



J.B. Martin Middle School

Phase I
2023-2026

<p style="text-align: center;">District Mission Statement</p> <p>The mission of St. Charles Parish Public Schools is to develop empathetic, involved, productive, and responsible citizens by providing every student high-quality educational opportunities that empower each to become enthusiastic life-long learners.</p>	<p style="text-align: center;">School Mission Statement</p> <p style="text-align: center;">Ensuring high levels of achievement for ALL.</p>
<p style="text-align: center;">District Vision Statement</p> <p>In pursuit of excellence and equity, St. Charles Parish Public Schools provides a high-quality education that prepares students with the knowledge, skills, and values required to become productive global citizens.</p>	<p style="text-align: center;">School Vision Statement</p> <p>JB Martin Middle School guarantees all scholars are working on or above grade level while promoting social-emotional well-being and fostering a culture of excellence, respect, dignity, and inclusion for all.</p>
<p style="text-align: center;">District Belief Statements</p> <p>We believe...</p> <ul style="list-style-type: none"> ● education is society's first Goal. ● all students can learn. ● open and honest communication and collaboration between school, home, and community build trust. ● it is imperative to educate the whole child academically, socially, and emotionally to be future ready. ● engaging in challenging and relevant work allows students and staff to meet high expectations and achieve success. ● embracing diversity fosters a culture of acceptance. ● in providing inclusive and equitable opportunities for all. ● excellence is worth the cost. 	<p style="text-align: center;">School Belief Statements (Shared Commitments)</p> <p>In order to fulfill our fundamental purpose and become the school we describe in our vision statement, all members of the staff commit to the following:</p> <ul style="list-style-type: none"> ❖ We will be positive, contributing members of our collaborative teams to work together to achieve our SMART goals. ❖ We will teach the essential standards within the agreed upon Tier 1 curriculum. ❖ We will monitor each student's learning on a continual basis through common, team-developed assessments. ❖ We will use evidence of student learning to guide our whole group, small-group, and individual instruction to accelerate and extend student learning. ❖ We will provide families with resources, strategies, and information to help students succeed.

District Customer Excellence Standards

You and I...

- We are committed to knowing, fulfilling and sharing the district's Vision daily.
- We are professional at all times, treating all in a respectful and helpful manner.
- We are all vital to the success of the district; therefore, collaboration, communication and ongoing professional development are expected and supported.
- We contribute ideas that improve the service provided to our customers.
- We work together as a team to find positive solutions when service concerns arise.
- We handle all communication (phone calls, emails, visitors, etc.) in a timely, professional and respectful manner. We identify ourselves, provide accurate information and respond to our customers' needs.
- We take pride in our workplace and dress for success according to our job responsibilities.
- We are all responsible for providing a safe environment for all of our customers.
- We are ambassadors for the district as demonstrated in our actions and words at all times.

**St. Charles Parish Public Schools
District Goals and Priorities**

Goal	Priorities	System-Based Team Facilitators
<p>Goal A – Student Achievement</p> <p><i>To prepare students for success in postsecondary education, careers, and life</i></p>	<ul style="list-style-type: none"> Ensuring kindergarten readiness so students enter school ready to learn Ensuring each student learns at high levels Develop strong pathways to college, career, and workforce 	<p>Becky Weber Erin Granier</p>
<p>Goal B – Student Well-Being and Belonging</p> <p><i>To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being & belonging</i></p>	<p>Ancillary Services</p> <ul style="list-style-type: none"> Providing safe and efficient transportation Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments 	<p>Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers</p>
	<p>Student Support</p> <ul style="list-style-type: none"> Develop SEL competencies within our students Provide support for students through the Comprehensive School Counseling Program Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post – secondary options 	
	<p>Student Services</p> <ul style="list-style-type: none"> Enhancing children’s wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions Implementing programs and services that support children academically, socially, emotionally & physically 	
	<p>Student Opportunities</p> <ul style="list-style-type: none"> Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees 	
<p>Goal C – Diverse, Effective, and Engaged Employees</p> <p><i>To employ and develop high quality staff and provide resources to support employee success</i></p>	<ul style="list-style-type: none"> Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce Developing an effective workforce focused on continuous improvement Retaining a diverse, engaged, and effective workforce Increase employee health and wellness 	<p>John Smith Scott Cody Tresa Webre</p>

By
St. Charles Parish Public Schools
District Goals and Priorities (continued)

