rotation. The indicated planning periods are for STEAM teachers at the St. Martin Early STEAM Academy and include weekly Professional Learning Communities (PLC), literacy intervention periods, and enrichment opportunities such as cultural responsiveness. The St. Martin STEAM Academy will mirror this process, but at different times depending on grade level. During each daily rotation, STEAM teachers will have collaboration sessions. Lunch times may vary depending on the elective and students' schedules.

Chart 13: Anticipated St. Martin Early STEAM Teacher Elective Snapshot of Rotation One, Pre-K to 1

Daily STEAM Schedule	Music	Visual Arts	STEM	Dance
7:45-8:00 (Homeroom)	Planning	Planning	Planning	Planning
8:00-8:45	Grade K S1	Grade K S2	Grade K S3	Grade K S4
8:45-9:30	Grade K S5	Grade K S6	Planning	Grade 1 S1
9:30-10:15	Grade 1 S2	Grade 1 S3	Grade 1 S4	Grade 1 S5
10:15-11:15	Planning	Planning	Planning	Planning
11:15-11:40	Lunch	Lunch	Lunch	Lunch
11:45-12:30	Grade 1 S6	Grade 1 S7	STEAM Collaboration	STEAM Collaboration
12:30-1:30	Enrichment/Cultural Responsiveness	Enrichment/Cultural Responsiveness	Enrichment/Cultural Responsiveness	Enrichment/Cultural Responsiveness
1:30-2:00	Pre-K	Pre-K	Pre-K	Pre-K
2:00-2:30	Pre-K	Literacy Intervention	Literacy Intervention	Literacy Intervention
2:30-3:15	Literacy Intervention	Literacy Intervention	Literacy Intervention	Literacy Intervention

*S=section number

* Lunch times may vary depending on the elective

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Chart 14: Anticipated STEAM Teacher Elective Snapshot of Rotation One, Grades 2 to 5

Daily STEAM Schedule	Music	Visual Arts	STEM	Dance	Drama
7:45-8:00 (Homeroom)	Planning	Planning	Planning	Planning	Planning
8:00-8:45	Grade 2 S1	Grade 2 S2	Grade 2 S3	Grade 2 S4	Grade 2 S7
8:45-9:30	Grade 2 S5	Grade 2 S6	Grade 3 S1	Grade 3 S2	Grade 2 S8
9:30-10:15	Grade 3 S3	Grade 3 S4	Grade 3 S5	Grade 3 S6	Grade 3 S7
10:15-11:00	Grade 4 S1	Grade 4 S2	Grade 4 S3	Grade 4 S4	Grade 3 S8
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00	Recess	Recess	Recess	Recess	Recess
12:15-1:00	Grade 4 S5	Grade 4 S6	Grade 5 S1	Grade 5 S2	Grade 4 S7
1:00-1:45	Grade 5 S3	Grade 5 S4	Grade 5 S5	Grade 5 S6	Grade 4 S8
1:45-2:30	RTI/Literacy Intervention	RTI/Literacy Intervention	RTI/Literacy Intervention	RTI/Literacy Intervention	RTI/Literacy Intervention
2:30-3:15	Planning/PLC	Planning/PLC	Planning/PLC	Planning/PLC	Grade 5 S7

*S=section number

* Lunch times may vary depending on the elective.

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Chart 15: Anticipated Daily Pre-K Schedule for Students enrolled in St. Martin Early STEAM Academy

Yellow= STEAM INTEGRATION						
ORANGE= STEAM STAND ALONE SESSIONS						
Pre-K Schedule	Year: 2024-2025	Teacher:			School: ELC	
Time	Activity	T.D.	S.I	B/S	Nap	Lunch
7:45-8:00	Whole Group: Getting Circle/Conscious Discipline	15				
8:00-8:10	Whole Group: Moving and Learning		10			
8:10-8:20	Whole Group: Language Development (Heggerty Phonemic Awareness)	10				
8:20-8:30	Whole Group: Math and Science Lesson (Frogstreet)	10				
8:30-9:45	Student Initiated Exploratory Learning with Center-based Practice activities (STEAM connections)		75			
9:45-10:05	Small Group (see expectations below)	20				
10:05-10:25	My Big World/ Wow Word (Vocabulary Focus)	20				
10:25-11:00	Student Initiated OUTDOOR Exploratory Learning		35			
11:00-11:05	Restroom/Hand Washing/Transition			5		
11:05-11:35	Lunch					30
11:35-11:55	Real Aloud Time	20				
11:55-12:15	Social Emotional: Frog Street Cafe (Fanny)/Second Step	20				
12:15-1:15	Naptime				60	
1:15-1:30	Snack/Restroom			15		
1:30-1:40	Whole Group: Literacy Lesson (Frogstreet)	10				
1:40-2:10	Student Initiated Exploratory Learning with Center-based Practice activities (STEAM connections)		30			
2:10-2:15	Transition (Moving and Learning)	5				
2:15-2:45	STEAM Lab Rotation	10	20			
2:45-2:55	Closing Circle	10				
Totals=	400	150	170	20	60	30
Percentages		38%	43%	5%	15%	

25%-35% Teacher Directed (any time you are teaching)
 35%-45% Student Initiated (centers/Outdoor play)
 15% Nap
 10% Snack/Bathroom
 30-45 minutes Gross Motor

Small Group: Four groups of five students are created according to their academic levels and/or needs. During this time of the day, the lead teacher works on a math based activity, the paraprofessional works on a literacy based activity and there are two independent groups of students. One independent group completes an activity that is based upon the math lesson of the week and the other independent group completes a literacy activity based upon the literacy lesson of the week. During this time of the day, students are being exposed to the Teaching Strategies Gold objectives through a hands on, more individualized approach.

STEAM Practice Based Centers: These centers are equipped with the materials that are an extension of student lab work. They are comprised of activities that make connections between whole group learning and hands on experiences. The following centers are equipped with student initiated learning materials: Science/Computer (technology)/Block (engineering)/Art/ Math.

The Magnet Academies curriculum development and STEAM content integration process consists of several planning teams, each focused on the complete curriculum development and review process. These teams are:

1. The “Curriculum Development Team” consists of Magnet Coordinator, Director of Curriculum and Instruction, Supervisor of Elementary Education, Supervisor of Early Childhood, STEAM Coordinators, Principals, and STEAM Teachers. This team works to identify and create the curriculum for each grade level and STEAM class, which is identified as the curriculum map.
2. The “School-Level Curriculum Integration Team” consists of the Principals, at least one other member of the Curriculum Development Team, Master Teachers, District

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Instructional Content leaders, Lead Content Teachers, and Curriculum Coordinators. This team takes the curriculum map and applies the standards and integrates STEAM into each core content area.

3. Professional Learning Communities (PLCs) consist of school-based leadership, content teachers, and STEAM teachers. PLCs focus on evaluating the curriculum and integration of STEAM to provide feedback to the District Curriculum Development Team throughout the school year.

The Director of Curriculum and Instruction, the Supervisor of Elementary Education, and the Magnet Coordinator will monitor and coordinate with the school principals the annual STEAM curriculum development led by the STEAM Coordinators and lead content teachers, for magnet teachers in STEAM integrated, standards-aligned year-long lesson and instruction planning to increase STEAM theme-building capacity. This process will be expanded during Professional Learning Communities (PLCs) during the school year, using a defined process to evaluate and refine lessons based on feedback from surveys and student/parent responses. Additionally, the District Curriculum Development Team will conduct a mid-year curriculum review and analyze the curriculum efficacy to inform any adjustments, improvements, and/or updates that need to be made during the summer curriculum writing days. The timeline of curricular development and review can be found in **Appendix M**.

Rigorous Instruction and Academic Achievement

To achieve the goals, the Magnet Academies Program will employ evidence-based strategies of project-based learning, differentiated instruction, and social and emotional learning in each magnet program's core activities. Professional development will be provided for teachers to individualize learning to maximize students' preferred learning style. This will be done through PLCs, using data chats and student work portfolios. Students who are identified by state guidelines as talented or gifted will be provided with resources to ensure that their academic needs are met and captured to increase rigor and engagement. In addition, instruction will be appropriately modified for students with exceptional needs as required by IDEA and the ADA Acts, based on individual needs and the student's IEP.

Capstone Program

All magnet students in grade 5 will participate in an end-of-year capstone project that is engaging, innovative, and aligned to each student's STEAM interests. The goal of the capstone project is to showcase their skills and knowledge to their peers, parents, community, and teachers in a meaningful way. Throughout the school year, STEAM classroom time and instruction will be intentionally designed to build foundational skills, foster creativity, and deepen students' understanding of STEAM concepts. By integrating hands-on learning experiences and collaborative projects, classroom instruction will support students in developing the technical and creative abilities necessary to successfully complete their capstone projects. Using unique STEAM magnet program tools, resources, and through a chosen performing arts and/or STEM topic, students will have an opportunity to write, direct, produce, or build their chosen STEAM-inspired performances and/or presentations.

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Technology

Technology will be infused throughout the curriculum and used as a tool for effective learning and integration using innovative strategies. The goal is to teach students to become independent learners, using technology appropriately to design and create projects and solve problems. Students will create multimedia videos on the STEAM-centric elements related to the environment, to educate the community and their peers.

The Magnet Academies Program media center will support the STEAM-Lab and will be transformed into a STEAM hub of traditional print media and cutting-edge digital media and Makerspace. Included in this approach is the project-based Tinkrworks curriculum. In this flexible, collaborative environment, students embrace the STEAM theme to create and explore with LEGOs, high-tech robots, 3D printers, and other creative hands-on materials. This creates a rich environment through school-wide celebrations and exhibitions, honoring hard work and dedication, which drives students to continue striving to go “Full STEAM Ahead!”

C-STEM Curriculum

The coding curriculum is unique to St. Martin Magnet Academies and provides a rigorous incorporation of a hands-on, project-based curriculum designed to support the learning needs of all students who will take a sequence of courses in ***Mathematics with Robotics*** and ***C STEM with Robotics***. This seven-course sequence in each subject area will span from grades K through 5, aligning with the national Common Core Standards and the Louisiana Student Standards; designed to ensure that every student will be on the path to college and career readiness.

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

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

Similarly, ***CS STEM with Robots*** introduces students to fundamental computer science, science, and engineering concepts. Using project-based, skill-building activities such as building robots, designing mosaic murals, creating sculptures, generating photography, and coding programs, students will develop fine motor coordination, design, spatial relations, and graphing skills.

FAMILY AND COMMUNITY ENGAGEMENT

Key Principles for Family-School Partnerships

Building school-family partnerships rooted in understanding, respect, and trust will amplify student learning and academic as well as social-emotional growth. These partnerships create positive impacts on students' attitudes and motivation by fostering a shared responsibility and commitment between the St. Martin Parish School Board, Magnet Academies Program and magnet schools, and families. Family engagement will be systematically aligned with each school's STEAM and academic goals and with students' needs, ensuring that families and school staff recognize and respect each other as equal and essential partners in education. The District's focus on dual capacity will underscore that each side brings unique strengths to the table: while families contribute valuable insights and support and school staff offer guidance and resources that empower parents to engage meaningfully.

Shared Power in Family-School Relationships

Central to these partnerships is the concept of "shared power"—ensuring families and school staff have meaningful input into decisions that impact students' educational experiences. This means families are not only invited to participate but have a real say in shaping school policies, activities, and engagement strategies. This collaborative approach empowers families from both zoned and out-of-zoned backgrounds to contribute to the success of the magnet plan's desegregation efforts, bringing multiple perspectives to the table and ensuring a welcoming environment for all.

The Role of Parents and/or Guardians as Equal Partners

Families are integral partners at each STEAM magnet school. By actively participating in "Scream the Theme" activities, extracurriculars, and the educational process, parents ensure the curriculum aligns with their child's needs and interests, while promoting cultural responsiveness and acceptance of all students. Through regular two-way communication, families not only provide feedback but also receive ongoing support from school staff. This helps create a welcoming environment that encourages continuous engagement and reflects the many communities that make up the parish and local neighborhood. With a commitment to continuously improving family engagement practices, families and school staff work together to enhance programs that encourage student growth and foster shared decision-making, with clear links to student success.

The *PERFECT* Center for Family Engagement

The *PERFECT* (Parents and/or Guardians Engaged Responsibly for Education and Collaborative Teamwork) Center ("Center") serves as the core of the Magnet Academies Program's two-way partnership efforts. By listening to and integrating family input and linking family engagement activities directly to STEAM and academic goals, the Center fosters a holistic, impactful approach to family-school partnerships. Working closely with principals, the Magnet Coordinator, and the Family Engagement Facilitator, the Center will ensure the development of action plans that support continuous family engagement, honor families' expertise, and create welcoming spaces.

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Continuous Improvement and Feedback Loop

To ensure that engagement efforts remain responsive to family needs, the Center will implement feedback mechanisms and periodic evaluations of family engagement activities. This continuous improvement approach ensures that family engagement evolves in ways that are responsive to the voices and insights of families, which helps build an environment of trust, respect, and continuous growth for both families and school staff.

Magnet Coordinator and Family Engagement Facilitator Training and Support

The Family Engagement Facilitator, with direction and co-facilitation from the Magnet Coordinator, will ensure that staff receive ongoing support and resources focused on effective family engagement, as illustrated in **Appendix N**. These ongoing support modules and activities will emphasize listening to family voices, developing meaningful action plans, and creating welcoming, culturally responsive environments. These sessions will help bridge any gaps in communication and foster a culture of dual capacity-building within each school. By collaborating with educators and families, the Magnet Coordinator and Family Engagement Facilitator will promote strong, positive partnerships that support student success. By positioning parents as essential partners, this dual capacity-building initiative will enable families and school staff to contribute their unique strengths, fostering a collaborative educational journey. The *PERFECT* Center is the foundation of this approach, creating a dynamic, two-way exchange that is continually assessed and refined to support student success, family involvement, and educator capacity.

Family STEAM Nights

We will also host Family STEAM Nights twice a year for all Pre-K through 5 magnet school families. STEAM-based.

- STEAM-based activities will be facilitated by students.
- Information will be shared with families about the Magnet Academies Program Advisory Board and each magnet school’s Advisory subcommittee which is composed of magnet teachers, parents, students, leaders, and partners and oversees school implementation, progress, and alignment to academics and instruction.
- Information will be shared with families about afterschool program (STEAM, visual and digital art, dance/drama, and music) and the summer program.
- The Marketing Coordinator will ensure that parents participating in activities are surveyed and that their feedback is shared with the District Magnet Leadership Team.

