St. Martin Parish School System

Title I Schoolwide Plan
School Name

Grade Level: 5th-8th Grade
Address: 1010A St. Louis Dr., Parks, LA 70582
Principal's Name: Natalie P. Foster **School Phone Number: (337) 909-3800**
Principal's Email Address: Natalie_Foster@saintmartinschools.org

2026 - 2027

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District Assurance

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

  (Component 1): Comprehensive Needs Assessment

  (Component 2): Evidence-Based Strategies

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

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

  (Component 5): Early Childhood Transition

  (Component 6): Teachers Participate in Decision

  (Component 7): Timely Assistance and Interventions

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

  (Component 9): Teacher Recruitment and Retention

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

Principal	Date
Federal Programs Director	Date

SCHOOL-WIDE PLAN TEAM MEMBERS

Date	Name	Position	Signature
8/31/2026	Natalie P. Foster	Principal	
	Courtney White	Assistant Principal	
	Alicia Breaux	Librarian/SBLC Chair/Test Coordinator	

Faculty and Staff Review

Date	Name	Position	Signature
8/31/2026	Natalie P. Foster	Principal	
	Courtney White	Assistant Principal	
	Alicia Breaux	Librarian/SBLC Chair/Test Coordinator	
	Melanie Johnson	Secretary	
	Jennifer Kately	SPED Teacher/SSR	
	Mayor Kevin Kately	Community Member	
	Yvonne Narcisse	Community Member	
	Amber Albert	Parent	
	Cora Spain	Parent	
	Kaisha Wiltz	Math Teacher	
	Michael Bass	Science Teacher	
	Victoria Sinegal	ELA Teacher	
	Susan Leblanc	Social Studies Teacher	
	Emile Wiltz	Math Teacher	
	Rebecca Clark	Science Teacher	

	Gail Williams	ELA Teacher	
	Bhynty Charif	French Teacher	
	Vanessa Savoy	SPED Self-Contained Teacher	
	Shawn Neuville	Social Studies Teacher	
	Jordan Smith	Math Teacher	
	Cathy Bobb	Speech Pathologist	
	Sophia Barton	Speech Pathologist	
	Michelle Dunaway	SPED Teacher	
	Vacant Position	Paraprofessional	
	Fantella Brown	Paraprofessional	
	Vanessa Smith	LPN/Paraprofessional	
	Sharon Hicks	Paraprofessional	

St. Martin Parish School System Vision and Mission Statements

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

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

School Vision and Mission Statements

Vision: Parks Middle School will teach students and facilitate them meeting or exceeding learning goals and expectations set forth that will aid them in becoming high school, work force, college and career ready.

Mission: To Bridge Learning Gaps of all Students, we, the Parks Middle School family, ensure that all students will learn by providing rigorous instruction, teaching standards, and differentiating instruction in every classroom.

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

Comprehensive Needs Assessment Data

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

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

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

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

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

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

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

STRENGTHS

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

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	In ELA, overall percentage of students at Grade level increased from 37% to 38.14%.	LEAP
2.	In Science, overall percentage of students scoring at Grade Level increased from 21% to 27%.	LEAP
3.	In Math, overall percentage of students scoring at Grade Level increased from 24% to 29%.	LEAP

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

Contributing Factor:

Domain: Overall Percentage of students at Grade Level Sub domain: Strengths In ELA, overall percentage of students at Grade level increased from 37% to 38.14%. In Science, overall percentage of students scoring at Grade Level increased from 21% to 27%. In Math, overall percentage of students scoring at Grade Level increased from 24% to 29%.	
Instrument(s): LEAP Test Data and Classroom Walkthroughs	
Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	**Findings** 1. In Science, overall percentage of students scoring at Grade Level increased from 21% to 27%. 2. Effective, certified teachers are teaching in all Science Classrooms, as we retain teachers from the previous school year. 3. Time is taken daily with a focus on Science to improving writing and analyzing of sources in preparation for LEAP-like questions.

Contributing Factor:	
Domain: Standards and Objectives Sub domain:	
Instrument(s): Weekly Lesson Plans on Oncourse, Teaching of Standards, and Classroom Walkthroughs	
Data Type: 1. Behavioral 2. Behavioral 3. Attitudinal 4. Attitudinal	**Findings** 1. Weekly Lesson plans and instruction showed planning of effective instruction teaching standards in Science. 2. Science teachers participated in Cluster/PLC every Wednesday to build capacity of teacher to teach using quality instruction teaching Standards and exposing students to questioning matching he rigor of the LEAP Test weekly. 3. Teachers and students were rewarded according to Diagnostic, interim, and Practice LEAP test results. 4. Goal setting was done in all classes to communicate goals with students throughout the school year.