<p>Goal D – Resource Allocation</p> <p><i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i></p>	<p>Finance</p> <ul style="list-style-type: none"> • Maintaining responsible fiscal stewardship at the District and school level • Providing competitive employee salaries, consistent with the needs for recruitment and retention, and fiscal prudence • Providing a cost-effective employee benefit package • Maintaining sufficient fund balance to address financial contingencies and uncertainties • Reduce property and workers’ compensation insurance costs <p>Technology</p> <ul style="list-style-type: none"> • Providing equitable technology resources that enhance student learning and administrative efficiencies • Protecting district networks and data • Supporting stakeholders with current and future technology endeavors 	<p>Al Suffrin Ray Gregson Ronald White Stephanie Steib</p>
<p>Goal E – Facilities Management</p> <p><i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i></p>	<p>Facilities</p> <ul style="list-style-type: none"> • Designing and maintaining facilities to support student and employee success • Developing and implementing standards and processes for effective and efficient operations <p>Safety</p> <ul style="list-style-type: none"> • Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees <p>Athletics</p> <ul style="list-style-type: none"> • Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees 	<p>Art Aucoin Ellis Alexander John Rome</p>
<p>Goal F – Stakeholder Investment</p> <p><i>To promote and develop meaningful engagement between students, families, business community and the school system.</i></p>	<ul style="list-style-type: none"> • Increasing and varying communication with stakeholders • Increasing educational access and opportunity within the community • Enhancing the English Language Learner Program 	<p>Ellis Alexander Angelle Babin David Schexnaydre</p>

School Governance

School Success Team/Guiding Coalition

Name	Title/Role	Name	Title/Role
Margaret Beltz	6th Grade Science Teacher	Belinda Mire	8th Grade Science Teacher
Annette Blanchard	Band Director and Co-Chair	Edie Nuccio	6th/7th/8th Grade Gifted ELA Teacher
Staci Bolden	Special Education Teacher	Katie Santos	7th Grade Social Studies Teacher
Elizabeth Brogle	6th Grade Math Teacher	Vicki Vicknair	7th Grade Math Teacher
Gretchen Bueche	8th Grade Math Teacher	Chantel Waguespack	7th Grade Science Teacher
Wendy Cato	7th Grade ELA Teacher	Shelby Waguespack	6th Grade Social Studies Teacher
Fallon Drouant	8th Grade Social Studies Teacher	Kerrie Guilmino	Assistant Principal
Corinne Heffron	7th Grade Counselor	Aubrey Hager	Assistant Principal
Jalayah Holly	8th Grade ELA Teacher	Chase Petit	Assistant Principal
Mindy Jones	Math Interventionist and Co-Chair	Steven Gutterrez	Principal
Emily Landry	6th Grade ELA Teacher		

J.B. Martin Support Committees

Goal A Student Achievement Guiding Coalition	Margaret Beltz, Annette Blanchard (co-chair), Staci Bolden, Elizabeth Brogle, Gretchen Bueche, Wendy Cato, Fallon Drouant, Corinne Heffron, Jalayah Holly, Mindy Jones (co-chair), Kaleigh Mayeux, Edie Nuccio, Shannon Pitchford, Katie Santos, Vicki Vicknair, Chantel Waguespack, Shelby Waguespack, Kerrie Guilmino, Aubrey Hager, Chase Petit, and Steven Gutterrez
Goal B Student Well-Being and Belonging Student Events Committee	Holly Dauzat, Michelle Lee, Annette Blanchard, Justin Blanchard, Elizabeth Brogle, Heather Dahl, Rhea Dufrene, Nathan Faucheux, Sherri Gregson, Emily Landry, Karen Lousteau, Mike Melancon, Dan Newman, Kiristin Phillips, Katie Santos, Hunter Songy, Payton Zeringue, Aubrey Hager Jessica Cortez, Edith Nuccio, Leslie Allo, Margaret Beltz, Thomas Bourne, Staci Bolden, Wendy Cato, Fallon Drouant, Kyle Killian, Michael Lacey, Rebecca Lincecum, Tiffany Matthews, Belinda Mire, Russell Shaw, Jennifer Vial, Chase Petit
Goal C	Chantel Waguespack, Jennifer Puccio, Angelle Bourgeois, Jalayah Holly, Mindy Jones, Shelley Keller, Rachel LeBlanc, Michelle Lindner, Ann Lipps, Katie Longworth, Michele Pellissier, Laurie Reinagel, Lisa Robicheaux, Marie Smith, Vicki Vicknair, Kerrie Guilmino

<p>Diverse, Effective, and Engaged Employees</p> <p>Positive Climate Committee</p>	
<p>Goal E</p> <p>Facilities Management (Safety and Athletics)</p> <p>Safe Schools Team</p>	<p>Chase Petit, Michelle Lee, Stephen Banegas, Jessica Hanemann, Corinne Heffron, Tiffany Matthews, Ana Mora, Jennifer Vial, Melissa Wise, Michele Zeringue, Steven Gutterrez</p>
<p>Goal F</p> <p>Stakeholder Investment</p> <p>Family Engagement Committee</p>	<p>Shelby Waguespack, Tatum Noles, Andrew Bass, Gabriella Bourque, Gretchen Bueche, Lauren Champagne, Charlette Chaney, Adam Exnicios, Sherri Ford, Corinne Heffron, April LeBouef, Renee Phelan, Tami Thompson, Lindsey Weeks, Caroline Zeretke-Moore, Steven Gutterrez</p>