Surveys

Family satisfaction surveys will be developed by March 2025, distributed by May 1, 2025, and analyzed by July 1. The District will summarize feedback in a report to the court by July 1 as well as in a publicly available report. The District will also publicly outline steps taken to address concerns by July 31. This will be done on an annual basis.

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In addition, the Marketing Coordinator will ensure that parents and/or guardians participating in recruitment and marketing activities are surveyed and that their feedback is shared with the District Magnet Leadership Team for continuous improvement in STEAM program development. The District will also undertake periodic surveys of households with eligible M-to-M students to understand their perceptions of the magnet academies and why they have not enrolled their child(ren).

Advisory Board School-Level Subcommittees

Aligned with the District’s goal of providing a nondiscriminatory education within the framework of desegregation, the Magnet Academies STEAM Advisory Board Subcommittee of each magnet school plays a vital role in:

- Fostering accessible environments where all families feel a sense of belonging within the school community.
- Ensuring all students have success and access to high-quality STEAM learning experiences regardless of financial means.
- Supporting teachers and staff at the schools.
- Committed to supporting initiatives that promote nondiscrimination, desegregation, and ensuring that families, students, and all staff are treated with respect, and feel included within the school community, regardless of their backgrounds.
- Through advocacy, and volunteer engagement, the subcommittee will endeavor to ensure that every student, regardless of socioeconomic background, has the opportunity to thrive and excel in STEAM subjects and teachers have the supports they need.

Starting within 2024-2025 school year, the Family Engagement Facilitator will work closely with the Magnet Coordinator, magnet schools’ administrations, and parents and/or guardians, to provide information and opportunities to volunteer and be involved in the STEAM schools through subcommittee activities and whole-school family engagement initiatives supported by the subcommittee of each magnet school.

Advocating for Effective Two-Way Communication: Using the John’s Hopkins methodology governing the Family Engagement policy, the Magnet Academies STEAM Advisory Board Subcommittees will champion communication avenues, prioritizing the integration of STEAM principles to enhance educational experiences for all students, while also nurturing social-emotional learning. Central to fostering and advocating for open communication is the promotion of environments where dialogue flourishes among educators, students, and parents alike. The subcommittees will support teachers in adopting desegregative practices and recognizing their crucial role in fostering a nondiscriminatory learning environment.

Encouraging Family Involvement in STEAM: The magnet schools, with the support of the Magnet Academies’ STEAM Advisory Board Subcommittees and the Magnet Leadership Team, will organize STEAM nights or workshops where all families can participate regardless of financial or logistical means. These events, driven by the key elements from the Johns Hopkins

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model, aim to foster a sense of belonging and engagement within the school community while promoting awareness of the importance of STEAM education.

Promoting Desegregative STEAM Education: Guided by the family engagement policy of the magnet program, the Magnet Academies' STEAM Advisory Board Subcommittees will actively support the schools' commitments to providing equal access to STEAM education. While building partnerships, securing in-kind donations, and securing sponsorships may be a part of this support, it's done with the understanding that it shouldn't create disparities among students.

Strengthening STEAM Community at School: The Magnet Academies' STEAM Advisory Board Subcommittees will collaborate closely with community organizations to enrich educational experiences and promote civic engagement. By mapping community needs and aligning partnerships with school improvement plans, the subcommittees will ensure effective contributions to shared goals. Addressing local issues, the subcommittees will utilize community resources to support student and family needs while enhancing staff cultural competence.

Supporting Desegregative STEAM Enrichment: Through responsible fundraising and grant-seeking efforts, the Magnet Academies STEAM Advisory Board Subcommittees will provide resources for STEAM enrichment programs that benefit all students equally. These programs may include after-school clubs, STEAM-focused assemblies, or partnerships with community organizations to provide STEAM experiences.

Volunteer Engagement in STEAM Activities: The Magnet Academies STEAM Advisory Board Subcommittees will coordinate volunteer opportunities that are welcoming and accessible to all families of all races. Volunteers may assist with organizing STEAM events, providing support in classrooms, or helping to facilitate STEAM-related activities in a way that promotes non-discrimination and embraces students of all races.

COMMUNITY PARTNERSHIPS

Community partners play a crucial role in supporting the District's STEAM magnet program. By actively engaging with community partners, the St. Martin Parish STEAM Magnet Academies Program will enrich the educational programs. These partnerships provide students with multiple opportunities to explore and excel in STEAM subjects, and create a culturally responsive community of students, families, educators, and community members. Through active partnerships, the District aims to engage in:

- **Advocacy and Networking:** Advocate for the importance of STEAM education within the community and beyond. They may also assist the schools with networking with other organizations, institutions, and industry partners to further enhance STEAM opportunities for students.

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- **Community Engagement Events:** Assist or participate in community engagement events related to STEAM education, such as the annual Magnet Showcase, science fairs, technology showcases, art exhibitions, or math competitions. These events will help to foster a sense of community involvement and support for the school's STEAM initiatives.
- **Guest Speakers and Workshops:** Arrange for professionals and career leaders from various STEAM fields to visit the school as guest speakers or workshop facilitators. These interactions expose students to different career paths and provide age-appropriate insights into the practical applications of STEAM concepts.
- **Infrastructure Development:** Assist with infrastructure development by contributing to the establishment of STEAM labs, Makerspace, or performing arts rooms within the schools. These dedicated spaces provide students with hands-on learning experiences and opportunities for creativity and collaboration.
- **Mentorship Programs:** Establish mentorship programs where students have the opportunity to work alongside professionals and career leaders in STEAM-related fields. This hands-on experience can inspire and motivate students while providing them with unique STEAM-aligned experiences.
- **Professional Development:** Offer professional development opportunities for teachers and staff to improve their skills in STEAM education. This could involve hosting workshops, seminars, or providing access to online courses and resources.
- **Project Collaboration:** Collaborate with the school on STEAM projects or initiatives. This could involve joint projects such as the 5th grade Capstone, community-based learning activities, or participation in STEAM competitions and events.
- **Resource Sharing:** Provide resources such as supplemental funding, equipment, materials, and expertise to enhance the schools' STEAM programs. This could include purchasing new computers, laboratory equipment, art supplies, musical instruments, or funding for field trips and extracurricular activities.
- **Support for Enrichment Programs:** Support enrichment programs by sponsoring after-school clubs and summer camps focused on STEAM. These programs provide additional opportunities for students to explore their interests and develop their skills outside of regular classroom hours.

St. Martin STEAM Academies have developed and will maintain partnerships with various organizations and businesses that support the STEAM mission, vision, and goals. The District will utilize these strategic partnerships in different capacities, including but not limited to, Magnet Program Advisory Board, each magnet school's advisory council, professional development, human resources networking, enrichment opportunities, curriculum development, and parent engagement.

Chart 16: Partnerships and Roles

Partner	Type	Description	Role
Acadiana Center for the Arts	Arts in Education	Acadiana Center for the Arts ("AcA") is a community-supported	Since its founding, AcA has developed as a major force, shaping the

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		nonprofit organization that fosters art and culture in Acadiana.	future of public education and community development in South Louisiana.
St. Martin Parish Sheriff's Office	Government	St. Martin Parish Sheriff's office is the office of law enforcement in our parish.	Assisting with traffic safety during events and outreach events. Coordinated support for community walks
Platinum Car Detailing and Body Shop	Business	Located across the street from SMSA, provides monetary donations to the school/Resource Sharing	Works collaboratively with the school, provides donations
St. Martin Parish Libraries- St. Martinville, Breaux Bridge, Parks and Cecilia	Educational	Guest Speakers, Workshops, Supporting enrichment programs, community Engagement events	Provides monthly bulletin of events held at library, guest speakers, workshops and summer events
Cash Saver Supermarket	Business	Grocery Store Located in St. Martinville	Provides donations of refreshments
Jubilee Insurance	Business	Locally owned Insurance Agency	Provides donations, promotes Magnet Schools
CGI Technologies and Solutions	Business and Educational	STEM@CGI exists to introduce, inspire and mentor students to help increase the presence of underrepresented groups in the IT industry. The program focuses on providing curriculum-based experiences that introduce students to science, technology, engineering and math, students are encouraged to explore the vast opportunities that exist in the IT field.	CGI will provide guidance and education on how to develop STEAM integration throughout all grade levels and will also participate as a member of the Magnet Program Advisory Board.
University of Louisiana at Lafayette (ULL)	Educational	The University of Louisiana at Lafayette is a partner in education and is located in Lafayette LA.	ULL supported curriculum development, hosted NASA Astro Camp, and aided teacher recruitment. They'll continue advising, aiding curriculum development, and offering STEAM

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			integration and professional development. ULL's Region 4 STEM Network Center will partner for Astro Camp 2024 and offer STEM resources, summer camps, and trainings.
Parish Community Centers	Government	St. Martin Parish has many community centers located near all school zones (i.e., Cade, Breaux Bridge, Magnolia, Catahoula, Cecilia, and Couteu Homes)	The District will utilize community centers to host events such as the Magnet Showcase.
Cap Fit	Business	Fitness Gym in Breaux Bridge	Will participate as a member of the Magnet Program Advisory Council, provides donations and support to schools.
Autism Society	Non-Profit	Local chapter of the state organization dedicated with supporting families and individuals with autism.	Guiding how to develop STEAM lessons for students of all backgrounds.
St. John's Restaurant/Ranch	Business	Chip Durand--- Hydroponics, Rancher (Farm to Table)	Partner with schools in developing their own hydroponics gardens
Sugar Cane Mill	Business	Local sugar cane mill	Students will learn how to grow, and harvest, and process sugarcanes, and what to do with the waste.
National Wetlands Research Center	Education	The National Wetlands Research Center provides science with impact to ensure that its research is relevant and useful for resource managers, policy makers, and the public.	Students will learn about LA coastal wetlands, waterways, animal and preservation of wetlands.
LSU Ag Center	Education	LSU Ag Center supports agricultural industries, enhances the environment, improves the quality of life through 4H, youth, family and consumer sciences and	LSU Ag Center will support activities such as 4H

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		community development programs.	
Pete Delcambre	Government	Governmental/Police Jury President St. Martin Parish	Liaison between the parish government and the school system.
Louisiana Department of Wildlife and Fisheries	Government	The National Wetlands Research Center provides science with impact to ensure that its research is relevant and useful for resource managers, policy makers, and the public.	Will provide information on hunting, fishing, environmental effects on wildlife, and related laws through guest speakers, field trips, and other forms of engagement.
Home Bank	Business	CRA/Community Reinvest Act	Home Bank will provide supports and resources to the magnet schools as part of their community reinvestment initiative.
Jason Willis	Government and Business	Governmental/ Mayor of the City of St. Martinville	Liaison for city government needs for the magnet schools. Jason Willis also has a business that hosts back to school events
South Louisiana Community College (SLCC)	Education	Community college system in Southwest Louisiana.	SLCC will help with teacher and para recruitment and possibly provide STEAM-centered opportunities for magnet students through their community engagement and partnership initiatives.

DISTRICT ADVISORY BOARD AND ADVISORY BOARD SUBCOMMITTEES

As part of its commitment to fostering strong partnerships and ensuring community involvement, the District has established a District Magnet Academies Program STEAM Advisory Board. This advisory board will include two subcommittees, one for each of the magnet schools, that include selected existing advisory board members. These bodies will play a critical role in supporting the magnet program by promoting engagement, providing feedback, and assisting with long-term planning. Comprised of parents, educators, community members, and industry partners, the advisory board and subcommittees will ensure a

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collaborative approach to enhancing STEAM opportunities and expanding the magnet programs' reach and sustainability.

District Magnet Academies Program STEAM Advisory Board

The District is committed to building and sustaining partnerships to support the magnet program and has launched an advisory board that will continue through the duration of the program. Beginning with the 2024-25 academic year, there will be one (1) magnet program board composed of one (1) of each in zone and out of zone parent and/or guardian (balanced 2 Black and 2 White demographics) from each school for a total of four (4) parents, two (2) of each ARTS and STEM-centric organizations, one (1) STEAM-centric organization, one (1) STEAM Coordinator (rotation between ARTS/STEM) from each school, two (2) local community partners, one (1) principal (assistant principal by proxy) from each school, the Magnet Coordinator, the Marketing Coordinator, at least one (1) member of the District Magnet Leadership Team (rotation determined by agenda item/focus area), and the magnet/desegregation expert consultant. In addition to the above members, Plaintiffs will have the opportunity to nominate four (4) Plaintiff representatives to the advisory board and the District will choose two (2) members from the list of nominees to serve as members representing the Plaintiffs. For the founding board of AY 2024-25, each school principal will work with staff, community members, and families if applicable to promote participation and the opportunity become a member of the Magnet Program Advisory Board. The Magnet Coordinator and Marketing Coordinator will both work to identify, locate, and invite partners in ARTS and STEM education and business partners. The Magnet Coordinator will network with the community and business partners of the advisory board to find additional individual school partners. Parents and staff will also be encouraged to recommend business and community partners to join. The inaugural board will be chaired by the Magnet Coordinator until the second meeting wherein officers will be elected. Minutes from the meetings will be available upon request.

Beginning in December, the 2024-2025 Academic Year, the advisory board will meet monthly, at times consistent with the time constraints of members, especially parents. Prior to the end of the first year, the Board will vote on the meeting frequency for subsequent years. Members will also have an option to join meetings virtually if they are unable to attend in person.

Selection Process and Criteria for Advisory Board Members

The District will adopt staggered terms for parents and/or guardians and local businesses who serve on the Board. This will ensure that there are no gaps in knowledge when Advisory Board members transition.

For the founding advisory board, the current District Magnet Leadership Team will select the advisory board members. Going forward, the advisory board will review and select membership, should any changes occur in membership. Once all applications of interest are submitted, the team will review each one based on the following criteria.

