



Raymond K. Smith Middle School

Phase X 2023-2026

**Year One (1) of Three (3)
2023-2024**

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| <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>We are committed to ensuring that all students are critical thinkers and life-long learners in order to make a positive impact on society.</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>Through unity, respect, integrity and pride in education, Raymond K. Smith Middle School provides a culture of high expectations and continuous learning to advance achievement 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</p> <p>We believe...</p> <ul style="list-style-type: none"> ● All students learn best when engaged in challenging and meaningful activities driven by data analysis. ● All students become productive members of society through preparation and accountability. ● All faculty, staff, and students achieve success in a supportive learning environment that values mutual respect. ● Open and honest communication among stakeholders is essential for student success. |

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 |
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| Goal A – Student Achievement <i>To prepare students for success in postsecondary education, careers, and life</i> | <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 | Becky Weber Erin Granier |
| Goal B – Student Well-Being and Belonging <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> | <div> Ancillary Services <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 </div> <div> Student Support <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 </div> <div> Student Services <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 </div> <div> Student Opportunities <ul style="list-style-type: none"> Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees </div> | Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers |
| Goal C – Diverse, Effective, and Engaged Employees <i>To employ and develop high quality staff and provide resources to support employee success</i> | <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 | John Smith Scott Cody Tresa Webre |

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

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| <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> |

Raymond K. Smith Middle School Governance

| School Success Team | | | |
|---------------------|--|-------------------|---|
| Name | Title/Role | Name | Title/Role |
| Harold Blood | Principal | Kevin Carrigee | 6/7/8 PE Teacher/ Facilities Management Committee Leader |
| Ami Houston | Assistant Principal | Letonya Coleman | 6/7/8 SpEd Math Teacher/ 7th Grade PLT Leader |
| Corey Weeks | Assistant Principal | Jasmine Dorsey | Counselor/ Student Well-Being and Belonging Committee Co-Leader |
| Jennifer Green | Teacher Leader, Team Chairperson/ Student Achievement Committee Co-Leader | Trina Douglas | 6/7/8 PE Teacher/ Student Well-Being and Belonging Committee Co-Leader |
| Kimberly Becnel | Math Interventionist/ Exploratory PLT Leader/ Stakeholder Investment Committee Leader | Julmarria Jackson | 6/7/8 Gifted Math/ 8th Grade PLT Leader/ Student Achievement Committee Co-Leader |
| Danyelle Bridges | Resource Teacher/ Special Education Chair/ Diverse, Effective, and Engaged Committee Leader | Stacie Hutchens | 6th Grade ELA Teacher/ 6th Grade PLT Leader |

| Raymond K. Smith Middle School Support Committees | | | | | |
|--|-------------------|---|--|---------------------------------|----------------------------------|
| Goal A Student Achievement (Guiding Coalition) | | Goal B Student Well-Being and Belonging | Goal C Diverse, Effective, and Engaged Employees | Goal E Facilities Management | Goal F Stakeholder Investment |
| Letonya Coleman | Gabrielle Landry | Shelita Barnes | Melissa Brezinsky | Lenyelle Bridges | Tyler Alario |
| Tina Danos | Lakia Lorio | Ariel Boudreaux | Danyelle Bridges* | Kevin Carrigee* | Tara Bailey |
| Anna Desormeaux | Cydney Lymous | Keely Brown | Larry Davis | Mike Conover | Kimberly Becnel* |
| Matthew Dietsch | Kristy Mascarella | Jasmine Dorsey* | Tracey Naquin | Michelle Distefano | Sarah Chatham |
| Jennifer Green* | Mignon Mauduit | Trina Douglas* | Lori Nicholas | Regina Gales | Elaine Duckworth |
| Stacie Hutchens | Latoya Samuels | Juvon Gales | Dajaun Pierre | Asia Grimes | Willie Hughes |
| Julmarria Jackson* | Victoria White | Stacey Harding | Courtney Seals | Kristina Harris | Quana Lockett |
| | | Timbrel Lewis | Danielle Stipe | Samantha Labranch | Kaelynn Smith |
| | | Stephanie Mire | Lacy Trosclair | Neidra Melancon | Maranda Smith |
| | | Paulette Thomas | Carla Williams | Rickell Preston | Danielle Stipe |
| Caitlin Kieffer | | Tai Williams | Stacy Yarbrough | | Lashae Wilson |