J.B. Martin Middle School
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement <ul style="list-style-type: none"> ● <i>Support K readiness</i> ● <i>Ensuring each student learns at high levels</i> ● <i>Develop pathways to college, career, and workforce</i> 	<ul style="list-style-type: none"> ● High expectations ● Challenging work ● Technology helping to succeed 	<ul style="list-style-type: none"> ● Student engagement ● Amount of students not meeting grade-level expectations (promoted vs placed into next grade level)

Supporting Data

- Strengths**
- SCPPS Student Stakeholder Survey- “My teachers give work that challenges me.” (73% strongly agree or agree)
 - SCPPS Student Stakeholder Survey- “In my school, teachers have high expectations for me.” (77% strongly agree or agree)
 - SCPPS Student Stakeholder Survey- “In my school, I use technology to help me succeed.” (85% strongly agree or agree)
 - SCPPS Student Stakeholder Survey- “My teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” (70% strongly agree or agree)
- Challenges**
- SCPPS Student Stakeholder Survey Student Comment- “More interactive learning methods rather than working on a Chromebook all day.”
 - SCPPS Parent Stakeholder Survey- “My child's teachers provide curriculum and learning experiences that meet his/her needs.” (73% strongly agree or agree)
 - SCPPS Student Stakeholder Survey Student Comment- “try to push all teachers to have fun when they are learning except for reading a In-head script that's just monotone and boring, making students less engaged in learning opportunities.”
 - Promotion/Placement Data
 - a. 6th Passed-76%,Placed- 24%
 - i. 39 grades/11 attendance/7 grades and attendance
 - b. 7th & 8th- Passed- 77%, Placed- 23%
 - i. 7th- 36 grades/11 attendance/7 grades and attendance
 - ii. 8th- 31 grades/16 attendance/11 grades and attendance

- LEAP Scores

% Mastery and Above	6th Grade	7th Grade	8th Grade
ELA	41% (decrease of 7%)	55% (decrease of 6%)	60% (decrease of 3%)
Math	42% (decrease of 1%)	43% (no change from previous year)	56% (increase of 8%)
Science	26% (decrease of 13%)	51% (increase of 2%)	49% (no change from previous year)
Social Studies	31% (increase of 3%)	53% (increase of 1%)	52% (increase of 3%)

Goal A – Student Achievement

District Goal		District Objective(s)	
<i>To prepare students for success in postsecondary education, careers, and life</i>		Ensuring all students learn at high levels.	
School Goal		School Objective(s)	
To increase the percentage of students promoted to the next grade level by implementing the Professional Learning Community (PLC) process.		Year 1: At the end of the 2023-2024 school year, 80% of students will be promoted to the next grade-level. Year 2: At the end of the 2024-2025 school year, 85% of students will be promoted to the next grade-level. Year 3: At the end of the 2025-2026 school year, 90% of students will be promoted to the next grade-level.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Identify essential standards and what students are expected to know. (Question 1) <ul style="list-style-type: none"> ● Analyze prior student achievement to identify progress towards proficiency. ● Identify areas of concern, and develop specific strategies to address those areas. ● Prior to each unit, review essential standards ● Identify where in the unit each essential standard is taught ● Review the Calendar to identify pacing, opportunities for extension and acceleration ● Review the vertical progression of standards for each content area 		a. Spring/Summer 2023	Teachers, Students, Paraprofessionals, Administrators, Counselors, Instruction and Technology Coach (ITC)
		b. Curriculum Calendars, Action Plans, Student Academic Progress, Student work, Performance Matters, Edulastic, Individualized Education Plan (IEP) Progress Reports, PowerSchool	
2. As a collaborative team, develop common formative assessments that align with the rigor of essential standards with success criteria. (Question 2) <ul style="list-style-type: none"> ● Establish success criteria ● Develop/Utilize standards based question stems ● Determine the selection, design, and administration of assessments, including the time given for each assessment 		a. Quarterly throughout the school year	Teachers, Paraprofessionals, Administrators, Counselors, ITC
		b. Curriculum, Common Formative Assessment (CFA), Performance Matters, Edulastic, Exit Tickets, Let's Express, Questions to Guide to Work of your Professional Learning Community (LBD p. 158-159) Questions to guide the work of Your Professional Learning Community Reproducible , ELA Standards Based Question Stems	

<p>3. Administer and analyze common assessment data to identify and develop plans for acceleration/extension. (Questions 3 & 4)</p> <ul style="list-style-type: none"> • Team members will all administer assessments within the same time frame; team should establish time frame of no more than three days • Collaboratively analyze data according to the success criteria during common planning time within three days • Identify available research-based resources (or co-developing these) • Determine differentiated formats to accelerate and extend learning (e.g., diverse formats for delivery, etc. • Determine flexible grouping (if applicable, teachers may “share” students based on effectiveness of instructional strategies/strengths of individual teachers as evidenced by the data) 	-	a. Following each assessment	Teachers, Paraprofessionals, Administrators, ITC
<p>4. Implement the plan for acceleration/extension.</p> <ul style="list-style-type: none"> • Identify items for reassessment (e.g., parallel items, additional items, etc.) • Track and monitor results of acceleration/extension to demonstrate student learning (reassessment) • Collaborative review and discuss the implementation of the plan to reflect on the process. 		b. Student work, Performance Matters, Edulastic, PLTs, and Data Reviews	
		a. Following each assessment and throughout the school year	Teachers, Paraprofessionals, Administrators, ITC
		b. PowerSchool, Various Materials that support the plan for acceleration/extension, Flex Time Plans, PLTs, and Data Reviews	