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Partners and Business Organizations:

- Criteria
 - Arts, STEM, STEAM focused with solid background and expertise in both the disciplines and integration in education
 - Statement of intent and what they would like to offer the STEAM Magnet Programming
 - Availability and commitment to attending meetings, supporting the magnet schools and magnet programming
- Recruitment
 - The District will utilize various channels to broadly advertise the Advisory Board application and to connect with potential members, including announcements at school board meetings, newsletters, social media, and direct invitations to key individuals. Advertisements will include the process for applying for the Advisory Board, clear information about how to submit the application, a point of contact for the Advisory Board application, and a date by which Advisory Board members will be notified of their selection. The District will advertise the Advisory Board application no less than three weeks before applications are due.
 - A clear process will be in place for individuals to apply. Applicants will be able to submit applications digitally, in person, or by mail to the Magnet Coordinator. This process will offer multiple options for submitting applications and inquiries, including verbal or written submissions detailing experience and interest in serving on advisory boards and committees.
 - The District will engage the community by inviting them to suggest or nominate representatives whom they believe would bring value.

Parents and/or Guardians:

- Criteria
 - Statement of intent and what they would like to offer the STEAM Magnet Programming.
 - Availability and commitment to attending meetings (in-person or virtual), supporting the magnet schools and magnet programming
 - Invested in STEAM culture and climate
 - Must be the parent and/or guardian of returning student(s) in a magnet school
 - Race and attendance zone is part of the criteria used to determine committee membership.
- Recruitment
 - The District will utilize various channels to broadly advertise the Advisory Board application and to connect with potential members, including announcements at school board meetings, newsletters, social media, JCampus notices, take-home letters, and direct invitations to key individuals. Advertisements will include the process for applying for the Advisory Board, clear information about how to submit the application, a point of contact for the Advisory Board application, and a date by which Advisory Board members will be notified of

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their selection. The District will advertise the Advisory Board application no less than three weeks before applications are due.

- A clear process will be in place for individuals to apply or be nominated. Applicants will be able to submit applications digitally, in person, or by mail to the Magnet Coordinator. This process will offer multiple options for submitting applications and inquiries, including verbal or written submissions detailing experience and interest in serving on advisory boards and committees.
- The District will engage the community by inviting them to suggest or nominate representatives whom they believe would bring value.

In the event that a member of the Advisory Board leaves before their term is complete, the existing Advisory Board will initiate an application and selection process that abides by the timelines and criteria outlined above.

Selection finalization

- The Magnet Coordinator will be responsible for overseeing review of Advisory Board applications and selection of members. Members will be selected no later than two weeks after applications close.
- A small selection panel, such as district officials, and/or school leaders will be reviewing applications or nominations.
- The selection panel will evaluate candidates based on how well they meet the selection criteria.
- The selection panel's priority is to create a balanced and non-discriminatory group that reflects the demographics, cultures, and various professional associations of the community.

The District will notify the public of the selected Advisory Board members via announcements at school board meetings, newsletters, social media, and local media.

Purpose of the Magnet Academies Program STEAM Advisory Board

Members of the Magnet Program Advisory Board will assist in promoting all things related to the STEAM Magnet Academies, volunteer at events, network in industries and communities for unique opportunities, assist with long-term/sustainability planning for both current magnet schools as well as potential middle and high school expansion. In addition, the Advisory Board will also help to build after-school and summer STEAM interest and grow programming by student/parent interest. Members will also be provided an opportunity to attend workshops related to building community through methods of non-discrimination and cultural sensitivity. The Magnet Program advisory board also advises district leaders on magnet school implementation, progress, and alignment to academics and instruction.

School-Level Magnet STEAM Advisory Board Subcommittees

Once the founding Magnet Advisory Board is established, two subcommittees will be established, one for each magnet school. These subcommittees will be made up of members

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on the District Magnet Academies Program STEAM Advisory Board, and will include a combination of different affiliations (e.g., parent, school staff, community, business partners). The Magnet Coordinator will work together with the principals of each school to select parents and/or guardians and staff based on applicant’s relevance or expertise related to thematic focus and reflecting a variety of perspectives; the racial makeup of this group is essential. Subcommittee members will be appointed for one-year terms and/or rotated based on availability of members.

Each school-level subcommittee will be composed of one (1) of each in zone and out of zone parent and/or guardian (balanced Black and White demographics), one (1) of each ARTS and STEM-centric organizations, (1) STEAM Coordinator (rotation between ARTS/STEM), (1) local community partner, principal (or designee), Magnet Coordinator or Marketing Coordinator or Family Engagement Facilitator, and one representative of the Plaintiff Parties.

Purpose of the School-Level Magnet STEAM Advisory Board Subcommittees

Members of each subcommittee will work closely with STEAM coordinators and school administration to promote school-based activities, volunteer opportunities, engage and promote surveys, and build a bridge with the community and magnet school families. All members will also be provided an opportunity to attend workshops related to building community through methods of non-discrimination and cultural sensitivity. Responsibilities further include making recommendations for improving the magnet schools. Magnet school advisory subcommittees will submit a report to the Magnet Coordinator and respective principals annually. The reports will be reviewed by the entire Magnet Advisory Board and shared with the Leadership Team. All members will receive a copy of the reports and subsequent actions taken or recommendations submitted to the Leadership Team. Such reports, recommendations, and plans of actions will be made public and provided to the Plaintiff Parties.

For the 2024-2025 Academic Year, the subcommittees will meet at times consistent with the time constraints of members, especially parents, and once the Magnet Academies Program STEAM Advisory Board annual goals and agendas are finalized. By the third meeting of the advisory board, members will vote on the subcommittees’ meetings frequency. Members will also have an option to join meetings virtually if they are unable to attend in person.

Chart 17: Magnet Advisory Board Members

Board	Title	Role
Magnet Program Advisory Board	Magnet Coordinator	District
	Marketing Coordinator	District
	Partner in Arts	Community/Business
	Partner in Arts	Community/Business
	Partner in STEM	Community/Business
	Partner in STEM	Community/Business
	Partner in STEAM	Community/Business
	Local Partner	Community/Business
	Local Partner	Community/Business

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	SMESA Principal	School
	SMSA Principal	School
	SMESA STEAM Coordinator	School
	SMSA STEAM Coordinator	School
	SMESA Zoned Black Parent	School
	SMESA M-to-M White Parent	School
	SMSA Zoned Black Parent	School
	SMSA M-to-M White Parent	School
	Magnet/Desegregation Expert	Consultant
	District Magnet Leadership Team (Rotating)	District
	Member Nominated by Plaintiffs	Community/Plaintiffs
	Member Nominated by Plaintiffs	Community/Plaintiffs
SMESA Magnet Program Advisory Board Subcommittee	Magnet Coordinator or Marketing Coordinator or Family Engagement Facilitator	District
	Partner in Arts	Community/Business
	Partner in STEM	Community/Business
	Local Partner	Community/Business
	SMESA Principal	School
	SMESA STEAM Coordinator	School
	SMESA Zoned Black Parent	School
	SMESA M-to-M White Parent	School
Member Nominated by Plaintiffs	Community/Plaintiffs	
SMSA Magnet Program Advisory Board Subcommittee	Magnet Coordinator or Marketing Coordinator or Family Engagement Facilitator	District
	Partner in Arts	Community/Business
	Partner in STEM	Community/Business
	Local Partner	Community/Business
	SMSA Principal	School
	SMSA STEAM Coordinator	School
	SMSA Zoned Black Parent	School
	SMESA M-to-M White Parent	School
Member Nominated by Plaintiffs	Community/Plaintiffs	

STUDENT BELONGING, SUPPORTS, AND ENRICHMENT

At the heart of the educational mission of the District lies a commitment to student support, belonging, and enrichment beyond traditional classroom settings. Recognizing the importance of fostering a sense of belonging and providing opportunities for holistic development, the District emphasizes initiatives aimed at supporting students both academically and socially at the two STEAM magnet schools. From targeted interventions to activities that appeal to students of varied backgrounds, the approach ensures every student thrives, fostering cultural responsiveness and celebrating students of all races. Additionally, robust after-school and summer programming offer enriching experiences, allowing students to explore interests, develop skills, and form lasting connections. Through these efforts, the District empowers students to reach their full potential, preparing them for success in an ever-changing world.

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Culturally Responsive Instruction and Positive Behavior Reinforcement Practices

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

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

FOSTERING POSITIVE AND SUPPORTIVE STUDENT INTERACTIONS

All students benefit from learning alongside those whose backgrounds and perspectives are different from their own. This promotes creativity, increases motivation, and leads to deeper learning experiences which build students critical thinking and problem-solving skills.

Innovative Curriculum and Aligned Learning Experiences

Students will undertake a trajectory of STEAM learning experiences across each grade from K through 5 in *Mathematics with Robotics* and *Computer Sciences/STEAM with Robotics*. These curricula incorporate project-based learning experiences which have been shown to provide learners across socioeconomic and racial/ethnic lines meaningful and impactful opportunities to work together within a team. Associated skills learned that foster greater student interactions include the development of planning, organizational, and negotiating skills as students must reach group consensus about tasks that will be done, responsibility for each task, and how the information will be collected and presented. Studies have identified a significant impact of collaborative PBL learning assignments to be stronger student engagement in a team environment while also promoting the building of key content knowledge and information sharing skills through discussion.

Class Assignment Process

The District is committed to reducing racial isolation through a computerized Student Information System (SIS), which randomly assigns all students to classes during the scheduling process. Calculations will be determined based on the Focus Group's recommendation to have an 18-to-1 pupil-to-teacher class size ratio, unique to the magnet schools to the extent

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practicable. Some classrooms may have different ratios based on the subject of the class, such as physical education and/or special education classes but will not exceed a 20 to 1 ratio. Any magnet students zoned for the magnet schools that enroll after the August 1 class assignment deadline will be placed into classes with the goal of ensuring racially integrated classrooms. To the extent practicable, the District will seek to ensure that classrooms meet a goal of having Black enrollment within +/- 10% of the percentage of Black enrollment within each grade level. For example, if a grade level's Black student enrollment is 60% of the total grade-level population, the +/- 10% goal will be based on the 60% Black student number in that grade level. This goal is only a starting point for measuring integrated classes and shall not be applied as a fixed quota. With best practice of monitoring enrollment data and desegregation goals, the District is committed to upholding and advancing desegregative effects within classrooms.

The SIS is a program that distributes students by grade level, using a software-developed preset algorithm, to divide students proportionally according to race as noted in the snapshot of a current schedule shown in **Appendix O**. This program is just one part of the entire class assignment process (listed below) and is used to assign students per class section. Once each magnet school's administration uploads the master schedules into the SIS system, and sets the parameters for the 18 to 1 class size ratio, the program distributes students by grade level. Within each grade level, the SIS algorithm defaults to racial identification as its primary qualifier.

To ensure the District meets the commitment for preventing racial discrimination or segregative impact in classroom assignments, the following process will be used in conjunction with the SIS program to monitor each classroom's racial demographics using the +/- 10% classroom demographic goal as an initial metric:

1. Approximately four weeks prior to the first day of each school year, each magnet school's administration team runs the master schedule and uploads the schedules into the SIS.
2. Starting the third week in July, the administrators will work with the Supervisor of Elementary Education and Magnet Coordinator to confirm each grade's class section is aligned with classroom desegregation goal of maintaining the racial balance of +/- 10%.
3. At the end of the third week each July, the Supervisor of Computer Services will run an audit of classroom assignments to provide to the Desegregation Compliance Officer, for monitoring and evaluating compliance of the +/- 10% classroom demographic goal.
4. Subsequent to the Desegregation Compliance Officer preliminarily approving rosters, all additional students enrolled within the schools shall be assigned in a manner that, to the extent practicable, ensures that classrooms are not racially isolated. Any necessary changes will be made accordingly. These include:
 - a. Implementing reasonable and practicable corrective actions to achieve balance and avoid racial isolation in each classroom according to the ordered plan.
5. The final snapshot of student classroom assignment will be evaluated by the Desegregation Compliance Officer by August 1 each year, aligned with the classroom student-to-teacher ratio commitment in the plan. The metrics reviewed are:

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- Monitoring the SIS scheduling outcomes using the classroom demographic goal as a starting point.
- Evaluating any classrooms that fall outside the classroom demographic goal, including changes to classes that arise due to changes in enrollment after the initial scheduling process.
- Implementing corrective actions to achieve balance and avoid racial isolation in each classroom to the extent practicable.

Overall, random scheduling is a proactive strategy for complying with the desegregation order, and reducing racial isolation in classrooms to the extent practicable. The District also seeks to provide teachers and students with a more vibrant, enriching learning environments where all students feel valued and supported. Class assignment is a continual monitoring process throughout the academic year due to the potential fluctuation for in-zone students.

Academic Progress of Students

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

Social Emotional Support

To foster a collaborative, nurturing, and positive learning environment, all students and parents will review the roles of the school district, parent, and student that can be found in the handbook. The expectation is that each student enrolled in the Magnet Program is an active and engaged learner who will benefit from a learning environment that exposes students to multiple cultures. Therefore, students' leadership skills at St. Martin STEAM Academies will be developed and supported through lessons led by the licensed professional counselor. Behavioral expectations will be connected to the STEAM theme with arts integration to support social-emotional learning goals.

NO-COST AFTER-SCHOOL ENRICHMENT/AFTERCARE PROGRAMMING

All currently enrolled magnet students at both magnet schools will be eligible for the no-cost Magnet Academies Program after-school enrichment and regular aftercare programs. All students within the district, who may be interested in applying or have accepted placement for the following school year, will be eligible for this unique programming once actively enrolled in their respective magnet school. Student selection for out-of-zone students who wish to attend summer programming will be accepted based on the priority tier system used for the regular academic school year process. The after-school STEAM enrichment and aftercare program,

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reserved for enrolled STEAM magnet students, will run five (5) days per week for two (2) hours and fifteen (15) minutes daily and will include outdoor free-play activities and snacks. There is no cost to participate in after-school enrichment, aftercare, or summer enrichment activities. The District will provide free, door-to-door transportation to and from regular aftercare and/or after-school STEAM enrichment programming for all students in accordance with the transportation procedures outlined in the transportation section of the plan.

The aftercare and/or after-school STEAM enrichment program is designed to promote increased relationship-building between students from different communities, to provide students with hands-on STEAM enrichment “club” experiences, and to support students with homework and engage in outdoor play activities. All students will have the option to attend the aftercare and/or after-school enrichment program as follows:

- Aftercare will begin at the start of the school year (first full week) and will be five (5) days per week. This does not include STEAM after-school enrichment until after Labor Day.
- The aftercare program will continue through May (last day of school).
- After-school STEAM enrichment will begin the week returning from the Labor Day holiday and offered for two (2) days each week.
- The after-school STEAM enrichment program will continue through April each year and end before state testing begins.
- Once after-school enrichment ends, the aftercare program will return to the five (5) days per week programming.

