St. Martin Parish School System

Title I Schoolwide Plan
School Name
Saint Martin STEAM Academy

Grade Level: 2-5

Address: 716 North Main Street, St. Martinville, LA 70582

Principal's Name: Erica Pitre

Principal's Email Address: erica_pitre@saintmartinschools.org

School Phone Number:

2026 - 2027

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District Assurance

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

  (Component 1): Comprehensive Needs Assessment

  (Component 2): Evidence-Based Strategies

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

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

  (Component 5): Early Childhood Transition

  (Component 6): Teachers Participate in Decision

  (Component 7): Timely Assistance and Interventions

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

  (Component 9): Teacher Recruitment and Retention

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

Principal	Date
Federal Programs Director	Date

Date	Name	Position	Signature

SCHOOL-WIDE PLAN TEAM MEMBERS
Faculty and Staff Review

Date	Name	Position	Signature
	Erica Pitre	Principial	
	Alyson David	Assistant Principal	
	Jacoby Lewis	Behavior Interventionist	
	Ange Latiolais	Academic Coordinator	
	Lisa George	Secretary	
	Sandi Angelle	Secretary	
	Nichole Airhart-	STEM Coordinator	
	Madison Anderson	Music Teacher	
	Anyia Chretien	Librarian	
	James Croad	Art Teacher	
	Julie Leblanc	Media Arts Teacher	
	Madeline Pierce	Theatre Teacher	
	Jannah Simon	Dance Teacher	
	Corliss Smith	Arts Coordinator	
	Jill Usie	STEM Teacher	
	Alfreda Harrington	2nd Grade Teacher	
	Jasmine Lewis	2nd Grade Teacher	
	Debra Mitchell	2nd Grade Teacher	
	Nechelle Pennington	2nd Grade Teacher	
	Andrea Plunkett	2nd Grade Teacher	
	Nicole Theyard	2nd Grade Teacher	

Faculty and Staff Review

Date	Name	Position	Signature
	Alica Angelle	3rd Grade Teacher	
	Jasmine Campbell	3rd Grade Teacher	
	Kali Galland	3rd Grade Teacher	
	Malette Lewis	3rd Grade Teacher	
	Maude Phillips	3rd Grade Teacher	
	Faith Skipper	3rd Grade Teacher	
	Brittany Bernard	4th Grade Teacher	
	Jordan Bruno	4th Grade Teacher	
	Thomas Fiocchi	4th Grade Teacher	
	Brittany Gaspard	4th Grade Teacher	
	Dana Gautreaux	4th Grade Teacher	
	Louis Lastrappe	4th Grade Teacher	
	Amber Olivier	4th Grade Teacher	
	Michael Stelly	4th Grade Teacher	
	Bailey Dore	5 th Grade Teacher	
	Kyla Dufrene	5 th Grade Teacher	
	Christine Judson	5 th Grade Teacher	
	Ashely Lafleur	5 th Grade Teacher	
	Susan Lopez	5 th Grade Teacher	
	Samantha McGuire	5 th Grade Teacher	
	Angela Romero	5 th Grade Teacher	

Faculty and Staff Review

Date	Name	Position	Signature
	Reagan Viator	5 th Grade Teacher	
	Karen Brown	SPED Teacher	
	Tina Frederick	SPED Teacher	
	Keisha Jones	SPED Teacher	
	Stephanie Landry	Speech Teacher	
	Sophia Seymore	SPED Teacher	
	Vicki Champagne	Para	
	Cynthia Landry	Para	
	Loredana Landry	Para	
	Tasha Schexnayder	Para	
	Nancy Skipper	Para	
	Tammy Belaire	Caferteria	
	Rachel Bohomme	Caferteria	
	Allison Latiolais	Caferteria	
	Sandra Simon	Caferteria	
	Frances Toucheck	Caferteria	
	Katherine Pomier	Caferteria	

St. Martin Parish School System Vision and Mission Statements

Vision: St. Martin Parish School System is a thriving and inclusive educational community that cultivates lifelong learners.

Mission: Every school, every classroom, every day, we commit to creating a safe and positive environment that focuses on delivering engaging, high-quality instruction.