Contributing Factor:
Domain: LER Sub domain:

Instrument(s): LER Rubric and Formal Observation in all Classrooms	
Data Type: 1. Cognitive 2. Behavioral 3. Behavioral	**Findings** 1. The rubric was shared during PLC and examples of student facilitated learning teaching standards was modeled. Teachers worked weekly on examples of effective teaching. 2. Formal observations were done and feedback was given through Post Conferences and a Coaching Plan was developed and executed to continue to build capacity of teachers throughout the school year. 3. Teachers observed other teachers to build capacity and had several informal walkthroughs in between observations during coaching to improve instructional practices for teachers who did not score effectively on initial observations.

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

WEAKNESSES

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

	WEAKNESSES	**DATA SOURCE/INSTRUMENT**
1.	In 2026 on the ELA Writing Performance on the LEAP Assessment, the % of students with Strong performance decreased from 55% to 27%.	LEAP
2.	In 2026 on the ELA Writing Performance in Black Students on the LEAP Assessment, the % of students with Strong performance decreased from 57% to 21%.	LEAP
3.	In 2026 on the ELA Writing Performance in SPED on the LEAP Assessment, the % of students with Strong performance decreased from 33% to 6%.	LEAP

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

Contributing Factor:
Domain: ELA Sub domain: Major Content and Additional Supporting Content

Instrument(s): 2026 LEAP Data	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	**Findings** 1. In 2026 on the ELA Writing Performance on the LEAP Assessment, the % of students with Strong performance decreased from 55% to 27%. 2. In 2026 on the ELA Writing Performance in Black Students on the LEAP Assessment, the % of students with Strong performance decreased from 57% to 21%. 3. In 2026 on the ELA Writing Performance in SPED on the LEAP Assessment, the % of students with Strong performance decreased from 33% to 6%.

Contributing Factor:	
Domain: All Students Scoring in Writing Performance in ELA Sub domain:	
Instrument(s): 2026 LEAP Data	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	**Findings** 1. Writing Performance Scores in ELA did not show an increase. In 2026 on the ELA Writing Performance on the LEAP Assessment, the % of students with Strong performance decreased from 55% to 27%. 2. Writing focus across all classrooms was not consistent. 3. Writing strategy needs to be more of a focus including focus on comprehension across all content areas.

Contributing Factor:	
Domain: ELA Students with Disabilities Sub domain:	
Instrument(s): 2026 LEAP Data	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	**Findings** 1. In 2026 on the ELA Writing Performance in SPED on the LEAP Assessment, the % of students with Strong performance decreased from 33% to 6%. 2. Only 4 out of 16 SPED students scored Proficiently in ELA on the LEAP 2026 Assessment. 3. Only 1 out of 16 SPED students scored Strong in ELA Writing Performance on the LEAP 2026 Assessment.

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

Action Plan

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

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

CORE ACADEMICS – ELA (Achieve)	**Tier 1 Resources:** 3-8 Guidebooks

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction (ELA): By the end of the 26-27 school year, the percent of students proficient (Scoring Mastery and Above) will increase by 2% from 38.14% to 40.14%. **Parks Middle stakeholders will analyze data to determine which students are students having academic deficiencies and provide intervention based on need. Response to Intervention strategies reflective of the following: RTI Tiers 1-3 Interventions, READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention, and Gator Gains.** Our goals for our students focus on increasing student achievement by utilizing Data-Driven Decision Making using NIET Practices for weekly ILT meetings, (Instructional	**PMS Stakeholders**	**The plan will be monitored for effectiveness at least once per 9 weeks during ILT Meetings and PLC.**		**The data analysis will happen on a weekly basis with culminating task questions and cold read assessments on a weekly basis.** **Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on data-driven planning, collaboration,**