J.B. Martin Middle School
Goal B: Student Well-being and Belonging
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging Ancillary Services <i>(Transportation and Child Nutrition)</i>	<ul style="list-style-type: none"> ● Inclusive school culture ● Students have adults to turn to ● After-school activities ● Feeling that the principal cares about their well being 	<ul style="list-style-type: none"> ● Disciplinary practices are applied fairly to all students at my school (69%) ● Lack of consequences being fairly implemented ● Rules are inconsistent amongst classrooms ● Lack of respect (16% disagreed; 46% neutral) ● Students do not feel safe at school (44%) ● Students do not feel they “belong” (42%) ● Students are not called regularly by the counselors
<ul style="list-style-type: none"> ● Provide safe and efficient transportation services ● Provide safe and well-maintained bus fleet ● Develop strong relationships with all internal stakeholders 		
<ul style="list-style-type: none"> ● Provide nutritious and appealing meals ● Develop effective student engagement nutrition programs ● Recruit, train, and retain a skilled workforce ● Provide modern kitchen facilities and dining environments 		
Student Support		
<ul style="list-style-type: none"> ● Provide all students with social emotional learning ● Increase School Counselor availability ● Increase the timeliness of FAFSA completion ● Provide students with resources, lessons and partnerships 		
Student Services		
<ul style="list-style-type: none"> ● Enhance children’s wellbeing & belonging ● Implement programs and services that support children academically, socially, emotionally & physically 		
Student Opportunities		
<ul style="list-style-type: none"> ● Identify and implement proactive and responsive processes and practices to enhance athletic programs 		
Supporting Data		
Strengths <ul style="list-style-type: none"> ● SCPPS Parent Stakeholder Survey- “There is an adult my child can turn to in their school when they are having a difficult time.” (76% strongly agree or agree) ● SCPPS Student Stakeholder Survey- There is an adult in my school I can turn to when I am having a difficult time.” (65% strongly agree or agree) ● SCPPS Student Stakeholder Survey- “In my school, I can participate in afterschool activities, clubs, and/or sports that interest me.” (81% strongly agree or agree) ● SCPPS Student Stakeholder Survey- “I trust my principal.” (78% strongly agree or agree) 		

- SCPPS Student Stakeholder Survey Student Comment- “The ability to be in many different clubs.”
- SCPPS Student Stakeholder Survey Student Comment- “I like that people are readily available so you can have someone to talk to.”
- SCPPS Student Stakeholder Survey Student Comment- “My teacher helping me out and getting through difficult time.”

Challenges

- SCPPS Student Stakeholder Survey- “In my school, rules are applied equally to all students.” (56% strongly agree or agree)
- SCPPS Student Stakeholder Survey- “I feel safe at school.” (54% strongly agree or agree)
- SCPPS Student Stakeholder Survey- “My school counselor meets with me on a regular basis to assist me with my academic, personal/social, and career development needs.” (38% strongly agree or agree)
- SCPPS Student Stakeholder Survey- “I feel like I belong at my school.” (58% strongly agree or agree)
- UpBeat Survey- Question 19- “Disciplinary practices are applied fairly to all students at my school.” (69% strongly disagree or disagree)
- SCPPS Student Stakeholder Survey Student Comment- “My school should Improve on discipline, because I notice how more and more people are disrespectful to the teachers and staff.”

Goal B – Student Well-being and Belonging

District Goal		District Objective(s)	
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging		Develop SEL competencies within our students.	
School Goal		School Objective(s)	
<p align="center">SEL</p> To increase students’ Social Emotional Learning (SEL) competencies (challenging feelings, emotion regulation, positive feelings, self-management, and supportive relationships).		<p>Year 1: At the end of the 2023-2024 school year, 70% of students will feel that they belong at the school.</p> <p>Year 2: At the end of the 2023-2024 school year, 80% of students will feel that they belong at the school.</p> <p>Year 3: At the end of the 2023-2024 school year, 90% of students will feel that they belong at the school.</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. SEW Room The counselors will create and maintain a classroom dedicated to		a. August 2023	Counselors, Administration

