St. Martinville Jr. High School
2026-2027
Parent & Family Engagement Policy

PART I. GENERAL EXPECTATIONS

St. Martinville Jr. High School agrees to implement the following statutory requirements:

• Consistent with section 1116, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1116 subsections (c) through (f) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116 of the ESEA.

• Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated annually to meet the changing needs of parents and the school.

• In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

• The school will involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

• The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

• The school will provide other reasonable support for parental involvement activities under section 1116of the ESEA as the parents may request.

• The school will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving academic quality of the school.

• The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children Section 1116(e)(4) of the ESEA.

• The school will be governed by the following statutory definition of parental and familial involvement, and will carry out programs, activities, and procedures in accordance with this definition:
Parental/familial involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents/families play an integral role in assisting their child's learning;
(B) that parents/families are encouraged to be actively involved in their child's education at school;

(C) that parents/families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
(D)the carrying out of other activities, such as those described in section 1116 of the ESEA.

PART II. IMPLEMENTATION OF REQUIRED SCHOOL PARENT AND FAMILY

ENGAGEMENT POLICY COMPONENTS

St. Martinville Jr. High School will take the following actions to involve families in the joint development of its
school parent and family engagement plan under section 1116 of the ESEA by inviting all to attend a Title I Parent and Family Engagement Review meeting prior to the end of September where the policy will be developed/reviewed. Parents who cannot attend will have the opportunity to provide feedback with a copy of the policy upon request and/or through an electronic form.

St. Martinville Jr. High School will take the following actions to involve families in the process of school review
and improvement under section 1116 of the ESEA, by allowing all families an opportunity to attend School Wide Planning meetings.

St. Martinville Jr. High School will hold an annual meeting to inform families of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of families to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for families and will offer a flexible number of additional parental/familial engagement meetings, such as in the morning or evening, so that as many adult family members as possible are able to attend. The school will invite all adult family members of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by: inviting them to attend Open House and at that time the annual meeting will be held. If families are not able to attend this meeting a short video with annual meeting information will play on the school's office television throughout the month of September.
ABC School will provide assistance to families of children served by the school, as appropriate, in understanding topics by undertaking the actions described below—

- The school's curriculum,
- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- how to monitor their child's progress by allowing families to attend an academic meeting on the school's curriculum and State academic content standards, and a family testing meeting on State academic achievement standards, State and local academic assessments, and how to monitor their child's progress.

St. Martinville Jr. High School will, at the request of families, provide opportunities for regular meetings for families to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond, as appropriate, to any such suggestions as soon as practicably possible by allowing families to attend any one of the following: face-to-face conferences, phone conferences, academic/testing meetings, family workshops, and school-wide planning meetings.

St. Martinville Jr. High School will provide each family an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading: by sending

such papers home with each student and/or as soon as they are made available by the state. Report cards will be sent home every nine weeks, and progress reports will be sent home midway between report cards.

St. Martinville Jr. High School will take the following actions to provide each family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher with limited State certification or licensure by sending home a letter to the parents of the students affected by this occurrence.

St. Martinville Jr. High School will provide materials and training to help families work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental/familial engagement by offering all families an opportunity to attend a parent academic meeting on the school's curriculum and State academic content standards.

St. Martinville Jr. High School will with the assistance of its parents/families, educate its faculty and staff to communicate with, and work with families as equal partners in the value and utility of contributions of families, and in how to implement and coordinate family programs and build ties between families and schools, by training all teachers, "The Ins and Outs of Federal Programs".

St. Martinville Jr. High School will take the following actions to ensure that information related to the school and family-programs, meetings, and other activities is sent to families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the families can understand.

PART III. APPROVAL

This School Parental and Family Engagement Policy has been developed jointly with, and agreed on with, parents of students as evidenced by either agenda and sign in sheets or electronic feedback form. This policy was approved by St. Martinville Jr. School on August 20, 2026, and will be in effect for the period of one year. The school will distribute this policy to all parents on or before September 08, 2026.

