**St. Martin Parish School System**



**Title I Schoolwide Plan**

**School Name**

**Grade Level:** **5-8**

**Address:**  **1010-A St. Louis Dr. Parks, LA 70582**

**Dr. Wanda J. Phillips 337-909-3800**

**Principal’s Email Address**: **wanda\_phillips@saintmartinschools.org**

**2020 - 2021**

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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 |
| Executive Director |  | Date |

***Faculty and Staff Review***

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Name | Position | Signature |
| 11-18-20 | **Dr. Wanda J. Phillips** | **Principal** |  |
| 11-18-20 | **Vonda Lopez** | **Asst. Principal** |  |
| 11-18-20 | **Alicia Breaux** | **Librarian** |  |
| 11-18-20 | **Jennifer Kately** | **SPED Teacher** |  |
| 11-18-20 | **Mayor Kevin Kately** | **Community Member** |  |
| 11-18-20 | **Marquita Demouchet** | **Parent** |  |
| 11-18-20 | **Kaisha Wiltz** | **Teacher** |  |
| 11-18-20 | **Hannah Patin** | **Teacher** |  |
| 11-18-20 | **Dylan Hernandez** | **Teacher** |  |
| 11-18-20 | **Susan Tuiller** | **Teacher** |  |
| 11-18-20 | **Cheryl Landry** | **Teacher** |  |
| 11-18-20 | **Victoria Sinegal** | **Teacher** |  |
| 11-18-20 | **Annette Cuneo** | **Teacher** |  |
| 11-18-20 | **Rebecca Clark** | **Teacher** |  |
| 11-18-20 | **Brent Notto** | **Teacher** |  |
| 11-18-20 | **Bhynty Charif** | **Teacher** |  |
| 11-18-20 | **Tessie Jean Batiste** | **Teacher** |  |
| 11-18-20 | **Gail Fontenette** | **Teacher** |  |

***Faculty and Staff Review***

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Name | Position | Signature |
| 11-18-20 | **Emile Wiltz** | **Teacher** |  |
| 11-18-20 | **Jennifer Kately** | **Teacher** |  |
| 11-18-20 | **Chantal Broussard** | **Teacher** |  |
| 11-18-20 | **Jordon Kelt** | **Teacher** |  |
| 11-18-20 | **Jill Hebert** | **LPN/Para** |  |
| 11-18-20 | **Kim Frederick** | **Para** |  |
| 11-18-20 | **Venus Jones** | **Para** |  |
|  |  |  |  |

***Faculty and Staff Review***

# St. Martin Parish School System Vision and Mission Statements

***Vision:*** To improve education through sound educational practices that enhance teaching and learning and to provide educational opportunities for all stakeholders in an effort to make the St. Martin Parish School District second to none in the region, state, and nation.

***Mission:*** The St. Martin Parish School District will provide quality educational experiences while utilizing a TEAM approach with all stakeholders focused on SUCCESS.

# 

# School Vision and Mission Statements

***Vision:***

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | https://mail.google.com/mail/u/0/images/cleardot.gif   |  | | --- | |  |   Parks Middle School ensures that all key stakeholders are involved and interchangeably supportive of educational success and parental needs of all students.  https://mail.google.com/mail/u/0/images/cleardot.gif |

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***Mission:***

We, the Parks Family, ensure that all students will learn.

**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* | * + *LEAP 2025*   + *iReady*   + *LEAP 360*   + *End-of-Course (EOC)*   + *ACT*   + *DIBELS*   + *DRA*   *District Benchmark* | Teacher Focus Group  * *Teacher Survey* * *Climate and Culture Survey* | Classroom ObservationsWalkthroughsAttendance Rate | Demographic Data |
| *Students* | * + *LEAP 2025*   + *iReady*   + *LEAP 360*   + *End-of-Course (EOC)*   + *ACT*   + *DIBELS*   + *DRA*   + *District Benchmark Assessments*   + *STAR*   + *SRI*   + *Etc.* | Student SurveyStudent Focus Group | Classroom ObservationsWalkthroughsDiscipline RatesAttendance Rates | School Report CardDemographic DataSubgroup Component Data |
| *Parents* |  | * *Parent Survey* * *Parent Focus Group* | * *Attendance Rates (school participation)* | Demographic Data |

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

**Comprehensive Needs Assessments for SY 2020-2021 Title I School wide 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 school wide 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.