Students will receive a snack, academic tutoring, homework monitoring, outdoor free-play activities, and STEAM enrichment. To ensure that the Magnet Academies Program offerings are unique, no other school in the District currently provides, or in the future may be permitted to provide the after-school and summer enrichment activities offered by the magnet schools. Unique to this offering as well, is that the after-school enrichment/aftercare program will be offered to all students at the Magnet Academies free of charge and door-to-door transportation will be provided.

Regular Aftercare

The regular aftercare program will be open to all actively enrolled students in grades Pre-K through 5, beginning the first day of school each year and continuing through the last day. Students will enjoy a healthy snack, academic tutoring and support, homework guidance and monitoring, and outdoor free-play activities. For all applications submitted before the start of school, parents will be notified on a rolling basis for aftercare acceptance, with every effort made to notify parents and/or guardians of official placement by the first day of school. No students will be placed on waitlists if they register during the initial enrollment period at the start of the school year. While students can still register for aftercare throughout the year if their circumstances change, they may be placed on a temporary waitlist of no more than one (1) week while staff address staffing and transportation needs. Teacher and/or non-teacher staff allocations will be monitored and subject to change based on capacity needs prior to

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regular aftercare commencing, each year. Program interest will be determined based on student sign-up applications and voluntary participation from all enrolled magnet students; therefore, the faculty allocation and selected activities may change. No magnet students will be denied aftercare programming for staffing or capacity reasons.

After-School STEAM Enrichment

To support students with STEAM content and to provide enrichment for all magnet students, the District will provide after-school tutoring, mentoring, clubs, and enrichment. All students actively enrolled in the magnet schools or who have accepted placement for the upcoming school year will receive a welcome packet that includes the application to enroll in the after-school activities for the upcoming school year. Teacher and/or non-teacher staff allocations will be monitored and subject to change based on capacity needs prior to after-school STEAM enrichment commencing, each year. The District will make every effort to secure qualified, STEAM trained professionals to facilitate the enrichment clubs before relying on non-teacher, non-certified staff. Program interest will be determined based on student sign-up applications and voluntary participation from all enrolled magnet students; therefore, the faculty allocation and selected activities may change. For all applications submitted before the start of school, parents will be notified on a rolling basis, with every effort made to notify parents and/or guardians of official club placement by the first day of school. No magnet students will be denied after-school STEAM enrichment programming for staffing or capacity reasons.

Each session will have a maximum capacity of 18 students, to the extent practicable. All interested students must select and participate in two (2) after-school STEAM activities. The after-school program unique to each magnet school will operate as two (2) back-to-back sessions, each forty-five (45) minutes per day of STEAM-themed activity and academic enrichment, two (2) days per week. Students will choose two (2) activities/clubs to participate in. Each activity/club will be held twice weekly. Enrichment activities are listed below:

- 1) **Science Olympiad** is an international program that encourages deepened learning in scientific concepts while piquing students' interest in science. In the US, the program is aligned with the national science standards. The St. Martin STEAM Academy students in grades 4 and 5 will participate in this afterschool program to harness the power of collaborative learning and spur critical thinking skills in the students. Research shows that students participating in Science Olympiad go on to successful careers, many in STEAM fields.
- 2) **Environmental Club** will be open to students in grades 4 and 5 who are interested in serving their community and enhancing their leadership skills by raising awareness about environmental issues and reducing environmental impact as citizens of the world. Students will learn about social and economic issues while promoting non-discrimination and the valuing of all races and backgrounds and will be empowered to act within their communities.

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- 3) **Odyssey of the Mind** is an international creative problem-solving program that engages students in their learning by allowing their knowledge and ideas to come to life in an exciting, productive environment. Participants build self-confidence, develop life skills, create new friendships, and recognize and explore their potential.
- 4) **Tynker**: Tynker, a robust web-based coding program, functions in three (3) ways: Tynker can be used with children of all learning levels within our system, Pre-readers, emergent readers, and all levels beyond due to their varying types of coding programs. Tynker also provides instruction in Icon, block-based, text-assisted, and text-based coding in multiple coding languages: Python, JavaScript and access to data science, art, and digital image processing. Lastly, Tynker also provides Coding instruction used to increase problem-solving, critical thinking, and help students develop a foundational understanding of our 21st-century learning through technology.
- 5) **FIRST LEGO LEAGUE** introduces science, technology, engineering, arts, and math to children through fun, exciting hands-on learning. K to 1 students at St. Martin Early STEAM Academy gain real-world problem-solving experience through a guided, global robotics program. This program inspires youth to experiment and grow their critical thinking, coding, and design skills through hands-on STEM learning and robotics.
- 6) **DREAM (Dance/Drama infused through Relevant and authentic Experiences in Art and Music)** incorporates both dance and drama infused through relevant and authentic experiences in Art and Music. Students at both magnet schools will have first-time access to visual arts, music, dance, and drama in the after-school program. This after-school program will be taught in partnership between teachers and artists in residence at their grade-level magnet school sites offering unique art-infused programming to interested students.
- 7) **Cajun Zydeco** is a south Louisiana genre of music, primarily using accordions and guitars, that cultivates and explores a rich heritage of music from Acadiana, sometimes impromptu in concerted rhythm. Students in grades K and 1 are taught to explore the origins of using music while learning about the historical uniqueness of the Cajun and Creole cultures. The music promotes leadership skills, promotes self-esteem, and builds confidence as each student is allowed to take the lead as the program grows and expands.
- 8) **C-STEAM** is the integration of Arts (such as visual arts, music, theater, etc.) into STEM education, turning STEM into STEAM. The goal is to foster creativity, innovation, and multidisciplinary thinking by incorporating artistic elements into traditional STEM learning. Example activities include building robotics prototypes, mosaic murals, sculptures, robotics, photography, and coding. Symbol-based blocks and multi-languages are also used to help English Learners. C-STEAM is a collective of technology, engineering, and arts clubs. These clubs include culinary, podcast, esports/gaming.

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- a) The Culinary Arts Club integrates the principles of STEAM by combining the creativity of the arts with traditional STEM learning. Students engage in hands-on cooking experiences that not only explore various cuisines and techniques but also incorporate elements of visual arts, such as food presentation, and even music and theater through themed dining events. This multidisciplinary approach fosters creativity, innovation, and critical thinking, helping students understand the science of cooking while developing an artistic appreciation for culinary design. The club also features guest appearances from culinary experts and encourages community engagement by preparing meals for local shelters and participating in food-related fundraisers. Through these activities, students blend the precision of science with the expression of the arts, turning their culinary explorations into a full STEAM experience.
- b) The Podcasting Club blends the technical skills of STEM with the creativity of the arts, offering students from multiple backgrounds a unique platform to share their stories and learn from one another. Through hands-on experience in audio production, editing, and sound engineering, students will also develop their storytelling, public speaking, and design skills. By exploring topics that reflect their personal experiences and interests, the club fosters creativity, collaboration, and critical thinking. Incorporating elements of music, drama, and visual design, podcasting becomes a powerful STEAM tool for self-expression and learning. Students will produce podcasts that celebrate multiple perspectives and engage the school community, using their voices to connect with and understand each other's experiences in an enriching, multidisciplinary format.
- c) The E-Sports & Gaming Club offers students an exciting opportunity to combine their passion for gaming with STEAM learning, promoting teamwork, strategic thinking, and healthy competition. Students from multiple backgrounds will engage in a range of games that require critical thinking, problem-solving, and collaboration, fostering a welcoming environment where everyone can contribute. In addition to mastering game mechanics, students will explore the design, coding, and technology behind the games they love, giving them a deeper understanding of the gaming industry and STEAM principles. The club emphasizes sportsmanship, leadership, and communication, helping students build strong, supportive teams that thrive in competitive settings. Through tournaments, game design challenges, and team-based strategies, the E-Sports & Gaming Club promotes creativity, discipline, and collaboration, while connecting students through shared interests and friendly competition.

The District projects to allocate a minimum of 12 faculty members to oversee the after-school enrichment program at the St. Martin Early STEAM Academy and the St. Martin STEAM Academy. Teacher and/or non-teacher staff allocations will be monitored and subject to change based on capacity needs per session prior to after-school programming commencing, each year. Program interest will be determined based on student sign-up applications and voluntary participation from all enrolled magnet students; therefore, the faculty allocation and selected activities may change.

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Parents and/or guardians will receive applications of club interest in the magnet student welcome packets provided prior to the start of each school year. All magnet school packets for students interested in applying include an application for the regular aftercare and after-school STEAM enrichment clubs. Additionally, all zoned or currently enrolled students will have an opportunity to apply at registration or Meet and Greet events, prior to the start of school. Applications will close two (2) weeks after the start of school. One (1) week prior to the close of applications the Marketing Coordinator will send out a reminder email with a list of the enrichment club offerings to ensure that all interested parents and/or guardians are aware of the enrichment club offerings and have ample time to sign up. The Magnet Coordinator will work with school administrators to monitor the applications as they are submitted to sufficiently prepare for faculty assignment for each enrichment club section. Concurrently, the Magnet Coordinator will work closely with the transportation department to ensure adequate free door-to-door transportation is available. In the event interest exceeds allocated staffing and enrichment club resources determined by the application deadline each year (one week prior to the start of the programming), the District may place some students on a temporary waitlist while additional sections and staff are secured to accommodate all interested magnet students by the first full week of the enrichment clubs.

The District’s goal is to serve all interested students. No students will be denied participation in after-school enrichment clubs for staffing or capacity reasons. Below, charts 18 and 19 demonstrate schedule samples of the enrichment clubs.

Chart 18: St. Martin Early STEAM Academy After-School Enrichment Schedule Sample

Club/Activity <i>Example of Activities (additional sections may open for each club type depending on student interest)</i>	Minimum / Maximum # of Students Per Session	# of Faculty	Duration/Frequency
Pre-K STEAM Related	10/20	1-2	45 minutes, 2/week
Pre-K STEAM Related	10/20	1-2	45 minutes , 2/week
Kindergarten Lego League	10/18	1	45 minutes, 2/week
Kindergarten Cajun Zydeco	10/18	1	45 minutes , 2/week
Kindergarten C-STEAM	10/18	1	45 minutes , 2/week
First Grade Lego League	10/18	1	45 minutes , 2/week
First Grade DREAM	10/18	1	45 minutes , 2/week
First Grade Cajun Zydeco	10/18	1	45 minutes , 2/week

Chart 19: St. Martin STEAM Academy After-School Enrichment Schedule Sample

Club/Activity <i>Example of Activities (additional sections may open for each club type based on student interest)</i>	Minimum / Maximum # of Students Per Session	# of Faculty	Duration/Frequency
Second Grade Odyssey of the Mind	10/18	1	45 minutes , 2/week
Second Grade Tynker	10/18	1	45 minutes , 2/week
Second Grade DREAM	10/18	1	45 minutes , 2/week
Third Grade C-STEAM	10/18	1	45 minutes, 2/week
Third Grade Odyssey of the Mind	10/18	1	45 minutes , 2/week
Third Grade Tynker	10/18	1	45 minutes , 2/week
Fourth Grade C-STEAM	10/18	1	45 minutes , 2/week

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Fourth Grade Science Olympiad	10/18	1	45 minutes , 2/week
Fourth Grade Environmental Club	10/18	1	45 minutes , 2/week
Fifth Grade C-STEAM	10/18	1	45 minutes , 2/week
Fifth Grade Science Olympiad	10/18	1	45 minutes , 2/week
Fifth Grade Environmental Club	10/18	1	45 minutes , 2/week

Chart 20: Example of Anticipated After-School Enrichment

<i>Anticipated Weekly Schedule At a Glance *The two chosen days may change each year</i>					
	Monday	Tuesday	Wednesday	Thursday	Friday
3:15-3:30	Routines/Snack	Routines/Snack	Routines/Snack	Routines/Snack	Routines/Snack
3:30-4:15	STEAM Activity #1	STEAM Activity #1	Enrichment (Tutoring, Homework)	Enrichment (Tutoring, Homework)	Enrichment (Tutoring, Homework)
4:15-4:40	Outdoor Free-Play Activities	Outdoor Free-Play Activities	Outdoor Free-Play Activities	Outdoor Free-Play Activities	Outdoor Free-Play Activities
4:40-5:25	STEAM Activity #2	STEAM Activity #2	Enrichment (Tutoring, Homework)	Enrichment (Tutoring, Homework)	Enrichment (Tutoring, Homework)
5:25-5:30	Preparation for Dismissal	Preparation for Dismissal	Preparation for Dismissal	Preparation for Dismissal	Preparation for Dismissal

NO-COST SUMMER PROGRAMMING

All currently enrolled magnet students at both magnet schools will be eligible for the no-cost magnet schools’ summer programs. All students within the district, who may be interested in applying or who have accepted placement for the upcoming school year, will also be eligible for summer school programming. Student selection for out-of-zone students who wish to attend summer programming will be accepted based on the priority tier system used for the regular academic school year process. Summer STEAM programming will be supported at St. Martin Early STEAM Academy and St. Martin STEAM Academy. Free, door-to-door transportation will be provided to and from parent-requested addresses within the parish. Breakfast and lunch will be provided.

Teacher and/or non-teacher staff allocations will be monitored and subject to change based on capacity needs prior to summer STEAM enrichment commencing, each year. The District will make every effort to secure qualified, STEAM trained professionals to facilitate the summer school program before relying on non-teacher, non-certified staff. Program interest will be determined based on student sign-up applications and voluntary participation from all interested enrolled or incoming magnet students; therefore, the faculty allocation and

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selected activities may change. No magnet students will be denied summer STEAM enrichment programming for staffing or capacity reasons.

Summer 2024 NASA Astro Camp

The St. Martin Parish School System opened applications during the first week of May 2024 for the Summer 2024 NASA Astro Camp, hosted by the University of Louisiana at Lafayette (ULL). This innovative and engaging camp is available to 190 students in grades K through 5 who are eligible to attend the two magnet schools opening in the 2024-2025 school year. The camp ran from July 8 through July 12, 2024 in the first year of the Magnet Academies Program launch. Upon acceptance, students received a NASA Summer Camp kit containing all necessary materials for the camp's activities. This program aimed to introduce students to the unique STEAM curriculum before its implementation in the 2024 school year and served as a marketing and recruitment tool to familiarize students and families with the STEAM concept. Astro Camp provides potential STEAM students with an opportunity to firsthand experience what they will engage in during the school year, making it an effective recruitment event.

