END-OF-THE-YEAR

REPORT SUMMARY

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2025-2026

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Introduction

THE PROMISE OF WHAT IS POSSIBLE
2025–2026 End-of-Year STEAM Magnet Report
Introduction

Built for Children. Built for Possibility.

There are moments in the life of a school system when the work becomes larger than a program, larger than a building, and even larger than the plan that first sets it in motion.

This is one of those moments.

The St. Martin Parish STEAM Magnet Academies were created with an ambitious promise: to build exceptional schools where children from across our community could learn together, discover their talents, challenge themselves academically, experience the wonder of science and the arts, and begin imagining futures they may never before have considered.

During the 2025–2026 school year, that promise continued to take shape.

It could be seen in a child leaning over a pollinator garden to study a flower. It could be heard in the excitement of students talking about STEM Lab, theatre, music, dance, visual arts, clubs, and the teachers who encourage them to keep trying. It could be felt when families walked through the doors of a new PERFECT Family Engagement Center, when prospective parents toured a campus, when students proudly shared their work during STEAM events, and when teachers gathered to deepen their practice and design richer learning experiences.

And increasingly, it can be measured.

Students demonstrated meaningful academic growth. Enrollment continued to move toward the district's desegregation goals. Families from outside traditional attendance zones chose the Magnet Academies for new opportunities which expanded beyond the school day through aftercare, clubs, summer enrichment, and community events. The STEAM vision also began extending beyond the elementary years, creating the foundation for a more connected pathway of opportunity for children as they progress through St. Martin Parish schools.

But numbers alone do not tell this story.

The most important evidence may be found in the voices of children who say they love coming to school, parents who describe their children as happy, challenged, supported, and excited to learn, and educators who are building classrooms where curiosity is expected rather than occasional.

That is the promise of these schools.

The Magnet Plan provided the framework. The desegregation goals established an essential measure of accountability. But the purpose of the work has always been greater than compliance.

It is about children.

It is about creating schools so compelling that families choose them; learning environments so engaging that children want to be there; opportunities so rich that students begin discovering who they are capable of becoming; and a school community where children of different backgrounds learn, create, solve problems, perform, explore, and grow together.

The pages that follow document the progress of that promise during the 2025–2026 school year. They also acknowledge areas where the work must become stronger. Building extraordinary schools is not a single-year initiative, and the district does not view this report as a declaration that the work is finished.

Rather, it is evidence that something important is being built.

A foundation has been laid.

Momentum is growing.

And the vision ahead is clear: to create a sustainable continuum of innovative STEAM education in St. Martin Parish where excellence, opportunity, belonging, and possibility is available to every child.

Because ultimately, the success of this Magnet Plan will not be measured only by enrollment percentages, assessment scores, programs offered, or reports submitted.

It will be measured by the children who walk through these schools and leave them believing they can do extraordinary things.

Acknowledgements

The People Behind the Promise

Transforming a vision into meaningful opportunity for children is never the work of one person, one school, or one year. It requires shared purpose, sustained commitment, and the willingness of many people to believe in what is possible and then work together to make that possibility real.

The St. Martin Parish School District begins by expressing its sincere appreciation to the Honorable Elizabeth Erny Foote, United States Federal Judge, for the opportunity entrusted to the district to undertake this important work. What began as a vision for creating diverse, innovative, and educationally compelling Magnet schools has continued to grow into something with the potential to shape opportunities for generations of children.

We also extend our appreciation to the Plaintiff Parties and their experts for their continued engagement and collaboration. The many conversations, meetings, recommendations, and exchanges that helped shape the approved Magnet Plan have contributed to the continued refinement of this work and to the district's pursuit of schools that are both diverse and extraordinary places for children to learn.

Our gratitude extends to the District Leadership Team, whose determination, persistence, and countless hours of work have helped move the Magnet Plan from vision to implementation and now toward sustainability. We likewise recognize the St. Martin Parish School Board for its continued support of the Magnet initiative and its commitment to providing opportunities that strengthen the educational experiences available to the children and families of St. Martin Parish.

We are also deeply appreciative of the district's legal counsel, whose guidance and counsel have remained invaluable throughout this process. Their work has helped the district thoughtfully navigate complex issues while keeping at the forefront the opportunities this effort can create for students, families, schools, and the broader community.

Yet the promise of these schools ultimately comes to life in the people who fill them each day.

To the administrators, teachers, and staff of our STEAM Magnet Academies, we offer our profound appreciation. Their creativity, resilience, hard work, and willingness to continually grow have transformed plans on paper into experiences for children. They have created classrooms and school communities where curiosity is encouraged, talents are discovered, challenges are embraced, and learning can become something children are excited to experience.

To our parents and families, thank you for your trust, your partnership, your voices, and most importantly, for entrusting your children to this vision. Their confidence in these schools has helped turn possibility into momentum.

And finally, to our students:

You remain at the center of every decision, every program, every opportunity, and every aspiration reflected in this report. Your curiosity challenges us. Your enthusiasm inspires us. Your growth holds us accountable. And your future reminds us why this work matters.

The STEAM Magnet Academies are becoming beacons of possibility. Not simply because of the programs they offer or the facilities they occupy, but because of the children whose talents, ideas, dreams, and potential fill them every day.

To every child who has walked through the doors of our STEAM Magnet Academies: this promise was built for you.

And we are only beginning.

From Promise to Practice

How to Read This Report

The promise of what is possible must ultimately be demonstrated through what we do, whom we serve, what children experience, and the results we achieve.

The 2025–2026 school year represented another important stage in the implementation and maturation of the St. Martin Parish Magnet Plan. The work extended across interconnected areas of school life. Areas such as, student enrollment and racial diversity to instruction, professional learning, family engagement, enrichment, recruitment, facilities, transportation, and long-term sustainability.

These are not separate initiatives.

Together, they represent the essential conditions necessary to create Magnet schools that are diverse by design, distinctive in educational opportunity, academically strong, attractive to families, responsive to their communities, and sustainable over time.

The sections that follow examine both the implementation and impact of that work. Each component provides a different lens through which to evaluate progress: Who are we reaching? What are children experiencing? What are they learning? How are families engaging? Where are we succeeding? Where must we improve? And how will we sustain what is working?

This report therefore does more than catalogue activities completed during the year. It presents evidence of progress, identifies areas requiring continued attention, and establishes the foundation for the district's next phase of improvement.

The district approaches that examination with both pride and humility. Pride in what has been accomplished and humility in recognizing that building extraordinary schools requires continuous reflection, refinement, and improvement.

The promise has been made.

The work that follows is evidence of how that promise is becoming practiced.

Student Enrollment

Table #1 - Magnet Program Enrollment Comparison				
School	**Enrollment as of September 1, 2023**	**Enrollment as of September 1, 2024**	**Enrollment as of September 1, 2025**	**Enrollment as of September 1, 2026**
SMESA	303	318	318	332
SMSA	449	489	493	440
Total	752	807	811	769

September 1st data is used only as a checkpoint to ensure we are maintaining our requirements of the Magnet Plan 18:1 ratio.

Addressing SMSA Enrollment Loss:
As of May 21, 2026 (the last day of school for the 2025-2026 school year) there were a total of 128 students completing their 5th grade year at SMSA who would then go on to matriculate out of the magnet program into Saint Martinville Junior High school. However, the incoming 2nd grade students on August 10, 2026 (the first day of school for the 2026-2027 school year) had a class size of 97. Due to matriculation alone there was a 31 student loss between May 21, 2026 and August 10, 2026. Due to parents providing data or records requests, the majority of students who withdrew from SMSA did so due to relocation out of the parish. Parents provided information about five students who specifically transferred to a charter school, and three to private school.

Table #2 - SMESA Year-over-Year White / Black Racial Percentage Comparison				
SMESA % by Race	**White %**	**Black %**	**District Elementary % Black**	**+/- 15%**
As of 9/1/23	30.7	67.3	48.2	+19.1
As of 9/1/24	33.3	62.9	48.4	+14.5
As of 9/1/25	37.1	61.3	48.5	+12.8
As of 9/1/26	35.2	60.8	49	+11.8

Table #3 - SMSA Year-over-Year White / Black Racial Percentage Comparison				
SMSA % by Race	**White %**	**Black %**	**District Elementary % Black**	**+/- 15%**
As of 9/1/23	31.6	65	48.2	+16.8
As of 9/1/24	39.9	57.5	48.4	+9.1
As of 9/1/25	36.9	60.6	48.5	+12.1
As of 9/1/26	38.9	59.3	49	+10.3

Magnet Academies continue to demonstrate significant strides toward the district's desegregation goals. As the tables above illustrate, enrollment data for each school aligns with the goals of our Magnet Implementation Plan of +/- 15%.

Table #4 - 2026-2027 Total Magnet Academy Applications					
Total Applications (New 26-27)	**59**	**SMESA (26-27 New Applications)**		**SMSA (26-27 New Applications)**	
Total Tier 1 Applications *(White)*	**17**	**Total SMESA Tier 1 Applications *(White)***	**3**	**Total SMSA Tier 1 Applications *(White)***	**14**
Total Tier 2 Applications (Employee Privilege - Black, White, and/or Other	**5**	**Total SMESA Tier 2 Applications (Employee Privilege - Black, White, and/or Other**	**3**	**Total SMSA Tier 2 Applications (Employee Privilege - Black, White, and/or Other**	**2**
Total Tier 3 Applications (Black, White, and/or Other)	**37**	**Total SMESA Tier 3 Applications (Black, White, and/or Other)**	**18**	**Total SMSA Tier 3 Applications (Black, White, and/or Other)**	**19**

Table #5 - 2026-2027 Total Magnet Applications *(by Tier and Grade)*							
Tier type	**Pre-K**	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**
Tier 1	1	2	0	3	4	4	3
Tier 2	3	0	0	1	1	0	0
Tier 3	11	5	2	6	7	3	3

Table #6 - Tier 1 26-27 School Year Applications *(by Grade, Race, Zone, and School Applied For)*									
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**	**Out of Parish Zone**	**School Applying for**
PK	1	1	0	0	0	1	0	0	SMESA
K	2	2	0	0	0	2	0	0	SMESA
1	0	0	0	0	0	0	0	0	SMESA
2	3	3	0	0	0	3	0	0	SMSA
3	4	4	0	0	0	4	0	0	SMSA
4	4	4	0	0	0	4	0	0	SMSA
5	3	3	0	0	0	3	0	0	SMSA
Total:	**17**	**17**	**0**	**0**	**0**	**17**	**0**	**0**	

Table #7 - Tier 2 26-27 School Year Applications *(by Grade, Race, Zone, and School Applied For)*									
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**	**Out of Parish Zone**	**School Applying for**
PK	3	3	0	0	1	0	1	1	SMESA
K	0	0	0	0	0	0	0	0	SMESA
1	0	0	0	0	0	0	0	0	SMESA
2	1	0	1	0	0	0	0	1	SMSA
3	1	0	1	0	1	0	0	0	SMSA
4	0	0	0	0	0	0	0	0	SMSA
5	0	0	0	0	0	0	0	0	SMSA
Total	5	3	2	0	2	0	1	2	

Table #8 - Tier 3 26-27 School Year Applications *(by Grade, Race, Zone, and School Applied For)*									
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**	**Out of Parish Zone**	**School Applying for**
PK	11	2	7	0	4	2	4	0	SMESA
K	5	2	3	0	4	0	1	0	SMESA
1	2	1	1	0	2	0	0	0	SMESA
2	6	2	4	0	2	2	2	0	SMSA
3	7	3	4	0	5	0	0	0	SMSA
4	3	0	3	0	1	1	1	0	SMSA
5	3	3	0	0	2	0	1	0	SMSA
Total	37	13	22	0	20	5	9	0	

Table #9 - Out-of-Zone Students who Applied, Were Accepted and Enrolled *(by Grade, Race, Zone, School and Tier as of 9/1/26)*									
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**	**Out of Parish Zone**	**School Applying for**
PK	6	4	1	1	2	1	3	1	SMESA
K	2	2	0	0	0	2	0	0	SMESA
1	0	0	0	0	0	0	0	0	SMESA
2	5	3	2	0	0	4	0	1	SMSA
3	6	4	2	0	1	5	0	0	SMSA
4	2	2	0	0	0	2	0	0	SMSA
5	3	3	0	0	0	3	0	0	SMSA
Total	**24**	**18**	**5**	**1**	**3**	**17**	**3**	**2**	

Table #10 - Out-of-Zone Students who Applied, Were Accepted and <u>DID NOT</u> Enroll *(by Grade, Race, Zone, School and Tier as of 9/1/26)*									
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**	**Out of Parish Zone**	**School Applying for**
PK	1	1	0	0	0	1	0	0	SMESA
K	0	0	0	0	0	0	0	0	SMESA
1	0	0	0	0	0	0	0	0	SMESA
2	0	0	0	0	0	0	0	0	SMSA
3	0	0	0	0	0	0	0	0	SMSA
4	2	2	0	0	0	2	0	0	SMSA
5	0	0	0	0	0	0	0	0	SMSA
Total	3	3	0	0	0	3	0	0	

Of the three students who applied for the Magnet Program, were accepted, and did not enroll, the following reasons were given by the parent:

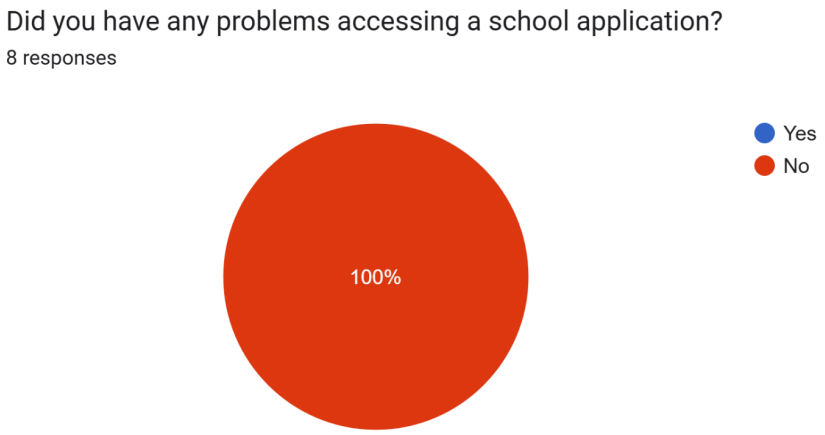
- Student 1: “Our circumstances have changed and we are needing to stay closer to home at this time. Unfortunately I have to withdraw our applications for STEAM.”
- Student 2: (*Sibling of Student 1*) “Our circumstances have changed and we are needing to stay closer to home at this time. Unfortunately I have to withdraw our applications for STEAM.”
- Student 3: No reason for decline was stated by the parent.

A parent of two Tier 1 siblings stated *“the worst decision we’ve ever made was pulling them out*

of magnet". Both students attended the Magnet Program in Year 1, withdrew and attended their zoned school in Year 2, and then re-applied and are currently enrolled in the Magnet Program now during Year 3.

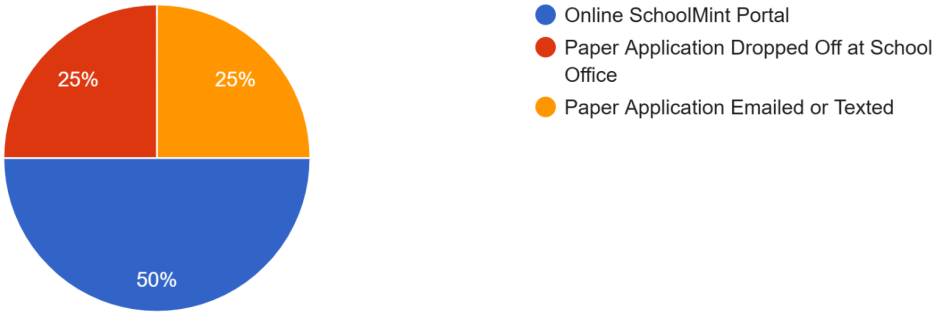
Table #11 - Racial Demographics of Students Enrolled in Magnet Programs *(by Grade, Race, Zone, and School as of 9/1/26)*								
Grade Level	**White**	**Black**	**In Zone**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**	**Out of Parish Zone**	**School Applying for**
PK	35	56	92	2	0	3	1	SMESA
K	48	73	115	0	5	3	0	SMESA
1	34	73	104	3	3	1	0	SMESA
2	37	54	78	1	8	2	2	SMSA
3	41	60	88	1	12	1	1	SMSA
4	48	75	113	1	6	6	1	SMSA
5	45	72	106	4	6	3	0	SMSA

Magnet Post-Application Survey Data



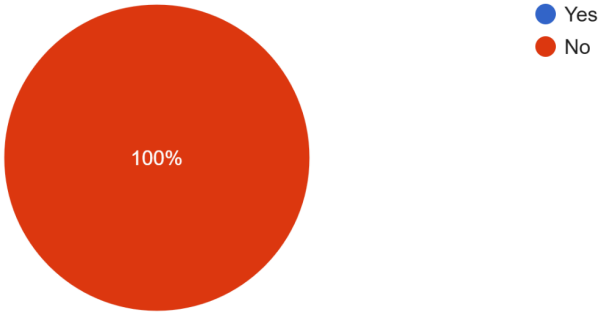
Did you apply using the online SchoolMint portal or a paper application?

8 responses



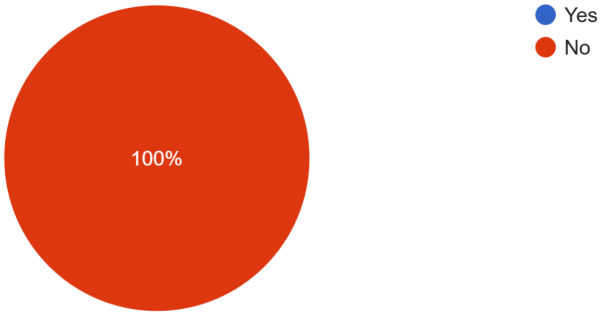
If you used the Online SchoolMint Portal to apply, did you have any challenges?

6 responses



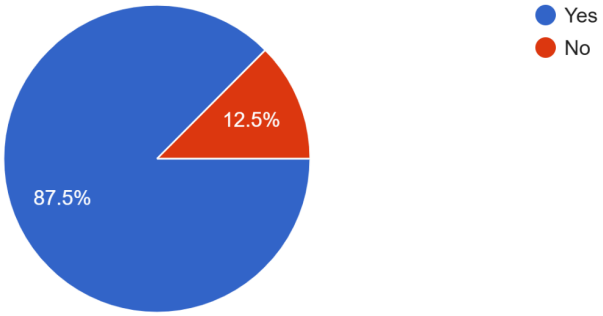
If you applied using a paper application, whether it was sent digitally or dropped at a school office, did you have any challenges?

7 responses



Was the application process clear and easy to understand?

8 responses



What suggestions do you have for improving the application process in the future?