**Data Analysis Summary of Strengths and Areas of Concern – Complete one form per grade level**

**\*Grade Level: 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Use the Data Analysis Sheet to complete this form.**

**STRENGTHS: AREAS FOR IMPROVEMENT:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Which two domains in ELA had the most gains?** | **Percent of Gain** | | **Which two domains in ELA had the least amount of gains or showed a decline?** | **Percent of Loss** |
| Written Expression | 36 | | Writing Knowledge | 42 |
| Writing Performance | 36 | | Informational Text | 40 |
| Literacy Text | 42 |  | Writing Performance | 33 |
| **Which two domains in Math had the most gains?** | **Percent of Gain** | | **Which two domains in Math had the least amount of gains or showed a decline?** | **Percent of Loss** |
| Interpreting Fractions | 39 | | Solve Fraction Problems | 33 |
| Operations ( Decimals) | 42 | | Modeling and Application | 30 |
| Additional and Supporting Content | 54 | | Expressing Mathematical Reasoning | 37 |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | |
| ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices | | ELA: Lack of focus on writing performance during the lesson cycle. | | |
| Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence | | Math lack of rigorous standard based instruction | | |
|  | | ELA: Implementing more rigorous text during instruction. | | |
|  | |  | | |

**Data Analysis Summary of Strengths and Areas of Concern – Complete one form per grade level**

**\*Grade Level: 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Use the Data Analysis Sheet to complete this form.**

**STRENGTHS: AREAS FOR IMPROVEMENT:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Which two domains in ELA had the most gains?** | **Percent of Gain** | | **Which two domains in ELA had the least amount of gains or showed a decline?** | **Percent of Loss** |
| Written Knowledge & Use of Language Conventions | 81 | | Vocabulary | 41 |
| Writing Performance | 76 | | Reading Performance | 32 |
| Written Expression | 76 | | Literacy Text | 41 |
| **Which two domains in Math had the most gains?** | **Percent of Gain** | | **Which two domains in Math had the least amount of gains or showed a decline?** | **Percent of Loss** |
| Expressing Mathematical Reasoning | 57 | | Rational Numbers | 12 |
| Ratios & Rates | 57 | | Expressions, Inequalities & Equations | 55 |
| Expressions, Inequalities & Equations | 55 | | Major Content | 57 |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | |
| ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices | | ELA: Lack of focus on informal text during the lesson cycle. | | |
| Consistent use of Eureka Math , ELA Guidebooks, and LDOE Scope and Sequence | | Math lack of rigorous standard based instruction | | |
|  | | ELA: Implementing more rigorous text during instruction. | | |
|  | |  | | |

**Data Analysis Summary of Strengths and Areas of Concern – Complete one form per grade level**

**\*Grade Level: 7 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Use the Data Analysis Sheet to complete this form.**

**STRENGTHS: AREAS FOR IMPROVEMENT:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Which two domains in ELA had the most gains?** | **Percent of Gain** | | **Which two domains in ELA had the least amount of gains or showed a decline?** | **Percent of Loss** |
| wInformational Text | 86 | | Vocabulary | 28 |
| Reading Performance | 84 | | Written Knowledge & Use of Language Conventions | 25 |
| Writing Performance; Written Expression | 81;81 | |  |  |
| **Which two domains in Math had the most gains?** | **Percent of Gain** | | **Which two domains in Math had the least amount of gains or showed a decline?** | **Percent of Loss** |
| Expressions , Inequalities & Equations | 51 | | Modeling and Application | 47 |
| Expressing Mathematical | 37 | | Operational & Radical Numbers | 37 |
| Modeling and Application | 58 | | Additional and Supporting Content | 38 |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | |
| ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices | | ELA: Lack of focus on written expression during the lesson cycle. | | |
| Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence | | Math lack of rigorous standard based instruction | | |
|  | | ELA: Implementing more rigorous text during instruction. | | |
|  | |  | | |

**Data Analysis Summary of Strengths and Areas of Concern – Complete one form per grade level**

**\*Grade Level: 8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Use the Data Analysis Sheet to complete this form.**