School Vision and Mission Statements

Vision: "To be a nurturing and dynamic learning community where every student is inspired to achieve excellence, realize their full potential, and become empowered contributors to a better world."

Mission: "To educate minds, elevate potential, and empower students to shape a brighter future."

Motto: "Tigers Think. Tigers Try. Tigers Thrive."

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

Comprehensive Needs Assessment Data

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

Stakeholder	Data Types			
	Cognitive	*Attitudinal*	*Behavioral*	*Archival*
Administrators		• *Administrator Evaluation*	• ***Attendance Rate***	• *Demographic Data*
Teachers		• *Teacher Survey* • *Climate and Culture Survey*	• *Classroom Observations* • *Walkthroughs* • *Attendance Rate*	• *Demographic Data*
Students	• *LEAP 2025* • *iReady* • *LEAP 360* • *ACT* • *DIBELS* • *Brigance Screener* • *District Benchmark Assessments* • *Teaching Strategies Gold* • Kite (Numeracy)	• *Student Survey* • *Student Focus Group*	• *Classroom Observations* • *Walkthroughs* • *Discipline Rates* • *Attendance Rates*	• *School Report Card* • *Demographic Data* • *Subgroup Component Data*

Parents		• *Parent Survey*	• *Attendance Rates (school participation)*	• *Demographic Data*

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

Comprehensive Needs Assessments for SY 2025-2026 Title I Schoolwide Planning

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

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

STRENGTHS

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

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	Student performance data indicated that vocabulary was an overall strength across all grade levels.	Spring 26 LEAP Data
2.	Currently all grade levels (3rd-5th) showed an increase in additional and supporting content in mathematics. Students increased their proficiency level from 22.0% to 27.3%.	Spring 26 LEAP Data
3.	Currently all grade levels (3rd-5th) showed an increase in Investigation (science). Students increased their proficiency level from 23.8% to 32%.	Spring 26 LEAP Data

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

Contributing Factor: Administrative team and teachers collaborate weekly to analyze data to drive instruction.
Domain: 500 Sub domain: 550
Instrument(s): LEAP 2025- Spring 25 Scores (ELA) and 3rd Grade DIBELS Scores

Data Type: 1. Cognitive 2. Archival 3. Behavioral	**Findings** 1. During weekly clusters, teachers collaborated and implemented LER best practices. 2. The Instructional Leadership Team observed as a strength in actively monitoring students and giving academic feedback during lesson delivery. 3. Teachers implemented the TRACES writing strategy across every subject. Teachers analyzed data and placed scaffolds when needed.

Contributing Factor: Teachers Implementing district/state mandated standards with fidelity.	
Domain: 200B Sub domain: 260	
Instrument(s): LEAP 2025- Spring 25 Scores	
Data Type: 1. Cognitive 2. Archival 3. Behavioral	**Findings** 1. 43% of current 4th graders were proficient in the vocabulary portion of LEAP 2026. 2. 100% of teachers are held to high professional standards for delivering instruction based on LER. 3. Classroom Observations revealed classroom teachers are implementing the district/state mandated standards with fidelity across the grade levels.

Contributing Factor: Environment is nurturing and conducive to learning.	
Domain: 200B Sub domain: 260	
Instrument(s): Parent survey, Classroom Walk-throughs, Administrative survey	
1. Attitudinal **2. Attitudinal** **3. Behavioral**	**Findings** 1. The administrator stated that the climate at the school is positive. STEAM culture for learning is supported through PD, teacher collaboration, and ILT feedback. 2. Most parents surveyed feel that the school is comfortable and supports learning. 3.Resources and materials supported the learning goals in 85% of the walkthroughs.

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

WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	LEAP test results indicate 79% of current 5th grade students were not proficient on the 2026 LEAP Science test. (Evaluate which requires students to analyze and interpret data and engage in argument.)	Spring 2026-LEAPData
2.	LEAP test results indicate that 97% of current 4th grade students were not proficient in Writing Performance on the LEAP 2026 test.	Spring 2026-LEAPData
3.	LEAP test results indicate 83% of current 4th grade students were not proficient on the 2026 LEAP Social Studies (Examining and Expressing Claims)test.	Spring 2026-LEAPData

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

Contributing Factor: Additional Professional Development and Classroom walkthroughs	
Domain: Curriculum, Instruction, and Assessment Sub domain: Instructional Strategies	
Instrument(s): LEAP 2025/ 3-5th Grade Classroom Observations/Teacher Input	
Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	**Findings** 1. LEAP test results indicate 79% of current 4th graders were not proficient on the Science(Evaluate portion) LEAP test. 2. 85 % of teachers surveyed feel that additional Professional Development is needed in all content areas. More science-developed text is needed for student research. 3. 80% of classroom observations took place in Reading and Math. More observations/classroom walkthroughs need to take place during science.