* Indicates support committee chairperson

Raymond K. Smith 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"> Support K readiness Ensuring each student learns at high levels Develop pathways to college, career, and workforce | <ul style="list-style-type: none"> SPS has increased each year More than 50% of students scored at or above Mastery on the 2021/22 ELA LEAP | <ul style="list-style-type: none"> Promotion rate for black males and students with disabilities Students scoring at or above Mastery on the 2021/22 Math LEAP Chronic absenteeism |
| Supporting Data | | |
| <p>School Strengths</p> <ul style="list-style-type: none"> School Performance Score (SPS) has increased for the past three years from 73 (2019) to 76.8 (2021) to 78.7 (2022) <ul style="list-style-type: none"> Progress index, which measures students meeting growth to mastery target, increased from 89.1 (18/19) to 94.9 (20/21) to 100.2 (21/22) Drop out credit accumulation index increased from 125.2 (20/21) to 144.8 (21/22) Interests and Opportunities increased from 95.5 (20/21) to 101.7 (21/22) 54% of all students in 6th, 7th, and 8th grade scored at Mastery or Above on the 21-22 LEAP 2025 ELA test <p>School Challenges</p> <ul style="list-style-type: none"> 34% of black males did not meet the requirements for promotion during the 2022/23 school year 60% of students with disabilities did not meet the requirements for promotion during the 2022/23 school year 20% of 6th grade students, 29% of 7th grade students, and 29% of 8th grade students scored at or above Mastery on the 2021/22 Math LEAP 23.2% of students were chronically absent during the 2021/22 school year; 11% of students did not meet attendance requirements for promotion during the 22/23 school year <p>Additional data for consideration (updated since our summer planning meeting):</p> <ul style="list-style-type: none"> Overall 2% increase in % Mastery and Above (2021-2022 to 2022-2023) 6th grade 10% increase in % Mastery and Above (2021-2022 to 2022-2023) ELA: 54% at or above Mastery 2021/22; 45% at or above Mastery 2022/23 Math: 22% at or above Mastery 2021/22; 26% at or above Mastery 2022/23 Science: 28% at or above Mastery 2021/22; 30% at or above Mastery 2022/23 Social Studies: 24% at or above Mastery 2021/22; 31% at or above Mastery 2022/23 | | |

| District Goal | | District Objective(s) | |
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| Ensuring each student learns at high levels. | | | |
| School Goal | | School Objective(s) | |
| Ensure each student learns at high levels. | | <ul style="list-style-type: none"> At least 55% of all testers in grades 6-8 will score at or above Mastery for ELA on LEAP 2025. At least 50% of all testers in grades 6-8 will score at or above Mastery for Math on LEAP 2025. At least 50% of all testers in grades 6-8 will score at or above Mastery for Science on LEAP 2025. At least 50% of all testers in grades 6-8 will score at or above Mastery for Social Studies on LEAP 2025. At least 75% of black males will meet requirements for promotion. At least 60% of students with disabilities will meet requirements for promotion. | |
| Action Steps | Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring (include weekly, monthly, quarterly, etc.) | |
| 1. Build capacity of staff to implement Professional Learning Communities (PLCs) <ul style="list-style-type: none"> Meet with ACM at the beginning of the year to receive professional development from SolutionTree to gain an understanding of the PLC process, 4 essential questions, and ensuring high levels of learning for all students and set expectations for collaboration Engage in professional learning regarding PLC best practices Establish and define roles of the guiding coalition and participate in professional learning sessions centered around the 4 PLC embedded questions | Local/District | a. July 2023 - May 2024 | Teachers, Lead teacher, C&I coaches, Administrators |
| | | b. Agendas (monthly) Sign-in sheets (monthly) | |
| 2. Implement standards-aligned curricula in all content areas <ul style="list-style-type: none"> Participate in professional learning sessions to support use of Tier 1/high-quality curricula Participate in job-embedded professional learning for content areas | Local/District | a. August 2023 - May 2024 | Teachers, Lead teacher, C&I coaches, Administrators |
| | | b. PLT Agendas (weekly) Sign-in sheets (weekly) Lesson plans (weekly) | |