**STRENGTHS: AREAS FOR IMPROVEMENT:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Which two domains in ELA had the most gains?** | **Percent of Gain** | | **Which two domains in ELA had the least amount of gains or showed a decline?** | **Percent of Loss** |
| Literacy Text | 66 | | Written Expression | 55 |
| Vocabulary | 66 | | Writing Performance | 54 |
| Informational text | 62 | | Written Knowledge & Use of Language Conventions | 46 |
| **Which two domains in Math had the most gains?** | **Percent of Gain** | | **Which two domains in Math had the least amount of gains or showed a decline?** | **Percent of Loss** |
| Additional and Supporting Content | 48 | | Modeling & Application | 37 |
| Expressing Mathematical | 48 | | Congruence & Similarities | 52 |
|  | 70 | | Major Content | 30 |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | |
| ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices | | ELA: Lack of focus on written expression during the lesson cycle. | | |
| Math: Algebra I students | | Math lack of rigorous standard based instruction | | |
| Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence | | ELA: Implementing more rigorous textand focus on writtenexpression during instruction. | | |

**Data Analysis Summary of Strengths and Areas of Concern – Complete one form per grade level**

**Data Analysis Summary for Subgroups –**

**Use data analysis of ELA and Math LEAP2025 reporting categories to complete this form.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subgroup: Blacks** |  | |  |  |
| **ELA: Which areas are a strength?** | **Gain** | | **Which areas are a weakness?** | **Loss** |
| 55% **Blacks Scored Mastery in Grade 5** | 55% | | 47% **Blacks Scored Mastery in Grade 8** | 47% |
|  |  | | 35%  **Blacks Scored Mastery in Grade 6** | 35% |
|  |  | | 31% **Blacks Scored Mastery in Grade 5** | 31% |
| **MATH: Which areas are a strength?** | **Gain** | | **Which areas are a weakness?** | **Loss** |
| 42% **% Blacks Scored Mastery in Grade in Grade 7** | 42% | | **0% Blacks Scored Mastery in Grade 5** |  |
|  |  | | 23% **0% Blacks Scored Mastery in Grade 6** | 23% |
|  |  | | 27**% Blacks Scored Mastery in Grade 8** | 27% |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | |
| ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices | | ELA: Lack of focus on written expression during the lesson cycle. | | |
| Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence | | Math lack of rigorous standard based instruction | | |

**Data Analysis Summary for Subgroups –**

**Use data analysis of ELA and Math LEAP2025 reporting categories to complete this form.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subgroup: SWD** |  | |  |  |
| **ELA: Which areas are a strength?** | **Gain** | | **Which areas are a weakness?** | **Loss** |
| 33% **SWD Scored Mastery in Grade 5** | 33% | | No students  **SWD Scored Mastery in Grade 6** |  |
| 30% **SWD Scored Mastery in Grade 8** | 30% | |  |  |
| **28 %SWD Scored Mastery in Grade 7** | 28% | |  |  |
| **MATH: Which areas are a strength?** | **Gain** | | **Which areas are a weakness?** | **Loss** |
| 50% **SWD Scored Mastery in Grade 8** | 50% | | No students  **SWD Scored Mastery in Grade 6 and7** |  |
|  |  | | 20% **SWD Scored Mastery in Grade 5** | 20% |
|  |  | |  |  |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | |
| ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices | | ELA: Lack of focus on written expression 57% during the lesson cycle. | | |
| Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence | | Math lack of rigorous standard based instruction | | |

**Data Analysis Summary for Subgroups:**

**Use data analysis of ELA and Math LEAP2025 reporting categories to complete this form.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subgroup: ED** |  | |  |  |
| **ELA: Which areas are a strength?** | **Gain** | | **Which areas are a weakness?** | **Loss** |
| ED Students scored Mastery in 6th | 27% | | ED Students scored AP/US in 5th grade | 39% |
| ED Students scored Mastery in 8th | 28%% | | ED Students scored AP/US in 6th grade | 17% |
| ED Students scored Mastery in 7th | 25% | | ED Students scored AP/US in 7th grade | 17% |
| **MATH: Which areas are a strength?** | **Gain** | | **Which areas are a weakness?** | **Loss** |
| ED Students scored Mastery in 5th | 30% | | ED Students scored | 59% |
| ED Students scored Mastery in 6th | 27% | | ED Students scored AP/US in 7th grade | 38% |
| ED Students scored Mastery in 8th | 14% | | ED Students scored AP/US in 8th grade |  |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | |
| ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices | | ELA: Lack of focus on written expression during the lesson cycle. | | |
| Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence | | Math lack of rigorous standard based instruction | | |