Leadership Team), NIET Cluster Meetings Supporting teachers and building capacity as they plan, instruct, and assess in a way that aligns to higher academic standards focused on setting a clear vision of expectations. Teachers have been posed the question of "What is more important Standards or Content?" The question posed is designed to give teachers clear evidence that the Standards drive the content into critical analysis and evaluation by students. Action verbs within the standards demand higher order thinking. This will be evident in DOK levels 3 and 4 instruction. This will be monitored during weekly walkthroughs documented in the Care Tool and lesson planning. Remediation occurred daily during gator Gains Times/ Skinny (Subgroups and RTI Tiers 1-3 students). Additional time will also be allotted during Tier 2 and Tier 3 pullout times. Read 180 will be taught daily for 30 minutes 5 days per week to all students with dyslexia traits and deficiencies in Reading (Unsatisfactory/Low Approaching Basic scores on LEAP test in previous school year). READ 180 program and teaching including small group instruction weekly will intervene in students ability to read and comprehend complex text, annotate text, and put emphasis on obtaining the Author's Purpose, main idea of the passage, citing textual evidence to support analysis, identifying vocabulary using context clues. Close reading practices will be emphasized in reading across curriculums.				**consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.**

Include assessment frequency in parenthesis behind each assessment.
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark, READ 180
6th - 12th: LEAP 360, Louisiana Guidebooks , District Benchmark

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

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

CORE ACADEMICS –Math (Achieve) **Tier 1 Resources:** **K-8 READY Math/Zearn**

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction: : By the end of the 26-27 school year, the percent of students proficient (Scoring Mastery and Above) will increase by 5% from 28.5% to 33%. Parks Middle stakeholders will analyze data to determine which students are students having academic deficiencies and provide intervention based on need. Response to Intervention strategies reflective of the following: RTI Tiers 1-3 Interventions, READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention, and Gator Gains. 75% of students in grades 5-8 will proficiently complete a Math Unit Exam with the completion of every Ready Math Unit with 75 % accuracy as aligned with Math State Standards. 100% of math teachers will become proficient in the test specifications and unpacking standards to drive the content, effectively create standards based lesson plans, activities with rigor, take a deep dive into the new Ready Math High	**PMS Stakeholders**	**Progress will directly implement S.M.A.R.T. Goals measured by the students grasp of the standards from data benchmarks, and school assessed evaluations.** Students will be monitored through formative assessments		**The data analysis is done every week with exit tickets and weekly quiz assessments.** **Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on data-driven planning, collaboration, consultation, and**

Quality Instructional Materials along with effective Fluency instruction, and assessments aligned to LEAP 2025 Practice test. 70% of Math students will Increase Math Assessment Scores by 10% or more on Unit Assessments and LEAP Practice Exams. Remediation occurred daily during gator Gains Times/ Skinny (Subgroups and RTI Tiers 1-3 students). Additional time will also be allotted during Tier 2 and Tier 3 pullout times. Our goals for our students focus on increasing student achievement by utilizing Data-Driven Decision Making using NIET Practices for weekly ILT meetings, (Instructional Leadership Team), NIET Cluster Meetings Supporting teachers and building capacity as they plan, instruct, and assess in a way that aligns to higher academic standards focused on setting a clear vision of expectations. Academic Readiness classrooms will enrich students' ability in Mathematics, which is our focus content area for the School-Wide Improvement Plan. These classes will target fluency skills Math students are lacking in to promote the ability of students to understand and master on-level content skills to grow to Mastery. Academic Readiness teachers will utilize weekly data and iREADY Diagnostic Data to target skills needed by students.		(Student Samples) for strategic adjustment. Summative Assessments aligned to the LEAP 2025 math standards and LEAP practice test will be used to measure student growth to mastery. Academic Readiness classes will be devoted completely to Mathematics as an intervention to improve Math as identified as our weakness to fill fluency gaps in lower performing students to better prepare them to receive on level standards based instruction during their Math blocks.		**coaching on effective instructional practices.** **Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.**

		Regarding educating Parks Middle Subgroups (minority, economically disadvantaged, and special education), these students' performance will be closely monitored to ensure progress toward Mastery with annual gains in percent of students who are proficient. (Score Mastery and Above)		

Include assessment frequency in parenthesis behind each assessment.
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
3rd-5th: LEAP 360, IReady weekly and Unit Assessments, Louisiana Guidebooks, District Benchmark, LEAP Practice Tests
6th - 12th: LEAP 360, IReady weekly and Unit Assessments, Louisiana Guidebooks, District Benchmark, LEAP Practice Tests