The weighted lottery formula used to select students aligned with the camp's primary objective as a recruitment event for M-to-M eligible students. Marketing funds were used for the expansion from 60 to 190 seats, emphasizing the program's role as a marketing tool to recruit M-to-M students. These considerations and strategic allocations contributed to the expansion of grade-level seat offerings, allowing the program to better meet the District's desegregation goals, the needs of the student community, while maintaining the primary objective of recruiting M-to-M eligible students to the schools. Thus, the final 190 student offering included 90 M-to-M eligible students and 100 zoned students. After reviewing and cleaning up the initial 355 applications of interest for duplications and errors, 332 applications were processed in the lottery. The distribution breakdown below takes into consideration all factors mentioned above as well as accounting for the higher waitlisted interest:

- **Grades K-2:** 35 seats were allocated to campers in grades K and 2. Additionally, 36 seats were allocated to grade 1 due to the large number of in-zone waitlisted students expressing interest in the program. The District prioritized these grades to mirror the desegregation goals and specifically reduce racial isolation at the Early STEAM Academy.
- **Grades 3 and 4:** Grade 3 was allocated 31 seats due to the large number of in-zone waitlisted students expressing interest in the program. Grade 4 was allocated 29 seats.
- **Grade 5:** This grade received the least number of seats, with 24 allocated spots. The reason for fewer seats is that these students will be transitioning to 6th grade in the 2025-2026 school year and the District wanted to extend more opportunities to the students in lower grade levels who were waitlisted.

Additionally, to ensure families could participate together, family priority was factored into the allocation process, aligned with the priority tier used for the regular school year, to the extent practicable. This is especially important as part of the recruitment strategy for eligible families

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not currently attending the two magnet schools. The sibling/family priority process was as follows:

- Students were randomly selected by the lottery system beginning with the lower grades, without regard to sibling priority or race, for each respective in-zone and out-of-zone category.
- Simultaneously, the system matched siblings applying together (“sibling applying”) in all grade levels.
- If a student was randomly selected in any grade level, their sibling(s) were automatically tied to that student and automatically placed (i.e., “assigned”) in the appropriate grade level, up to an 80% enrollment cap (see below).
- “Sibling Applying” students randomly selected were paired with their siblings until an 80% cap on sibling enrollment was met. Once siblings made up 80% of the summer camp enrollment, any remaining “sibling applying” students were placed on the waitlist. This was done to ensure that adequate enrollment space was reserved for students who did not have siblings applying.

Please note: Although sibling enrollment was capped at 80% for the NASA Astro Camp recruitment summer program due to limited capacity, there was no cap on siblings applying for admission to the two magnet schools.

Summer Camps beginning Summer 2025

Beginning in June 2025, the summer STEAM programming will operate seven (7) hours per day, five (5) days per week, for two (2) weeks. Free, door-to-door transportation to and from parent-requested addresses within the parish, to the extent practicable, will be provided to all students enrolled in the summer program. Students will be engaged in grade-level appropriate activities using C-STEAM’s RoboPlay, Linkbot, and LittleBits. Students will also experience the Artist’s Studio which features a new hands-on activity using the various art mediums daily (dance/drama, visual arts/digital arts, and music) that connect to the works of a famous artist within the medium.

To ensure that students participating in summer remediation have the opportunity to participate in summer STEAM enrichment, the District will make every effort to minimize conflicts between summer remediation and summer STEAM enrichment and will not bar students from summer STEAM enrichment based on their academic standing. The District will assess additional programming needs through post-activity surveys conducted with students and parents and/or guardians.

The District anticipates that it will have capacity to serve all interested students eligible to attend the two magnet schools through the St. Martin Academies summer school enrichment program. Each classroom’s capacity will mirror the maximum student to teacher capacity for the regular school year. For Kindergarten through grade 5, the student-to-teacher ratio will be 18-to-1, per class. For Pre-Kindergarten, the student-to-teacher ratio will be 10-to-1 (or 18-to-

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2), per class. Chart 21 below illustrates anticipated capacity per class, by grade level only. Each grade level will reflect the appropriate number of sections based on enrollment.

Chart 21: STEAM Summer School and Projected Minimum/Maximum Capacity by Grade

Enrichment Subjects / Grade Level	C-STEAM, RoboPlay, Link bots, and Little Bits	Dance / Drama	Visual Arts / Digital Arts	Music	PE
PK	10/18	10/18	10/18	10/18	10/18
K	10/18	10/18	10/18	10/18	10/18
1	10/18	10/18	10/18	10/18	10/18
2	10/18	10/18	10/18	10/18	10/18
3	10/18	10/18	10/18	10/18	10/18
4	10/18	10/18	10/18	10/18	10/18
5	10/18	10/18	10/18	10/18	10/18

LEADERSHIP, MANAGEMENT, GOVERNANCE

Management of the Magnet School Plan will consist of three teams. These teams provide support for the strategic direction and day-to-day operations of the magnet program, ensuring alignment with district goals and compliance with court mandates. They will consist of the following:

- Magnet Schools District Leadership Team
- Magnet Schools District Monitoring Team

Magnet Schools District Leadership Team

The District Magnet Leadership Team, supported by the Superintendent, is tasked with the management of the magnet plan implementation and grant funding. The team consists of the Magnet Coordinator, Chief Desegregation Implementation Officer (CDIO), Director of Curriculum and Instruction, Supervisor of Elementary Education, Chief Financial Officer, Supervisor of Computer Services, Supervisor of Human Capital, Supervisor of Maintenance and Transportation, Supervisor of Early Childhood, Marketing Coordinator, Desegregation/Magnet Expert Consultant, principals and key district administration.

This team will oversee the implementation and sustainability of the magnet program. Responsibilities include:

- Meets monthly to review updates and provide support to the Monitoring Team.

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- Consults with the Superintendent on strategies and final document review.
- Consults and collaborates with Desegregation Expert/Consultant.
- Consults with TEG Group for MSAP capacity building, grant monitoring, program sustainability, and funding.
- Consults and collaborates with Marketing Coordinator.
- Allocates resources, identify partnerships, and oversee budget.
- Collaborates with evaluation and monitoring teams to assess results.
- Revises the sustainability plan to align with district practices and budget allocations.
- Oversees internal controls and fiscal accountability associated with Federal funding.
- Participates in subcommittees that are focused on content and professional development, marketing and recruitment, and desegregation data points and sustainability, each chaired by relevant team members.

Magnet Schools District Monitoring Team

The Magnet Schools District Monitoring Team is comprised of the Supervisor of Elementary Education, Magnet Coordinator, along with the CDIO and Director of Curriculum and Instruction. The Monitoring Team will monitor each magnet school, on a monthly basis using a protocol in the magnet school plan developed with established criteria for fidelity of implementation of the agreed upon magnet theme and the goals in the magnet school plan. The Monitoring Team members will come together bi-monthly (every two months) to disaggregate the data on fidelity of implementation and identify themes and trends that appear in the data in terms of strengths and areas of concern with the implementation process. Provide feedback to the District Magnet Leadership Team in the areas of monitoring, evaluation, and development of on-going activities for the two magnet schools, aligned with the desegregation goals of the Court Order

The Monitoring Team will also recruit a group of racially diverse teachers, staff, and parents/guardians from the two magnet schools to participate in a “monitoring focus group” two (2) times a year. The Supervisor of Elementary Education and the Magnet Coordinator will then meet individually with each schools’ administrators and their leadership team members to debrief on the results of the monitoring protocol, data themes and trends, compliance with the magnet school plan, feedback from the monitoring focus group. A plan of action will be developed at this time as may be deemed necessary by the Monitoring Team, to address any areas of concern by an agreed upon date. At the end of each year, a program evaluation developed or selected from a previously designed measure will be conducted to determine the effectiveness of the program in reaching the goal of attracting white students to both SMESA and SMSA magnet programs.

This team will oversee the monitoring of key responsibilities to ensure effective implementation of and the magnet school plan. Responsibilities include:

- Meets bi-monthly to review and analyze pertinent data comprised from the established protocol **Appendix P**.

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- Reviews both qualitative and quantitative data to inform sustainability and forecasting to make any midcourse corrections needed.
- Consults and collaborates with Desegregation Expert/Consultant.
- Consults and collaborates with Marketing Coordinator.
- Reviews and analyzes data and goals to determine progress associated with Implementation Index Indicators as shown in **Chart 22**.
- Consults and collaborates with TEG Group in the areas of evaluation of survey, implementation and monitoring data and capacity building.
- Updates District Magnet Leadership Team with findings of areas of strengths and areas of improvement.
- Develop a 90-day and 180-day plan of action at the beginning of the start of school that aligns with the Magnet School Desegregation Plan and the district protocol monitoring form as shown in **Appendix Q**.
- Monitor the integration of STEAM disciplines are in the curriculum and in alignment with academics and instruction.

Team Member Roles

Below are the descriptions of the roles (listed in alphabetical order) within the three teams crucial to the program's success. **Appendix R** lists the current District Leadership Team members as of the plan submission date.

Chief Desegregation Implementation Officer (CDIO): The Chief Desegregation Implementation Officer (CDIO), also known as the “Desegregation Compliance Officer,” works to ensure the District is compliant with the required timeline, deadlines, and other requirements of the Consent Order, and submits reports at specific intervals throughout the year regarding status of the implementation plan. The CDIO works closely in partnership with the Superintendent and with administrators and other staff to ensure the information and magnet plan implementation strategies are aligned to the Consent Order and the desegregation goals.

Chief Financial Officer (CFO): The Chief Financial Officer (CFO) works in coordination with the Superintendent, the School Board, the Magnet Coordinator, and the Marketing Coordinator to ensure the MSAP grant budget and the District’s budget are aligned with the magnet implementation plan. The CFO also assists the District Magnet Leadership Team in developing, allocating, and monitoring necessary budgetary needs such as curriculum, technology, materials and supply purchases, as well as transportation, staffing, and facilities upgrade costs. The CFO also supports in reviewing vendor contracts with the Superintendent and School Board attorney.

Curriculum Coordinators (Magnet): The involvement of curriculum coordinators in magnet professional development sessions is essential, as they play a multifaceted role in supporting students' academic journey within the magnet program. Their responsibilities encompass a range of tasks, including student scheduling, monitoring academic progress, organizing academic tutoring sessions, overseeing state testing logistics, and leading committee meetings

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at the school building level. By actively participating in professional development sessions, curriculum coordinators enhance their skills and stay updated on best practices, ultimately enabling them to fulfill their varied responsibilities effectively and contribute to the overall success of the magnet program.

Desegregation Expert/Consultant: Provides research- and data-informed guidance to strategically enhance outreach and recruitment efforts for desegregation throughout all phases of plan implementation. Additionally, the consultant offers expertise and support in various critical areas related to the magnet program's success, including teacher recruitment, operations, budget management, sustainability planning, family engagement, marketing, curriculum development, and professional development. They play a key role in guiding school board members through the design and implementation phases of the magnet plan, ensuring their awareness and support as fiduciary agents of the District. The desegregation consultant will help track and evaluate the District's commitments to the court in oral and written reports at the end of each school year.

Director of Curriculum and Instruction: The Director of Curriculum and Instruction contributes expertise and leadership in the development and implementation of curriculum, instructional strategies, and educational programs tailored to the specific focus and theme of the magnet school. The director also ensures the success and sustainability of the school by providing instructional expertise, assisting in budget and resource allocation and provides collaborative support within the District Magnet Leadership Team to enhance the quality and impact of the educational experience for all magnet students.

External Evaluator: The District will contract with an independent, third-party provider, The Evaluation Group (TEG), to conduct project evaluation timelines, provide capacity-building and program evaluation services. TEG was identified through a competitive procurement process. They have extensive experience evaluating large federal, state, and foundation grant programs including multiple MSAP grants, and has provided evaluation services to more than 280 K-12 school districts, universities, nonprofits, and foundations across the United States. TEG's capacity-building services will include implementing a project management framework, facilitating planning and problem solving, ensuring fiscal accountability, creating a strategy to sustain activities, and providing a communication strategy for dissemination. An evaluation team of two social scientists and their support staff will provide program evaluation services, using qualitative and quantitative methods to determine: the extent to which strategies are implemented with fidelity; barriers and solutions to implementation; the extent to which the project produces the expected outcomes via performance measures; and reactions of stakeholders. A detailed breakdown of TEG's roles and responsibilities by year is attached in **Appendix S**.

Family Engagement Facilitator: Beginning in the late Fall, the District will hire a Family Engagement Facilitator to support with family engagement, parental involvement, family resource center, and work closely with the Marketing Coordinator and Magnet Coordinator to organize and coordinate district-wide family engagement activities, assist parents and families

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with learning about the magnet programs and schedule tours, and promote and maintain effective relationships and understanding between the school district, parents, and community.

Licensed Professional Counselor (on-site): Magnet schools will benefit from on-site services of a licensed professional counselor who will provide comprehensive support within the school setting. Parents will appreciate the convenience of immediate access to support services within the school, fostering collaboration, early intervention, and enhanced communication between home and school. This includes conducting individual and group counseling sessions to address personal, social, academic, and behavioral challenges students may face. The counselor will collaborate with teachers, administrators, and parents to develop intervention plans, offer crisis intervention when needed, and advocate for students' well-being. Additionally, they will promote mental health awareness and refer students to external resources as necessary. Dedicated to the magnet programs, the counselor's presence ensures focused attention on meeting the unique needs of these specialized STEAM academies. Furthermore, they will benefit from educational workshops and resources provided by the counselor, facilitating informed and proactive involvement in their children's education and well-being.