social/emotional wellness (SEW). This classroom will be utilized to meet with students regarding SEL competencies and provide interventions and support.		b. Form tracking what interventions and supports have been implemented	
<p>2. SEW Team</p> <p>The SEW team will continue to provide comprehensive support to students.</p> <ul style="list-style-type: none"> ● Maintain a referral process for faculty, staff, and administrators ● Utilize CASEL #5 Framework, universal screener, and discipline data to identify students for SEW support; supports include: rotating counselor groups, intervention lunches, role-playing scenarios, coping techniques, parent support, etc., ● Continual follow-up with referring individual, referred student, and guardians ● 		<p>a. Ongoing throughout the school year</p> <p>b. Counselor referral form</p>	Counselors, Faculty, Staff, Administration
<p>3. Developmental Designs</p> <ul style="list-style-type: none"> ● Cougar Time Lessons <ul style="list-style-type: none"> ○ Create opportunities to develop essential social skills that prepare for future readiness. ○ Counselors/SEW team will help to develop Cougar Time lesson plans based on data and student needs (ex. challenging feelings, emotion regulation, positive feelings, self-management, and supportive relationships). ○ Give teachers a framework as well as the autonomy to add based on their advisory's individual needs (Google Classroom) 		<p>a. Ongoing throughout the school year</p> <p>b. Completion of advisory plans Admin monitoring</p>	Counselors, DD facilitators, Advisors
<p>4. School-wide SEL initiatives to build student feeling of belonging</p> <ul style="list-style-type: none"> ● P.A.W.S. <ul style="list-style-type: none"> ○ Should be referred to and reinforced through daily lessons and activities. ○ Have posters in every classroom for teachers to refer to ● C.A.R.E.S. <ul style="list-style-type: none"> ○ Should be referred to and reinforced through daily lessons and activities. 		<p>a. Ongoing throughout the school year</p> <p>b. Ensure each classroom has a PAWS posters, Schoolwide activities based on Committee developed plans, Cougar Time plans</p>	Faculty, Staff, Administration

<ul style="list-style-type: none"> ● Dignity Framework <ul style="list-style-type: none"> ○ Should be referred to and reinforced throughout the day 			
<p>5. Initiatives that create student feeling of belonging</p> <ul style="list-style-type: none"> ● Cougar Rally ● Class Meetings ● Pep Rallies ● Fall Fest ● Spring Fling ● School Dances ● Family Day/Family BINGO 		<p>a. Ongoing throughout the school year</p> <hr/> <p>b. Committee assigned activities, Google form and survey results</p>	<p>Committees, Faculty, Staff, Administration</p>

Goal B – Student Wellbeing and Belonging

District Goal		District Objective(s)	
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging		Enhancing children’s wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions	
School Goal		School Objective(s)	
All team members will implement school-wide discipline expectations in all parts of the school, at all times.		<p>Year 1: At the end of the 2023-2024 school year, 70% of students will feel that rules are applied equally to all students. At the end of the 2023-2024 school year, 70% of students will feel that they belong at the school.</p> <p>Year 2: At the end of the 2023-2024 school year, 80% of students will feel that rules are applied equally to all students. At the end of the 2023-2024 school year, 80% of students will feel that they belong at the school.</p> <p>Year 3: At the end of the 2023-2024 school year, 90% of students will feel that rules are applied equally to all students. At the end of the 2023-2024 school year, 90% of students will feel that they belong at the school.</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
<p>1. Develop school-wide expectations for all students and staff</p> <ul style="list-style-type: none"> ● Define and explain reasoning behind school-wide expectations for students and staff <ul style="list-style-type: none"> ○ “The Five” Non-Negotiable Expectations <ul style="list-style-type: none"> ■ I will honor the dignity of all. <ul style="list-style-type: none"> ● No cursing/profanity ● No inappropriate topics ● No teasing/taunting ■ I will wear my ID at all times. <ul style="list-style-type: none"> ● Lanyard around neck ● Temporary ID over heart ■ I will be on time for every class. <ul style="list-style-type: none"> ● In the door before the tardy bell rings ■ I will be prepared for class. <ul style="list-style-type: none"> ● chromebooks charged 		<p>a. Summer 2023</p> <p>b. Beginning of semester PD and mid-year PD, infraction data, team meetings, parent communication (SchoolStatus, school email)</p>	Faculty, Staff, Administration

<ul style="list-style-type: none"> ● All materials in your possession ■ I will follow all dress code expectations at all times. <ul style="list-style-type: none"> ● Including dress down days ● No hoods - crewneck sweatshirts/jackets only ● Shoes cover the entire foot 			
<p>2. Inform students and parents of school-wide expectations and consequences.</p> <ul style="list-style-type: none"> ● Define and explain reasoning behind school-wide expectations for students ● Utilize the first week of school to teach and practice school-wide expectations for students <ul style="list-style-type: none"> ○ Begin implementing the first full week of school, Monday, Aug. 14th. ● Present and explain school-wide expectations for students to parents during Orientation, the Beginning of the Year Open House, within the school monthly newsletter, social media ● Include “The 5” within team letter <ul style="list-style-type: none"> ○ Non-negotiables of J.B. Martin Middle School 		<p>a. August 2023</p> <p>b. Orientation Open-house Student handbook Team Letter First day of school Social Media</p>	<p>Faculty, Staff, Administration</p>
<p>3. Implement/Enforce school-wide expectations and consequences.</p> <ul style="list-style-type: none"> ● Print and hang posters ● Utilize the first week of school to teach and practice school-wide expectations for students <ul style="list-style-type: none"> ○ Begin implementing the first full week of school, Monday, Aug. 14th. ● Issue infractions to students not complying 		<p>a. Ongoing throughout the school year</p> <p>b. Administrative observation Team Meetings Restoration Committee Data Counselor Referrals</p>	<p>Faculty, Staff, Administration</p>
<p>4. Analyze data for trends/inconsistencies.</p> <ul style="list-style-type: none"> ● Team minute item to analyze and discuss trends <ul style="list-style-type: none"> ○ Discuss strengths/challenges ○ Refine practices ● Discipline/Restoration Committee and SEW Team analyzes trends/inconsistencies 		<p>a. Ongoing, Quarterly</p> <p>b. Discipline Committee Data SEW Referrals Administration Concerns Counselor Feedback Team meetings</p>	<p>Restoration Committee, SEW Team, Administration</p>