**Data Analysis Summary for Subgroups:**

**Use data analysis of ELA and Math LEAP2025 reporting categories to complete this form.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subgroup: SWD** |  | |  |  |
| **ELA: Which areas are a strength?** | **Gain** | | **Which areas are a weakness?** | **Loss** |
| 86% Whites Students scored Mastery in Grade7 | 86% | | 32% % Whites Students scored Mastery in Grade 8 | 32% |
| 72% % Whites Students scored Mastery in Grade6 | 72% | |  |  |
| 55% % Whites Students scored Mastery in Grade 5 | 55% | |  |  |
| **MATH: Which areas are a strength?** | **Gain** | | **Which areas are a weakness?** | **Loss** |
| 65% % Whites Students scored Mastery in Grade 8 | 65% | | 43% % Whites Students scored Mastery in Grade5 | 43% |
| 68% % Whites Students scored Mastery in Grade6 | 68% | |  |  |
| 53% % Whites Students scored Mastery in Grade5 | 53% | |  |  |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | |
| ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices | | ELA: Lack of focus on written expression during the lesson cycle. | | |
| Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence | | Math lack of rigorous standard based instruction | | |

**Data Analysis Summary of Strengths and Areas of Concerns: Discipline**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Percentage of Student Body with an OSS Action Code** | **Trend Year:** | **Trend Year:**  **2017-18** | **CHANGE** | Infractions with the Highest Number of Referrals | **# Referrals** |  | **% Students** |
| Grade: 5 | 1% | 0 | 1% | Code 10 | 12 |  | 4% |
| Grade:6 | 1% | 1% | 0 | Code 02 | 17 |  | 5% |
| Grade:7 | 6% | 3% | 3% | Code 10 | 9 |  | 3% |
| Grade:8 | 3% | 2% | 1% | Code 16 | 16 |  | 5% |
| Grade: |  |  |  |  |  |  |  |
| Grade: |  |  |  |  |  |  |  |
| Grade: |  |  |  |  |  |  |  |
| **CONTRIBUTING FACTORS TO THE STRENGTHS** | | | | **CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT** | | | |
| PBIS | | | | Peer Pressure | | | |
| Strong Parental Involvement | | | | Social Media | | | |
| Consistent Restorative Practices | | | |  | | | |
| ` | | | |  | | | |