3 responses

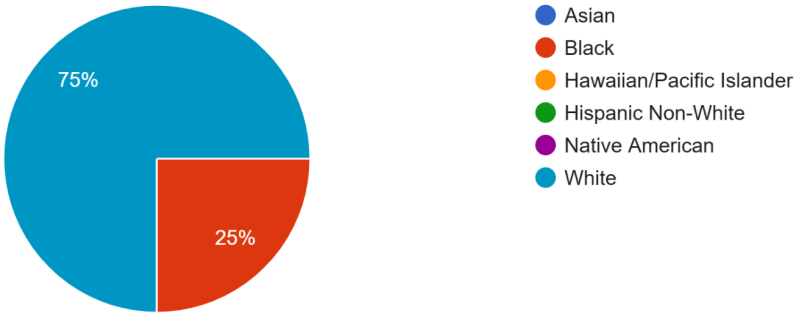
It was a very easy process

The process for PreK was very cumbersome. Parents are asked to fill out a Google form, then wait on an email, then complete information on an online portal. Having multiple steps and waiting on a link in my email seemed unnecessary. I almost missed the email!

I think that if your child is waitlisted, a number should be given of where they are on that waitlist. (if they are third in line, then let them know) I also think perhaps an honest explanation of why they were waitlisted might help the parent in decision making on whether or not they want to hold out and remain on the list to be accepted or not. Meaning are the classes full (18:1 in all classes and your child would be the start of a new class that would need to be filled in order to be opened up, is it because of their race not being preferential due to the desegregation case, is it because their current zone isn't preferential, etc)

What is the primary race of the child you applied for:

8 responses



Theme Integration & Curriculum Implementation

During the 2025–2026 school year, St. Martin Early STEAM Academy and St. Martin STEAM Academy continued to strengthen implementation of a rigorous, standards-aligned instructional program grounded in the integration of science, technology, engineering, the arts, and mathematics (STEAM). Teachers worked intentionally to address gaps in students' background knowledge and foundational skills across reading, mathematics, science, and social studies while providing students with opportunities to apply their learning through inquiry, problem solving, creativity, and real-world connections.

STEAM and arts integration were evident throughout the instructional program, and student engagement remained an important focus of both schools. Families also participated in STEAM Nights, school programs, and other instructional and community events designed to extend learning beyond the classroom and strengthen connections among students, families, and the schools.

Instructional Leadership and Collaborative Planning
Instructional Leadership Team meetings were conducted weekly at both schools. Also, weekly grade-level Teacher Collaboration meetings provided an additional structure for teachers and school leaders to examine curriculum implementation, review student data, monitor student progress, identify instructional needs, and determine appropriate next steps in the teaching and learning cycle.

These collaborative structures became increasingly important as teachers refined their understanding of curriculum expectations and examined the relationship among standards, instructional practice, student performance, and STEAM integration. Rather than approaching curriculum implementation as a series of isolated lessons, teachers were encouraged to consider how learning progresses across lessons, units, disciplines, and grade levels.

Evaluation of STEAM Integration
Ongoing instructional observations and evaluation during the past two years identified an area requiring additional attention. Although STEAM and arts integration were occurring, implementation was not consistently embedded within core instruction. In some classrooms, integrated activities functioned more as extensions or enrichment opportunities rather than as intentional components of standards-based teaching and learning.

Teacher feedback also indicated that time constraints and uncertainty regarding how to integrate STEAM concepts effectively sometimes resulted in integration being reserved for the end of a lesson, the end of the week, or a culminating activity. Additionally, instructional planning sometimes emphasized artistic components more prominently than the science, technology, engineering, and mathematical components of STEAM.

School leadership determined that strengthening implementation required more than simply increasing the number of STEAM activities. Teachers needed a clearer and more consistent

process for designing integrated instruction in which STEAM concepts reinforce required academic standards and deepen students' understanding of core content.

Strengthening the Curriculum Design Process

Based upon this analysis, school leaders and teachers undertook a comprehensive curriculum-planning process during the spring and summer. The work focused on reviewing curriculum, refining pacing, strengthening unit design, and developing a more systematic approach to STEAM integration for implementation during the 2026–2027 school year.

The theme guiding this work was Innovation. As part of the planning process, the schools developed an Innovation Cycle, informed by the Engineering Design Process, to provide teachers with a common and easily understood framework for planning inquiry-based, integrated instruction.

The framework was adapted to reflect the developmental needs and grade bands of each school. Teacher leaders used the Innovation Cycle to guide curriculum review and to strengthen the scope and sequence of instructional units. The objective was to move STEAM integration from an occasional instructional extension to an intentional component of standards-aligned teaching and learning.

Three principles guide the strengthened curriculum framework:

1. The Innovation Cycle as a Common Instructional Framework.
   The Innovation Cycle provides teachers and students with a consistent process for questioning, investigating, designing, testing, reflecting, and improving. The framework can be applied across content areas and provides a common structure for both core instruction and interdisciplinary learning.
2. Curricular Interdependence.
   Integrated experiences are intentionally connected to required academic content rather than treated as separate or competing instructional activities. Teachers design units so that students apply knowledge and skills from multiple disciplines in demonstrating mastery of identified standards and completing culminating learning experiences or Project-Based Learning (PBL) tasks.
3. Contextual and Experiential Learning.
   Where appropriate, units incorporate authentic real-world applications, field experiences, community resources, and guest speakers connected to the subject matter being studied. These experiences are designed to help students connect abstract academic concepts to concrete applications and strengthen understanding through meaningful learning experiences.

From Integration Activities to Integrated Learning

The revised approach represents an important evolution in the schools' STEAM implementation. Rather than treating "Arts Integration" and "STEM Integration" as separate activities to be added to an already established curriculum, the schools are moving toward a unified instructional model in which interdisciplinary learning supports mastery of core academic standards.

Long-range, quarterly, and unit-level planning will provide teachers with opportunities to identify the central concepts students must understand and then intentionally sequence instruction

toward a culminating demonstration of learning. Within this framework, integration is not an additional requirement competing for instructional time; it becomes one of the mechanisms through which students engage more deeply with required academic content.
At St. Martin STEAM Academy, the curriculum design framework further supports teachers in identifying the conceptual “heartbeat” of each unit and aligning daily instruction to an overarching learning goal. Depending upon the content, this may include a guiding focus question, a real-world science anchor phenomenon, a complex mathematical problem, a significant writing task, or a culminating project.

The framework provides teachers with a step-by-step roadmap for identifying foundational entry points, sequencing and scaffolding connected learning experiences, and ensuring that individual lessons contribute directly to the unit’s identified standards and mastery expectations.
Importantly, the framework is intended to function as a continuous-improvement process rather than a static planning document. Teacher collaboration, student performance data, instructional observations, and classroom implementation will continue to inform adjustments throughout the 2026–2027 school year.

Through this work, the STEAM Academies are strengthening the connection among curriculum, instruction, collaboration, and student outcomes while establishing a more consistent schoolwide approach to interdisciplinary learning. The goal is to ensure that students are not simply exposed to STEAM activities, but are routinely challenged to think critically, analyze problems, make connections across disciplines, apply their knowledge, and create solutions as an integral part of their daily learning experience.

A Common Framework for Integrated, Standards-Aligned Learning
The Innovation Cycle provides a consistent instructional framework for integrating STEAM concepts within core academic instruction. Adapted from the Engineering Design Process, the cycle guides students through inquiry, investigation, application, problem solving, reflection, and refinement while maintaining alignment with grade-level academic standards.
The framework is designed to strengthen curricular connections across disciplines and ensure that STEAM integration supports, “not competes with”, required academic learning. Through repeated use of the Innovation Cycle, students are provided structured opportunities to apply knowledge, make interdisciplinary connections, test ideas, evaluate results, and improve their thinking as part of the learning process.



Magnet Program Innovation Cycle

Professional Development

Summer professional development for the 2025–2026 school year focused heavily on deep STEAM integration and project-based learning. Central to these sessions was specialized training in the UC Davis C-STEAM curriculum, where teachers participated in hands-on workshops centered on computing, coding, and robotics—including the use of Linkbots and RoboPlay platforms. This training equipped educators to integrate computer science, engineering, and interactive technology into core mathematics and science instruction, strengthening students' foundational problem-solving skills across magnet campuses.

Professional development for the Louisiana A+ Schools initiative was sustained throughout the year through dedicated site visits, mid-year reviews, and ongoing classroom coaching. Educators received targeted feedback on integrating visual art, music, drama, and movement into daily core academic instruction. This continuous coaching empowered teachers to use arts integration strategies to deepen student understanding of state standards, blending creative expression with academic rigor to reinforce the unique identity of the Magnet Academies.

To foster a supportive school climate and promote positive student behavior, staff engaged in professional development for the Positive Action curriculum. Positive Action provided teachers with evidence-based strategies for social-emotional learning, character education, and self-reinforcing positive behaviors.

District and campus leaders continued their professional growth through national leadership conferences, including the MSAP Project Directors' Conference and the Magnet Schools of America (MSA) Conference. These sessions provided critical guidance on federal desegregation compliance, sustainability planning, data monitoring, and effective recruitment strategies. Complementing this, school teams attended national arts integration and STEAM workshops, returning with refined instructional strategies that support the continued implementation fidelity of both SMESA and SMSA.

Culture and Climate

Saint Martin STEAM Academy (SMSA) fostered school spirit, community, and hands-on civic leadership through its Elements House System. Students were sorted by grade level into four distinct houses representing the natural elements: Earth, Air, Fire, and Water.

- STEAM & Theme Integration: Element themes were woven directly into grade-level STEAM projects, connecting scientific concepts to campus identity.
- Student-Led Elections: To build real-world leadership skills, students ran active campaigns for House Chief—designing campaign posters, delivering speeches, and participating in a grade-level vote.
- Action-Oriented Leadership: Elected House Chiefs collaborated throughout the school year in active leadership roles, working directly with staff and administration to drive campus initiatives and enact meaningful change.

- Culture & Community: Students earned points for positive behavior, teamwork, and house challenges, building campus pride and healthy competition.



SMSA students placed votes for their preferred House Chief.

Student Leadership: 4th & 5th Grade Summer Leadership Retreat

To set a positive tone for the upcoming school year, SMSA staff designed and hosted a dedicated Summer Leadership Retreat at the Cade Community Center for rising 4th and 5th-grade students. Each grade level participated in an immersive, full-day retreat focused on foundational character traits and peer leadership.

- **Core Leadership Pillars:** Interactive workshops centered on kindness, conflict resolution, friendship, mentorship, and effective teamwork.
- **Empowering Upperclassmen:** The program prepared upper-elementary students to step into their roles as campus leaders, mentors, and positive role models for younger peers.
- **Community-Based Learning:** Utilizing the Cade Community Center provided an engaging, off-campus environment that refreshed students and strengthened peer bonds before the academic year began.
- **Team-Building & Celebration:** To balance leadership growth with fun, each afternoon featured rented water slides and water activities, giving students time to cool off, relax, and build organic friendships.



Top Row: Students playing ice breaker games
Middle Row: Students collaborating on team projects
Last Row: Students collaborating on team challenges



Top photo: 4th Grade Leadership Retreat Bottom Photo: 5th Grade Leadership Retreat

School Performance Data

The 2025–2026 school performance data reflects strong foundational growth, notable benchmark gains, and targeted academic progress across St. Martin Early STEAM Academy (SMESA) and St. Martin STEAM Academy (SMSA). Through continuous theme-based instruction and structured academic interventions, student achievement data demonstrates significant progress from beginning-of-year (BOY) to end-of-year (EOY) benchmarks, alongside positive year-over-year trends on state assessments.

St. Martin Early STEAM Academy School Performance Data

Table #12 - SMESA Dibels Literacy Data (BOY - EOY)			
Whole School (K-1)	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	33%	59%	26% Increase
Below grade Level %	67%	41%	

Table #13 - SMESA Kindergarten Dibels Literacy Data (BOY - EOY)			
Kindergarten	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	26%	58%	32% Increase
Below grade Level %	74%	42%	

Table #14 - SMESA 1st Grade Dibels Literacy Data (BOY - EOY)			
1st Grade	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	41%	60%	19% Increase
Below grade Level %	59%	40%	

Table #15 - SMESA ELA State Assessment Results (Year-over-Year based on Dibels)			
Projection Type	2024-2025	2025-2026	+/- Change in Results Year to Year comparison
ELA % Mastery	43.5%	58.9%	15.4% Increase
ELA total Growth	42.1%	77.4%	35.3% Increase

Table #16 - SMESA i-READY Math Data (BOY - EOY)			
Whole School (K-1)	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	4%	57%	53% Increase
Below grade Level %	97%	53%	

Table #17 - SMESA Kindergarten iREADY Math Data (BOY - EOY)			
Kindergarten	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	4%	71%	67% Increase
Below grade Level %	96%	30%	

Table #18 - SMESA 1st Grade iREADY Math Data (BOY - EOY)			
1st Grade	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	3%	43%	40% Increase
Below grade Level %	97%	57%	

St. Martin Early STEAM Academy School Performance Data

Table #19 - SMSA Grade Dibels Literacy Data (BOY - EOY)			
Whole School (Grades 2-3)	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	50%	54%	4% Increase
Below grade Level %	50%	46%	

Table #20 - SMSA 2nd Grade Dibels Literacy Data (BOY - EOY)			
2nd Grade	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	51%	61%	10% Increase of proficiency (on grade level)
Below grade Level %	49%	39%	

Table #21 - SMSA 3rd Grade Dibels Literacy Data (BOY - EOY)			
3rd Grade	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	49%	50%	1% Increase of proficiency (on grade level)
Below grade Level %	51%	50%	

Note: In 3rd grade, focus is shifted to the State LEAP Assessment. Historically, 3rd grade students have only taken the LEAP State Assessment. Due to 3rd grade Dibels scores trending downwards throughout the district and state, the state has implemented Dibels testing to assess reading skills. Since this was a state-wide challenge the state implemented a required summer learning program for those students who scored below grade level.This began in the summer of the 24-25 school year.

Table #22 - SMSA 2nd Grade iREADY Math Data (BOY - EOY)			
2nd Grade	Beginning-of-Year (BOY)	End-of-Year (EOY)	BOY - EOY Change
On or above grade level %	6%	30%	24% Increase of proficiency (on grade level)
Below grade Level %	94%	70%	

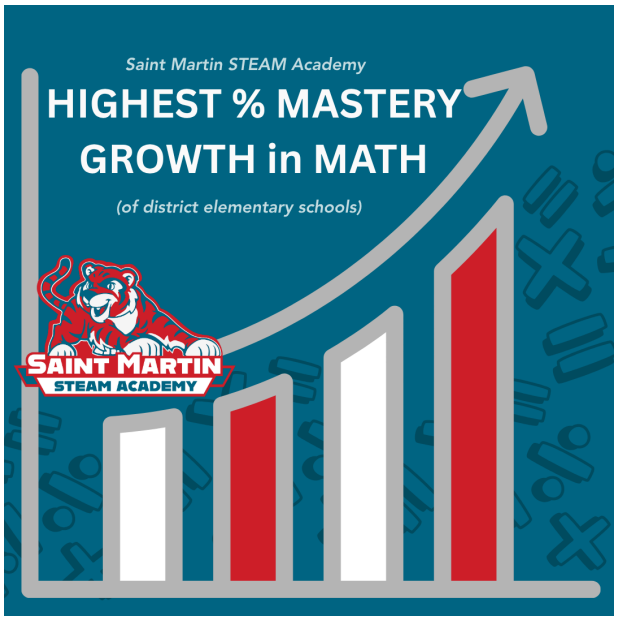
Table #23 - SMSA LEAP State Assessment Results - % Mastery			
Subject Assessed	2024-2025	2025-2026	+/- Change in Results Year to Year comparison
ELA	42.1%	40.1%	-2.0%
Math	21.9%	25.7%	+3.8%
Science	17.7%	24.9%	+7.2%
Social Studies	19.6%	19.8%	+0.2%

Table #24 - SMSA LEAP SUBGROUP State Assessment Results - % Mastery *(All subjects combined)*			
Subgroup	2024-2025	2025-2026	+/- Change in Results Year to Year comparison
SPED	9.0%	17.0%	+8.0%
Economically Disadvantaged	21.0%	25.0%	+4.0%
Black Students	20.0%	23.0%	+3.0%

Magnet School Academic Growth Highlights











Saint Martin Early STEAM Academy has achieved a Gold rating based on the Louisiana Department of Education teacher/child ratio which indicates classrooms of 4-5 years old must remain at a 1:10 ratio or smaller. More information about the Louisiana Department of Education Teacher/Child Ratios can be found here: https://doe.louisiana.gov/docs/default-source/early-childhood/teacher-child-ratios.pdf?sfvrsn=6

Saint Martin Early STEAM Academy scored 100% on the Tiered Fidelity Inventory (TFI), the highest score in the district. This outstanding result demonstrates the extent to which SMESA is effectively implementing the core values and practices of Positive Behavioral Interventions and Supports (PBIS).

Saint Martin STEAM Academy implemented a grief-sensitive school framework and earned official designation as a Grief-Sensitive School through the Grief-Sensitive Schools Initiative (GSSI), a program of the New York Life Foundation. The framework aligns with Social-Emotional Learning (SEL) by supporting students' emotional regulation, healthy coping skills, relationships, and ability to navigate grief and loss while maintaining engagement in school. This designation recognizes accredited K–12 schools that have established supportive practices and resources to address the needs of students and school communities experiencing grief and loss.

Aftercare / Clubs

Below is a breakdown of after school care racial demographics and zones at both Saint Martin Early STEAM and Saint Martin STEAM Academy for the 2025-2026 school year.

Table #25 - SMESA After School Care Racial Demographics*		
	Total Enrolled	Total Percent
Black	78	70%
White	33	29%
Other	1	1%
TOTAL	112	100%

Table #26 - SMESA After School Clubs Racial Demographics*		
	Total Enrolled	Total Percent
Black	49	73%
White	18	27%
Other	0	0%
TOTAL	67	100%

Table #27 - SMESA After School Care Zone Breakdown*					
	In-Zone	CP/TE	PP/PM	BBP/BBE	Out of Parish
Total Enrollment	104	3	3	2	0
Total Percent	93%	3%	2%	2%	0%

Table #28 - SMESA After School Clubs Zone Breakdown*					
	In-Zone	CP/TE	PP/PM	BBP/BBE	Out of Parish
Total Enrollment	62	2	1	2	0
Total Percent	93	3	1	3	0

**Percentages rounded to the nearest whole number.*

Table #29 - SMSA After School Care Racial Demographics*		
	Total Enrolled	Total Percent
Black	60	65
White	29	32
Other	3	3
TOTAL	92	100

Table #30 - SMSA After School Clubs Racial Demographics*		
	Total Enrolled	Total Percent
Black	144	61
White	89	37
Other	4	2
TOTAL	237	100%

Table #31 - SMSA After School Care Zone Breakdown*					
	In-Zone	CP/TE	PP/PM	BBP/BBE	Out of Parish
Total Enrollment	74	6	9	3	0
Total Percent	80	7	10	3	0

Table #32 - SMSA After School Clubs Zone Breakdown*					
	In-Zone	CP/TE	PP/PM	BBP/BBE	Out of Parish
Total Enrollment	194	19	13	10	1
Total Percent	82%	8%	5%	4%	0%

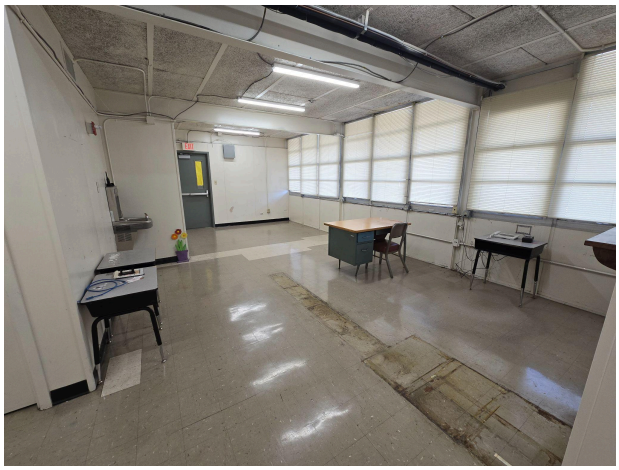
**Percentages rounded to the nearest whole number.*

Facilities and Beautification

Construction of the PERFECT Family Engagement Centers at both Saint Martin Early STEAM Academy (SMESA) and Saint Martin STEAM Academy (SMSA) broke ground this year, with SMSA's facility now fully completed.