Magnet Coordinator: The Magnet Coordinator, also known as the MSAP Project Director, plays a pivotal role in directing grant-funded STEAM activities including collaboration with the District Magnet Leadership Team in overseeing budget management for the program. The Coordinator will serve on various teams and committees, support Principals in program implementation, and collaborate on professional development. The coordinator will supervise recruitment and marketing efforts, focus on desegregation compliance and oversee enrollment practices to ensure a student population that is not racially identifiable at the two target STEAM schools and will spearhead desegregation strategies in collaboration with the desegregation consultant and District Magnet Leadership Team. Additional roles for the coordinator include collaboration with various stakeholders to develop and implement the program's overarching vision. This involves orchestrating partnerships with businesses, universities, and nonprofits, organizing professional development opportunities for educators, and advocating for the program's importance within the school and broader community. Additionally, the Coordinator will meticulously analyze data, assess program efficacy, and communicate findings to inform decision-making processes. The Coordinator's multifaceted responsibilities ensure that the STEAM school delivers an enriching educational experience, equipping students with the skills and knowledge needed for success in STEM-related fields, while ensuring desegregation goals and MSAP grant objectives.

Marketing Coordinator: The District's recruitment and selection processes will be coordinated by the Marketing Coordinator. These plans will be the roadmap to recruit students into the magnet program whose enrollment will aid desegregation. This process will target families who may be considering leaving or who have already left the district for other magnet, charter, or private schools. This position will also plan and implement family engagement activities in collaboration with and to support the Family Engagement Facilitator (once hired) and monitor

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data monthly for desegregation efforts. The Marketing Coordinator also collects and monitors desegregation data on a weekly basis while applications can be submitted from the district's SEM system related to marketing and recruitment. Data on the racial/ethnic makeup of prospective students and applicants will be used to strategically market and recruit in under-represented and targeted areas of the District.

Operations Director/Supervisor of Maintenance and Transportation: The Operations Director and/or Supervisor of Maintenance and Transportation oversees transportation routing and management, as well as facilities renovations and maintenance at two magnet schools. Collaborating with the Magnet Coordinator, principals, and Marketing Coordinator, they lead beautification improvements aligned with the schools' strategic goals. This includes working closely with contractors and the contractor's project management superintendent to maintain timelines, commitments, and standards. Additionally, they liaise with the desegregation/magnet expert consultant, Superintendent, and Desegregation Compliance Officer to ensure compliance with door-to-door transportation requirements and strategic alignment with magnet plan objectives.

Principals: The principals of M-to-M eligible schools will support the District Magnet Leadership Team with feedback and operation activities; working as thought-partners and implementation leaders.

Principals (Magnet): The role of magnet school principals is instrumental in implementing the programs with fidelity and monitoring their progress. Leading the rollout of whole-school STEAM integration across the magnet, the principals share best practices and troubleshoot any implementation issues that may arise. The principals will support the District Magnet Leadership Team with feedback and operation activities; working as thought-partners and implementation leaders. This process includes ensuring continual stakeholder buy-in; participating in school-level council meetings; monitoring the rollout of the STEAM magnet theme; supporting teachers in the implementation of C-STEM, STEAM, PBL (in year 2), arts-integration, Conscious Discipline, Positive Action, and the new afterschool and summer programs; and coordinating with the Magnet Coordinator to improve strategies and practices.

They communicate and collaborate with teachers to facilitate the smooth implementation of STEAM programming at the magnet school. Additionally, they assist school teams with the development of STEAM content integrated across core academic subjects, incorporate research-based evidence approaches, develop course sequences, and design hands-on learning opportunities. Moreover, they collaborate with the Magnet Coordinator to assess and identify professional development needs of staff at the magnet, deliver STEAM-related professional development to educators and other staff at the magnet, and empower teachers to develop competency with interdisciplinary and STEAM approaches via in-class coaching and co-teaching.

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STEAM Coordinators: The District will hire four (4) STEAM Coordinators, specializing in Science, Technology, Engineering, Arts, and Mathematics. St Martin Early STEAM Academy will have two (2) STEAM Coordinators and St. Martin STEAM Academy will have two (2) STEAM Coordinators. The STEAM Coordinators will work collaboratively throughout the year with each other, the Principals, the Magnet Coordinator, the Elementary Curriculum Supervisor, Master Teachers, and teachers to ensure the STEAM theme is applied to core instruction, elective instruction, extra-curricular programming, summer programming, and other aspects of the learning environment. The STEAM Coordinators will be responsible for the following duties:

1. Lead the rollout of whole-school STEAM integration across their magnet school.
2. Share best practices and troubleshoot implementation issues as they arise.
3. Meet monthly with other STEAM Coordinators to cooperatively plan across grade levels and schools.
4. Lead collaborative Professional Learning Communities (PLCs) weekly with Master Teachers to plan STEAM-integrated lessons.
5. Communicate, collaborate, and model with teachers to facilitate the smooth implementation of the STEAM theme, including by delivering job-embedded professional development to educators and other staff at the magnet school.
6. Assist school team with the development of STEAM integration across core academic subjects by incorporating research-based approaches, developing course sequences, and designing hands-on learning opportunities.
7. Collaborate with the Magnet Coordinator to assess and identify professional development needs of staff at the magnet school.
8. Work with artists-in-residence to facilitate opportunities for the artists to provide coaching and professional learning for teachers; Work with partners to facilitate STEAM learning opportunities for teachers and students.
9. Empower teachers to develop competency with interdisciplinary and STEAM-integrated approaches via in-class coaching and co-teaching. Observe classrooms to ensure proper implementation of the STEAM theme and provide ongoing feedback to teachers on lessons taught.
10. Lead STEAM Curriculum Planning days during the summer for at least six hours per day, five days per week, for three weeks.

Supervisor of Early Childhood: The role of the Supervisor of Early Childhood is to ensure cohesiveness between Early Childhood programs and the magnet schools, to ensure kindergarten readiness through collaboration with the Supervisor of Elementary Education, principals, master teachers, and STEAM Coordinators. They will also support the Magnet Coordinator with magnet programming and planning, as well as the Marketing Coordinator to align Early Childhood Network marketing and recruitment with the Magnet Program timelines and strategies.

Supervisor of Elementary Education: The Supervisor of Elementary Education works closely with the Director of Curriculum to ensure a seamless transition between grade bands,

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instruction, and curricular content. The Elementary Curriculum Supervisor also collaborates with the Magnet Coordinator, K through 5 Elementary Principals, Magnet Principals, Instructional Coaches, STEAM Coordinators, and Master teachers to provide instructional support, professional development, and coaching. The Elementary Curriculum Supervisor communicates with the Louisiana Department of Education to ensure that State Standards are taught and Tier I curricula are present and utilized in all K-5 schools. The Elementary supervisor also collaborates with the Early Childhood supervisor to ensure that PK students transition smoothly into Kindergarten. The Elementary Curriculum Supervisor also works alongside the Magnet Coordinator and Marketing Coordinator to give input and assistance with all aspects of the Magnet Schools.

Supervisor of Computer Services: The Supervisor of Computer Services supports the District Magnet Leadership Team and the Magnet Program with data, desegregation goals and projections, technology needs and purchases, and provides the Magnet and Marketing Coordinators with the necessary student enrollment information to market and recruit eligible M-to-M students. Other information the supervisor provides is regarding the number of students who have un-enrolled in the district and where students have enrolled in once leaving. Their role is vital in meeting the desegregation goals of the Consent Order and in ensuring the team has the necessary zone and student demographic information to accurately implement the magnet implementation plan.

Supervisor of Human Capital: The Supervisor of Human Capital assumes responsibility for various aspects of human resources management for the magnet program. These responsibilities encompass: Overseeing the recruitment process for faculty and staff positions, from advertising vacancies to conducting interviews and making hiring decisions; Addressing employee relations matters such as conflict resolution, disciplinary actions, and grievances to foster a harmonious work environment; Implementing performance appraisal systems, providing feedback, and facilitating performance improvement plans when necessary; Developing and updating human resources policies and procedures to ensure alignment with laws, regulations, and District guidelines, and ensuring adherence among academy staff; Managing employee benefits programs such as health insurance, retirement plans, and leave policies, and assisting employees with related inquiries; Maintaining accurate records of employee information, including personnel files and attendance records, and preparing reports for district administrators and regulatory purposes. Overall, the Supervisor of Human Capital plays a pivotal role in supporting the academies' objectives by effectively managing human resources functions and fostering a positive workplace culture.

Teachers (Core): Core magnet teachers play a crucial role in education by collaboratively developing and implementing curriculum aligned with school district and STEAM magnet objectives, crafting relevant lesson plans and instructional materials for STEAM subjects, continually assessing student progress, and adapting teaching strategies to meet individual needs. They provide both individualized and small group instruction, stay updated on professional knowledge through seminars and workshops, foster parental engagement, maintain effective communication with students and parents and/or guardians, and

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collaborate with colleagues to evaluate curriculum and contribute to faculty meetings and committees.

Teachers (Master): Master teachers play a crucial role in coaching core subject teachers, integrating principles into their teaching practices while adhering to national standards and best practices. These master teachers serve as mentors and guides, leveraging their expertise to support colleagues in implementing interdisciplinary approaches. They utilize research-based instructional strategies to facilitate hands-on, inquiry-based learning experiences that promote critical thinking and problem-solving skills. Additionally, they collaborate with STEAM Coordinators to seamlessly incorporate STEAM concepts into core classes, ensuring cohesive integration across the curriculum. Through ongoing coaching and collaboration, master teachers help elementary educators develop a deep understanding of concepts and methodologies, empowering them to deliver engaging and effective instruction aligned with national standards and best practices.

Teachers (STEAM): The District will hire eight (8) STEAM Teachers (four per school) to support the implementation of the magnet program. These STEAM teachers will plan, write and present innovative curriculum and teach all students in the STEAM curricula. This includes instructors in the areas of art, music, dance and STEAM for each magnet school, committed to student success and fostering growth in academic and interpersonal skills through the infusion of the STEAM curriculum. These educators serve as facilitators for innovation, documenting teaching and student progress, activities, and outcomes, while cultivating a dynamic, inquiry-driven, and collaborative learning environment immersed in STEAM principles. Furthermore, they play a pivotal role in providing authentic, project-based learning experiences that promote creativity, critical thinking, and problem-solving within the STEAM framework. Candidates for these positions must hold, at minimum, a bachelor's degree in education, complemented by extensive experience in STEAM, music, art, or dance content. Additionally, they must possess a valid Louisiana teaching certificate in the appropriate certified area or ancillary certification for the arts. They also provide qualitative data to assist the monitoring team.

MONITORING, EVALUATION, AND SUSTAINABILITY

Magnet Program Implementation Oversight

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

The St. Martin Parish School System recognizes that although the magnet teams can implement a program, there is a need to seek external support in areas related to program

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implementation, marketing, and desegregation goals. As such, the District will seek support from an external desegregation expert to assist with the implementation of this plan. Selecting external support for this project with proven quality and experience is extremely important. The demand for accountability requires competent support to determine if the implementation is aligned with the Court Order and monitor compliance.

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

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

The desegregation expert will assist the District with reporting the outcomes based on the identified timeline requested by the Court. The independent evaluation will be presented in written and oral reports to the School Board, Magnet Coordinator (MSAP Project Director), the District Magnet Leadership Team, Magnet Principals, and the Advisory Board. Where there are discrepancies, the desegregation expert will prepare recommendations for improvement.

At the end of each school year, the desegregation expert will prepare and present oral and written reports that will analyze the success of the project in terms of program objectives. The summary report will be presented to the School Board and Superintendent, the District Magnet Leadership Team, and Advisory Board. The District will provide a copy of such report(s) to the Plaintiff Parties.

Assessing, Monitoring, and Evaluating the Impact of STEAM on Achievement and Integration

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

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

Formative Evaluations

Using the Implementation Index below, the formative evaluation will:

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

Implementation Index Data

The implementation index focuses on program activities and outputs and will be supplemented as necessary with interviews and/or focus groups with teachers and program staff that will focus on program strengths, areas for improvement, implementation challenges, and any changes that will improve or facilitate implementation. Participation in monthly meetings with program staff to discuss assessments and data as indicated in **Appendices N and O** will allow for timely and ongoing discussions of developments, challenges, and successes related to program implementation and progress toward the primary achievement and integration goals.

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

Chart 22: Implementation Index Indicators

Implementation Index Indicators			
Indicator	Data Source	Magnet Plan Goal	Responsible Staff
Goal 1: Racial Demographics and Desegregation			
# students from outside attendance zone who applied, were accepted, and enrolled, by race, grade, tier and zone	School enrollment and application records and calculation of percentage of applications leading to enrollment	Marketing and Recruitment	Magnet Coordinator, Supervisor of Computer Services and Marketing Coordinator
# students from outside attendance zone who applied, were accepted, and did not enroll, by race, grade, tier and zone	School enrollment and application records and calculation of percentage of applications leading to enrollment	Marketing and Recruitment	Magnet Coordinator Supervisor of Computer Services and Marketing Coordinator
Number and % of Black and White students enrolled in magnet programs, by grade and zone	School enrollment records	Student Selection	Magnet Coordinator Supervisor of Computer

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			Services and Marketing Coordinator
Number of marketing and recruitment activities conducted by zone; number of people by race and zone who attended activities to the extent practicable.	Project records	Marketing and Recruitment	Magnet Coordinator Marketing Coordinator
Number of zoned students by zone and grade	School enrollment records	Marketing and Family Engagement	Magnet Coordinator Supervisor of Computer Services
Goal 2: Academic Achievement			
# schools integrating STEAM into core subjects	Project records	Curriculum	Magnet Coordinator Magnet School Principals and Supervisor of Elementary Education
# of weekly minutes of arts instruction offered to students, by grade and school	Project records	Curriculum	Magnet Coordinator Magnet School Principals and Supervisor of Elementary Education
# of schools that earn the LAA+ School designation	Project records	Curriculum	Magnet Coordinator Magnet School Principals and Supervisor of Elementary Education
% of students meeting growth projections by race, grade, and zone	Project/grade records	Curriculum	Magnet Coordinator Magnet School Principals and Supervisor of Elementary Education
% of 5 th grade students who complete capstone projects	Student assignment/grade records	Curriculum	Magnet Coordinator Magnet School Principals
Goal 3: Professional Development (PD)			
# of model magnet site visits conducted by members of Leadership Teams per year	Project records	Magnet Theme and Sustainability	Magnet Coordinator Director of Curriculum and Instruction and Magnet Principals
# hours of PD offered that focus on arts integration, STEAM instructional strategies, culturally responsive instruction, and positive discipline	PD records	Theme, Curriculum, Positive Student Experience, Building School Environment Accepting of all Backgrounds	Magnet Coordinator Director of Curriculum and Instruction and Magnet Principals
% teachers who attend at least 8 annual hours of theme-based PD (16 hours in year 1)	PD attendance records	Theme Integration	Magnet Coordinator Director of Curriculum and Instruction and Magnet Principals
# of collaborative curriculum writing sessions hosted for teachers, by school, and # of teachers who attended	Project records	Curriculum	Magnet Coordinator Director of Curriculum and Instruction and Magnet Principals