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| c. Collaboratively plan lessons during PLT time | | | |
| 3. Identify essential learning a. Participate in unpacking/ internalization of new/existing standards and curricula b. Participate in identification of essential learning within standards or curricula | Local/District | a. July 2023 - May 2024 | Teachers, Lead teacher, C&I coaches, Administrators |
| | | b. Agendas (quarterly) Sign-in sheets (quarterly) Essential learning documents | |
| 4. Measure essential learning a. Collaboratively develop common assessments b. Collaboratively determine success criteria for common assessments c. Analyze student work to identify student strengths/weaknesses | Local | a. August 2023 - May 2024 | Teachers, Lead teacher, C&I coaches, Administrators |
| | | b. PLT Agendas (include assessment design as needed) Assessments (as needed) Student work analysis (as needed) | |
| 5. Respond to evidence of student learning (intervention/ acceleration) a. Develop/identify structures and resources, and build capacity to provide interventions to students not mastering essential learning b. Monitor effectiveness of interventions c. Teachers will communicate regularly with resource teacher to provide information about students with disabilities performance on essential standards and intervention/ acceleration needs. d. Provide time before the school year begins for interventionists to meet, examine student data and identify specific intervention needs e. Schedule students in math and reading intervention classes based on data at beginning of the school year | Local | a. July 2023 - May 2024 | Teachers, Lead teacher, C&I coaches, Administrators |
| | | b. PLT Agendas (include student work analysis as needed) Student work (as needed) Lesson plans | |
| 6. Respond to evidence of student learning (extension) a. Develop/identify structures and resources, and build capacity to provide extensions to students who have mastered essential learning | Local | a. August 2023 - May 2024 | Teachers, Lead teacher, C&I coaches, Administrators |
| | | b. PLT Agendas (include student work analysis as needed) Student work (as needed) Lesson plans | |
| 7. Build capacity of teachers to implement culturally responsive teaching and learning. a. Provide quarterly professional development for teachers | Local | a. September 2023, November 2023, February 2024, April 2024 | Teachers, Paraeducators, Lead teacher, Counselor, |
| | | b. Agendas (monthly) | |

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| and paraeducators | | Sign-in sheets (monthly) | Administrators |
| 8. Students receiving special education services will be fully included in all content areas. a. Teachers and paraeducators will participate in collaborative learning sessions to better understand student accommodations at the beginning of school and as needed. b. Special education teachers will meet as a department weekly to track academic and behavioral progress and make plans for students with disabilities, which will be shared with appropriate personnel. | Local | a. August 2023 - May 2024 | Teachers, Paraeducators, Special education department chair, Administrators |
| | | b. Agendas Sign-in sheets | |
| 9. Build capacity of interventionists to effectively respond to student needs a. Provide professional development for math interventionist and math intervention paraeducator on effectively using Zearn (math) b. Provide professional development for literacy interventionist on effectively using iReady (reading) c. Register staff for SolutionTree RTI @ Work Institute in New Orleans (December 2023) d. Collaboratively review student data twice a quarter with RTI committee to measure progress and determine next steps | Local | a. July 2023 - May 2024 | Math interventionist, Math intervention paraeducator, Literacy interventionist, Lead teacher, Administrators |
| | | b. Agendas Sign-in sheets Data review documents | |