Top: Completed SMSA Family Engagement Center
Middle Left: SMESA Center under Construction
Middle Right: Before construction at SMSA
Bottom: Window vinyl wrap outside SMSA's Family Engagement Center

Updated school banners were designed and installed on Saint Martin Early STEAM Academy's campus to replace worn and torn signage. The refreshed banners enhance the campus's appearance while reinforcing school pride and creating a welcoming environment for students, families, and visitors.



As an extension of campus beautification efforts, each magnet school has incorporated living science habitats on their campus that organically blend environmental enhancement with hands-on learning opportunities.

Through the support of a grant and the generosity of local business partners, Saint Martin Early STEAM Academy expanded its campus by installing three raised garden beds and additional plantings as part of its pollinator habitat. Lafayette Materials donated the necessary supplies, while the Weatherford Foundation contributed volunteer time to complete the project. The pollinator habitat serves as an outdoor learning space that students actively use throughout the year to explore science, environmental stewardship, and sustainability.



SMESA students smelling each species of flower in the pollinator's garden.

Saint Martin STEAM Academy established new interactive living habitats on campus, including a dedicated turtle habitat housing three turtles and multiple chicken coops. These experiential learning spaces allow students to study animal life cycles firsthand, integrate creative arts and narrative writing into their science curriculum, and develop civic responsibility through the daily care and maintenance of the animals and their environments.



Left: One of two new chicken coops



Right: New turtle habitat

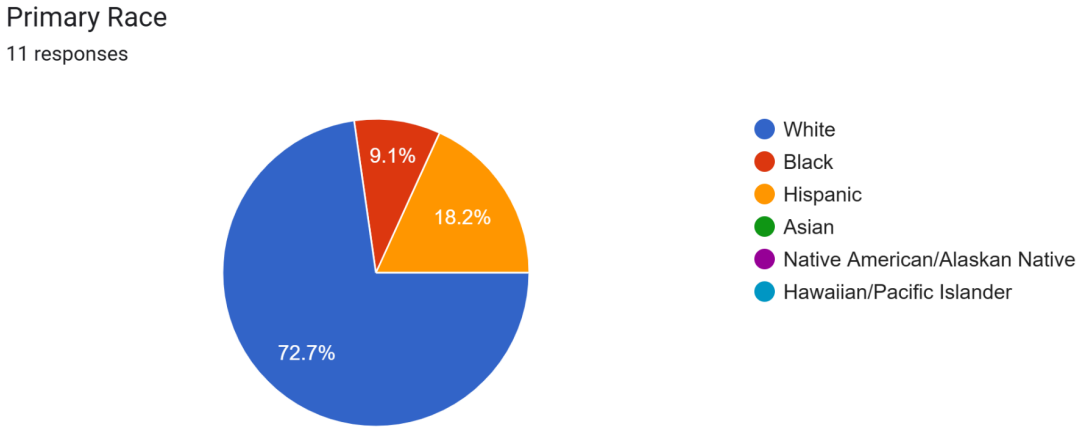
PERFECT Family Engagement Center

With construction fully completed on the PERFECT Family Engagement Center at Saint Martin STEAM Academy (SMSA) and ongoing progress at Saint Martin Early STEAM Academy (SMESA), family engagement rates are projected to increase significantly in the upcoming school year.

During the summer enrichment program, the new center hosted a soft grand opening with **36 families** in attendance (based on official sign-in records):

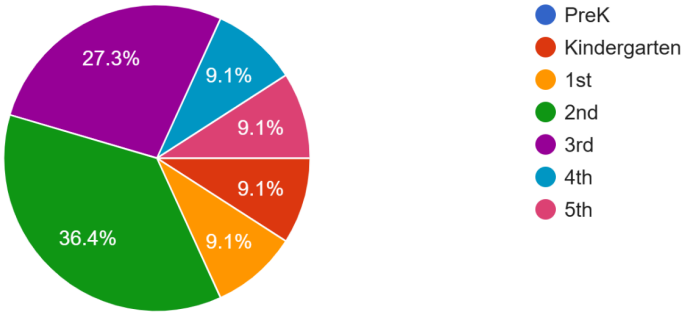
- **Demographic Breakdown:** 19 White families (52.8%) and 17 Black families (47.2%).
- **Zone Distribution:** 6 families identified from the Cecilia zone, 1 from Breaux Bridge, and 1 from Parks *(Note: Not all attendees specified their home zone)*.

Below are survey responses received from a voluntary survey provided during the soft grand opening.



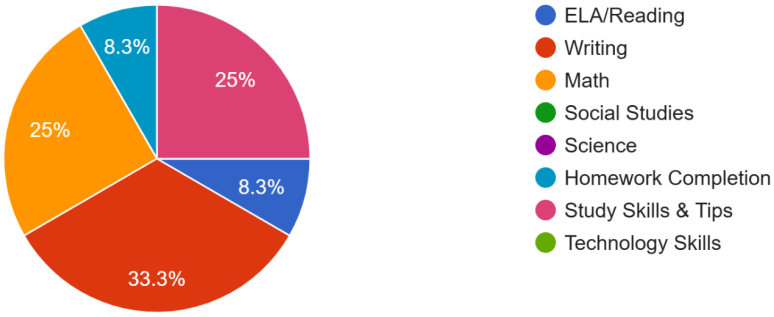
Grade Level for 2026-2027

11 responses



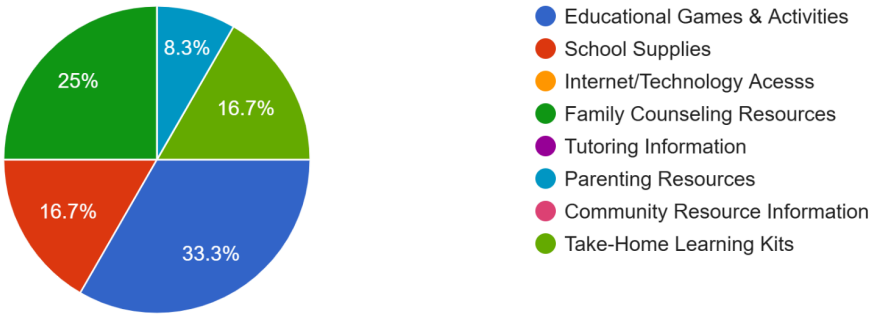
2. What academic areas does your child need the most support? (Select all that applies)

12 responses



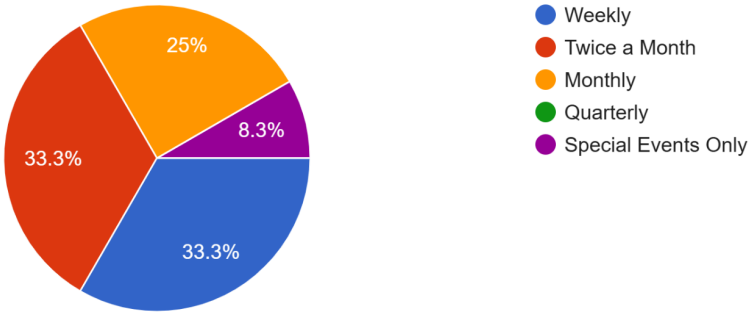
3. What resources would be most helpful for your family? (Select all that applies)

12 responses



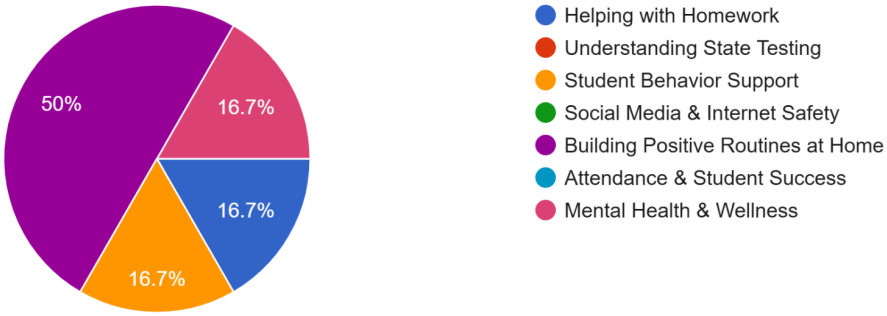
4. How often would you like the Family Resource Center to host events or workshop?

12 responses



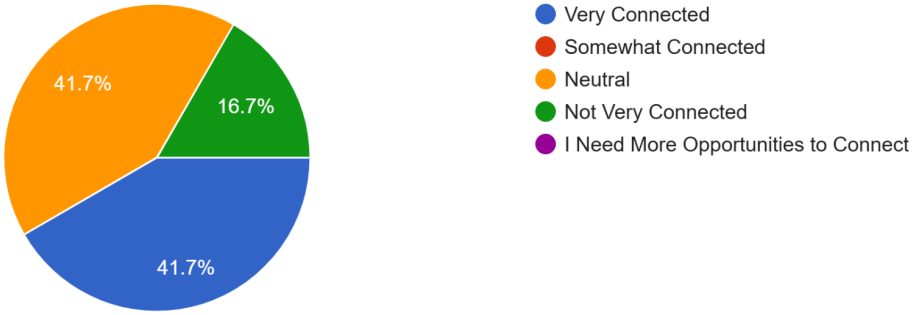
8. What topics would you like more information or training on as a parent? (Select all that applies)

12 responses



9. How welcomed and connected do you currently feel to our school?

12 responses



To ensure continuous support for our Majority-to-Minority transfer students, the PERFECT Family Engagement Coordinator administers quarterly check-ins with participating students and parents as part of the Pawsitive Community program. This outreach serves as a critical mechanism for gathering feedback and addressing student needs dynamically throughout the year. Below is a representative sample of parent and student perspectives. All responses received were positive with no negative feedback.

Pawsitive Community Feedback

Parent Response	Corresponding Student Response
My greatest concern is that my child is safe and happy and she is. She enjoys going to school and mingling with friends; especially in aftercare. Her grades are great and I'm grateful that she is improving day by day.	I really love everything. I get hugs, smiles and encouragement from the teachers and it helps me do my best everyday. Clubs are the best!
This has been a great choice for Kalaya. She enjoys everything about school and that makes me very happy as a mother.	I love all the clubs and all the events. My favorite is Math, Reading, and Theatre.
I am pleased with the school and everything that is offered. The kids are excited and happy to go to school everyday and that's all that matters to me. They are happy and so am I.	My school is so awesome because I like playing the learning games and learning typing. Visual Arts is the best with Mrs. Denise. This is the best school in the world.
I have to hear about the new playground everyday. He really loves STEM and loves creating new things. He is very excited to get home and tell me about his day and what he learned.	I love learning and like my school because I can learn lots of new things. I really enjoy playing with my friends on the new playground. I love science and math. My favorite enrichment is STEM and Visual Arts.
Emily loves everything about school. I can't wait for her to get home from school everyday to hear the new and exciting things that she learned. I love this school for her.	I am so happy every time that I come to school because I learn lots of new things and I know all of my letters. Now I love music and dance, they are the best.
I am so happy that he has great teachers who are helping and challenging him, because he is very smart and I did not want him to fall behind. The school is great and looking forward to another great year in Kindergarten.	My teachers tell me to use my big brain because I am so smart and my teachers are the best because I am learning how to read already and I know all of my letters and some small words; not the big ones yet!
This was the best decision for him and I am so glad that he is learning so much and is being challenged by his teacher. I know that he will continue to do great things in 2nd grade.	I never want to leave this school. I was able to learn a lot and get lots of awards for my grades. This is the best school ever but I know I have to go to 2nd grade. I hope all of my friends will be in my next class and Mrs. Adrian is the best teacher in the world and I

	hope my next teacher is just like her.
The girls have adjusted so well and are getting the help that they need and I am just happy for both of them.	Sometimes I need extra help and Ms. Bonnie always helps me to understand. The best part of my school is aftercare and clubs and STEM lab.
She really loves school and that makes it so much easier for me as a parent.	The best part of school is going to enrichment. I get to learn about dance, art, STEM, theater and music. I love them all but the best is STEM because I love science. I love my school.
I can appreciate that the school goes above and beyond to ensure that the students are growing academically, but also getting exposure to cheer, pep squad, dance, and all other extra activities. This has heightened Laylah's self-esteem and I am very grateful.	I really love the support that I get from both of my teachers and I really like the way they encourage me to do my best and work hard for the results that I want. I love that my school has pep squad and that I am in it. I'm also excited because I know that I will meet my LEAP goal.

Marketing and Recruitment Activities

Throughout the year, our marketing and recruitment efforts were strategically designed to elevate the visibility of our STEAM Academies and attract a diverse student population. By leveraging a multi-layered approach encompassing targeted digital media, community outreach and support, as well as on-campus engagement, we communicated the unique value of our Magnet programming to prospective families. The following section details the key initiatives executed this year, alongside visual highlights and/or data from the campaigns in action.

Table #33 - Magnet Academy Events from 2025-2026	
Event Name	**Event Date**
SMESA Fall STEAM Night	September 2025
SMESA Open House	November 2025
SMSA Fall STEAM Night + Open House	November 2025
Magnet Showcase	October 2025
M-to-M Trips from TE/CP to Magnet	November 2025
Virtual Information Sessions	November - December 2025
Community Walk	December 2025

Table #33 - Magnet Academy Events from 2025-2026	
M-to-M / Magnet Information Sessions	January 2026
M-to-M Trips from CP to Magnet	March 2026
SMSA Spring STEAM Night + Open House	March 2026
SMESA Spring STEAM Night + Open House	Cancelled Due to Severe Weather and City-wide Power Outage
Principal Visits to Cecilia Primary & Teche Elementary	April - May 2026
Summer Enrichment Program	June - July 2026

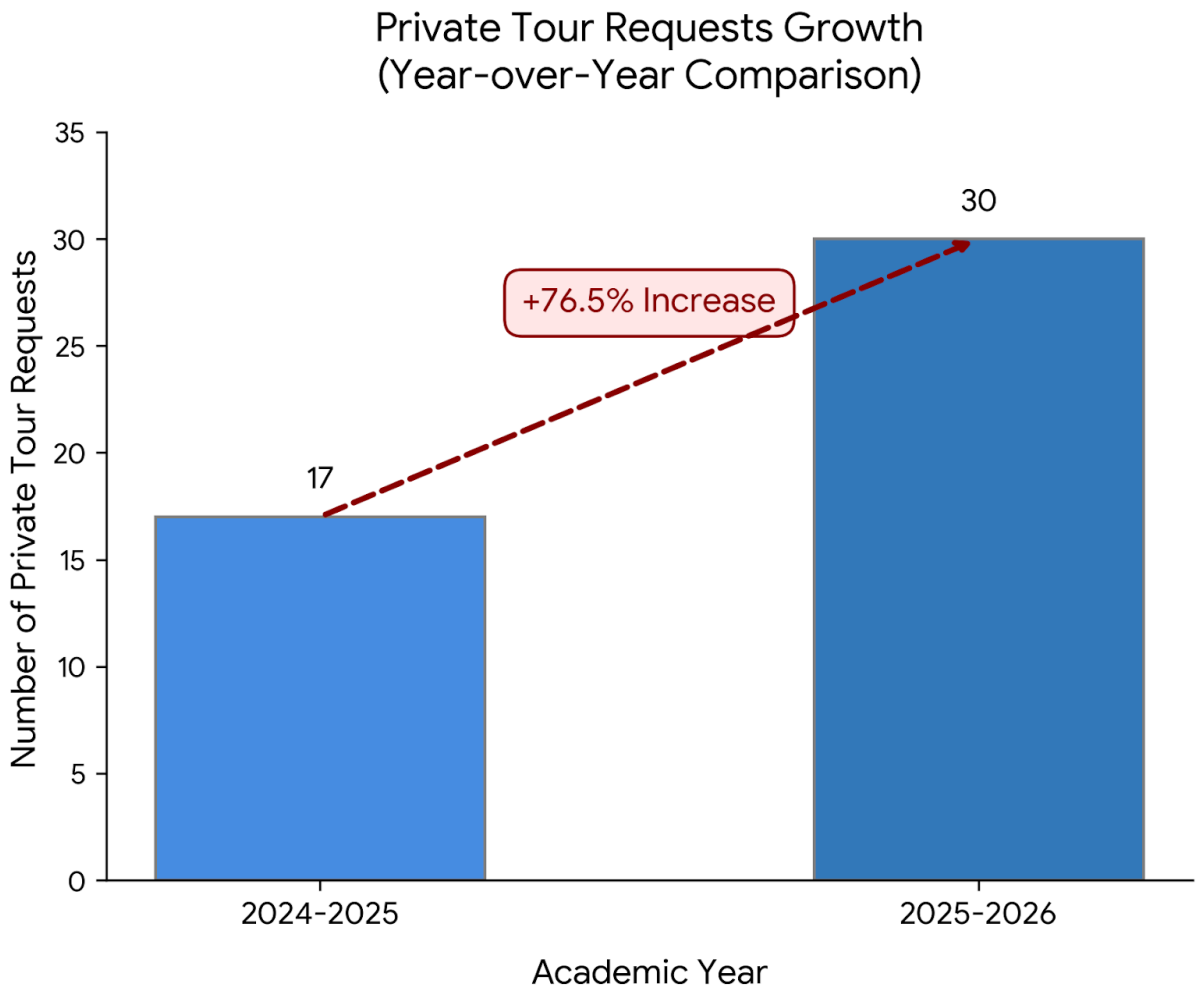
Recruitment Open Houses

Despite comprehensive publicizing across multiple outreach channels - including Facebook campaigns, school lobby media, automated district communications (Jcall/text), and web notices - formal recruitment open house events for the 2025–2026 school year yielded no attendance. However, this shift was expected due to the highly personalized private tour system that was established during the end of the 2024-2025 school year. In lieu of recruitment open houses, prospective families demonstrated a strong preference for personalized, private campus tours that fit in their schedules better, which has proven to be highly effective and a direct-yield channel for converting prospective leads into enrolled Magnet Program students.

Additionally, the spring Open House at SMESA was cancelled hours before the event due to severe weather and loss of electricity city-wide and was not able to be re-scheduled. To compensate, additional promotions for private tours were promoted in lieu of the Open House.