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% of teachers who receive coaching in STEAM instructional strategies, by school, based on baseline knowledge and ongoing PD based on observational data	Project records, Observational Data and Data “Chats”	Theme, Curriculum	Magnet Coordinator Director of Curriculum and Instruction and Magnet Principals
% teachers attending PD on multicultural teaching	Attendance records	Positive Student Experience, Building School Environment Accepting of All Backgrounds	Magnet Coordinator Director of Curriculum and Instruction and Magnet Principals
% teachers who report that PD was effective at preparing them to teach arts-integration and STEAM curriculum	Post PD teacher survey	Teacher Retention	Magnet Coordinator Director of Curriculum and Instruction and Magnet Principals
% of teachers implementing STEAM-related PD strategies and best practices in the classroom and through family interactions	Post PD Observations and Data “Chats”	Theme, Curriculum, Positive Student Experience, Building School Environment Accepting of all Backgrounds Environment	Magnet Coordinator, STEAM Coordinators, Master Teachers, Principals
% of teachers implementing family engagement PD strategies and best practices in the classroom and through family interactions	Post PD Observations and Data “Chats”	Theme, Curriculum, Positive Student Experience, Building School Environment Accepting of all Backgrounds	Magnet Coordinator, STEAM Coordinators, Master Teachers, Principals
Goal 4: Magnet STEAM Theme			
# students who attend summer program, by race, zone, and grade	Attendance records	Marketing, Family Engagement	Magnet Coordinator, Magnet Principals
# of hours of summer programming offered to magnet students	Project records	Curriculum and Programming	Magnet Coordinator, Magnet Principals
# students who attend after-school program, by race, zone, and grade	Attendance records	Marketing, Family Engagement	Magnet Coordinator, Magnet Principals
# of hours of after-school programming	Project records	Curriculum and Programming	Magnet Coordinator, Magnet Principals
# school spaces redesigned	Project records	Facilities and Beautification	Magnet Coordinator, Magnet Principals
# of family engagement activities hosted by school	Project records	Family Engagement	Magnet Coordinator, Magnet Principals and Family Engagement Facilitator
# families who attend family engagement activities by zone and by race who attended activities to the extent practicable.	Attendance records	Family Engagement, Building Relationships between Families of various cultures.	Magnet Coordinator, Magnet Principals and Family Engagement Facilitator
# of meetings convened by school-level advisory subcommittees	Project records	Community, Family Engagement	Magnet Coordinator, Magnet Principals and Family Engagement Facilitator
Goal 5: School Climate			
% teachers who implement approaches to connect students of varied backgrounds	Teacher survey	Positive Student Experience, Building School Environment Accepting of All Backgrounds	Magnet Coordinator and Magnet Principals

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# students receiving academic and behavioral supports	Tracking logs	Positive Student Experience, Building School Environment Accepting of All Backgrounds	Magnet Coordinator and Magnet Principals
% parents who participate and utilize the Perfect for Parent Center, by race and zone	Project records	Family Engagement	Magnet Coordinator and Magnet Principals and Family Engagement Facilitator

Summative Evaluation

The summative evaluation will assess program outcomes and the long- term impact on student academic achievement and desegregation goals, including classroom demographic goals, and is designed to answer the following questions:

1. To what extent does the magnet program promote desegregation and increase student integration?
2. What effect does the magnet program have on teacher knowledge and pedagogy specific to arts-integration and STEAM instruction?
3. What effect does the magnet program have on students’ attitudes about school?
4. What effect does the curriculum implemented in the magnet program have on student academics?

Using the project performance measures listed below, the summative evaluation will determine the extent to which the magnet programs are achieving their intended outcomes. These performance measures have been approved by the MSAP program office and will be the key indicators used to evaluate the effectiveness of the grant. The District, in partnership with the external evaluator, will report on each of these performance measures to the MSAP program office on an annual basis. Additionally, a rigorous, quasi-experimental Evidence of Promise study will evaluate the impact of the magnet school programming on students’ academic achievement (ELA, Math, and Science) after four years of full programming. This study will compare the outcomes of STEAM Academy (“SMSA”) with those of a matched comparison group in non-magnet schools within the parish.

Chart 23: Project Performance Measures

Performance Measure Indicators		
Indicator	Aligned Outcome	Data source
Government Performance and Results Act (GPRA) Measures		
Annual percentage of Black students at Early STEAM Academy (“SMESA”) compared to district-wide percentage of Black students for primary grade-band.	Reduction of minority-group isolation	School enrollment records
Annual percentage of Black students at STEAM Academy (“SMSA”) compared to district-wide percentage of Black students for primary grade-band.	Reduction of minority-group isolation	School enrollment records
Goal 1: Racial Demographics and Desegregation		

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Percentage of MSAP schools whose ratio of Black-to-White faculty is within +/-15% of the overall ratio of all district elementary teachers	Reduction of minority-group isolation among faculty	District HR records
Number of applications received for Early STEAM Academy (“SMESA”), disaggregated by race, grade, tier, and attendance zone	Increased number of applications from outside the attendance zone	Project records
Number of applications received for STEAM Academy (“SMSA”), disaggregated by race, grade, tier, and attendance zone	Increased number of applications from outside the attendance zone	Project records
Goal 2: Academic Achievement		
Percentage of 3 rd – 5 th graders at SMSA who score Mastery or higher in ELA and evaluate/analyze growth rate and benchmark goals monitored at different times of the school year.	Increased ELA proficiency rates	LEAP ELA scores
Percentage of 3 rd – 5 th graders at SMSA who score Mastery or higher in Math and evaluate/analyze growth rate and benchmark goals monitored at different times of the school year.	Increased Math proficiency rates	LEAP Math scores
Percentage of 3 rd – 5 th graders at SMSA who score Mastery or higher in Science and evaluate/analyze growth rate and benchmark goals monitored at different times of the school year.	Increased Science proficiency rates	LEAP Science scores
Percentage of 3 rd – 5 th graders at SMSA who score Mastery or higher in Social Studies and evaluate/analyze growth rate and benchmark goals monitored at different times of the school year.	Increased Social Studies proficiency rates	LEAP Social Studies scores
Percentage of K-1 students at SMESA whose literacy score increases from the beginning to the end of the year and evaluate/analyze growth rate and benchmark goals monitored at different times of the school year.	Improved early literacy	DIBELS 8 Composite scores (BOY & EOY)
Percent of K-1 students at SMESA who score At or Above Benchmark in literacy	Improved early literacy	DIBELS 8 Composite scores (EOY)
Goal 3: Professional Development (PD)		
Percentage of teachers at SMESA who believe they are effective in teaching arts-integrated curriculum	Increased teacher self-efficacy in arts integration	Teacher Survey (Arts Integration Self-Efficacy Scale)
Percentage of teachers at SMSA who believe they are effective in teaching arts-integrated curriculum	Increased teacher self-efficacy in arts integration	Teacher Survey (Arts Integration Self-Efficacy Scale)
Percentage of teachers at SMESA who believe they are effective in teaching STEAM	Increased teacher self-efficacy in STEAM instruction	Teacher Survey (T-STEM)
Percentage of teachers at SMSA who believe they are effective in teaching STEAM	Increased teacher self-efficacy in STEAM instruction	Teacher Survey (T-STEM)

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Percentage of teachers at SMESA with a high level of skill in STEAM-integration in their teaching	Improved skills in STEAM-integration teaching	Informal and formal teacher observations and data “chats”
Percentage of teachers at SMSA with a high level of skill in STEAM-integration in their teaching	Improved skills in STEAM-integration teaching	Informal and formal teacher observations and data “chats”
Percentage of teachers at SMESA with a high level of skill in multicultural teaching.	Improved skills in multicultural teaching	Teacher Survey (Multicultural Teaching Competency Scale)
Percentage of teachers at SMSA with a high level of skill in multicultural teaching	Improved skills in multicultural teaching	Teacher Survey (Multicultural Teaching Competency Scale)
Percentage of teachers who showed effectiveness in implementing STEAM strategies and best practices from PD, based on observational data and student learning target data throughout the year	Improved skills in implementation of strategies, best practices, and skills obtained during PD	Informal and formal teacher observations and data “chats”
Percentage of teachers who showed effectiveness in implementing STEAM strategies and best practices from PD, based on family interactions and two-way (dual capacity) communications/experiences throughout the year	Improved skills in implementation of strategies, best practices, and skills obtained during PD	Informal and formal teacher observations and data “chats”, Parent feedback surveys
Goal 4: Magnet STEAM Theme		
Percentage of students at SMESA who demonstrate proficiency in targeted arts and STEM skills	Improved student skills in the arts and STEM	Arts and STEM Skills Rubric
Percentage of students at SMSA who demonstrate proficiency in targeted arts and STEM skills	Improved student skills in the arts and STEM	Arts and STEM Skills Rubric
Percentage of 5th grade students at SMSA who demonstrate proficiency in STEAM skills, as incorporated in the capstone project	Improved student skills in STEAM integration and proficiency through the capstone project	STEAM Skills Rubric, Capstone
Percentage of parents at SMESA who are confident in their ability to support their child’s learning, disaggregated by race and attendance zone	Increased family efficacy	Parent Survey (Family Efficacy Scale of the Panorama Family-School Relationship Survey)
Percentage of parents at SMSA who are confident in their ability to support their child’s learning, disaggregated by race and attendance zone	Increased family efficacy	Parent Survey (Family Efficacy Scale of the Panorama Family-School Relationship Survey)
Goal 5: School Climate		
Percentage of 3 rd – 5 th grade students at SMSA who report their school has an school culture that welcomes students of all backgrounds, disaggregated by race and attendance zone	More accepting school culture	Student Survey (adapted from the Panorama School Climate Survey)
Percentage of students in all appropriate grade levels at each magnet school who report the magnet program has positively impacted their interpersonal relationships with students of all races	More non-discriminatory culture accepting of all races	Student Survey through an age-appropriate method (e.g., drawing, story)

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Percentage of 3 rd – 5 th grade students at SMSA who report being engaged at school, disaggregated by race and attendance zone	Increased student engagement	Student Survey (Student Engagement Survey)
Percentage of parents who have positive perceptions of the culture and overall fit of SMESA, disaggregated by race and attendance zone	Improved school climate	Parent Survey (Panorama School Fit Survey)
Percentage of parents who have positive perceptions of the culture and overall fit of SMSA, disaggregated by race and attendance zone	Improved school climate	Parent Survey (Panorama School Fit Survey)
Average parent participation rate at SMESA family events, disaggregated by race and attendance zone	Increased family engagement	Project records
Average parent participation rate at SMSA family events, disaggregated by race and attendance zone	Increased family engagement	Project records

Theme Uniqueness

By July of each year, the District Magnet Leadership Team will document all course offerings relevant to or potentially duplicative of the magnet elementary STEAM focus. Documentation will list all Pre-K through 5 schools in the district, related or potentially duplicative curricula by subject area (e.g., ELA, math, social studies) or electives (e.g., art, theater, music) and frequency and/or duration of exposure to the potential offerings (e.g., daily for 30 minutes). If there are duplications, any unique courses that duplicate or compete with courses available at the magnet schools will not be offered in any other district Pre-K through 5 school without the consent of the other parties, except to the extent to which any of those course offerings were conducted in the preceding year as indicated by the list of courses in the **Appendix T**. The District will also take steps to further differentiate the magnet curriculum and those steps will be communicated as part of the updated marketing plan.

Monitoring and Assessing Application and Enrollment Data

Beginning the three weeks after the magnet applications open each year (early February), The District will monitor distribution of students and conduct a continuous audit of both the applications and the application process, tracking the racial demographics of applicants, ensuring that applications are advancing desegregation goals and ensuring that families of different backgrounds from multiple zones across the parish have access to apply to the program. This will include mapping addresses as applications are submitted to ensure that students from eligible zones in the parish are represented among those applying and enrolling. The results of the audit will be available to the public through posting on the magnet school website. The Magnet Academies webpage will maintain a chart that identifies the racial demographics of students enrolled, as well as applicants and acceptances by race/ethnicity, in accordance with the Court Order.

The online application portal, which will host the magnet school application process, will provide the District with data about students who have applied. The Marketing Coordinator

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will use this data to inform marketing and recruitment efforts, including tailoring additional efforts targeted at White-populated areas with low application turnout, on a month-by-month basis beginning in February and continuing through the application deadline. Targeted marketing and recruitment efforts will include social media posts, advertisements, flyers sent to target schools, and additional media and community advertisements distributed by partners. The Marketing Coordinator will target Pre-K families, M-to-M eligible families, and families of homeschool, charter school, and private school students.

Monitoring Enrollment for After-School Enrichment, Summer, and Extracurricular Activities

The District will monitor the distribution of students in extracurricular activities, including after school and summer school enrollment, to ensure alignment with desegregation goals of preventing racial isolation. The team will ensure that no academic or behavioral requirements prevent enrollment in extracurricular activities related to theme-based curricula, including after school or summer school. Information about the racial composition of all curricular, extracurricular, and summer activities should be publicly reported on an annual basis, including a narrative describing any potential barriers to access. Questions about accessing these opportunities should also be on family surveys and reported as part of regular monitoring efforts.

Surveys

In alignment with our Magnet Plan objectives and our commitment to furthering desegregation goals, the District will implement a comprehensive survey strategy to gauge progress and gather insights across various key areas. Following the principles of continuous improvement and stakeholder engagement, surveys will be strategically conducted after significant events such as family engagement activities, professional development sessions, culture and climate initiatives, marketing events and activities, enrollment activities, and applications processes. These surveys will serve as vital instruments in assessing the efficacy of the District's initiatives, understanding community needs and preferences, and refining strategies to enhance the educational experience within our two STEAM magnet schools. Through diligent survey administration and analysis, the District aims to foster a culture of transparency, responsiveness, and collaboration, ultimately advancing the collective mission of academic excellence and education that is accessible to students of varied backgrounds. The results of the surveys will help the District Magnet Leadership Team identify formative and summative evaluation outcomes and assist in action steps to address any areas of opportunities and concerns.