Raymond K. Smith 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">• Students feel respected by staff members and that teachers hold high expectations for students• Students were provided with weekly SEL lessons through Advisory and monthly SEL lessons done by the counselor in classrooms.• Students and parents feel administration is available to address concerns• Amount of available after school activities | <ul style="list-style-type: none">• Students treating adults with respect• Overrepresentation of black students in disciplinary referrals; referrals for black males• Students receiving multiple referrals• Attendance concerns• Challenging feelings and emotion regulation |
| <ul style="list-style-type: none">• <i>Provide safe and efficient transportation</i>• <i>Provide appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments</i> | | |
| Student Support | | |
| <ul style="list-style-type: none">• <i>Develop SEL competencies within our students</i>• <i>Provide support for students through the Comprehensive School Counseling Program</i>• <i>Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post – secondary options</i> | | |
| Student Services | | |
| <ul style="list-style-type: none">• <i>Enhance children’s wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions</i>• <i>Implement programs and services that support children academically, socially, emotionally & physically</i> | | |
| Student Opportunities | | |
| <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> | | |
| Supporting Data | | |

School Strengths

- On the 2022 Student Stakeholder Survey, 66% of respondents agreed/strongly agreed with the statement “In my school, staff members respect students and families of all backgrounds.”
- On the 2022 Parent Stakeholder Survey, 85% of respondents agreed/strongly agreed with the statement “In my child’s school, staff members respect students and families of all backgrounds.”
- On the 2022 Student Stakeholder Survey, 69% of students agreed/strongly agreed with the statement “My school administrators are available to address student concerns.”
- On the 2022 Parent Stakeholder Survey, 69% of parents agreed/strongly agreed with the statement “My child’s school administrators are accessible to address student and parent concerns.”
- Students were provided with weekly SEL lessons through Advisory and monthly SEL lessons done by the counselor in classrooms.
- On the 2022 Student Stakeholder Survey, 80% of students agreed/strongly agreed with the statement “In my school, I can participate in afterschool activities, clubs, and/or sports that interest me.”

School Challenges

- On the 2022 Student Stakeholder Survey, only 39% of students agreed/strongly agreed with the statement “In my school, students treat adults with respect.”
- Our student population is 66% black/African American, but 86% of all referrals written were for black/African American students; 56% (328 of 589) of all referrals written during the 2022/23 school year were for black males.
- 19% of students received 3 or more referrals
- During the 2021/2022 school year, 23.20% of our students were chronically absent (15 or more school days).

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 | | | |
| School Goal | | School Objective(s) | |
| Develop SEL competencies within our students. | | <ul style="list-style-type: none"> Decrease the percentage of students who are identified as having “no strengths” in Social-Emotional Learning from █ % to █ % from Fall to Spring. Increase the percentage of students who are able to regulate their emotions from █ % to █ % from Fall to Spring. <p>[NOTE: Once the Fall Panorama survey is administered to students, the data will be reviewed by the School Success Team and measurable objectives will be set.]</p> | |
| Action Steps | Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring (include weekly, monthly, quarterly, etc.) | |
| 1. School personnel will receive professional development on how to effectively implement Developmental Designs and SEL competencies throughout the school day. | Local | a. August 2023 - May 2024 | Developmental Designs trainer on staff, Counselor, Mental Health Professional, Lead teacher, Administrators |
| | | b. Agendas and Sign-in sheets (quarterly) | |
| 2. Advisory plans will be shared with teachers and will include specific lessons focusing on the SEL competencies. a. Tiger Time teachers will share the purpose and components of advisory (Tiger Time) with students using Developmental Design language. b. Tiger Time teachers will utilize a school-based plan for Tiger Time, which will include all components of the Circle of Power and Respect with a focus on respectful behavior to adults and peers, social and emotional learning (SEL) and social and emotional wellbeing (SEW) competencies. c. Administration, lead teacher, and Developmental Designs trainer on staff will provide support for teachers and paraprofessionals to implement effective Tiger Time | Local | a. August 2023 - May 2024 | Developmental Designs trainer on staff, Counselor, Mental Health Professional, Lead teacher, Teachers, Administrators |
| | | b. Tiger Time Lesson Plans (weekly) Tiger Time Observations (weekly) | |

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| lessons. | | | |
| 3. School personnel will maintain a safe and supportive learning environment by strengthening school culture and climate. a. Faculty and staff will participate in professional learning with a focus on utilizing Trust Based Relational Intervention (TBRI) approaches, social and emotional learning (SEL), social and emotional wellbeing (SEW), and culturally responsive teaching. | Local | a. August 2023 - May 2024 | Counselor, Mental Health Professional, Faculty & staff |
| | | b. Agendas and Sign-in sheets (quarterly) | |