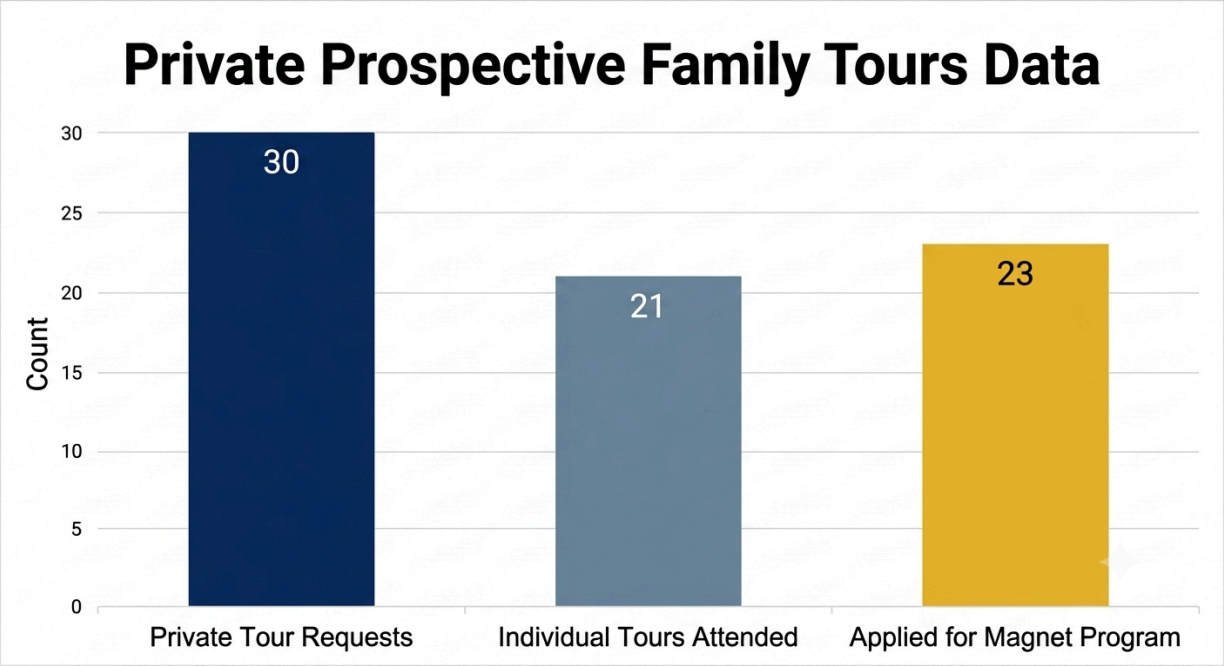
Private Prospective Family Tours

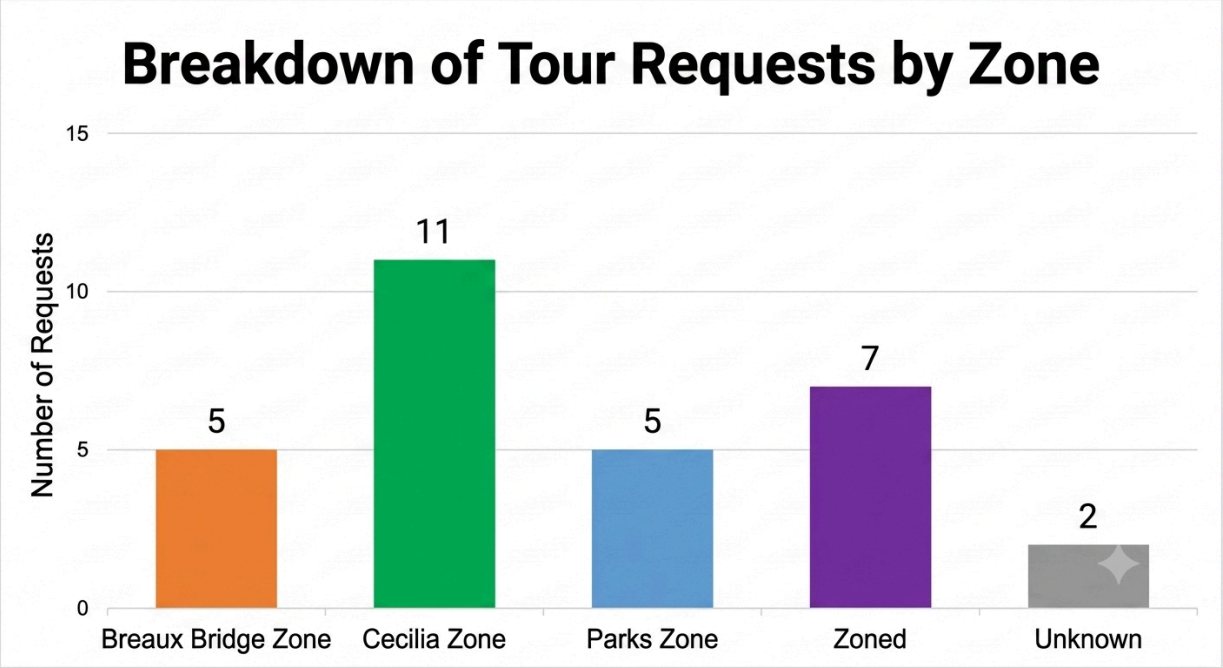
A primary driver of Magnet Program recruitment is the implementation of personalized, private campus tours for prospective families. This approach provides tailored engagement directly with school administration and instructional staff on a prospective family's optimized time to visit. Beyond the initial visit, these tours establish a structured follow-up protocol that personally guides families through the application pipeline, driving higher conversion from initial inquiry to confirmed enrollment.

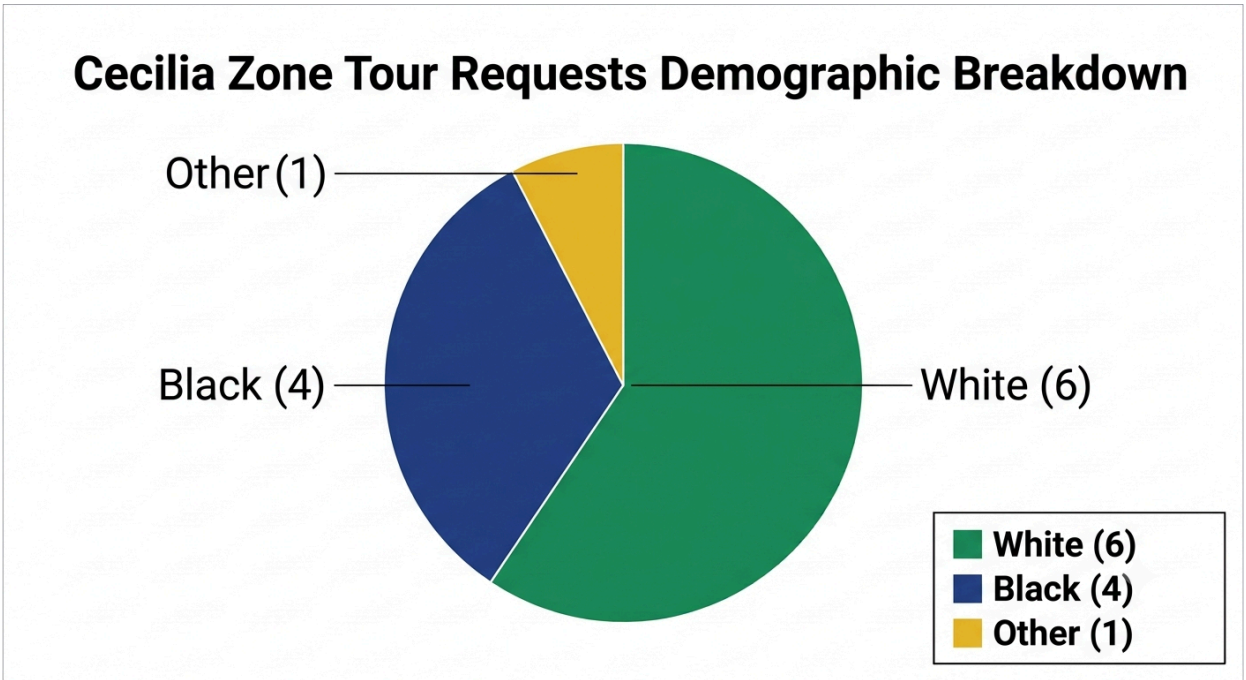


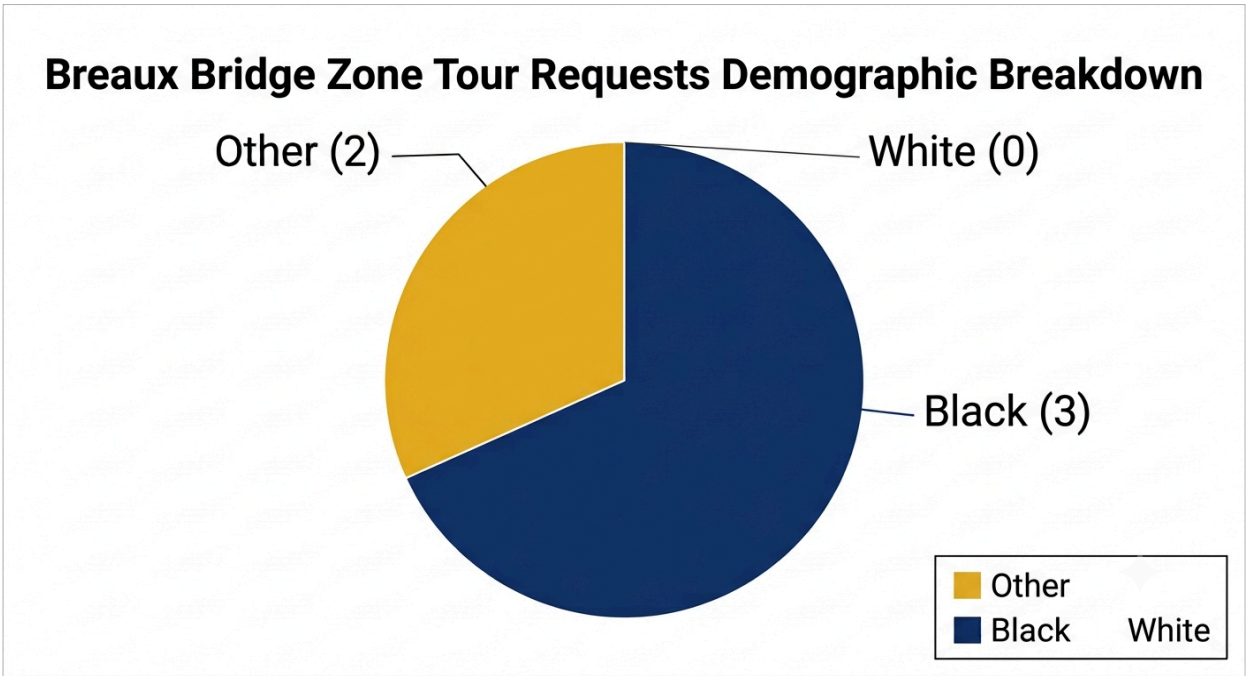
We saw a 76.5% increase in tour requests from the 2024-2025 school year to the 2025-2026 school year. Out of the thirty tours that were requested, seventeen total were eligible for the Magnet Program and twenty-three participants applied for the magnet program. Out of the twenty-three that applied for the Magnet Program, sixteen students were eligible and enrolled in the Magnet Program. Of those sixteen that enrolled in the Magnet Program, one PreK student dropped the first day.

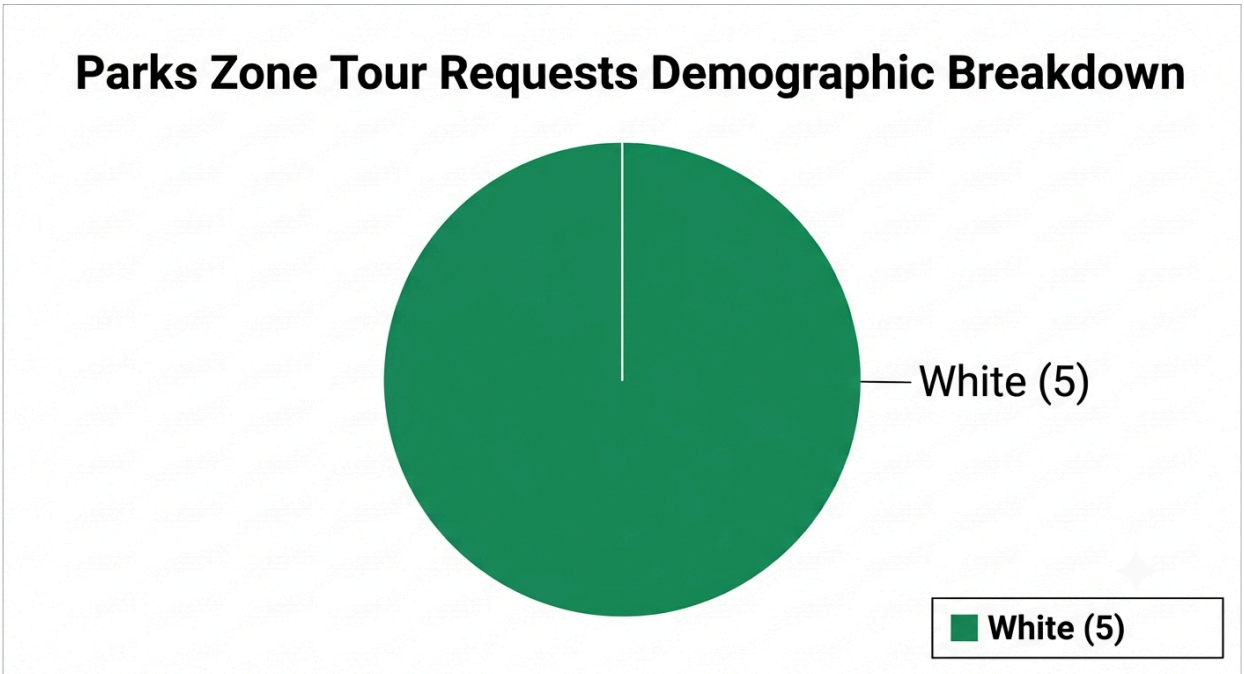
The data below features only private tour requests, it does not include organic unscheduled tour “drop-ins” (tours with no appointment). This data is collected as part of the “Schedule a Tour” option featured on all magnet school/program websites. Each request represents an individual school tour request, not the number of children represented per family which may be higher than the individual requests.

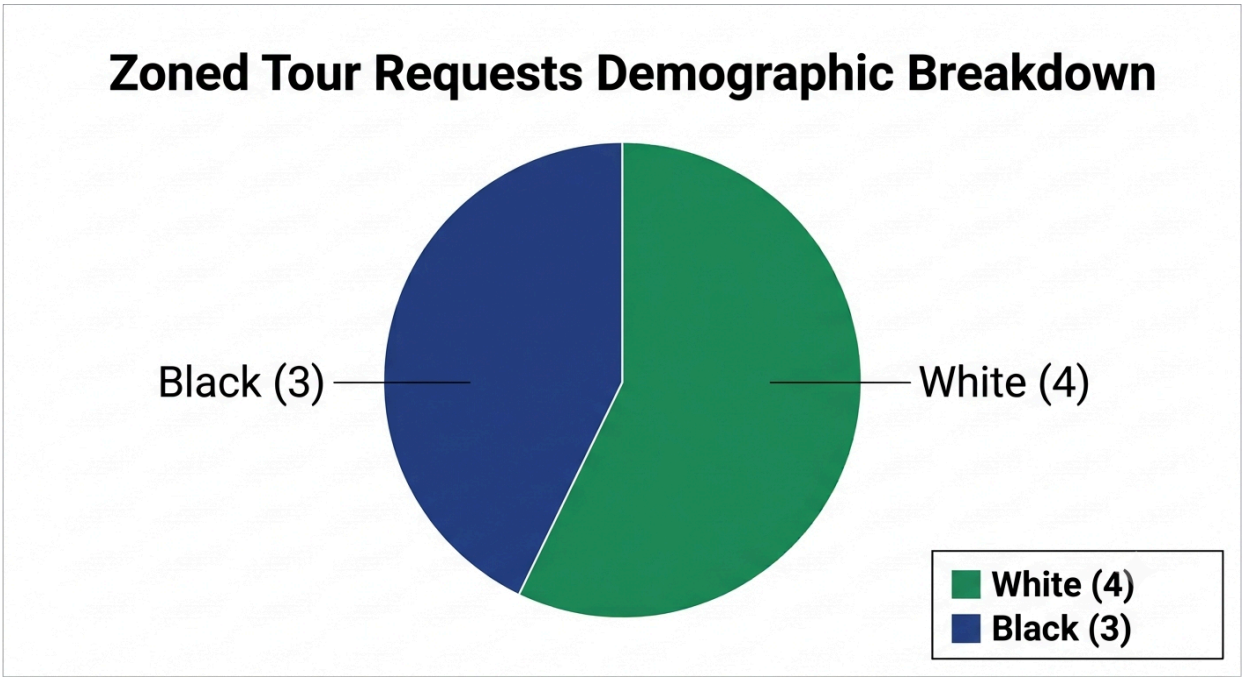

Private Prospective Family Tours Data
Count
30
25
20
15
10
5
0
30
21
23
Private Tour Requests
Individual Tours Attended
Applied for Magnet Program


Breakdown of Tour Requests by Zone
Number of Requests
15
10
5
0
5
11
5
7
2
Breaux Bridge Zone
Cecilia Zone
Parks Zone
Zoned
Unknown


Cecilia Zone Tour Requests Demographic Breakdown
Other (1)
Black (4)
White (6)
White (6)
Black (4)
Other (1)


Breaux Bridge Zone Tour Requests Demographic Breakdown
Other (2)
White (0)
Black (3)
Other
Black
White





**Data presented in this report are derived from information reported by parents/guardians. Because reporting is dependent upon the information provided, certain data elements may be incomplete, unavailable, or unreported.*

PreK Recruitment Targeted Outreach

Magnet Program brochures, targeted preschool flyers and applications (when applicable) were dropped in local and out-of-zone daycares, the Saint Martinville Head Start center, libraries, churches, community businesses, select district school lobbies, etc. Two of the three expected Head Start locations in the parish did not open during the 25-26 school year. The Saint Martinville Head Start was the only location to open which altered the expected PreK recruitment strategy. Community members alluded that the Head Start program was vocal about retaining as many of their preschool students as possible for their PreK program. Extensive efforts were made to notify parents in the Saint Martinville Head Start center of the upcoming SMESA PreK enrollment.

Due to this challenge, an additional "second-wave" targeted PreK campaign was rolled out which included custom designed 8' x 4' banners with QR codes which were placed in front of SMESA and on the Main Hwy in front of SMSA as well as custom targeted print materials for PreK distributed.

Digital promotion was rolled out on Facebook and additional step-by-step information on the PreK application process was also published on magnet school websites.



8ft x 4 ft Targeted PreK Recruitment Banner



Targeted PreK Recruitment Flyer

Community Walk

This year's Community Walk went above and beyond Magnet Plan requirements in an extensive creative way in order to reach a wider community net that also involved more of our Magnet Program families. There was a direct effort to involve a much larger geographical area of our communities than the previous year allowed. Due to the busy holiday season, two dates were created for more manageable logistics in order to allow coverage of a larger area for our Community Walk in which multiple bus routes, geographical locations (in-zone and out-of-zone areas) were covered. Participants of the events were students, parents, Magnet Staff, School Board office personnel, our Desegregation/Magnet Consultant and Advisory Board members.