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

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

CORE ACADEMICS –SS (Achieve)	**Tier 1 Resources:** **Bayou Bridges**

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: By the end of the 26-27 school year, the percent of students proficient (Scoring Mastery and Above) will increase by 3% from 23.72% to 26.72%. ● Teachers will review and analyze the Louisiana State Standards shift for grades 5-8. ● Teachers will direct their teaching through the influence of the Louisiana State Standards and Bayou Bridges. ● Teachers will utilize Document Based Questioning in alignment with Content specified within the standards in grades 5-8. Teachers will utilize Social Studies Standards as questioning tool to create DOK Levels 3 and 4 cognitive reasoning, communication, and point of view through content	**PMS Stakeholders**	**The plan will be monitored for effectiveness at least once per 9 weeks**		**The data analysis protocol instrument is utilized every week. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on data-driven planning, collaboration, consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.**

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
3rd-5th: LEAP 360, District Benchmark, Bayou Bridges Assessments, LEAP Practice Tests, DBQ Assessments
6th - 12th: LEAP 360, District Benchmark, Bayou Bridges Assessments, LEAP Practice Tests, DBQ Assessments

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

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

CORE ACADEMICS – SC (Achieve)	**Tier 1 Resources:** **PHD Science and IQWST**

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: By the end of the 26-27 school year, the percent of students proficient (Scoring Mastery and Above) will increase by 3% from 26.51% to 29.51%. Capacity will be built in Science teachers when writing constructed responses using action verbs within the standards demand higher order thinking. This will be evident in DOK levels 3 and 4 instruction. This will be monitored during weekly walkthroughs and lesson planning. Teachers will also work on creating success criteria from standards based classrooms via Cluster Meetings. PLC's will be conducted weekly to increase staff and faculty capacity in the area of student work aligned to standards and to increase teacher, staff and administration's strategies regarding effective ways to analyze data, effective use of various instructional strategies that will lead to student growth.	**PMS Stakeholders**	**The plan will be monitored for effectiveness at least once per 9 weeks**		**The data analysis protocol instrument is utilized every week. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on data-driven planning, collaboration, consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.**

Ongoing Job embedded professional development to ensure Full Inclusive Classrooms-Students with disabilities that are required to take LEAP will receive instruction in the regular education setting to ensure they are consistently exposed to on grade level, standards based tier I instruction. 75% of students in grades 5-8 will proficiently complete a science application task as outlined in Louisiana's Science Curriculum with 71% accuracy. 100% of Science teachers will become proficient in the test specifications and unpacking standards in order to effectively create standards based lessons/activities/assessments.				
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:** 3rd-5th: LEAP 360, District Benchmark, LEAP Practice Tests, PHD Science Assessments 6th - 12th: LEAP 360, District Benchmark, LEAP Practice Tests, IQWST Assessments				

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

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

CORE ACADEMICS – Subgroups (GROW)	**Tier 1 Resources:** **Ready Math, Guidebooks, Bayou Bridges, IQWST, and PHD Science**

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Professional Development: ● Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by **ELA** ○ ILT (Instructional Leadership Team = Principal, Assistant Principal, Lead Teacher, District coaches.) ○ 5th-8th: Reading comprehension through close reading led and assessed by ILT. ○ **Communication of comprehension through strategic writing practices developed and assessed by ILT.** ○ **Summative Assessments aligned to PARCC assessments, DRC LEAP practice test that entail 2 grade level passages accompanied by Part A and Part B questions aligned to the 10 Anchor Standards.**	All Stakeholders	Summative Assessment should be conducted every 3 weeks or (3 summative assessment grades per 9 weeks) Formative Assessment should be assessed weekly with student samples to continue growth and development		ELA teachers will align test within oncourse and have all formative and summative assessments turned in for ILT analysis. All Summative Assessments must be in alignment with LEAP 2025 design, questioning, and writing as it pertains to Reading Informational Text, and Reading Literary Text.