<p>5. Improve aesthetics throughout the school to increase student feeling of belonging and decrease students feeling unsafe at school.</p> <ul style="list-style-type: none"> ● Create Cohesive positive messaging that coincides with the dignity framework in mind. ● Create Cohesive branding throughout the school to promote positive climate ● Displaying student work outside of class 		a.	
		b.	

J.B. Martin Middle School
Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
<p>Goal C: Diverse, Effective and Engaged Employees</p> <ul style="list-style-type: none"> ● <i>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</i> ● <i>Developing an effective workforce focused on continuous improvement</i> ● <i>Retaining a diverse, engaged, and effective workforce</i> ● <i>Increasing employee wellness</i> 	<ul style="list-style-type: none"> ● Variety of Teaching Methods ● Collaboration ● Teachers at my school do meaningful work together in teams ● Teachers at my school help each other improve their instructional practice 	<ul style="list-style-type: none"> ● Work/Life Balance ● Teachers at my school trust each other ● The professional development available to me helps me improve my teaching. ● The professional development available to me is a good use of my time.
Supporting Data		
<p>Strengths</p> <ul style="list-style-type: none"> ● SCPPS Student Stakeholder Survey- “My teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” (70% strongly agree or agree) ● UpBeat Survey- Question 24- “Teachers at my school do meaningful work together in teams.” (81% strongly agree or agree) ● UpBeat Survey- Question 25- “Teachers at my school help each other improve their instructional practice.” (88% strongly agree or agree) <p>Challenges</p> <ul style="list-style-type: none"> ● UpBeat Survey- Question 5- “The professional development available to me helps me improve my teaching.” (48% strongly disagree or disagree) ● UpBeat Survey- Question 6- “The professional development available to me is a good use of my time.” (54% strongly disagree or disagree) ● UpBeat Survey- Question 23- “ Teachers at my school trust each other.” 40% strongly disagree or disagree 		

Goal C – Diverse, Effective, and Engaged Employees

District Goal		District Objective(s)	
To employ and develop high quality staff and provide resources to support employee success		Developing an effective workforce focused on continuous improvement	
School Goal		School Objective(s)	
To increase the meaningful time spent during professional learning of faculty and staff within the PLC process		Year 1: At the end of the 2023-2024 school year, 60% of teachers will find meaning in their professional learning. Year 2: At the end of the 2023-2024 school year, 70% of teachers will find meaning in their professional learning. Year 3: At the end of the 2023-2024 school year, 80% of teachers will find meaning in their professional learning.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Participate in professional learning on the process of Professional Learning Communities <ul style="list-style-type: none"> ● Understanding the why and how of the PLC process ● Utilize resources from Solution Tree: <ul style="list-style-type: none"> ○ Chapters from Learning By Doing ○ The Big Book of Tools ○ Team meeting notes ○ Team evaluation ○ Celebrations (The Big Book of Tools, p. 37) 		a. August 2023	Teachers, Paraprofessionals, Administrators, Counselors, Instruction and Technology Coach (ITC)
		b. Meeting evaluation, UpBeat Survey data, Student data	
2. Participate in professional learning on SMART goals <ul style="list-style-type: none"> ● Define and clarify the purpose SMART goals (LBD, p. 89) ● Create SMART goals based on essential standards 		a. August 2023 & ongoing	Teachers, Paraprofessionals, Administrators, Counselors
		b. LBD pg 89	
3. Meet as 6-8 content teams on a consistent basis <ul style="list-style-type: none"> ● Develop PLC frameworks to guide the grade-level content meeting ● Create team norms and team roles ● Discuss vertical progression of essential standards ● Discuss strategies implemented for acceleration/extension (strengths/challenges) 		a. Monthly	Teachers, Paraprofessionals, Administrators, Counselors, Instruction and Technology Coach (ITC)
		b. Content PLC framework, Vertical Progress Plans, Team Norms	