Yard sign delivered to all interested families in the Magnet Program

In addition to our “Community Walk” event(s), all families in our Magnet Program were additionally invited to register for our “Elf Invasion” throughout the month of December where free Magnet Program Supporter yard signs and “Secret Santa” gifts (which consisted of Magnet branded promotional items and STEAM-themed gifts) were delivered via an “Elf Delivery Service” which consisted of multiple district personnel delivering marketing materials & gifts directly to participating houses. More than 180 families registered and received deliveries. Communities covered were Cecilia, Breaux Bridge, Arnaudville, Parks, Cade, Saint Martinville, and Broussard (Saint Martin Parish). The delivering vehicle was decorated festively and with Magnet Program branding (car magnets) in order to be easily identifiable.

Both the Community Walk events and the Elf Invasion Deliveries received extremely positive reception and feedback from the community.


PROUD SUPPORTER


PROUD SUPPORTER



Magnet Field Trips

Each student in the grade participating in field trips to the Magnet Academies from other District schools received a branded bag with a Magnet-branded silicone bracelet, Magnet-branded pencil, and a postcard inviting the student to both schedule a private tour and apply to the Magnet Program. Students visiting in the spring additionally received flyers and applications for the Summer Enrichment Program as well.

During the 2nd grade field trip from Cecilia Primary to Saint Martin STEAM Academy, we also had high school students from the Educator's Rising program in attendance as well who helped assist in the field trip schedule. Visiting students participated in hands-on STEAM activities at each school with assistance from current Magnet students on each campus.

Field trips occurred on the following dates:

- Nov 4, 2025: CP K students visited SMESA
- Nov 13, 2025: TE 3rd & 4th grade students visited SMSA
- March 2, 2026: CP 2nd grade students visited SMSA
- March 3, 2026: CP PreK students visited SMESA
- March 4, 2026: CP 1st grade students visited SMSA



Kindergarten Field Trip from CP to SMESA



3rd & 4th Field Trip from TE to SMSA



PreK Field Trip from CP to SMESA



2nd Field Trip from CP to SMSA

Magnet School Awareness Month:
As part of Magnet School Awareness Month during the month of February, multiple targeted campaigns were featured. The Magnet Facebook page saw a 1500% increase in engagement and 500% increase in views for the month. A special “Why I Love My Magnet School” video was featured interviewing students from the schools. The video can be viewed here: https://www.youtube.com/watch?v=omkEWHzS_VA&t=42s

In a dual effort to increase Magnet Program visibility as well as showcase community pride for the Magnet Program, free branded STEAM bumper stickers were made available in Magnet Program school lobbies for parents and community members to take. Bumper stickers were designed to be displayed as is, or for participants to cut the square Magnet logo side off and use it as a window sticker instead depending on the preference of the user.



Bumper Sticker Magnet School Awareness Campaign

Our monthly STEAM Newsletter also had a special edition for Magnet School Awareness Month featuring a separate at-home STEAM activities flyer for families to try.

For Magnet School Awareness month we were grateful for First Solar to come in and teach solar workshops to some of our STEM students.

Lastly, we were able to feature both magnet schools in the local news stations showcasing their cultural events for both Mardi Gras (SMESA) and Black History Month (SMSA). This news coverage can be seen on the Magnet Program website and is also listed in the report under the Digital Footprint News Coverage section.

Monthly STEAM Newsletter
Each month by the 5th, the STEAM Connections Newsletter is released per Magnet Plan Requirements. This newsletter features student spotlights, classroom activities, upcoming dates/events, special guests, application/tour information, social media, STEAM at-home activities, employee vacancies and any other relevant announcements or school coverage which varies from month to month.

Magnet Showcase

The annual Magnet Showcase had a total of 90 individuals signed in. An estimated 300+ attendees were there which was estimated by designating an average family size of three attendees per sign in and comparing it with the number of take home bags distributed. Their self-declared racial, zone, and grade-level break down is as follows:

Table #34 - RACIAL DEMOGRAPHICS AT MAGNET SHOWCASE*	
Black	43
White	28
Other	2
Not Marked	17

Table #35 - PARENT-DECLARED ZONES AT MAGNET SHOWCASE ATTENDANCE*	
ZONED	39
CP/TE	0
PARKS	0
BREAUX BRIDGE	0
UNKNOWN	50
NEW IBERIA	1

Table #36 - GRADE LEVELS OF FAMILIES REPRESENTED AT MAGNET SHOWCASE*						
PREK	K	1ST	2ND	3RD	4TH	5TH
5	9	14	2	14	16	25

**Data from the charts directly above and attendee count are based on parent-provided sign in sheets and may not reflect actual attendance or racial or zone or grade-level accuracy.*

A recap video of the event can be viewed here: https://bit.ly/magnetshowcase2025
Two hundred swag bags were given out during the event which included STEM kits and marketing collateral before running out.

During the showcase there were:

- Interactive Demonstrations & Performances: Featured live STEM demonstrations alongside student music, dance, and drama performances representing both program campuses.
- Exhibits & Interactive Activities: Included 20 dedicated booths showcasing academic offerings and clubs, including RoboBlocky, Visual Arts, core STEM courses, and grade-level initiatives.
- Programmatic Information: Displayed targeted administrative guidance detailing the application process and timeline, private tour scheduling, recruitment Open House schedules, M-to-M informational sessions, free door-to-door transportation options, funded after-school care, STEAM coordinator spotlights, annual summer enrichment opportunities and upcoming community engagement opportunities.



Top Left: Podcast Club demo Top Right: Interactive robotic activity
Bottom Row: Pep Squad and Tigerettes performances



Top Left: Interactive arts Gelli Painting activity Top Left: Ceramic pottery display Bottom Left: Interactive science station Bottom Right: Choral Performance



Top Row: Students using interactive MakeyMakey circuits demo
Bottom Left: Combined school performance Bottom Right: Marketing Gift Bags

Summer Enrichment Program

The Magnet Program successfully hosted a two-week Summer Enrichment Program centered around the carnival theme, "STEAM-tacular." Blending creativity with real-world problem solving, the program transformed STEAM learning into an interactive adventure across science, technology, engineering, arts, and mathematics.

- Carnival Showcase: The program culminated each week with an interactive "Carnival Day," inviting families onto campus to experience their children's progress firsthand.
- Student-Engineered Projects: The carnival featured interactive games and activities fully conceptualized, designed, and constructed by students within the STEM lab, alongside student music and dance performances.
- Facility & Resource Outreach: Families in attendance were provided complimentary food and guided tours of the PERFECT Family Engagement Center, reinforcing school-to-home community partnerships.
- Program Impact: The event served as an experiential showcase, providing parents a transparent look at the practical applications learned throughout camp. Attendees verbally expressed high praise throughout the event, highlighting both student excitement and appreciation for the family outreach.

Summer Application Data

Table #37 - 2026 Summer Enrichment Data						
Total Applications ***(All tiered and zoned students)***				**276**		
Total Applications by Grade Level						
PK	**K**	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**
21	**44**	**36**	**51**	**49**	**40**	**35**

Table #38 - Application Data by Tier Type and Grade Level								
Tier type	**Pre-K**	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Totals**
Tier 1	2	7	5	11	17	8	8	58
Tier 2	2	0	1	2	3	2	4	14
Tier 3	6	8	4	12	12	8	5	55
Tier 3 (Currently Enrolled)	0	0	1	1	0	0	2	4
Sibling	0	1	0	0	0	2	0	3
IN ZONE	11	28	25	25	17	20	16	142
Totals	**21**	**44**	**36**	**51**	**49**	**40**	**35**	**276**

Table #39 - Tier 1 Summer Enrichment Applications (2026) *(by Grade, Race, & Zone)*						
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**CP/TE Zone**	**PP/PM Zone**
PK	2	2	0	0	0	1
K	7	6	0	0	7	0
1	5	0	0	0	5	0
2	11	11	0	0	9	1
3	17	17	0	0	17	0
4	8	8	0	0	7	1
5	8	8	0	0	7	1
Total:	**58**	**52**	**0**	**0**	**52**	**4**

Table #40 - Tier 2 Summer Enrichment Applications (2026) *(by Grade, Race, & Zone)*									
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**	**IN ZONE**	**Out of Parish Zone**
PK	2	2	0	0	1	0	0	0	0
K	0	0	0	0	0	0	0	0	0
1	1	1	0	0	1	0	0	0	0
2	2	0	2	0	1	0	0	0	0
3	3	2	1	0	0	0	1	0	0
4	2	1	1	0	1	0	0	0	0
5	4	1	3	0	0	2	1	0	0
Total:	**14**	**7**	**7**	**0**	**4**	**2**	**2**	**0**	**0**

Table #41 - Tier 3 Summer Enrichment Applications (2026) *(by Grade, Race, & Zone)*							
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**
PK	6	2	3	1	2	2	1
K	8	3	4	1	2	4	2
1	4	2	1	1	2	2	0
2	12	2	8	2	3	5	4
3	12	2	9	1	5	5	1
4	8	4	3	1	4	2	2
5	5	2	3	0	0	2	3
Total:	**55**	**17**	**31**	**7**	**18**	**22**	**13**

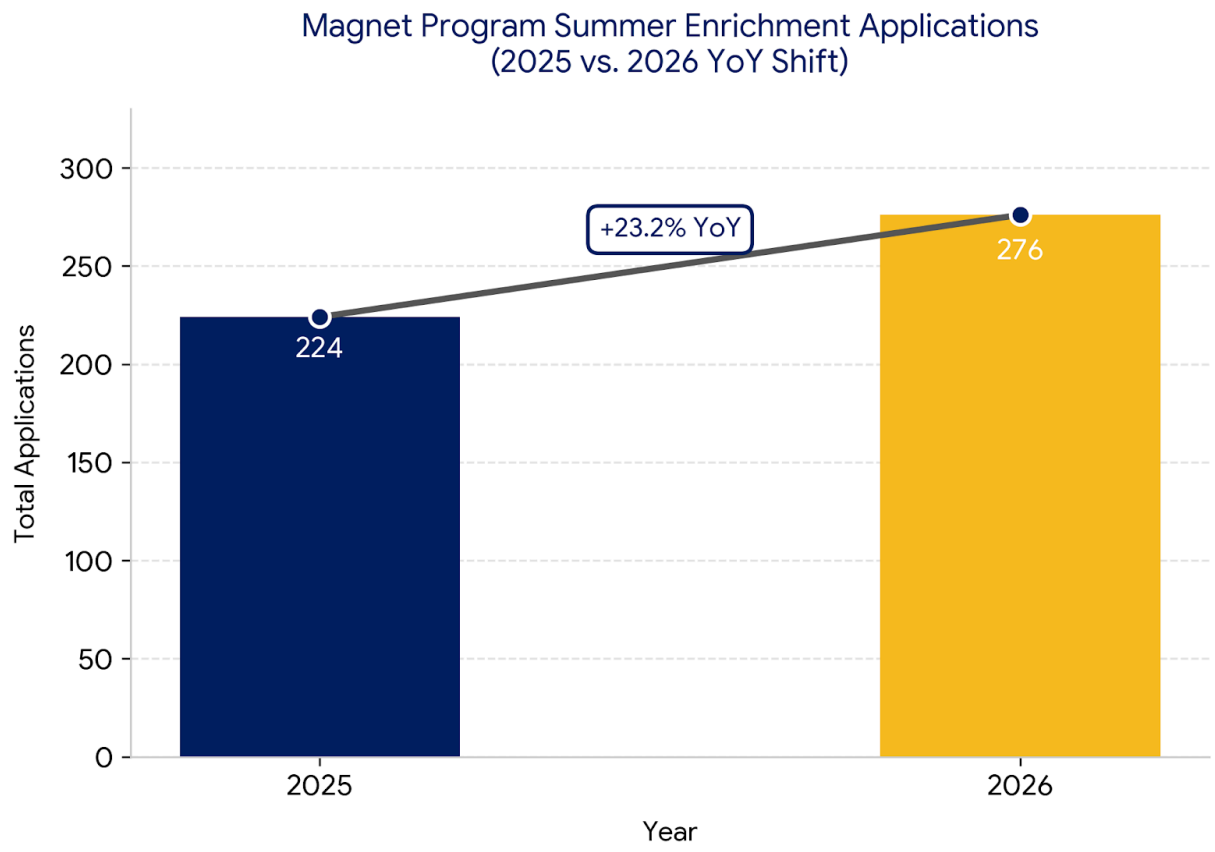
Table #42 - Tier 3 (Currently Enrolled) Summer Enrichment Applications (2026) *(by Grade, Race, & Zone)*							
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BBE Zone**	**CP/TE Zone**	**PP/PM Zone**
PK	0	0	0	0	0	0	0
K	0	0	0	0	0	0	0
1	1	1	0	0	1	0	0
2	1	1	0	0	1	0	0
3	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0
5	2	2	0	0	2	0	0
Total:	**4**	**4**	**0**	**0**	**4**	**0**	**0**

Table #43 - Sibling Summer Enrichment Applications (2026) *(by Grade, Race, & Zone)*							
Grade Level	**Total Apps**	**White**	**Black**	**Other**	**BBP/BB E Zone**	**CP/TE Zone**	**PP/PM Zone**
PK	0	0	0	0	0	0	0
K	1	0	1	0	0	0	1
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	2	1	1	0	0	1	1
5	0	0	0	0	0	0	0
Total:	**3**	**1**	**2**	**0**	**0**	**1**	**2**

Table #44 - IN ZONE Summer Enrichment Applications (2026) *(by Grade, Race, & Zone)*				
Grade Level	**Total Apps**	**White**	**Black**	**Other**
PK	11	3	7	0
K	28	10	18	0
1	25	9	15	0
2	25	11	14	0
3	17	5	12	0
4	20	9	10	0
5	16	5	11	0
Total:	**142**	**52**	**87**	**0**

Table #45 -2025 vs. 2026 Summer Enrichment Data	
2025 Total Applications *(All tiered and zoned students)*	**224**
2026 Total Applications *(All tiered and zoned students)*	**276**
Application Increase / Decrease	**+ 52**
Total Applications by Grade Level	

(2025 vs. 2026)							
Year	PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
2025	10	30	33	47	47	36	21
2026	21	44	36	51	49	40	35
Application Increase / Decrease	+11	+14	+3	+4	+2	+4	+14



From both summer enrichment Carnival Family Days, a total of 127 individuals signed in. Their self-declared racial, zone, and grade-level break down is as follows:

Table #46 - RACIAL DEMOGRAPHICS AT SUMMER CARNIVAL DAYS*	
BLACK	52
WHITE	57
OTHER	1
UNKNOWN	23

Table #47 - PARENT-DECLARED ZONES AT SUMMER CARNIVAL DAYS*	
ZONED	50
CP/TE	10
PARKS	2
BREAUX BRIDGE	2
UNKNOWN	61

Table #48 - GRADE LEVELS OF FAMILIES REPRESENTED AT SUMMER CARNIVAL DAYS*						
PREK	K	1ST	2ND	3RD	4TH	5TH
29	32	22	19	23	12	16

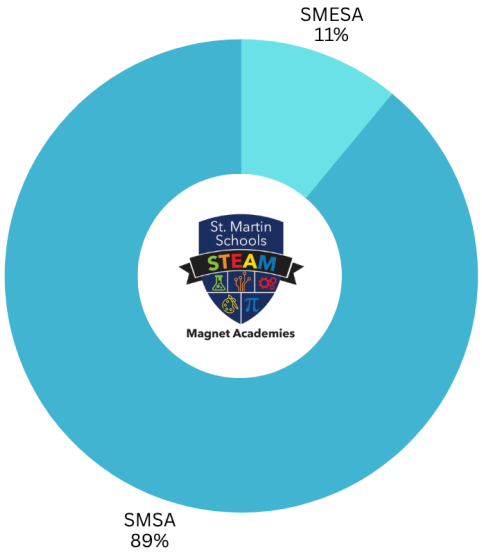
**Data from the charts directly above and attendee count are based on parent-provided sign in sheets and may not reflect actual attendance or racial or zone or grade-level accuracy.*

Recruitment Yield via Summer Enrichment:

1. A Tier 1 family enrolled three siblings full-time at Saint Martin STEAM Academy (SMSA) for the 2026–2027 school year, explicitly citing the children's positive experiences during consecutive participation in the Summer 2025 and Summer 2026 Magnet Summer Enrichment Programs as the primary driver for their enrollment decision.
2. A separate Tier 1 family enrolled two siblings for the 2026–2027 school year (one at SMESA and one at SMSA) after intentionally mentioning withholding registration until the completion of the Summer 2026 Magnet Summer Enrichment Program, explicitly attributing their full-time enrollment decision to the children's positive experience during the summer session.

New Tier 1 Students that Applied for Summer Camp 2026 AND Enrolled for the 26-27 School Year School

School	Count	Rounded
SMESA	1	**11%**
SMSA	8	**89%**
Total	**9**	**100%**

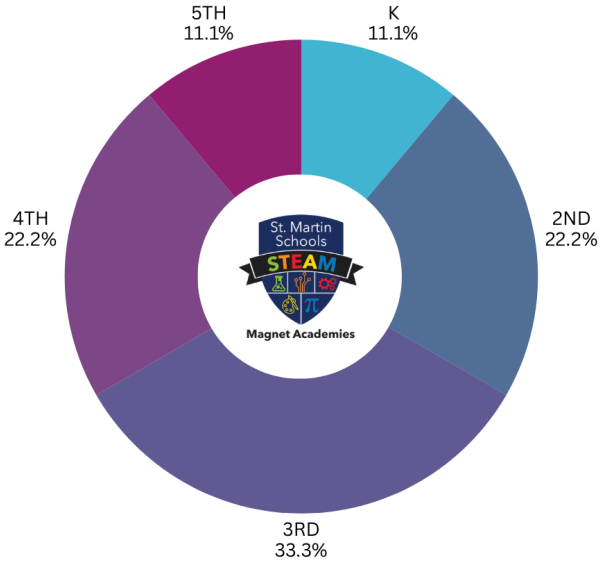


Percentages were rounded up to the nearest whole number where possible, then minimally adjusted to ensure the total does not exceed 100%.

9 New Tier 1 Students Attended summer camp and also enrolled for the Magnet Academies for the 2026-2027 school year.

New Tier 1 Students Grade Level Breakdown of that Both Applied to Summer Camp & Enrolled in the 26-27 School Year

Grade	Count	Rounded
Pre-K	0	0%
K	1	20%
1	0	0%
2	2	30%
3	3	20%
4	2	10%
5	1	20%



Percentages were rounded up to the nearest whole number where possible, then minimally adjusted to ensure the total does not exceed 100%.



Group Drumline performance at the Summer Enrichment Carnival Days program



Top Left: Drama rehearsal Top Right: Girls using Sphero RVR+ Programmable Robot Bottom Left: Girl playing with student-created circuit carnival ride Bottom Right: Students playing with air cannons created during camp

STEAM Nights

Hosted once a semester at each magnet school, our public STEAM Nights bring learning to life for the entire community. Featuring interactive exhibits, demonstrations, and hands-on activity tables, these evening showcases offer families a firsthand look at our innovative STEAM environment.