Contributing Factor: Additional Professional Development and Classroom walkthroughs

Domain: Curriculum, Instruction, and Assessment Sub domain: Instructional Strategies	
Instrument(s): LEAP 2025 Data/Walkthrough Data/ Teacher Input	
Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	**Findings** 1. LEAP test results indicate 97% of current 4th graders were not proficient on the Writing Performance on the LEAP 2026 test. 2. Based on walkthrough and observation data, the ILT team identified a need to strengthen teachers' planning and delivery of effective writing instruction through increased curriculum understanding and targeted support during teacher collaboration meetings. 3. Walkthrough and observation data indicate a need to strengthen writing instruction through improved lesson planning, curriculum understanding, and targeted support during teacher collaboration meetings.

Contributing Factor: Additional Professional Development and Classroom walkthroughs	
Domain: Curriculum, Instruction, and Assessment Sub domain: Instructional Strategies	
Instrument(s): LEAP 2025, Teacher Survey, 2nd Grade Classroom Observations	
Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	**Findings** 1. 43% of current 4th graders were not proficient in examining and expressing claims. 2. Walkthrough data supports that only 25% of 4th grade teachers were utilizing small group time effectively. 3. Walkthrough data support that teachers need more professional development in differentiation strategies that will support student learning.

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

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8 **ESSA Schoolwide Plan Requirements 2 and 3**

Core Academics: *ELA*					
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each Core Academic (area and the subgroups.)*** **1. LEAP data indicated that 79% percent of 4th graders were not proficient in Science**(Evaluate which requires students to analyze and interpret data and engage in argument.) **on the 2025 LEAP in Spring Assessment. - Current 5th Graders** **2.LEAP data indicated that 97 % percent 3rd graders were not proficient in Writing performance. Current 4th graders.** **3. LEAP data indicated that 83 % percent 3rd graders were not proficient in examining and expression claims on the Social Studies LEAP Assessment. Current 4th graders.**				
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. ***Identify objectives for each Core Academic*** *(Achieve)* ***area and the subgroups*** *(Grow).* **1.Students in fifth grade will increase their Science Evaluation proficiency from 23% proficient to 33% proficient on the Spring 2026 LEAP Assessment.** **2. Students in fourth grade will increase their writing performance proficiency from 3.0% to 13.0% on the Spring 2026 LEAP Assessment.** **3. Students in fourth grade will increase their Social studies (examining and expressing claims)23.0% proficient to 33.0 % proficient on the Spring 2026 LEAP Assessment.**				
Evidence-Based Strategies:	x Data-Driven Decision Making	☐ Response to Intervention	☒ Job-Embedded PD	☐ Technology Integration	☐ Other:

CORE ACADEMICS – ELA (Achieve)	**DELETE INFO THAT DOES NOT APPLY** **Tier 1 Resources:** 2:**EL Reading 3-8: Louisiana Guidebooks/Ready Reading**

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: ● SMSA will continue to effectively implement the Louisiana State Standards for ELA by utilizing the **Guidebook curriculum/EL Education Curriculum** with a focus examining textual resources and text complexity to build students' ability to read and understand grade-level	LAA+ Schools for arts integration PD	August 2026-May 2027		the implementation of the following: ● Guidebooks ● curriculum ● READY Intervention