<p>4. Meet as grade-level content teams</p> <ul style="list-style-type: none"> ● Create team norms and team roles ● Identify essential standards and what students are expected to know ● As a collaborative team, develop common formative assessments that align with the rigor of essential standards with success criteria ● Administer and analyze common assessment data to identify and develop plans for acceleration/extension ● Implement the plan for acceleration/extension 		<p>a. Weekly</p> <p>b. Curriculum Calendars, Action Plans, Student Academic Progress, Student work, Common Formative Assessment (CFA), Performance Matters, Edulastic, Exit Tickets, Let's Express, Questions to Guide to Work of your Professional Learning Community (LBD p. 158-159) Questions to guide the work of Your Professional Learning Community Reproducible, ELA Standards Based Question Stems</p>	<p>Teachers, Students, Paraprofessionals, Administrators, Counselors, Instruction and Technology Coach (ITC)</p>
5.		a.	
		b.	
6.		a.	
		b.	

J.B. Martin Middle School
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
<p>Goal E: Facilities Management</p> <p>Facilities</p> <ul style="list-style-type: none"> • <i>Design and maintain facilities to support student and employee success</i> • <i>Develop and implement standards and processes for effective and efficient operations</i> <p>Safety</p> <ul style="list-style-type: none"> • <i>Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees</i> <p>Athletics</p> <ul style="list-style-type: none"> • <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees</i> 	<ul style="list-style-type: none"> • My child's school provides a safe learning environment. • My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.). 	<ul style="list-style-type: none"> • Destroying the wasps nests in the courtyard. • I feel safe at school • My school is clean and well-maintained

Supporting Data

- **Strengths**
 - SCPPS Parent Stakeholder Survey- "My child's school provides a safe learning environment." (77% strongly agree or agree)
 - SCPPS Parent Stakeholder Survey- "Administrators at my child's school actively work towards creating an inclusive school culture." (63% strongly agree or agree)
 - UpBeat Survey- Question 29- "My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.)." (96% strongly agree or agree)
 - SCPPS Parent Stakeholder Survey Parent Comment- "JBM is focused on the betterment of their students through academics, arts, and athletics. Administration supports and encourages ALL students to be well rounded and to participate in everything the school has to offer. Administration spends a significant amount of time immersed in the environment of the students and can be found in classrooms, roaming halls, at lunch, and in enrichment classes being attentive and involved with their students. This type of immersion allows students to feel at ease with leadership and develops relationships necessary for open communication. The faculty communicate very well regarding the students academic needs and challenges allowing for early "intervention" to take place if needed. I truly appreciate commend the Administration and Faculty for the learning environment they create for their students."
 - SCPPS Parent Stakeholder Survey Parent Comment- "Most of the teachers are fantastic and they do whatever it takes for students to be comfortable."
- **Challenges**
 - SCPPS Student Stakeholder Survey- "I feel safe at school." (54% strongly agree or agree)
 - SCPPS Student Stakeholder Survey- "My school is clean and well-maintained". (56% strongly agree or agree)
 - SCPPS Student Stakeholder Survey Student Comment- "Cleaner in the bathrooms and make it smell better."

- SCPPS Student Stakeholder Survey Student Comment- "Making the school cleaner."
- SCPPS Student Stakeholder Survey Student Comment- "a little more strict."
- SCPPS Student Stakeholder Survey Student Comment- "My school should Improve on discipline, because I notice how more and more people are disrespectful to the teachers and staff."
- SCPPS Student Stakeholder Survey Student Comment- "If they would add more rules to keep students from acting out."

Goal E – Facilities Management

District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees	
School Goal		School Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		<p>Year 1: By the end of the 2023-2024 school year, 60% of students will agree or strongly agree with the statement “I feel safe at school” on the Stakeholder Survey. By the end of the 2023-2024 school year, 60% of students will agree or strongly agree with the statement, “My school is clean and well- maintained” on the Stakeholder Survey.</p> <p>Year 2:</p> <p>Year 3:</p>	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Establish a Community of Collective Cleanliness, where students and staff all collectively ensure that the campus remains clean. <ul style="list-style-type: none"> Establish and teach cleanliness expectations at the beginning of the year Establish routines for classroom cleanup prior to class dismissal Reminder signs posted in bathrooms (wash hands, flush toilets, put trash in trash can, no food in bathrooms) Grade level team meeting (male/female breakout groups) 		a. Ongoing	all members
		b. Grade Level Competition (Cougar Rally Points)	
2. Survey students to determine why a percentage of students do not feel safe at school. (7th & 8th grades only)		a. August 2023	Aubrey Hager
		b. Google Form	
3. Survey students to determine why a percentage of students do not believe the school is cleaned and well-maintained. (7th & 8th grades only)		a. August 2023	Aubrey Hager
		b. Google Form	
4. Survey 6th grade students to determine what makes them feel safe at school.		a. August 2023	Aubrey Hager