Top Left: Students building a raft
Bottom Left: Horse Racing Challenge

Top Right: Circuit Water Piano activity
Bottom Right: Robotic Horse Races

Below are parent-declared racial, zone, and grade-level breakdowns for each STEAM NIGHT:

Table #49 -RACIAL DEMOGRAPHICS OF STEAM NIGHT SMESA 9/24/25 ATTENDANCE*	
BLACK	16
WHITE	20
OTHER	0
UNKNOWN	1

Table #50 - PARENT-DECLARED ZONES OF STEAM NIGHT SMESA 9/24/25 ATTENDANCE*	
ZONED	19
CP/TE	3
PARKS	1
BREAUX BRIDGE	2
UNKNOWN	6
CADE	1
CATAHOULA	1

Table #51 - GRADE LEVELS OF FAMILIES REPRESENTED AT STEAM NIGHT SMESA 9/24/25*	
EH	1
PREK	14
K	10
1st	13
2nd	0
3rd	0
4th	0
5th	0

**Data from the charts directly above and attendee count are based on parent-provided sign in sheets and may not reflect actual attendance or racial or zone or grade-level accuracy.*

As mentioned earlier in the reports, the Spring STEAM Night at SMESA was cancelled the day of the event due to severe weather and loss of electricity city-wide and was not able to be re-scheduled.

Table #52 - RACIAL DEMOGRAPHICS OF STEAM NIGHT SMSA ATTENDANCE 11/20/25*	
BLACK	35
WHITE	19
OTHER	2
UNKNOWN	6

Table #53 - PARENT-DECLARED ZONES OF STEAM NIGHT SMSA ATTENDANCE 11/20/25*	
ZONED	24
CP/TE	0
PARKS	0
BREAUX BRIDGE	1
UNKNOWN	36

Table #54 - GRADE LEVELS OF FAMILIES REPRESENTED AT STEAM NIGHT SMSA 11/20/25*						
PREK	K	1ST	2ND	3RD	4TH	5TH
0	0	0	13	12	18	20

**Data from the charts directly above and attendee count are based on parent-provided sign in sheets and may not reflect actual attendance or racial or zone or grade-level accuracy.*

Table #55 - PARENT-DECLARED ZONES OF STEAM NIGHT SMSA ATTENDANCE 5/13/26*	
ZONED	6
CP/TE	0
PARKS	0
BREAUX BRIDGE	1
UNKNOWN	38

Table #56 - RACIAL DEMOGRAPHICS OF STEAM NIGHT SMSA ATTENDANCE 5/13/26*	
BLACK	18
WHITE	20
OTHER	2
UNKNOWN	15

Table #57 - GRADE LEVELS OF FAMILIES REPRESENTED AT STEAM NIGHT SMSA 5/13/26*						
PREK	K	1ST	2ND	3RD	4TH	5TH
0	0	0	12	7	12	17

**Data from the charts directly above and attendee count are based on parent-provided sign in sheets and may not reflect actual attendance or racial or zone or grade-level accuracy.*

Digital Footprint

News Coverage

(add links and/or coverage dates/publications here)

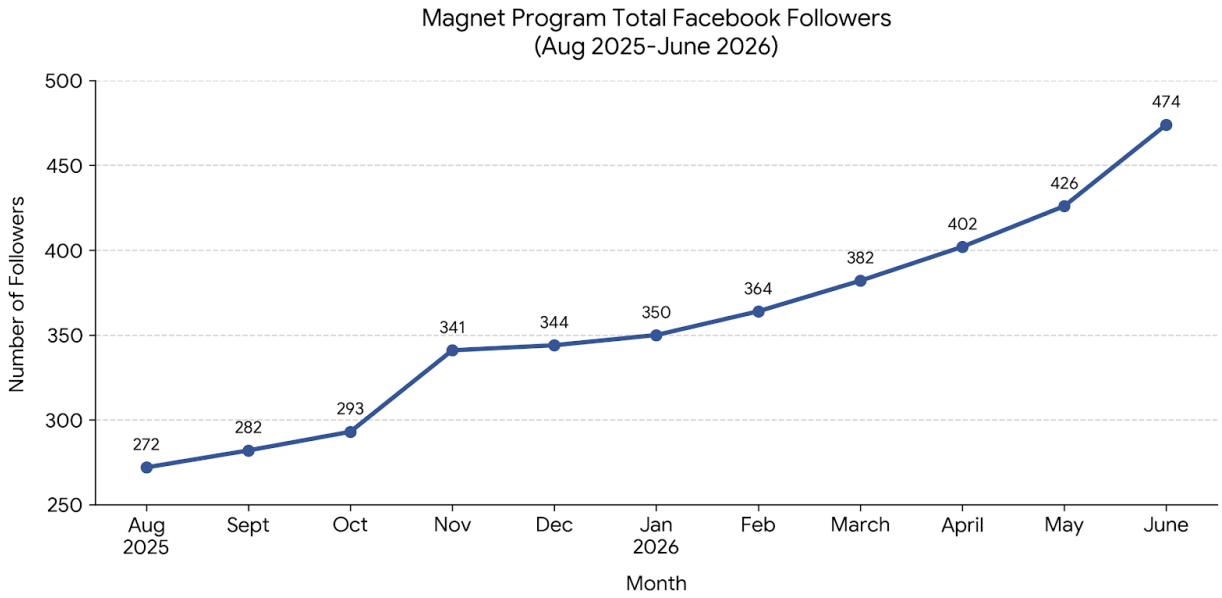
- KLFY, August 12, 2025 - Back to School https://www.klfy.com/local/st-martin-parish/st-martin-parish-celebrates-first-day-of-school-year/
- The Advocate, September 3, 2025 - Partnership with Acadiana Center for the Arts https://www.theadvocate.com/acadiana/news/acadiana-center-for-the-arts-and-st-martin-parish-school-board-team-up-to-expand-arts-education/article_b93ade40-5a92-4199-9ac5-6c9487065919.html
- KLFY, September 4, 2025 - Partnership with Acadiana Center for the Arts https://www.klfy.com/local/st-martin-parish/st-martin-parish-schools-partner-with-aca-for-arts-education/
- KATC, September 9, 2025 - SMSA Students Featured in New AcA Partnership https://www.katc.com/st-martin-parish/st-martin-parish-schools-launch-arts-partnership-with-acadiana-center-for-the-arts
- KLFY, February 11, 2026 - SMESA Cultural “Chase the Chicken” Event https://www.klfy.com/local/st-martin-parish/students-at-st-martin-early-steam-academy-participate-in-chase-the-chicken-event/
- News15, February 26, 2026 - SMSA Black History Month Program Coverage https://www.kadn.com/news/local/st-martin-steam-academy-holds-black-history-month-program/article_9bdf8476-eebe-4e3a-a4a1-78522bbd990d.html
- Civil Air Patrol Louisiana Wing, May 2026 - Magnet Schools Flyover with STEAM Coordinators https://www.facebook.com/share/p/1B8ri3ZHSf/
- Teche Today, June 10, 2026 - School Board Coverage - SMESA Teachers/Paras Highly Proficient Scores and St. Martin STEAM Academy recognition as a recipient of the Disney Broadway Junior Grant https://www.techetoday.com/article/4679,school-board-opts-to-remain-self-funded-for-worker-s-comp
- Louisiana Public Broadcasting, May 22, 2026 - SMSA Student Commended by State Legislation as part of PBS “America’s Awesome Kids” TV Series https://youtu.be/xm3c_itAe-Q?si=xMVipDYfLmvs1PGG
- PBS Television, June 12, 2026 - SMSA Student Represents Louisiana in National TV Series https://youtu.be/b_CVWDYOPXM?si=VvqwEi_COnbv44hg
- The Advocate, July 9, 2026 - SMSA in Top-Performing Public Schools in Acadiana https://www.theadvocate.com/acadiana/news/education/acadiana-school-leap-scores/article_b9ade7ea-8c9c-4019-bc28-fed214577296.amp.html

Marketing Analytics

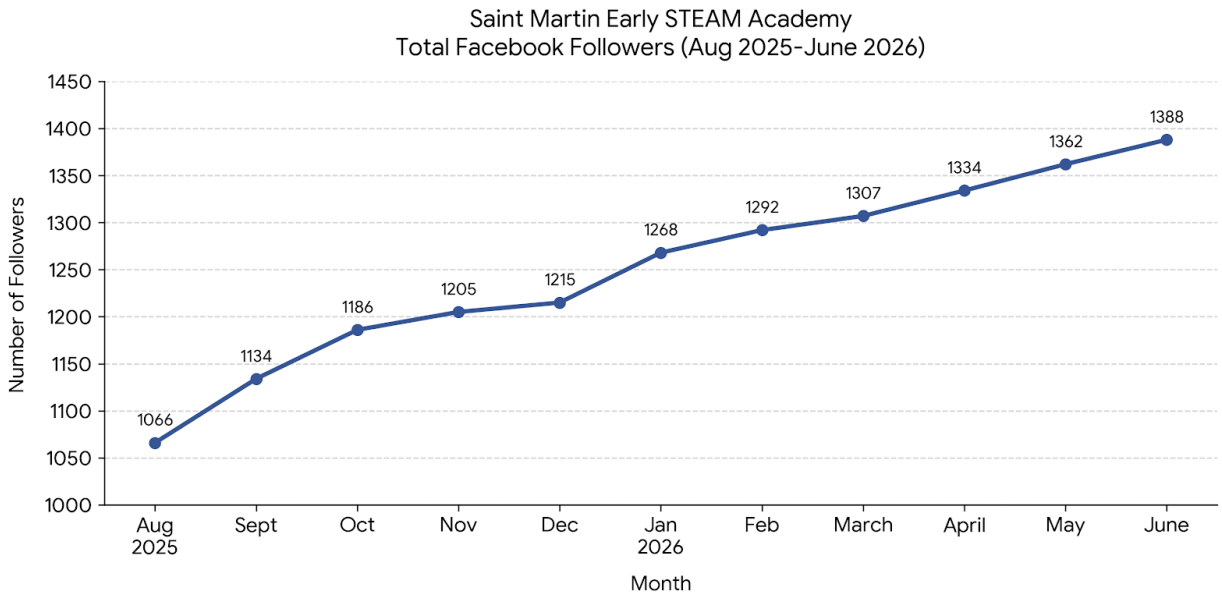
To deliver a clearer, more accessible picture of our digital footprint - and taking into account requests for a less data-dense presentation - the following analytics focus on core performance indicators. These highlights illustrate overall audience expansion, website utility, and social media momentum throughout the school year. Detailed backend reports and raw dataset archives are available upon request.

Social Media:

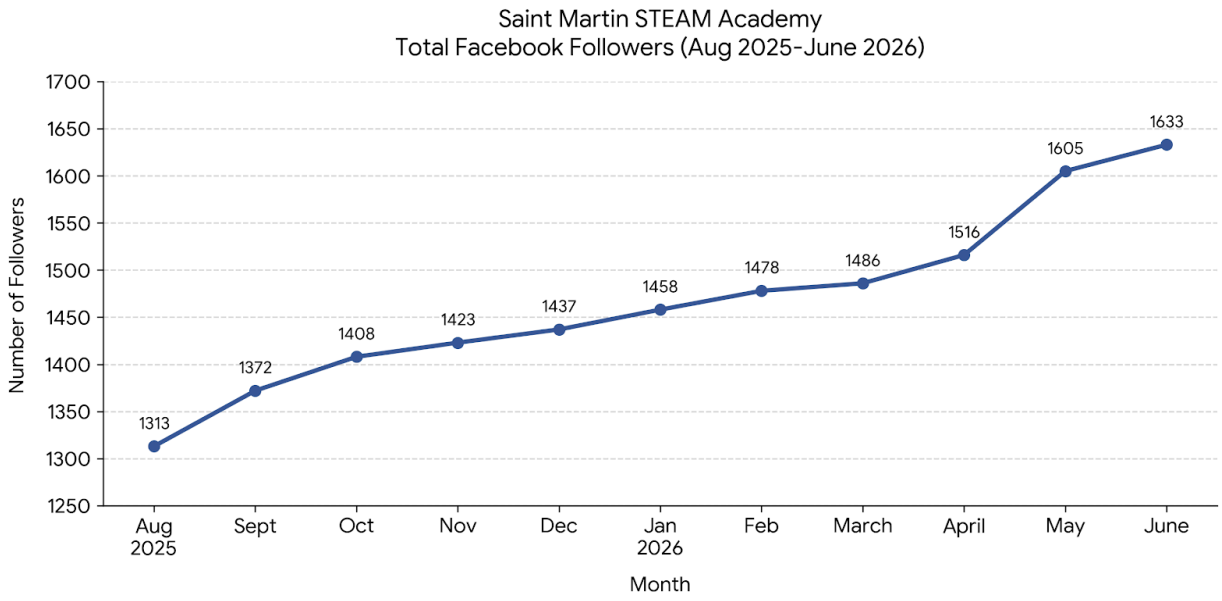
The Magnet Program Facebook page has seen a 74.26% increase from August 2025 to June 2026.



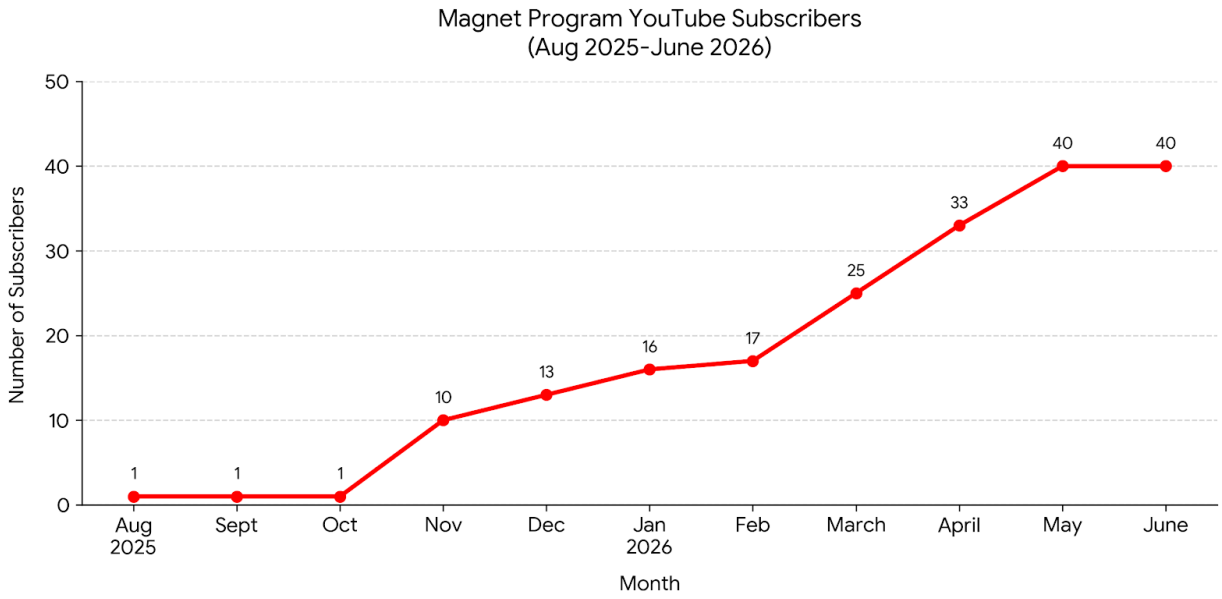
Saint Martin Early STEAM Academy's Facebook page has seen a 30.2% increase from August 2025-June 2026.



Saint Martin STEAM Academy's Facebook page has seen a 24.4 % increase from August 2025-June 2026.



The Magnet Program Youtube channel has organically seen a 3,900% increase in subscribers from August 2025 to June 2026. This channel is currently being used to house shared and embedded Magnet program videos as well as host the student-led SMSA Podcast channel.

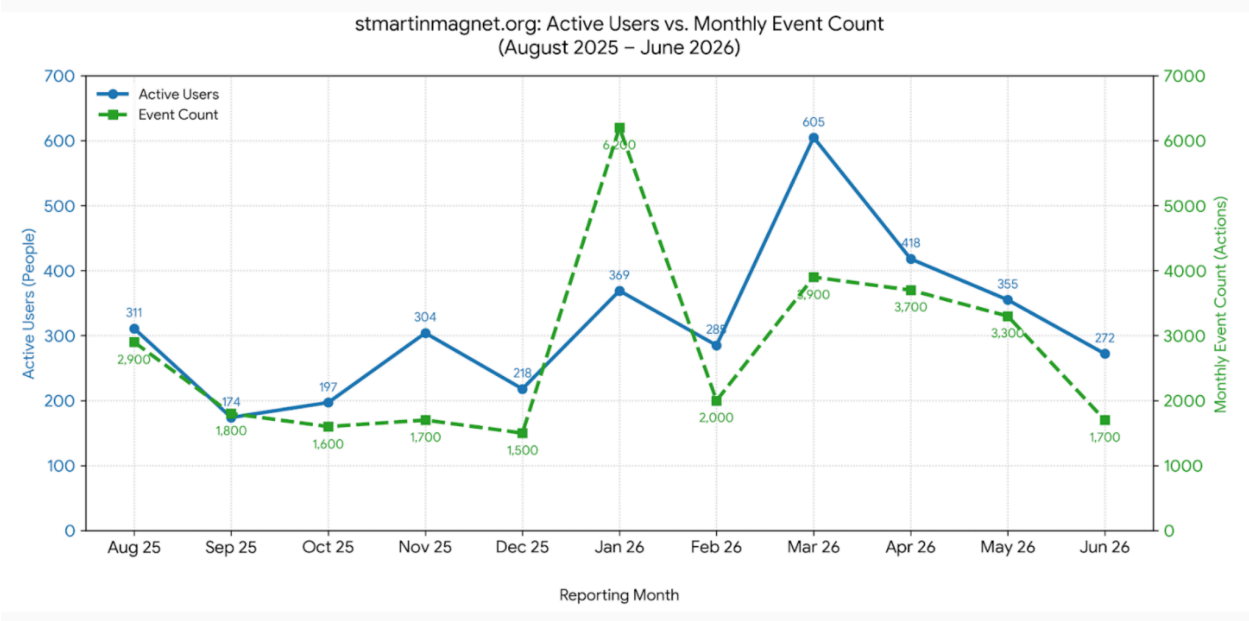


Website:

The Magnet Program website (stmartinmagnet.org) uses Google Analytics to monitor extensive platform metrics. For brevity and ease of analysis, this report isolates key performance indicators (Active Users and Event Counts) that directly reflect public reach and resource utilization.

Website Metric Definitions:

"Active Users" measures overall audience reach determined by counting the number of distinct individual people who visit the website in a given month - meaning a single parent visiting the site fifteen times still counts as just one Active User. Conversely, "*Monthly Event Count"* measures platform utility and engagement by tracking the total volume of specific actions taken across those visits, such as clicking links, viewing pages, or downloading application forms. While Active User counts prove how many individual families the Magnet Program is connecting with, high Event Counts demonstrate that visitors are actively consuming content rather than leaving immediately.



For example, in the chart above, for the month of Aug 25, there were 311 unique visitors to the website and 2900 different “events” (AKA clicks, views, downloads, etc.) from those 311 visitors. This shows us that website users are finding the site useful and are actively engaging on it multiple times over the month.

Website Resource Interaction:
Public interaction with digital resources surged as expected during the spring reporting period, with total monthly event counts (such as resource downloads, page interactions, and form submissions) more than doubling from late-2025 baselines. Between March and May 2026, monthly event volume consistently exceeded an **110% increase** over the quarterly average. This sustained jump in user actions demonstrates that visitors are actively utilizing provided resources such as magnet and summer applications and are consuming high-value programmatic content rather than immediately leaving the site, confirming strong platform utility and effective user experience design.