complex texts and express an understanding clearly through writing and speaking. ● ELA teachers will **implement** district **Guidebook curriculum/EL Education Curriculum** scope and sequence. ● ELA teachers will enrich students three times a week for 45 minutes each day using Phonics for Reading and twice a week for 45 minutes per day using Ready Reading. Students will also complete cold read passages via Common Lit. ● ELA teachers will also embed Spelling and Grammar lessons during their ELA block. Lessons will be taken from LDOE Fire.. ● Using **weekly common assessments** (through Oncourse), **LEAP 360** and **district benchmark** assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities ● ELA teachers will administer DIBELS three times a year to monitor student growth. ● Students who are at-risk that are identified as Tier 2 and Tier 3 for RTI will utilize READY and Phonics for Reading. READY is a prescriptive intervention program that offers pathways to growth with precise instruction. **Phonics for Reading** is a three-level series that helps build phonemic awareness, decoding and fluency skills to strengthen reading comprehension. ● Implementation of ARTS integrated lessons to support the STEAM school mission.				(Title 1 Tutors) Sign in sheets, agenda and exit tickets for teachers

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Pre-K: TS GOLD, IReady
K-2nd: DRDP, DIBELS, K-2 Formative Task, IReady, Oncourse Assessment and District Benchmark
3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark
6th - 12th: LEAP 360, Louisiana Guidebooks , District Benchmark

CORE ACADEMICS - Mathematics	Tier 1 Resources: 2-5 READY Math			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Co**	**Documentation**
Instruction: ● **SMSA will continue to effectively implement the Louisiana Student Standard Companion Documents for Math that equates mathematical concepts to stories, with an aim of developing conceptual understanding.** ● **Math teachers will implement Ready Math scope and sequence** ● **Math teachers will embed the constructed response questions within the Eureka Math lessons** ● **Using weekly common assessments (through Oncourse), LEAP 360 and district benchmark assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities** ● **Math teachers will enrich students for 45 minutes per a day. Students will complete Iready Math lessons once a week.** ● **Math teachers will administer the Ready math diagnostic test three times a year to monitor student growth.** ● **Students who are at-risk that are identified as Tier 2 and Tier 3 for RTI will utilize iREADY. iREADY is a prescriptive intervention program that offers pathways to growth with precise instruction.** ● **Implementation of ARTS integrated lessons to support the STEAM school mission.** ● **Implementation of Roboblocky.**	Administrative Team, teachers and paraprofessionals LAA+ Schools for Arts Integration PD UC Davis	August 2026-May 2027		The Administrative Team will conduct weekly observations to review the implementation of the following: ● Ready Math ● READY Intervention (Title 1 Tutors) Sign in sheets, agenda and exit tickets for teachers
DELETE INFO THAT DOES NOT APPLY.				

Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
2nd- 2 Formative Task, IReady and District Benchmark
3rd-5th: IReady Math Assessments, District Benchmark, Teacher Assessments

CORE ACADEMICS – Science	**Tier 1 Resources: 2nd -5th - Great Minds PhD Science**			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: SMSA will continue to effectively implement the Louisiana state standards for Science and PHD Implementation Guide for Science that explores core science concepts to help students make sense of the world around them ● Science teachers will **implement** Science scope and sequence ● Science teachers will **embed** the **constructed response questions** within their Science lessons ● Using **weekly common assessments** (through Oncourse) and **district benchmark** assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities ● Science teachers will utilize the Science labs to enrich their science lessons. Science teachers will conduct experiments. ● Implementation of ARTS integrated lessons to support the STEAM school mission. ● The teachers will also utilize EPIC books to enhance reading material to support student science knowledge. ● Exemplar science will be purchased to help students evaluate science content and promote understanding science data.	Administrative Team, teachers and paraprofessionals LAA+ Schools for arts integration PD	August 2026-May 2027		The Administrative Team will conduct weekly observations to review the implementation of the following: ● PHD Science curriculum Sign in sheets, agenda and exit tickets for teachers
DELETE INFO THAT DOES NOT APPLY. **Include assessment frequency in parenthesis behind each assessment.**				

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
2nd: Teacher made assessments, observation data, and District Benchmark
3rd-5th**:** Teacher made assessments, observation data, district benchmark test