Action Plan

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Core Academics: *ELA, Math, Science, 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 area and the subgroups.*** | | | | |
| **Evidence-Based Strategies:** | Data-Driven Decision Making | Response to Intervention | Job-Embedded PD | Technology Integration | Other : |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CORE ACADEMICS - ELA** | **Tier 1 Resources:** | **3-8: Louisiana 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 20-21 school year, the percent of students on target in Growth to Mastery the ELA LEAP Assessment will increase from75.6 % to 78.05%.**  **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 Gain.**  Our goals for our students focus on increasing student achievement utilizing Data Driven Decision Making and through Professional Learning Communities. Supporting teachers as they plan, instruct, and assess in a way that aligns to higher academic standards focused setting a clear vision of expectations. Teachers at our schools understand that heartbeat of our schools lies in the classroom, not the front office. As an instructional leader, Iunderstanding that there is a need for staff collaboration to be mutually supportive. We seek to develop a community of learners among ourselves, always looking toward continuous improvement. Remediation occurred daily during gator Gains Times/ Skinny (Subgroups and RTI Tiers 1-3 students). | | | **PMS Stakeholders** | **Plan will be monitored for effectiveness at least once per 9 weeks** |  | **Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus on data driven planning, collaboration, consultation, coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.** |
| **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)**:**  **3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark**  6th - 8th: LEAP 360, Louisiana Guidebooks , District Benchmark | | | | | | |  |  |  | **RTI Action Plan/ School Wide PBIS**  **LEAP2025, LEAP360,**  **I-Ready,, benchmark and curriculum assessments,**  **LDOE Resources** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CORE ACADEMICS - Mathematics** | **Tier 1 Resources: Eureka** | | | | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Write an objective that is specific per grade/subject based on the data.**  **By the end of the 20-21school year, our Math Assessment Index will increase from 72.14% to 74.4%.**  **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 Gain.**  Our goals for our students focus on increasing student achievement utilizing Data Driven Decision Making and through Professional Learning Communities. Supporting teachers as they plan, instruct, and assess in a way that aligns to higher academic standards focused setting a clear vision of expectations. Teachers at our schools understand that heartbeat of our schools lies in the classroom, not the front office. As an instructional leader, Iunderstanding that there is a need for staff collaboration to be mutually supportive. We seek to develop a community of learners among ourselves, always looking toward continuous improvement. Remediation occurred daily during gator Gains Times/ Skinny (Subgroups and RTI Tiers 1-3 students). | | **PMS Stakeholders** | **Plan will be monitored for effectiveness at least once per 9 weeks** |  | **Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus on data driven planning, collaboration, consultation, coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.** |
| **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)**:**  **3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark**  6th - 8th: LEAP 360, Louisiana Guidebooks , District Benchmark | | | | | |  |  |  | **RTI Action Plan/ School Wide PBIS**  **LEAP2025, LEAP360,**  **I-Ready,, benchmark and curriculum assessments,**  **LDOE Resources** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CORE ACADEMICS – Science** | **Tier 1 Resources: 5th - Great Minds PhD Science 6th-8th - IQWST** | | | | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Instruction:** | |  |  |  |  |
| **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**  6th - 8th: LEAP 360, Louisiana Guidebooks , District Benchmark | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CORE ACADEMICS – Social Studies** | **Tier 1 Resources: LDOE Scope and Sequence/Recourses** | | | | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Instruction:** | |  |  | 0 |  |
| **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)**:**  **3rd-5th: LEAP 360, IReady, Louisiana Guidebooks, District Benchmark**  6th - 8th: LEAP 360, Louisiana Guidebooks , District Benchmark | | | | | |

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| **CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies** | | | | |
| **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** 3rd-5th: Teaching Lab, ELA , Math and Science Content Leaders   * + 6th-8th: Teaching Lab and ELA Content Leaders   **Math**   * + Great Minds and Math Content Leader | **Stakeholders will be provided with Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective.** | **Plan will be monitored for effectiveness at least once per 9 weeks** | **$62,577.00**  **Teacher Salary** | **Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective mathematical instructional practices** |

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| **CORE ACADEMICS – ELA, Mathematics, Science, and Social Studies** | | | | |
| **Action Steps and Audience**  **(Include Subgroups - Aligned to the Strategies)** | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Parental and Family Engagement:**   * **Parents will receive Remind calls, newsletters, JCALLS, parent command center notifications on student progress weekly. PTO Meeting and Parent Night Meetings and Parent Center resources. Staff member will provide extra support to parents to ensure that a partnership is maintained between parents and school.** | **PMS Stakeholders** | **Plan will be monitored for effectiveness at least once per 9 weeks** | **$1242.00 Parental Involvement Funds** | **Parents will receive Remind calls, newsletters, JCALLS, parent command center notifications on student progress weekly. PTO Meeting and Parent Night Meetings** |

# Instruction by Certified Teachers – Certified Teacher Recruitment

**(Title I Schoolwide Component 3)**

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| --- | --- | --- | --- | --- | --- |
| **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** |
| * **School will actively recruit staff members using Applitrack program. Also that Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective instructional practices. New teachers and teachers who need additional support will conduct peer visitation and are mentored by highly effective teachers.** | | **Dr. Phillips, HR Dept.** | **Plan will be monitored for effectiveness at least once per 9 weeks** | **$62,577.00**  **Teacher Salary**  **$4759.00 Web- Based Licenses and Supplies** | **Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.** |

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# Transition to Next Level School Programs

**(Title I Schoolwide Component 7)**

**Choose Appropriate Level**  **Primary to Elementary School**

**Elementary School to Middle School**

**Middle School to High School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Steps** | **Persons Responsible** | **Target Date(s)/Timeline** | **Funding Source(s) and Cost** | **Documentation** |
| **Transitional opportunities will be provided to students to high school.** | PMS Stakeholders | Every 9 weeks | **0** | Communication between PMS and local high schools. |

**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.