Marketing & Campaign Tracking Scope:
Beyond core site analytics, the Magnet Program monitors additional campaign outreach using shortened tracking links (such as bit.ly) and direct response URLs across print and community distribution materials. While individual link click counts are maintained operationally, this report focuses exclusively on macro-level web traffic and platform utility.

Examples of Marketing Materials

Display TVs in School Lobbies:
Digital displays in each school lobby serve as strategic communication hubs, designed to promote our programs and foster a sense of community belonging. These monitors support Magnet marketing initiatives while simultaneously showcasing real-time visual media of student STEAM activities, projects, and collaborative efforts.

Media Advertisements:
Advertisements in the Teche News ran in both fall and spring per Magnet Plan requirements. Graphics and dates are as follows:



Ad Ran on 11/26/25



Ad Ran on 1/7/26



Ad Ran on 3/4/26

The below billboard advertising the Magnet Program was displayed in a targeted high traffic area off of I-10 during March and April 2026 in St. Martin Parish per Magnet Plan requirements.



Magnet Program Promotional Items:

Our promotional materials this year were strategically targeted to serve multiple purposes:

- Informational & Access-Driven: Collateral-like brochures, postcards, and flyers featured prominent call-to-actions for tour scheduling, program applications, and exclusive student opportunities as well as tracking for effectiveness and consumption.
- Brand Recognition: We distributed high-quality, branded merchandise, including custom magnets, pins, pens, stickers, bumper stickers, silicone wristbands, tshirts/polos, yard signs and water bottles - all targeted with intention for maximum brand visibility.
- STEAM Connection: To bridge the gap between school and home, we introduced innovative promotional materials that provided families with hands-on, take-home STEAM experiences to mirror the hands-on activities provided in the classroom. Examples of experiential STEAM marketing items include:
    - Louisiana native wildflower seeds
    - “Erupting with STEAM” Volcano kits
    - Build-Your-Own Transportation STEM kits with motors



From Left to Right: Louisiana Native Wildflower Seeds, Volcano Blast Lab STEAM Kit

Using guided, hands-on kits help to reduce barriers to engagement as well as create shared STEAM learning experiences for families. This strengthens family involvement and serves as a tangible representation of the Magnet Program’s commitment to innovation, equity, and experiential learning. Targeting marketing materials that double as at-home STEAM experiences help build a cohesive learning ecosystem that supports student growth, enthusiasm for STEAM, and long-term academic success.

Advisory Board

The Magnet Academies Advisory Board provides strategic guidance and community oversight to support program equity, sustainability, and alignment with district desegregation goals. Throughout the past year, the board focused on expanding the PreK–12 STEAM pipeline, establishing industry and business partnerships, and driving hands-on school support across campuses. The board advanced the district’s PreK–12 pipeline by supporting the launch of the SOAR+ STEAM expansion at St. Martinville Junior High. To ensure long-term sustainability, members also developed a business prospectus framework to secure corporate partnerships, mentorships, and internships. Board members conducted campus walkthroughs of new STEAM labs, supported student initiatives like the SMSA Podcast Club, and led community outreach campaigns, including the LEAP Well-Wishing initiative, to boost recruitment and community awareness.

Monitoring Focus Group

The Monitoring Focus Group, composed of parents, staff, and Plaintiff representatives, meets to evaluate Magnet Plan compliance and desegregation goals. The most recent meeting focused on identifying strengths, weaknesses, opportunities, and threats to our Magnet program. Highlighted strengths included rising student attendance, a positive school climate, and strong family engagement, driven by high-quality STEAM teachers and popular campus events like STEAM nights, clubs, and summer camps. To address identified weaknesses in test scores and instructional integration, growth opportunities include launching a junior high mentorship program, expanding business partnerships, securing permanent PE positions, and integrating restorative practices into clubs. Moving forward, district leadership must also address critical risks, including teacher burnout, long-term financial sustainability, public perception, and student retention amid regional growth.

Transportation

Meeting needs for bus transportation to and from our magnet schools (plus out-of-school enrichment and academic support programming) remains a challenge, although we have made progress by recruiting several high-quality bus drivers. In addition to daily door-to-door transit, transportation provisions support extended-day aftercare, clubs, and summer programming, directly fostering higher student attendance and family engagement. Despite these successes, transportation represents one of the district's most complex logistical hurdles. Overcoming the geographic "distance barrier" across the parish poses ongoing operational challenges, particularly when optimizing bus routes and timing. Recognizing that transit access directly impacts magnet enrollment and desegregation goals, district leadership continues to focus on route optimization, schedule efficiency, and transparent parent communications to ensure seamless, parish-wide access for all families.

Survey Data

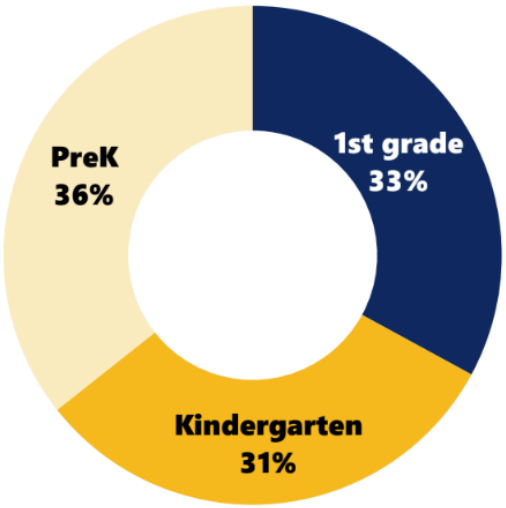
In April and May of 2026, St. Martin Parish partnered with an external evaluator to administer annual surveys to students, parents, and teachers at St. Martin Early STEAM Academy (SMESA) and St. Martin STEAM Academy (SMSA). Marking the second full year of magnet implementation under the U.S. Department of Education's Magnet Schools Assistance Program (MSAP) grant, these survey results are compared against June 2024 baseline data and Spring 2025 results to measure longitudinal progress. The following section details key findings and evaluator recommendations across both campuses, assessing student engagement, school climate, family efficacy, STEAM instructional capacity, and targeted operational priorities for the upcoming school year.

ST. MARTIN EARLY STEAM ACADEMY SURVEY RESULTS Spring 2026

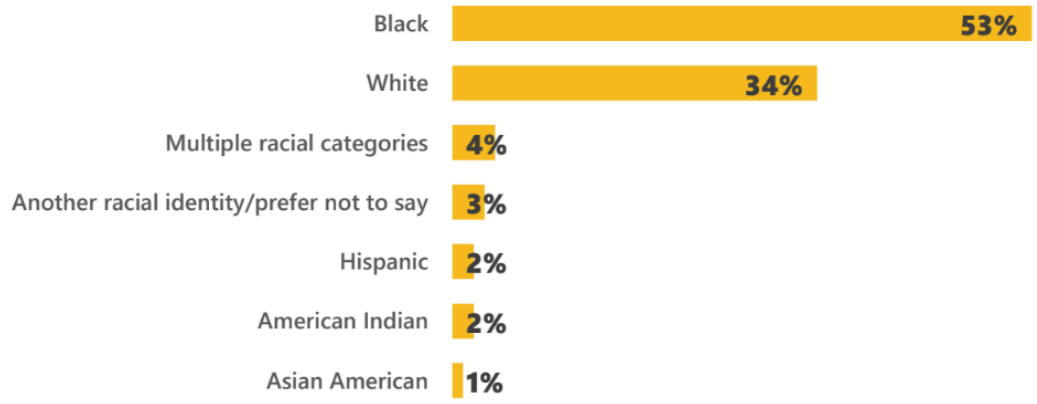
SMESA report:

The 2025 – 26 school year marked the second full year of magnet implementation at St. Martin Early STEAM Academy (SMESA). Along with St. Martin STEAM Academy, these whole-school magnet programs are supported by a Magnet Schools Assistance Program (MSAP) grant through the U.S. Department of Education. As part of the MSAP grant evaluation, St. Martin Parish worked with an external evaluator to administer surveys to students, parents, and teachers during April and May of 2026. This was the second administration of the Parent Survey, and the results are
compared to a baseline. An early version of the Teacher Survey was previously administered as a baseline in June 2024 before teachers received any magnet-themed professional development. In the report that follows, the 2026 results have been compared with the 2024 baseline and 2025 results wherever applicable.

A total of 331 students at SMESA completed the MSAP student survey in Spring 2026.



About half of the sample (53%) identified as Black or African American.
Note that the district's official enrollment data does not include categories for "another racial identity" or "multiple racial categories."



Most survey respondents came from the SMESA attendance zone.



KEY FINDINGS for SMESA

1. **Students remain highly engaged in school, although enjoyment of individual STEAM subjects declined from the previous year.** Overall, 86% of students met the benchmark for high engagement. Most students also reported enjoying each of the STEAM subject areas; however, enjoyment decreased across the measured subjects compared with Spring 2025.
2. **Student perceptions of school climate generally improved, although there remains room for continued growth.** Sixty-eight percent of students met the benchmark for a diverse, integrated, and fair school climate. Results improved from the previous year on three of the four individual climate measures, including substantial improvement in students reporting that they see children like themselves represented in books and apps. The one decline was in the percentage reporting that teachers help them consider others' feelings.
3. **Parents reported strong family efficacy and generally positive perceptions of the school.** Ninety-five percent of parent respondents demonstrated high overall efficacy in supporting their children's learning, including high ratings for trust and communication, knowledge and expectations, and home-based engagement. Eighty-one percent also reported a positive perception of school fit and culture. Parent comments frequently

praised the school's teachers and staff as caring, supportive, and responsive to students' needs.

4. **Parents continue to view STEAM programming as a significant strength of the school.** Eighty-eight percent of parents were satisfied with the STEAM magnet program, and 73% indicated that the program was a major factor in choosing the school. Parent comments particularly highlighted hands-on learning, arts opportunities, enrichment, and the variety of experiences available to students.
5. **Magnet out-of-school programming is reaching a large proportion of families, although parents identified opportunities to strengthen access and implementation.** Ninety-five percent of respondents reported that their child participated in at least one magnet out-of-school-time program. Among parents whose children did not participate, 59% cited conflicts with work, childcare, or other commitments. Comments also reflected mixed experiences with after-care, including concerns about consistency and communication.
6. **Parent feedback points to communication and coordination as important areas for continued improvement.** Although trust and communication results were generally positive and four of six individual measures improved, parent comments identified concerns related to communication between the office and teachers, timely receipt of information, access to administration, and after-school coordination. Parents also raised concerns related to supports for students with additional needs, family access to school activities, bullying, and opportunities for young children to play and be physically active.
7. **Teachers have demonstrated substantial growth in their capacity to implement STEAM instruction.** Eighty-three percent of responding teachers met the benchmark for both STEAM Integration Self-Efficacy and Effectiveness in Teaching STEAM in 2026, compared with 16% and 8%, respectively, at baseline. Multicultural Teaching Competency also increased from 20% at baseline to 75%. Teachers themselves identified STEAM integration, collaborative planning, and the school's STEAM focus as program strengths.
8. **Despite substantial growth in STEAM capacity, teachers continue to identify areas where additional implementation support would be beneficial.** Teachers reported greater comfort planning STEAM-integrated instruction than STEAM-integrated assessments, and their comments called for additional resources, planning opportunities, professional learning, and clearer and more consistent expectations for implementation.
9. **Teacher well-being and connectedness emerged as a significant area of concern in 2026.** Teacher perceptions declined across all five well-being measures. Most notably, the percentage agreeing that the school supports teachers' mental well-being fell from 50% to 9%; the percentage reporting that they could successfully manage job stress declined from 80% to 55%; and sense of belonging declined from 87% to 64%. At the same time, 91% continued to report that people at the school care about them, and teachers identified collaboration and peer support as important school strengths.
10. **Teachers identified workload, planning time, new-teacher support, implementation consistency, and student behavior as their most pressing support needs.** Teachers described lost or insufficient planning time, paperwork and meeting demands, and the need for more teaching time. They also requested stronger training and mentoring for new teachers. Teachers additionally called for expectations to be established more consistently and for stronger, more consistent approaches to student behavior and discipline.

Recommendations for SMESA

1. **Maintain and build upon the STEAM programming that students, parents, and teachers identify as a program strength.** Continue providing hands-on STEAM instruction, arts integration, enrichment opportunities, and out-of-school programming while monitoring student perceptions of individual STEAM subjects, given the year-to-year declines in reported enjoyment. Parents' strong satisfaction with the STEAM program and teachers' substantial gains in STEAM instructional capacity provide a strong foundation for continued implementation.
2. **Provide teachers with continued support for STEAM implementation, with particular attention to the areas they identified as needing additional assistance.** Teachers specifically requested additional resources and planning opportunities for integrating the magnet theme into daily instruction. Survey results also show that teachers are less comfortable planning STEAM-integrated assessments than instruction, making assessment an appropriate area for continued professional learning and collaborative planning.
3. **Explore methods to protect teacher planning time and reduce competing demands on that time.** Teachers repeatedly identified insufficient or interrupted planning time, meetings, paperwork, testing responsibilities, and other duties as barriers to completing their work during the school day. Review current scheduling and meeting practices with teachers to identify opportunities to preserve planning time and maximize instructional time.
4. **Strengthen onboarding, training, and ongoing support for new teachers.** Provide new teachers with structured training and mentoring that addresses the areas specifically identified in teacher feedback, including curriculum, STEAM/magnet expectations, classroom management, technology, and organization of required information. Consider how information and training can be paced throughout the year rather than concentrated at the beginning, consistent with teachers' descriptions of feeling overwhelmed by the amount of information they received.
5. **Increase consistency and teacher input in program implementation and school level changes.** Establish core expectations and planned initiatives as early as possible and limit unnecessary changes during the school year. When changes affecting instruction, schedules, or teacher responsibilities are being considered, provide opportunities for teacher input. This directly responds to teachers' concerns about changing expectations and their desire for their perspectives to be considered in decisions affecting classroom implementation.
6. **Prioritize teacher well-being as an area for focused follow-up and improvement.** Given the substantial declines across the teacher well-being measures, gather additional teacher input to better understand the factors contributing to these perceptions and identify the types of support teachers believe would be most beneficial.
7. **Review student behavior and discipline practices in response to teacher and parent concerns.** Teachers specifically requested more consistent and effective approaches to behavior management and discipline, while parent comments included concerns about bullying and supports for students with behavioral needs. Engage

teachers, administrators, and families in reviewing current practices and identifying areas where procedures, communication, or student supports may need strengthening.

8. **Strengthen communication and coordination with families while building on existing positive relationships.** Parent survey results indicate generally strong trust and communication, but open-ended responses identify specific opportunities to improve communication between teachers and the front office, timely distribution of information, access to administrators, and communication related to transportation and after-school programming. Continue the communication practices parents value while addressing these specific areas of concern.
9. **Continue family engagement opportunities and examine barriers to participation.** Maintain opportunities such as Family Day and other activities that bring families into the magnet program. Consider parent feedback regarding limits on family attendance at school events and examine scheduling barriers to out-of-school programming, particularly because work, childcare, and other commitments were the most commonly reported reasons for nonparticipation.
10. **Continue monitoring student school climate and belonging while examining the specific areas identified by students and parents.** Build on improvements in students' perceptions of representation, peer relationships, and fairness while monitoring the decline in students reporting that teachers help them consider others' feelings. Parent concerns related to bullying and responsiveness should also continue to be monitored alongside student climate data.

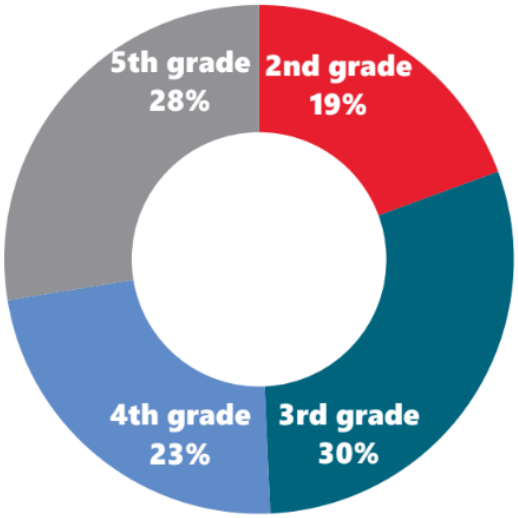


ST. MARTIN STEAM ACADEMY SURVEY RESULTS

SPRING 2026

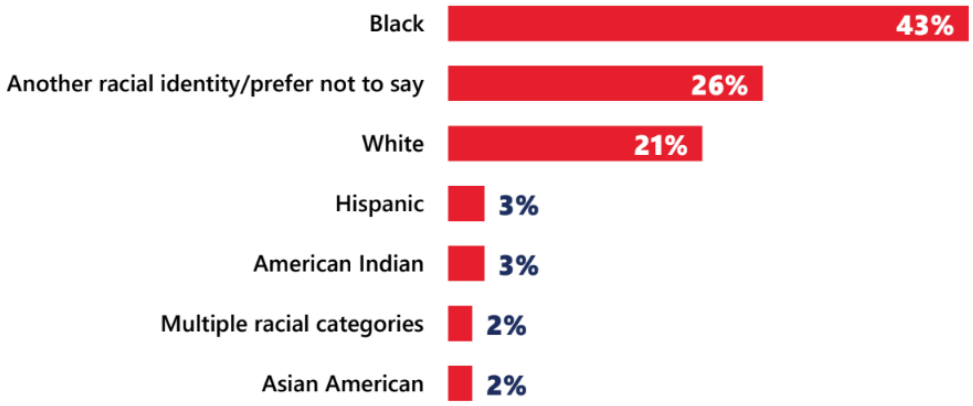
SAINT MARTIN STEAM ACADEMY

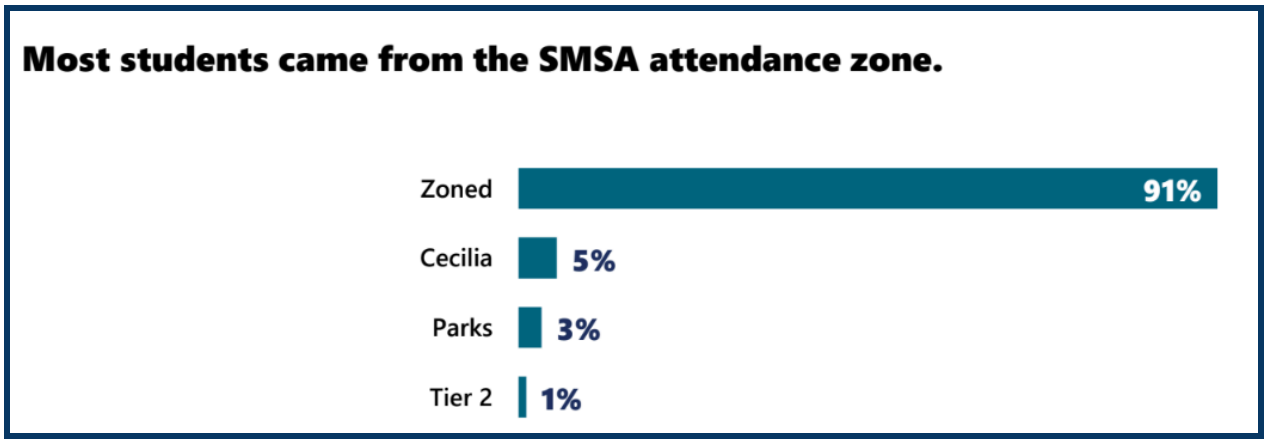
A total of 428 SMSA students completed the MSAP student survey in Spring 2026.