CORE ACADEMICS – Social Studies	**Tier 1 Resources: 2nd-5th Bayou Bridges**			
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: SMP will continue to effectively implement the Louisiana State Standards for Social Studies by utilizing the **Louisiana State Standards** with a focus on examining authentic sources to build knowledge of the social studies content, exploring meaningful questions about sources and content to build understanding, and developing and expressing claims that demonstrate their understanding of the content. ● Social Studies teachers will **implement** Louisiana Standard scope and sequence ● Social studies curriculum implementation (Bayou Bridges) ● Social Studies teachers will **embed writing** within their social studies curriculum ● Using **weekly common assessments** (through Oncourse), **LEAP 360** and **district benchmark** assessments, teachers will analyze data to provide students with remediation, interventions, and/or enrichment opportunities onsite and virtually. ● Social Studies teachers will embed Studies Weekly into their Social Studies curriculum. ● Implementation of ARTS integrated lessons to support the STEAM school mission.	Administrative Team, teachers and paraprofessionals LAA+ Schools for arts integration training PD.	August 2026-May 2027		The Administrative Team will conduct weekly observations to review the implementation of the following: ● Louisiana State Standards Sign in sheets, agenda and exit tickets for teachers
DELETE INFO THAT DOES NOT APPLY.				

Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
2nd: Benchmark assessments/teacher made assessment
3rd-5th: Benchmark assessment/teacher made assessment

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8 **ESSA Schoolwide Plan Requirements 2 and 3**

Core Academics: *DISCIPLINE*					
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each GROW (area and the subgroups.)***				
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. ***Identify objectives for each AREA OF IMPROVEMENT***				
Evidence-Based Strategies:	x Data-Driven Decision Making	☐ Response to Intervention	☒ Job-Embedded PD	☐ Technology Integration	☐ Other:

CORE ACADEMICS – DISCIPLINE (GROW)				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Multi-Tiered System of Support for Behavior **<u>Intervention Tier 1</u>** School-wide behavior expectations ((e.g., Be Respectful, Be Responsible, Be Safe) ● Explicit teaching of social-emotional and behavioral expectations ● Consistent use of reinforcement (e.g., praise, reward systems)	Classroom teachers	August 2026-May 2027		JCampus discipline report, grades/attendance report, parent contact documentation on SBLC PN form, RTI progress monitoring log

● Clear consequences for rule violations ● High-quality classroom management ● Regular screening and progress monitoring ● Culturally responsive and inclusive practices ● Regular screening and progress monitoring ● Culturally responsive and inclusive practices **<u>Tier 2</u>** ● Targeted group interventions (e.g., small groups for social skills, anger management) ● Increased adult monitoring/check-ins ● Structured feedback systems (e.g., Check-In/Check-Out) ● Behavior contracts or point sheets ● Family engagement to support behavioral goals ● Ongoing progress monitoring and team problem-solving **<u>Tier 3</u>** ● Targeted group interventions (e.g., small groups for social skills, anger management ● Functional Behavioral Assessment (FBA) ● Behavior Intervention Plans (BIP) ● Wraparound services involving school, family, and community agencies ● Individual counseling or therapy ● Crisis intervention planning ● Frequent and detailed progress monitoring				Check in check out, set goals, mentor
Instruction: Tier 1- Classroom Students will remain in this Tier as long as they are showing progress. The classroom teacher will chart behavior and document it on the RTI log. *Classroom/School/Bus Intervention- PBIS/Restorative Practices	Classroom teachers	August 2026-May 2027		JCampus discipline report, grades/attendance report, parent contact documentation on

*Re-teach Rules and Expectations *Parental Contact (Required documentation: JCampus discipline report; grades/attendance report; parent contact documentation on SBLC PN form, RTI progress monitoring log.) School's additional Tier 1 Intervention(s): check in check out, set goals, mentor **<u>Tier 2- 3-5 referrals and/or a pattern of behavior; 2 or more suspensions</u>** Students will remain in Tier 2 with targeted interventions as long as they are showing progress. The Behavior Interventionist is responsible for behavior documentation. The interventionist will chart behavior and document it on the RTI log. The pupil Appraisal coordinator will be invited to the meeting. a. **Revisit Classroom/School/Bus Intervention(s)** a. **Parent Conference (doc. on SBLC PN form)** a. **Construct an FBA and BIP and implement the Behavior Plan** . **FBA with parental approval** . **Develop and implement a Behavior Plan; Transition Plan; Crisis Plan- if applicable** a. **Pull-Out Intervention sessions (15 – 25 minutes 2 – 3 times per week)** . **Example: Second Step (in a small group)/PBIS Check-In Check Out/Mentoring/Role Play** 1. **Anger Management, Bully Prevention, Bus Behavior, Peer Interactions, Etc.** . **Early Interventions-FINS/TASC (depending on grade)** e. **consideration made for possible 504/1508 referral**				SBLC PN form, RTI progress monitoring log Check in check out, set goals, mentor