Paul Phillips Date 8/10/26

Mr. Paul Phillips, Principal
St. Martinville Jr. High School

St.Martinville Jr. High School:
2026- 2027
Schoolwide Plan at a Glance

GROW Goals & Plans
Long-term Goal: **ELA** • By the end of the 2026-2027school year students will grow/increase their ELA LEAP Achievement scores from 39% to 43% proficiency or above. (+4%)
Short-term Goal: • ILT and teachers will monitor growth on Benchmarks, Unit Assessments, and District Unit Assessments. • During weekly PLCs, the team will target key areas for growth to address directly with teachers. • Students will track their assessment results and meet with their teachers regularly to discuss progress and next steps.
Action Steps: • Review LEAP, benchmark, and classroom assessment results to identify each student's specific ELA strengths and learning gaps. • Establish an individual growth goal for every student and monitor progress every three to four weeks. • Regularly engage students in complex texts, evidence-based writing, and LEAP-style questions focused on priority standards. • Provide Tiered Academic Intervention with focus on foundational skills using Lexia Power Up program.
GROW Goals & Plans
Long-term Goal: **Science** • By the end of the 2026-2027 school year, students will grow their Science LEAP Achievement scores from 36% to 40% proficiency or above (+4%). This means at least 113 out of 281 students will achieve growth targets.
Short-term Goal: • ILT and teachers will monitor 2026 Leap Scores, growth on District Benchmarks,PhD. Unit Assessments, and District Unit Assessment to identify gaps in science content knowledge and scientific reasoning. • The team will identify areas of improvements that need to be addressed during PLC. • Provide focused instruction and small-group support based on the science standards and reporting categories in which students show the greatest needs.
Action Steps: • Science teachers will fully use the Ph.D. Science curriculum and work closely with to make sure all students are learning and understanding the required standards. • Regularly engage students in analyzing data, interpreting models, explaining scientific concepts, and answering questions using evidence. • Teachers will participate in professional development sessions led by district coaches to strengthen their teaching. • Instructional Focus will front-load prerequisite skills during accelerated time given in the mornings. (Four week cycles)

ACHIEVE Goals & Plans

Long-term Goal:

Math

- By the 2027 Math LEAP assessment, increase the percentage of students scoring Mastery or above by at least 3 percentage points, from the 2026 baseline of 17.1% to at least 20.1%.

Short-term Goal:

- Benchmark Assessments, District Interim test, Unit Assessments, and classroom walkthroughs.
- ILT and teachers will monitor and discuss areas that need improvement and deliver this information during weekly PLCs.

Action Steps:

- Identify upper basic level by subject area and grade level
- Target close-range students most likely to grow into Mastery range
- Students will complete weekly tasks that require problem-solving, application of grade-level concepts, and written explanations of mathematical reasoning.
- Students who are below or approaching mastery will receive instruction based on their specific skill gaps. Groups will be adjusted after each four-week data cycle. (accelerate period)

ACHIEVE Goals & Plans

Long-term Goal:

Social Studies:

By the 2027 Social Studies LEAP assessment, increase the percentage of students demonstrating growth by at least 4 percentage points, from 49.6% to at least 53.6%. This means at least 138 of the 256 students will demonstrate growth.

Short-term Goal:

- Benchmark Assessments, District Interim test, Unit Assessments, and classroom walkthroughs.
- ILT and teachers will review benchmark, unit assessment, and classroom data by student and standard to identify strengths and learning gaps.
- Target close-range students most likely to grow into Mastery range.
- Use performance task activities to increase knowledge and background information.

Action Steps:

- Focal implementing Writing strategies across Reading and Social Studies.
- Students will regularly analyze primary and secondary sources, maps, charts, timelines, and other evidence. They will also practice writing claims supported by evidence and reasoning.
- Utilize Accelerate time to enrich and front load prerequisite skills for upcoming lessons. (Cycles every four weeks)