Almost half of the sample (43%) identified as Black or African American.

Note that the district's official enrollment data does not include categories for "another racial identity" or "multiple racial categories."





SMSA Report:

1. **The STEAM magnet program is well established and is viewed as a significant strength of the school.** Students reported generally high levels of enjoyment across STEAM subjects, while 70% of parents indicated satisfaction with the STEAM magnet programming and 60% said the magnet program was a major factor in their decision to send their child to SMSA. Parents specifically praised enrichment classes, after-school clubs, and the variety of opportunities available to students. Teachers likewise identified STEAM programming, hands on learning, project-based learning, and opportunities in the arts as important school strengths.
2. **Teacher capacity to implement STEAM instruction has increased dramatically since baseline, although some indicators declined from the previous year.** Following substantial professional development, 78% of teachers met the benchmark for STEAM Integration Self-Efficacy in 2026, compared with only 15% at the June 2024 baseline. Similarly, 87% met the benchmark for Effectiveness in Teaching STEAM, compared with 7% at baseline. Although teachers' STEAM Integration Self-Efficacy declined from 86% in 2025 to 78% in 2026, current results remain substantially above baseline. Teachers also reported greater confidence planning STEAM-integrated instruction collaboratively than independently, suggesting that continued opportunities for team planning and collaboration remain important.
3. **Professional learning also appears to have strengthened teachers' multicultural teaching competency.** The percentage of teachers meeting the benchmark for Multicultural Teaching Competency increased from 28% at baseline to 91% in 2026. These gains represent one of the strongest areas of teacher growth.
4. **Student engagement remained relatively stable, but there is room to strengthen students' overall connection to school.** Sixty-one percent of students met the benchmark for high engagement in 2026, essentially unchanged from 60% in 2025. While these results indicate that a majority of students are highly engaged, they also suggest that approximately four in ten students indicate low engagement.
5. **School climate and student behavior emerged as important areas for continued attention.** Although 64% of students met the benchmark for a diverse, integrated, and fair school climate, an improvement from the previous year, several individual climate indicators declined. Parent comments also raised concerns about bullying, fights,

student behavior, and how behavioral issues are addressed. Teachers independently identified student behavior and discipline as barriers to instruction and called for clearer expectations and more consistent school-wide procedures. The convergence of student, parent, and teacher findings makes school climate and behavior a particularly important area for attention.

6. **Parents remain highly engaged in supporting their children's learning, but perceptions of school-family communication weakened.** Parent efficacy was exceptionally strong: 95% met the overall family-efficacy benchmark, including 93% for Trust and Communication, 98% for Knowledge and Expectations, and 93% for Home-Based Engagement. At the same time, several individual communication and climate indicators declined from 2025. For example, agreement that the school values parents decreased from 74% to 61%, while the percentage reporting that they communicate with their child's teacher at least twice a month decreased from 68% to 63%. Open-ended comments reinforced concerns about unanswered messages, inconsistent information about classroom activities and assignments, and reliance on communication channels that may not reach all families.
7. **Parents generally value SMSA, but perceptions of belonging and integration warrant attention.** Parents expressed considerable appreciation for teachers, enrichment opportunities, and the overall magnet experience. However, some indicators related to student learning and forming friendships across the district declined, and parent comments included concerns about bullying and students' treatment of peers who are different from them. These findings suggest that continued attention to belonging and inclusive school culture should accompany efforts to strengthen the magnet's diversity goals.
8. **Teacher commitment remains a major school asset, but declining teacher wellbeing is a potential threat to continued implementation.** Teachers described SMSA's strengths in terms of dedicated staff, teamwork, compassion, community, and commitment to student success. At the same time, teacher wellbeing declined across multiple indicators. Open-ended comments repeatedly referenced workload, loss of planning time, changing expectations, paperwork, and difficulty maintaining work-life balance. Teachers also described frequent changes to curriculum, schedules, and expectations as contributing to exhaustion.
9. **The program may be entering a stage in which implementation quality and consistency are more important than adding new requirements.** Teachers repeatedly called for fewer changes, clearer expectations, protected planning time, modeled STEAM lessons, and opportunities to collaborate. Several comments specifically suggested slowing implementation so that foundational practices can be mastered and STEAM integration can become purposeful rather than another requirement. This is an important finding given the large gains in teacher capacity since baseline: the next phase of implementation may need to emphasize refinement, consistency, and sustainability rather than continued expansion of expectations.

Recommendations for SMSA

1. Use survey findings to further examine concerns related to student **behavior, discipline, and bullying.** Because these issues emerged in both parent and teacher comments, the school may want to review other available data such as discipline records, student referrals, attendance, or additional stakeholder feedback to better understand the nature and extent of the concerns and determine whether any programmatic response is warranted.
2. **Identify opportunities to strengthen school-family communication.** Review parent survey findings alongside existing communication practices to identify areas that may warrant additional attention, particularly regarding timely responses, advance notice of school and classroom activities, and ensuring families can access important information through available communication channels.
3. **Continue supporting teachers in managing the demands of STEAM implementation.** Teacher feedback suggests that planning time and workload may present challenges for some teachers as they implement STEAM-integrated instruction. Continue seeking teacher input to identify supports that could facilitate effective implementation while maintaining manageable expectations.
4. **Provide continued support for STEAM integration based on identified teacher needs.** Teacher feedback indicates a desire for additional support with the practical application of STEAM integration, including modeled lessons and opportunities for collaboration. Use ongoing teacher feedback to identify specific areas in which additional professional learning or implementation support may be beneficial.
5. **Continue examining consistency in magnet implementation.** Teacher feedback identified consistency in schedules, expectations, and implementation as an area of concern. Continue seeking teacher input to better understand these concerns and identify opportunities to support consistent, purposeful STEAM implementation as the magnet program continues to develop.
6. **Continue supporting STEAM enrichment and extracurricular opportunities.** Parents and teachers identified enrichment opportunities as a strength of the magnet program. As the program continues to develop, consider stakeholder feedback and participation data when determining whether additional opportunities, such as tutoring, academic support, sports, or band, would be beneficial and feasible.
7. **Use stakeholder feedback to inform family and community engagement efforts.** Parents and teachers identified family engagement and STEAM-related opportunities as important components of the magnet program. Continue gathering feedback on these experiences and consider stakeholder suggestions when identifying opportunities to support family involvement and community connections.
8. **Address teacher wellbeing as an implementation and sustainability issue.** Consider teacher wellbeing not simply as a personnel concern but as a condition necessary for successful magnet implementation. Reducing unnecessary workload, protecting planning time, improving communication and consistency, and creating meaningful opportunities for teacher input into implementation decisions could help address the declines observed in teacher wellbeing while supporting retention and instructional

quality. Teacher comments specifically connect frequent changes and workload with exhaustion.

Planning and Sustainability

In addition to expanding local community and business partnerships, the Magnet Program's reach continues to expand beyond its campuses. As part of our long-term sustainability vision, Saint Martinville Junior High (SMJH) expanded its 6th-8th grade curriculum to include STEAM pathways, integrating Visual Arts and Drama alongside its established Band and STEM courses.

- Organic Pathway Growth: By aligning elective offerings with STEAM principles, SMJH created a natural, high-interest continuation path for rising Magnet Program elementary graduates.
- Increased Pipeline Enrollment: Following these course additions, SMJH welcomed 12 out-of-zone Magnet-related students (10 matriculating SMSA students and two new-to-district siblings of current Magnet participants), up from zero transfers the previous year.
- Strong Student Retention: Retention across the transition remained exceptionally high; out of six non-continuing out-of-zone students, the only documented exit reason given was due to a family custody relocation.





Top Left Photo: SMJH Lobby Entrance Top Right Photo: Band Room Entrance





Top Row: Selfie STEAM Careers
Bottom Left and Right Photos: STEAM themed corner murals



Top Left Photo: Space themed mural outside of library Top Right Photo: Mural in the Band Room
Middle Left Photo: Eagle STEM themed mural Middle Right Photo: Music Hall Entrance Mural
Bottom Left Photo: Futuristic Science Mural Bottom Right Mural: Outside of Library

Along with vibrant STEAM art murals, the drama room received a complete overhaul, including a custom performance stage and dramatic black walls as well as upcoming black flooring.



As the District looks toward the 2027–2028 school year, the vision for the next phase of the STEAM initiative is to create a strong and intentional continuation into St. Martinville Senior High School. Rather than beginning anew, this expansion will capitalize on STEM courses, programs, and instructional opportunities already in place at the high school while building a more clearly defined pathway for students progressing from the elementary and middle school STEAM experience. The goal is to create continuity across grade levels so that students can move from early exploration and hands-on learning to increasingly rigorous coursework, career exploration, industry exposure, and college- and career-ready opportunities at the secondary level.

An important component of this next phase will be a comprehensive effort to identify, organize, and market the full range of course offerings and opportunities available at St. Martinville Senior High School. Students and families will be introduced not simply to individual courses, but to the pathways those courses can create from STEM. Such as, advanced academic opportunities to career and technical education, dual enrollment, industry-based credentials, and other specialized programs available through the school and District. Through student and parent information sessions, course and pathway showcases, recruitment materials, school and community events, and coordinated transition activities, the District will make these opportunities more visible and accessible. Ultimately, the 2027–2028 expansion is envisioned as the next step toward a cohesive PreK–12 STEAM pathway, one that allows students to see where their learning can take them and gives families a compelling reason to continue their educational journey in St. Martinville. Also, a by-product of this effort will help organically in the desegregative efforts at SMSH to accomplish a +/- 15 % by attracting white students to the

programs offered at the high school level. Extensive marketing efforts will be employed to make parents aware of the unique opportunities and courses offered in the Pre-K - 12th grade model.

Community Partnerships

Over the past year, our Magnet Program has continued to strengthen its connection with the local community by developing meaningful partnerships with businesses, organizations and local government agencies that support student learning and STEAM exploration. These collaborations have provided valuable opportunities for students to engage in real-world experiences, enhance classroom learning, and gain insight into a variety of career pathways.

Through the generosity, expertise, and involvement of our community partners, our program has expanded its impact and enriched the educational experience for our students. The following sections highlight some of the partnerships established this year and the unique contributions each has made to the success of our Magnet Program.

A formal partnership with the Acadiana Center for the Arts was established to deliver integrated arts education and direct cultural enrichment. Through this collaboration, AcA provided both full-school artistic performances and hands-on, in-classroom instruction led by professional teaching artists. These artists conducted interactive learning modules and specialized activities across both campuses, expanding creative access, strengthening interdisciplinary skills, and enhancing the overall educational experience for students.





Top Left & Right: SMESA students perform with "Lady Chops," the stage name of Elizabeth Videos, a former Off-Broadway performer with STOMP.




Bottom Left: SMESA students perform with Chubby Carrier, the Grammy Award-winning zydeco musician and accordionist
Bottom Right: SMSA students attend a masterclass with Chubby Carrier

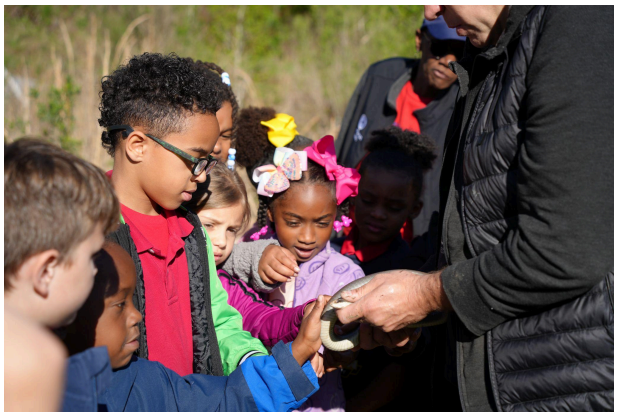
Atelier de la Nature showcased our student's science-integrated art at their "Discover the Enchanted Forest Art" Reception hosted at their facility in Arnaudville.





STEAM food web and Halloween themed art made by Magnet Students at Atelier de la Nature

Students also expanded their hands-on learning through experiential field trips to Atelier de la Nature. During these visits, students created handmade journals to record their field observations while participating in place-based ecology activities, such as crafting bug masks and building recycled nets for insect-collection hikes. Additional programming allowed students to forage natural supplies to brew and sample natural soda, extract earth pigments to create raw paints, and complete guided hikes identifying edible native plants and local wildlife.




Left: Students petting a wild snake. Right: Group of students at Atelier de la Nature.

During the past academic year, the Saint Martin STEAM Coordinators expanded the Magnet Program's science and technology outreach by becoming Civil Air Patrol (CAP) Aerospace Education Members. Through this partnership, coordinators participated in CAP's Teacher Orientation Program (TOP). A key highlight of this initiative was an instructional flight during which a CAP pilot conducted a low-altitude flyover of the Saint Martinville community and individual STEAM Academy campuses.

While teachers were in the air, students on the ground actively engaged in a real-time tracking exercise. Utilizing the aircraft's unique tail number on a flight-tracking application, students monitored the plane's coordinates, flight path, and airspeed. This hands-on experience successfully bridged technology with physical observation as students located the aircraft from their respective campuses. To build upon this engagement, a follow-up session is being scheduled to bring the CAP pilot into the classroom, where they will lead interactive discussions with students regarding career pathways in aviation and aerospace technology.

This flyover serves as a real-world extension of the classroom curriculum, directly aligning with hands-on lessons on aerodynamics and the principles of flight. By experiencing these concepts in action, students were able to connect their classroom theory directly to practical aviation.

A recap video of the experience can be found at bit.ly/magnetspringflyover




Left: *SMESA STEAM Coordinator in Flight Right: Students at SMESA watching the flyover*

To enrich hands-on learning, First Solar partnered with the magnet schools to facilitate an interactive STEM workshop led by industry experts. Students engaged in a practical engineering activity where they built solar-powered devices, tested their functionality outdoors in direct sunlight, and took their completed projects home. This collaboration directly supports the district's magnet programming goals by connecting classroom instruction to real-world applications and STEM careers.



An Instructor from First Solar teaches students from SMESA




Students testing out their solar creations outdoors

Our third grade students were able to participate in a new pilot program as part of a partnership with McGees Swamp Tours and Acadiana Center for the Arts. This field trip provided a fully integrated art and science lesson in a unique outdoor environment. Students were able to take a 90 minute boat ride in the swamp (and even drive the boat) while learning about the environment around them. Students also attended an outdoor wildlife presentation with each student being offered the opportunity to hold a baby alligator. Additionally, every student participated in the art of printmaking using plants foraged directly from the Atchafalaya basin (the nation's largest river swamp) with a teaching artist from ACA.




Left: Students designing art from foraged plants. Right: Student holding an alligator.

Local Saint Martinville businesses have also partnered with our schools throughout the year through various means of support and supplies. In the Spring the following businesses rallied in support of SMSA students by creating videos supporting those taking the LEAP test which were compiled into a daily video series and displayed for STEAM students to watch before taking the LEAP test daily. Organizations and/or individuals that participated included: Joyce's Supermarket, Cash Saver, Cade's Market, Popeyes, McDonald's, the Mayor of Saint Martinville, WoodmenLife, as well as various Magnet Program and District staff, the STEAM Advisory Board, State Representative Chad Boyer, the National Association of University of Women and Saint Martin Early STEAM staff and students.

To enhance our summer learning, Primarily Parrots visited the summer STEAM enrichment program to conduct an interactive avian science workshop. Students learned about and interacted with various bird species - including macaws, parrots, and the largest owl species on the planet - gaining firsthand insight into biodiversity, animal adaptation, and wildlife conservation.



Top left: Golden Conure Top middle: Eurasian-eagle owl Top right: Spix's Macaw Bottom: Eurasian-eagle owl

Saint Martin STEAM Academy expanded its instructional and performance resources through a new licensing agreement to support upcoming student arts programming. As part of this initiative, SMSA students will bring to life a Spring 2027 Production of Disney's The Jungle Book Kids presented through special arrangement with Music Theatre International (MTI). All authorized performance materials are also supplied by MTI. www.MTIShows.com

Conclusion

The Promise Ahead

This Magnet Program journey began with a promise. The promise of what is possible when schools are intentionally designed around the needs, talents, curiosity, and potential of children.

During the 2025–2026 school year, that promise became increasingly visible across the St. Martin Parish STEAM Magnet Academies.

It was visible in classrooms where students were challenged to think, create, investigate, collaborate, and solve problems. It was visible in gardens, science habitats, performances, STEAM labs, enrichment programs, after-school clubs, summer experiences, and family events. It was visible in teachers expanding their instructional practice, families becoming partners in the work, and community organizations investing their time and resources in children. And it was visible in students themselves. Children who spoke about loving their schools, their teachers, their friends, and the opportunities they were experiencing.

There is also measurable evidence of progress. Academic results demonstrate meaningful growth in important areas, while other results remind us that the work must continue with urgency and focus. Enrollment at both Magnet Academies remains within the racial-composition parameters established by the Magnet Implementation Plan, and the expansion of STEAM opportunities into Saint Martinville Junior High represents an important step toward creating a sustainable educational pathway beyond the elementary grades.

But perhaps the most important lesson of this year is that successful Magnet schools are not created by programs alone.

They are created by people.

They are created when educators believe children are capable of more. When families trust schools with their hopes for their children. When communities open their doors and share their expertise. When leaders are willing to examine results honestly, celebrate progress appropriately, confront weaknesses courageously, and continuously ask a simple but demanding question:

What more can we do for children?

That question must guide the work ahead.

The district recognizes that important challenges remain. Academic achievement must continue to improve. Instructional consistency must deepen. Recruitment and retention efforts must remain intentional. Access to enrichment opportunities must continue to be examined. Family voices must continue to inform decisions. And the systems developed through the Magnet Plan must become embedded deeply enough within the District that their success does not depend upon a particular person, grant, initiative, or moment in time.

That is the next measure of success: **sustainability.**

The goal is no longer simply to establish two successful Magnet Academies. The greater opportunity is to build a lasting culture of innovation, excellence, belonging, and opportunity. We must build a continuum in which a child's earliest curiosity can be nurtured through increasingly sophisticated STEAM experiences as that child progresses through school.

The work of 2025–2026 demonstrates that this vision is possible.

It also reminds us that possibility carries responsibility.

We have seen what happens when children are given opportunities to explore beyond the boundaries of a traditional classroom. We have heard their excitement. We have seen families respond. We have watched teachers grow. And we have begun to see what can happen when children from different communities learn, create, perform, investigate, and dream alongside one another.

We cannot stop here.

The next chapter must be more intentional, more rigorous, more innovative, and even more deeply centered on children.

Years from now, the most meaningful measure of this work will not be the number of pages contained in an End-of-Year Report. It will not be the number of activities conducted or meetings held.

It will be the young people whose journeys began within these schools and whose futures were shaped by the opportunities they found here.

The scientists, artists, engineers, educators, entrepreneurs, healthcare professionals, technicians, musicians, public servants, parents, neighbors, and leaders they become.

And perhaps most importantly, it will be found in whether those young people leave St. Martin Parish schools believing something about themselves that every child deserves to believe:

My future is filled with possibilities.

The work continues.

The expectations rise.

The possibilities grow.

Built for Children.
Built for Possibility.
Built to Last.

That is the promise ahead.