Math ○ ILT (Instructional Leadership Team = Principal, Assistant Principal, Lead Teacher, District coaches.) ○ 5th-8th: HQIM will be utilized to teach standards and assessments will also come from the curriculum and Unit assessments aligned to LEAP testing questioning types. ○ **Communication of progress to Mastery through strategic fluency and on grade level instruction with practices developed and assessed by ILT during walkthroughs and assessment data.** ○ **Summative Assessments aligned to PARCC assessments, DRC LEAP 360 assessments include Ready Math Unit Assessments with district created Type 2 and Type 3 questioning add to this.** ○ Interventions through IReady, Zearn, and LEAP 2025 Math Practice Test. **Stakeholders will be provided with Job Embedded PD:** **Professional Developments will be aligned to:** **Unpacking the Standards.** **Backwards by Design** **Depth of Knowledge "Driving DOK Level 3 and 4 questioning.** **Taking Action Through 12 Powerful Words Embedded in the Standards.** **Utilizing Exemplars for Student Comprehensive Knowledge Proficiency** **Data in Motion "Making informed decisions based on student samples"** **Standards Based Instruction** **Standards Based Success Criteria** **Standards Based Grading** **Standards Based Assessments** **Morning Meeting (Motivation of Students)** **Accommodations and Modifications "Guide to Developing 504/1508 proficiency levels of growth"**		through planning and instruction. **The plan will be monitored for effectiveness at least once per 9 weeks**	**The data analysis protocol instrument is utilized on a weekly basis. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on planning, collaboration, consultation, and coaching on effective mathematical instructional practices**	All Summative Math Assessments must be in alignment with LEAP 2025 design, utilizing Ready Math Lesson Quiz questioning, and Unit Exam questioning with LEAP like Type 2 and Type 3 questions.

Weekly NIET CLUSTER MEETINGS will focus on planning, collaboration, consultation, and coaching on effectiveness. NIET Clusters will delve into Cycle Goal and reflect on outcomes. Leadership Team. Following NIET Student Centered Rubric preparing teaching and learning through best practices descriptors				
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:** 3rd-5th: LEAP 360, IReady Math, Louisiana Guidebooks, District Benchmark, PHD Science Assessments, LEAP Practice Tests, Bayou Bridges Assessments 6th - 12th: LEAP 360, IReady Math, Louisiana Guidebooks, District Benchmark, IQWST Science Assessments, LEAP Practice Tests, Bayou Bridges Assessments				

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

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

CORE ACADEMICS – DISCIPLINE (GROW)	**Resources: Restorative Practices, PBIS, and Behavior Interventions**

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: • Utilizing School-wide PBIS plan with monthly incentives. • Bi-weekly interventions 30 minutes each session to intervene with students who have behavior plans. (All Tier 2 and Tier 3 Students) • Whole Group Interventions in PE based on Behavioral needs on campus during PE Health Lessons • Life Skill 60-minute sessions every week to work on skills such as resisting peer pressures associated with Middle School students • Peer Mediations for to resolve Student Conflict • Sensory Room used to remediate students who need a cool down due to over-stimulation and to meet needs of students with disabilities in compliance with IEP's • Positive Behavior Center—Remediates students on referred behaviors while providing an alternative setting to Suspension • Counseling Referrals to School Based Health Center as needed or based on Parent Request. • Discipline Referrals for FINS for Additional Support needed for students and families	Natalie P. Foster and Courtney White	Plans will be monitored for effectiveness at least bi-weekly	Grant Funded or District funded through Child, Welfare, and Attendance Office	Intervention logs, PBIS Data, Monthly Discipline Data, Morning Meeting, Weekly Tier 2/Tier 3 interventions

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

- **Attendance records**
- **Monthly Discipline Reports to track: Referrals by type by grade level, ethnicity, location, teacher, Days of the Week, Incident frequency, Classroom TOA, and frequency of specific consequences issued.**

Tool used to gather data is JPAMS utilized to make evaluative decisions for PBIS Initiatives.

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

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

CORE ACADEMICS – ATTENDANCE(GROW)	**Resources:**	JCampus Attendance Records—Attendance Analysis Report, RTI Attendance Log, Attendance Letters

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: • Analyze Attendance reports every 2 weeks. • Send letters out for all 3-Day Unexcused Absences to notify parents of absences and make phone calls. • Schedule and conduct SBLC meetings for 5-Day Unexcused Absences to notify parents of absences and sign contract to ensure further unexcused absences do not continue to occur. • Schedule and conduct SBLC meetings for 7-Day Unexcused Absences to notify parents of absences and go through process for referring the family to FINS for absences.	Natalie P. Foster, Courtney White, Tessie JeanBatiste (School Attendance Facilitator)	Every 2 Weeks	Grant Funded or District Funded through Child, Welfare, and Attendance Office	RTI Log, Attendance Documents, Attendance Contracts, PN Meeting Forms

• Provide Incentives for students for weekly/monthly/grade level/homeroom class—Ex. Free Dress Days, Activities, Rewards, Extra Recesses				

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

- **Attendance records**
- **Attendance Analysis Reports to track: Student Names and Unexcused Absences by Day, Attendance Parent Letters, RTI (Attendance Log)**

Tool used to gather data is JPAMS utilized to make evaluative decisions for Attendance Initiatives.