		b. Google Form	
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J.B. Martin Middle School
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
<p>Goal F: Stakeholder Investment</p> <ul style="list-style-type: none"> • <i>Increase and vary communication with stakeholders</i> • <i>Increase educational access and opportunity within the community</i> • <i>Enhance the English Language Learner (ELL) Program</i> 	<ul style="list-style-type: none"> • Opportunities for families to be involved in the school and learning. 	<ul style="list-style-type: none"> • Communication with families • Utilizing communication for positive and academic feedback
Supporting Data		
<ul style="list-style-type: none"> • Strengths <ul style="list-style-type: none"> ○ SCPPS Student Stakeholder Survey- "My school offers opportunities for my family to be involved in the school and my learning." (64% Strongly Agree or Agree) ○ SCPPS Parent Stakeholder Survey- "My child's school offers opportunities for families to be involved in the school and my child's learning." (74% Strongly Agree or Agree) • Challenges <ul style="list-style-type: none"> ○ SCPPS Parent Stakeholder Survey- "Teachers at my child's school build trusting relationships with parents." (63% Strongly Agree or Agree) ○ SCPPS Parent Stakeholder Survey- "My child's teachers work together with parents." (68% Strongly Agree or Agree) ○ SCPPS Parent Stakeholder Survey- "My child's teachers help me to understand my child's progress." (72% Strongly Agree or Agree) ○ SCPPS Parent Stakeholder Survey Parent Comment- "I would like teachers to communicate more with me. Make them accountable to respond to emails since you can't ever get them on the phone." ○ SCPPS Parent Stakeholder Survey Parent Comment- "Perhaps more communication outside of Google classroom. I'm a full time employee myself and I have two children. I don't want to spend my evenings on a computer looking up information for each class." ○ SCPPS Parent Stakeholder Survey Parent Comment- "Better communication." 		

Goal F – Stakeholder Investment

District Goal		District Objective(s)	
To promote and develop meaningful engagement between students, families, business community and the school system		Increase and vary communication with stakeholders	
School Goal		School Objective(s)	
To promote and develop meaningful engagement between students, families, and school		Year 1: By the end of the 2023-2024 school year, 75% of stakeholders will agree that trusting relationships are built with the school. Year 2: Year 3:	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
1. Host two parent lunches (Fall and Spring) <ul style="list-style-type: none"> ● JBM Family Lunch Day 		a. Fall and Spring	
		b. Parent sign-up (google form), Connect-Ed log	
2. Send Positive Postcards to students (Fall and Spring) <ul style="list-style-type: none"> ● Complete in team ● Each student will receive a positive postcard by the end of each semester. 		a. Fall and Spring	
		b. List of students	
3. Family Advisory Committee <ul style="list-style-type: none"> ● Facilitate greater opportunities for family involvement at school events ● 		a. ongoing	
		b. Application, Attendance by Invitation, Minutes	
4. Family Engagement Committee Events <ul style="list-style-type: none"> ● Fall Event ● Spring Event ● Social Media Community Outreach 		a. Fall and Spring, ongoing	
		b. RSVP, Sign-ups, Connect-Ed, SchoolStatus, Social Media posts, Feedback form, Incentives	
5. Advisory Phone Call <ul style="list-style-type: none"> ● Positive Outreach ● Remind about Orientation ● Invite to Back to School Night ● Ask for Tips/Insight on the student 		a. Before student arrival	
		b. SchoolStatus, Advisory Roster	

Title I Schools Only
Schoolwide Assurances

The school assures:

- The plan referenced in the Schoolwide Plan template 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 to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- 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.

Principal Name:

Date:

Principal's Digital Signature:

District-Wide, High Quality, Tier I Curriculum

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA	Frog Street	Amplify Core Knowledge Amplify CKLA Skills Heggerty (supplemental phonemic awareness)	Louisiana ELA Guidebooks 2022	Louisiana ELA Guidebooks	Louisiana ELA Guidebooks
Math	Frog Street	Eureka Math ²	Eureka Math ²	Eureka Math ²	Eureka Math ²
Science	Frog Street		Great Minds PhD Science®	Louisiana Scope and Sequence	Louisiana Scope and Sequence
Social Studies	Frog Street		Studies Weekly and Louisiana Bayou Bridges	Louisiana Course Frameworks	Louisiana Course Frameworks/Scope and Sequence

Daily Instructional Time Allocation

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA		CKLA Skills- 60 minutes CKLA Knowledge- 60 minutes CKLA Small Group- 30 minutes Heggerty- 15 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Intensive English I 90 minutes- (year-long course) English I-IV 90 minutes
Math		Core Instruction- 60 minutes Small group- 15 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Core Instruction- 60 minutes Small Group- 30 minutes	Intensive Algebra I 90 minutes- (year-long course) 90 minutes
Science			Core Instruction- 45 minutes	Core Instruction- 45 minutes	Core Instruction- 90 minutes
Social Studies			Core Instruction- 45 minutes	Core Instruction- 45 minutes	Core Instruction- 90 minutes

Intervention Resources

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA				Rewards & iReady - Reading Intervention Program	
Math				iReady & Zearn - Math Intervention Program	