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

PARENT AND FAMILY ENGAGEMENT ACTIVITIES (GROW)				
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Family and Stakeholder Engagement: ● **Teachers will work to ensure that parents have the necessary knowledge and skills to be proactive advocates for their children.** ● **Teachers will provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners and ensure that their child will attain the district goal.** ● **Teachers will provide parents with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families.** ● **After every nine-week period, we send home notifications of RTI progress with progress reports. Parents are invited to meetings to discuss their child's progress. We send home usernames and passwords for Ready. Parents are invited to attend testing workshops, Title 1 family in-services, Ready in-services, and general curriculum workshops. Open communication between parents and teachers is always encouraged. Parents also have access to student's academic information, as well as free educational links through the school's websites.** 1. **August 2026- Meet and Greet - sent to parents on Remind and Facebook page.** 2. **September 2026- TIger Booster Meeting (Review School Improvement Plan.** 3. **September 2026-Grandparents' Day**	Administrative Team, teachers and paraprofessionals	August 2026-May 2027	Title 1: Ready Reading Digital Platform	Sign in sheets, agenda and exit tickets for teachers/Parent Surveys

4. October 2026- STEAM Family Night - review School Improvement Plan 5. October 2026- Parent Conferences 6. October 202- Fall Fest 7. November 2025: Father/Daughter Dance 8. November: Veterans Program 9. December: Christmas Program/Dance 10. February: Black History Program/Mardi Gras Ball 11. March: March Madness(Math Night)/Jungle book Performance 12. May 2026: Sneaker Ball 13. Provide communication through JCall, Finalsite, school marque, newsletters, website and SMP Facebook page.				

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

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

Instruction by Certified Teachers – Certified Teacher Recruitment

(Title I Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.

School Objective(s):	To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
District Level ● **(CIR & UIR Academics)** Schools will partner, as appropriate, with University of Louisiana at Lafayette and TEACH America in order to meet the school's workforce needs. ● **(CIR & UIR Academics)** Mentor Teachers will … to undergraduate residents and Post-Bac candidates. ● **Non-Certified** ● **REACH University (Paraprofessionals)**	HR Supervisor	8/26-5/27	**District funding**	District - Job Fair, College Fairs, District Website

Transition to Next Level School Programs

(Title I Schoolwide Component 7)

Choose Appropriate Level

- ☐ **Not in School to Primary School**
- **x Primary to Elementary School**
- ☐ **Elementary School to Middle School**
- ☐ **Middle School to High School**
- ☐ **High School to Post Secondary**

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Meet and Greet – SMESA/SMSA and SMSA/SMJH	Principal Assistant Principal Technology Coordinator Curriculum Meeting	April 2026- May 2027		Meet and Greet Feedback forms School Transitional Visits (1st to SMSA campus and 5th graders to SMJH)

ESSA – Schoolwide Plan Requirements

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

Schoolwide Program Requirements

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

Steps to Developing a Comprehensive Schoolwide Program Plan

1. Collaboration: Develop with the involvement of parents, community and school personnel

2. Monitoring and Revising: SW plan will remain in effect for duration of school's Title I participation

3. Accessibility: Make SW Plan available to LEA, parents and public in an understandable format and (as practicable) in a language parents understand

4. Coordination: Develop in coordination and integration with other Federal, State, and local services including ESSA programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education programs, career and technical education programs. The plan must also incorporate any Comprehensive or Targeted Support & Improvement activities required.

5. Comprehensive Needs Assessment: CNA must be based on academic achievement information about all students in the school, particularly the needs of those children failing/at-risk of failing to meet challenging state academic standards. The intent of this assessment is to help the school understand the subjects and skills for which teaching and learning need to be improved.