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

Core Academics: HIGH SCHOOL *GRADUATION COHORT* (N/A)					
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each GROW Academic (area and the subgroups.)***				
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. ***Identify objectives for ACT AND WORK KEYS (THRIVE).***				
Evidence-Based Strategies:	☒ Data-Driven Decision Making	☐ Response to Intervention	☒ Job-Embedded PD	☐ Technology Integration	☐ Other:

CORE ACADEMICS – GRADUATION COHORT (THRIVE)	**Resources:** DELETE INFO THAT DOES NOT APPLY

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: • • • • • • •				

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**

PARENT AND FAMILY ENGAGEMENT ACTIVITIES (GROW)	**Resources:**	Communication Apps: Remind, Final Site, JCampus Messaging, JCampus Connect, School Website, and School Facebook Page		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Instruction: • **Parents will receive Remind calls, newsletters, JCALLS, and parent command center notifications on student progress weekly. Parent Night Meetings and Parent Center resources were presented during Orientation and will be shared again during Title 1 Night in November along with Fall and Spring Parent Teacher Conference dates in October and March. Staff members and administration team will provide extra support to parents to ensure that a partnership is maintained between parents and the school. Parents are also a part of the Pupil Progression Committee to give parental input for policies that affect their students and our district assessment and promotion policies.**	**PMS Stakeholders**	**The plan will be monitored for effectiveness at least once per 9 weeks**		**Parents will receive Remind calls, newsletters, JCALLS, and parent command center notifications on student progress weekly. Parent Night Meetings sign in sheets will document involvement. Paper announcements for major events will also be sent out.**
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:** **Reports will be pulled for engagement from messaging platforms. Parents will also complete surveys about communication. Sign in sheets will document attendance and engagement of parents at school events, including, but not limited to, Parent Teacher Conference, Title 1 Nights, and Family events such as Literacy Night (Book Fair Night), Breakfast with a Buddy, Fall Fest, and Back to School Orientation.**				

Instruction by Certified Teachers – Certified Teacher Recruitment

(Title I Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
School Objective(s):	To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
District Level • **(CIR & UIR Academics)** Schools will partner, as appropriate, with University of Louisiana at Lafayette and TEACH America in order to meet the school's workforce needs. • **(CIR & UIR Academics)** Mentor Teachers will … to undergraduate residents and Post-Bac candidates. • **Non-Certified** • **REACH University (Paraprofessionals)**	Natalie Foster and Courtney White	**The plan will be assessed and reflected on a weekly basis through Instructional Leadership Team**	**Teacher Salary** **$44,000**	**The data analysis protocol instrument is utilized on a weekly basis. Job Embedded PD: Weekly NIET CLUSTER MEETINGS will focus on planning, collaboration, consultation, and coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.**

Transition to Next Level School Programs

(Title I Schoolwide Component 7)

Choose Appropriate Level

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

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Transitional opportunities will be provided to students to high school. • 6th-8th Grade students will be provided Pathway opportunities and information through our Graduation Pathway Night, events related to Graduation Pathways, and programs available to all students such as Educational Talent Search. • 8th Grade students will create IGP (Individualized Graduation Plans) to plan out their path to high school and their chosen pathways. They will also utilize the Kuder Program to make college/career decisions for their pathway. This is available to all students even if they know what pathway/career they want to pursue. • Graduation pathway Event on Thursday, September 3, 2026 **Parks Middle will drive the college ACT Prep to students in their proficient state of Math, ELA, Science, and Social Studies.**	**PMS Stakeholders**	**Every 9 Weeks**		Communication between PMS students/stakeholders and SMPSB High School Graduation Coach—This will include Students' data analysis as they move through Grades 5-8 to ensure minimization of 9T students on high school campuses in the district.

ESSA - Schoolwide Plan Requirements

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

Schoolwide Program Requirements

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

Steps to Developing a Comprehensive Schoolwide Program Plan

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

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

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

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

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