The parent and teacher surveys both contain open-ended questions, in addition to the validated scales that TEG Group will report on for MSAP, that will allow participants to share suggestions and concerns. Once the information is analyzed each year, the District will share summaries of these qualitative responses as well as track quantitative progress around parents' perceptions of the Magnet Academies Program effectiveness. The TEG will provide a survey snapshot annually, which will be presented to the District Magnet Leadership Team as a starting point for discussion around action steps to address responses. This information will be used to help facilitate the steps the District will take and submit to the court each year.

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In addition, the Magnet Coordinator and Marketing Coordinator will regularly communicate with community partners to support the District with providing marketing and recruitment materials and other pertinent information to parents and families in zones with lower application rates, through community outreach activities (e.g., library, community health centers, churches). The Marketing Coordinator will monitor the success of the community partnerships by surveying parents and/or guardians during the application and/or enrollment process.

Summative Evaluations

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

5. To what extent does the magnet program promote the value of students of all races and increase student desegregation?
6. What effect does the magnet program have on teacher knowledge and pedagogy specific to arts-integration and STEAM instruction?
7. What effect does the magnet program have on students' attitudes about school?
8. What effect does the curriculum implemented in the magnet program have on student academics?

Magnet Monitoring Team

The Monitoring Team is composed of Supervisor of Elementary Education, Magnet Coordinator, Chief Desegregation Implementation Officer, and Director of Curriculum and Instruction. Through monthly monitoring and reporting, the Monitoring Team will assist schools with their plans and activities, as well as serve in an advisory capacity to the site administrators at each magnet school to ensure compliance and effectiveness of the plan implementation. The team will meet bi-monthly to evaluate data on the fidelity of implementation and identify trends. The Monitoring Team will work with a Monitoring Focus Group that will meet twice per year, as discussed below. At the end of each year, the Monitoring Team will evaluate implementation at each school to determine the effectiveness of the program in reaching desegregation goals for each magnet school site.

Monitoring Focus Group

The Monitoring Focus Group will be comprised of a combination of members of the Magnet Development Focus Group and other school community members (e.g., parents and/or guardians, teachers, staff). Plaintiffs will have the opportunity to nominate four (4) members of the Monitoring Focus Group and the District will choose two (2) members from the list of nominees to serve as a representative of the Plaintiff Parties. For the remaining members, in addition to ensuring a membership composed of multiple races, the District is seeking ideal candidates who possess the following qualifications and/or criteria:

- Demonstrate connections to the community (e.g., community member, business owner, parent and/or guardian)

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- Understanding/knowledge of STEAM theme
- Commitment to the success of the magnet schools, and willingness to engage in constructive dialogue and problem solving
- Understanding/knowledge of the Consent Order and the desegregation goals and expectations
- Commitment to non-discrimination and acceptance of all cultures
- Ability to capture a wide range of perspectives
- Equal representation of a Black or White member

Prior to selection, the District will publish on the District Magnet Program website a copy of the court-approved Magnet Plan and the Court Order, with a statement of intent for seeking a membership composed of multiple races for the Monitoring Focus Group. A survey will be linked with questions, including but not limited to, whether the applicant has read each of the documents, the racial demographic of the applicant, the gender demographic of the applicant, and the stakeholder type. The District Magnet Leadership Team will assist the Monitoring Team in evaluating the submissions and contact will be made formally inviting individuals to join the focus group. Communications will provide them with information about meeting frequency, location for meetings, how to participate (e.g., virtual, in-person), and other expectations aligned with the focus group's purpose.

The focus group, which will have members of multiple races, will meet twice a year and will be composed of no more than twelve members, equally balanced to the extent practicable between faculty/staff and parents. Following each focus group, the Monitoring Team will meet with each schools’ administrators and their leadership team members to debrief the results of the monitoring protocol, data themes and trends, compliance with the magnet school plan, and feedback from the monitoring focus group. The following table lists individuals who may be included in the focus group.

Chart 24: Monitoring Focus Group

Monitoring Focus Group	
Pre-Kindergarten	Teacher
Kindergarten	Teacher
First Grade	Teacher
After-School STEAM	Teacher
Staff	Office
Staff	Office/Community Support
Master Teacher	Teacher
PK-5th grades	Parents
Plaintiff Representative	Parent
Plaintiff Representative	Parent
Second Grade	Teacher
Third Grade	Teacher

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Fourth Grade	Teacher
Fifth Grade	Teacher
Librarian	Teacher
Staff	Office
Technology Facilitator	Teacher
Curriculum Coordinator	Teacher

PROGRAM SUSTAINABILITY

The District is dedicated to the long-term sustainability of the STEAM Magnet Program, ensuring students matriculating to middle and high school are able to continue their unique learning pathways. Additionally, the District will secure grant writers to explore additional funding sources to assist in expanding the magnet program to St. Martin Junior High and St. Martin Senior High.

Sustainability Planning and Financial Commitment: The District Magnet Leadership Team will study reports from independent evaluators to identify the most cost-effective interventions with the most significant student and teacher outcomes. This plan will address existing capacity using evaluation results to clarify programmatic elements that should be preserved with an emphasis on leveraging community resources.

The District will continue to evaluate the two STEAM magnet schools to assess funding needs through general operations of the two schools as the district currently does. In addition, the District will fund the grant-funded STEAM teachers, STEAM coordinators, eight (8) additional teacher spots, one (1) per grade level to reduce class sizes as well as one (1) counselor and one (1) librarian. The District will also fund an Assistant Principal at ELC, a position that currently does not exist, as well as two (2) additional bus drivers to transport out of zone students. The District currently maintains both buildings, including utilities and any maintenance to keep the schools in good working order. The District maintains wireless services at both locations; this includes internet access to all students as well as all phones and wired computers. The technology team stays up to date with the latest technology and the district provides for any network upgrades needed to keep the students supported.

Led by the Superintendent with the support by the District Magnet Leadership Team and CFO, the sustainability process will begin in Year 1 in alignment with the core components outlined by the Magnet School Development Framework, including the creation of a strategic financing approach in collaboration with the CFO for each school’s application of needs-based budget, and development and maintenance of broad-based community and business partnership support to secure financial and in-kind support. Formal sustainability planning process will begin in December of 2024 and meet quarterly, thereafter.

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

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

Magnet Budget Sustainability

The District anticipates a successful launch of the magnet programs at the two schools, inspiring families that have left the District to charters, homeschool programs, private and parochial schools to enroll in the magnet schools. Additionally, the District is working diligently to launch a comprehensive strategic plan that includes marketing campaigns to position its schools as the best option to all other competitors. Through these efforts, the anticipated increase in general budget, which is sourced from local, state, and federal funds, will potentially position the District to expand and sustain the magnet schools – both beyond the grant period and into middle and high school.

The chart below illustrates projected, anticipated costs paid from the District’s general fund, for year six (6) after the MSAP grant has expired. These amounts can be anticipated for each year beyond the MSAP grant, based on current costs. Some costs, like personnel, will anticipate an annual increase to account for the cost of living.

Chart 25: Magnet Budget Sustainability Post-MSAP Grant Period

St. Martin Parish Magnet School Sustainability Budget			
BUDGET CATEGORY	FUNDING SOURCE	ANNUAL YEAR TOTAL	PROGRAM JUSTIFICATION
PERSONNEL	DISTRICT	4,319,958.00	STEAM Coordinators, Magnet Coordinator, STEAM Teachers, Principals, Curriculum Coordinator, Licensed Counselor, Librarians, Core Teachers, Substitutes, Professional Development, Professional Development Facilitators, Bus Drivers
FRINGE BENEFITS	DISTRICT	1,548,564.00	Mandated Benefits for Personnel
TRAVEL	DISTRICT	118,601.00	K-5 School, K-5 After-School/Aftercare (5 days a week), Enrichment Field Trips, Conferences, Mileage and Transportation Costs

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SUPPLIES	DISTRICT	109,410.00	Curriculum, STEM Lab, Arts Rooms and other STEAM Rooms, Performing Arts Center, Technology, Materials and Supplies for STEAM Activities (School Day, After-School, Summer)
CONTRACTUAL	DISTRICT	165,688.00	Marketing (e.g., Advertising, Website, Videos), Marketing Coordinator, Recruitment Events and Activities, Beautification, SchoolMint Application Program, Family Engagement Activities and Events, Enrichment Programming, Professional Development, STEAM Programming
FACILITY OPERATIONS	DISTRICT	405,018.00	Facilities and Maintenance (e.g., Asbestos Abatement, Renovations, Utilities, WIFI)
ANNUAL GRAND TOTAL		6,667,239.00	

FINANCIAL PLANNING

MAGNET SCHOOLS ASSISTANCE PROGRAM (MSAP) ROLE

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

The framework of the MSAP Grant, *Providing STEAM integration, Rigor, and new Opportunities for Students to Promote Equitable Real-world Pathways, (P.R.O.S.P.E.R.)* will be implemented at the St. Martin Early STEAM Academy transitioning to St. Martin STEAM Academy. As a result, activities outlined in the grant are allowing the two schools to desegregate based on majority and minority demographics and to increase academic achievement for students enrolled in the magnet program. The District’s goal is to ensure that components of the grant are aligned with the orders of the Court and is committed to implementing the grant protocols accordingly. Therefore, the magnet program will build upon the existing state-funded Pre-K curriculum and incorporate standalone STEAM classes for all Pre-K students at **St. Martin Early STEAM Academy** and also serve students in Kindergarten and 1st grade, who will be immersed in a whole-school STEAM magnet theme. Students will continue the specialized whole-school STEAM offerings at **St. Martin STEAM Academy** in grades 2 through 5. Both programs will focus on learning how to live as global problem-solvers, where students of all racial backgrounds are taught the joy of learning by creating opportunities for “Aha!” moments that are inspired by curiosity, inquiry, creativity, and collaboration. These opportunities afford our students and families to communicate openly and constructively with our schools and community aligned with the desegregation goals.

Implementation Costs and Budget

The budget plan outlines the financial framework for the establishment and successful operation of two STEAM magnet schools within the District, scheduled to launch in the 2024-2025 academic year. The budget encompasses funding from two primary sources: the Magnet

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Schools Assistance Program (MSAP) and annual district allocations. The chart below illustrates a 5-year snapshot of the overall combined MSAP grant and District budget for the magnet schools, broken down by the activity, estimated and projected budget, and funding source.

Chart 26: 5-Year Snapshot of MSAP and District Budget and Justification

St. Martin Parish Magnet Program 5-Year Budget Total			
BUDGET CATEGORY	FUNDING SOURCE	5 YEAR TOTAL	PROGRAM JUSTIFICATION
PERSONNEL	DISTRICT AND MSAP	17,016,435.00	STEAM Coordinators, Magnet Coordinator, STEAM Teachers, Principals, Curriculum Coordinator, Licensed Counselor, Librarians, Core Teachers, Substitutes, Professional Development, Professional Development Facilitators, Bus Drivers
FRINGE BENEFITS	DISTRICT AND MSAP	6,122,779.00	Mandated Benefits for Personnel
TRAVEL	MSAP	718,135.00	K-5 School, K-5 After-School/Aftercare (5 days a week), Enrichment Field Trips, Conferences, Mileage and Transportation Costs
SUPPLIES	MSAP	1,256,855.00	Curriculum, STEM Lab, Arts Rooms and other STEAM Rooms, Performing Arts Center, Technology, Materials and Supplies for STEAM Activities (School Day, After-School, Summer)
CONTRACTUAL	DISTRICT AND MSAP	3,999,264.00	Marketing (e.g., Advertising, Website, Videos), Marketing Coordinator, Recruitment Events and Activities, Beautification, SchoolMint Application Program, Monitoring and Evaluation (e.g., TEG), Family Engagement Activities and Events, Enrichment Programming, Professional Development, STEAM Programming, and Desegregation Magnet Expert/Consultant.
INDIRECT COST	MSAP	1,641,992.00	Other Costs Associated with the Implementation
FACILITY OPERATIONS	DISTRICT	1,657,427.00	Facilities and Maintenance (e.g., Asbestos Abatement, Renovations, Utilities, WIFI)
FACILITY UPGRADES	DISTRICT AND MSAP	841,009.00	Retrofitting Classrooms and Spaces on Each Campus for STEM and Arts-Related Programming (e.g., Dance Room, Music Room)
5 YEAR GRAND TOTAL		33,253,896.00	

MSAP Budget

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In Year One the MSAP expenditure for personnel is \$407,754 and Fringe Benefits is \$193,087, this includes funding for a Magnet Coordinator, four (4) STEAM Coordinators, a Family Engagement Facilitator, eight (8) STEAM teachers, as well as stipends to support curriculum development, professional development, summer camp and afterschool. Detail is provided in **Appendix U**. The MSAP budget in the appendix serves as a budget map, by year and justification, per line-item allocation; guiding the magnet implementation. **The MSAP budget year is October 1 to September 30, each year, beginning October 1, 2023.**

District Budget

In Year One St. Martin School District expenditure for personnel is \$2,455,145 and Fringe Benefits is \$1,144,371, this includes 49 teachers to reduce teacher/student ratio based on the 2024-2025 school year desegregation goals/demographics, one (1) Librarian, one (1) shared Licensed Professional Counselor, two (2) school principals (two extra months of work), one (1) assistant principal, bus drivers, sales tax supplements, professionals and paraprofessionals, and incentive pay as detailed in the budget provided in **Appendix V**. The District will also have schools renovated and aesthetically ready for STEAM theme integration in both the schools' interior and exterior environments, which includes applying graphics, signage, and art in two schools to reflect the theme. Anticipated total expenses in year one is **\$1,238,502.63**. **The District budget year is July 1 to June 30, each year.**

CLOSING POINTS

In conclusion, the District's five-year plan for desegregation at the Magnet STEAM school represents its unwavering commitment to fostering a nondiscriminatory, and thriving learning environment for all students. By implementing comprehensive strategies focused on student achievement, nondiscriminatory access to opportunities, and community engagement, the District aims to break down barriers, celebrate students of all races, and create successful pathways for every child. With dedication, collaboration, and ongoing monitoring, the District Leadership will continue to strive towards the vision of having schools where every student feels valued, supported, and empowered to reach their full potential, regardless of race, ethnicity, or background. Together, the District staff, School Board members, and all other stakeholders will build a brighter future for all St. Martin Parish students and communities.

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APPENDICES