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 | | | |
| School Goal | | School Objective(s) | |
| Enhance children's wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions | | <ul style="list-style-type: none"> • Reduce the percentage of students receiving 3 or more referrals from 19% (62 out of 334) to 10% of total student population. • Decrease the percentage of total referrals received by black males from 56% to 30% to be more in-line with school-wide demographics. | |
| Action Steps | Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring (include weekly, monthly, quarterly, etc.) | |
| 1. School personnel will engage in a variety of activities to address the inequity initiatives and specific needs of black males. <ul style="list-style-type: none"> a. Faculty and staff will participate in professional learning to build an awareness of equitable practices. b. Black male students will be invited to participate in a 5-week program with the school counselor. | Local | a. August 2023 - May 2024 | Counselor, Mental Health Professional, Faculty & staff |
| | | b. Agendas and Sign-in sheets (quarterly) Student lists for counselor program | |
| 2. School personnel will maintain a safe and supportive learning environment. <ul style="list-style-type: none"> a. Faculty and staff will implement two ongoing positive incentive programs aimed at recognizing student improvement: <ul style="list-style-type: none"> i. A minimum of two Positive Postcards per teacher will be mailed home each month for students who have shown improvement at school. ii. Grade-level teams will nominate students for recognition for being "On A Roll." Placements will be made based on improvements in academics or behavior. b. Quarterly, the school counselor and mental health professional will share restorative practices with | Local | a. August 2023 - May 2024 | Counselor, Mental Health Professional, Faculty & staff |
| | | b. Agendas and Sign-in sheets (quarterly) Positive postcard lists (monthly) On-a-roll celebration nominations/certificates (quarterly) Support Committee meeting notes (monthly) TAB data (weekly) | |

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| teachers. c. Throughout the school year, the school counselor and Mental Health Professional will be available to help conduct restorative circles as needed with teachers and students. d. The Student Well-being and Belonging Support Committee will review prior year discipline data for students with 10 or more referrals from the previous year and develop a plan for support. e. Grade level PLCs and administration will review discipline data weekly to determine next steps. | | | |
| 3. School will participate in ongoing bully prevention. a. Bully-free initiative will be discussed during morning announcements and during Tiger Time. b. The Student Well-being and Belonging Support Committee will plan and carry out Bully Free Week. c. A box is available outside of the school counselor's door for reporting bullying. | Local | a. August 2023 - May 2024 b. Bully Free Week activities/agenda Support Committee meeting notes (monthly) | Counselor, Mental Health Professional, Faculty & staff |

Raymond K. Smith Middle School
Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

| District Priorities | School Strengths | School Challenges |
|--|---|---|
| Goal C: Diverse, Effective and Engaged Employees <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 Increasing employee wellness | <ul style="list-style-type: none"> Work Life Balance Percentage of certified teachers Teacher retention increased over past three years Managing classroom procedures | <ul style="list-style-type: none"> Trust amongst faculty and staff Lesson pacing Questioning and discussion techniques |
| Supporting Data | | |
| <p>School Strengths</p> <ul style="list-style-type: none"> On the Upbeat survey, 78% (Fall)/86% (Spring) of teachers responded positively to the questions in the “Work/Life Balance” category; 89% (Fall)/85% (Spring) of staff responded positively to the questions in the “Work/Life Balance” category. On the Upbeat survey, 75% (Fall)/93% (Spring) of teachers responded positively to the statement “I look forward to teaching every day.” On the Upbeat survey, 79% (Fall)/83% (Spring) of teachers responded positively to the statement “I am satisfied with being a teacher at this school.” 86.1% of our teachers are certified, which is higher than the state average of 69%. 90% of teachers earned a rating of “Effective: Proficient” (3) or “Highly Effective” (4) on Teacher Component 2c: Managing Classroom Procedures on the Compass evaluation rubric. <p>School Challenges</p> <ul style="list-style-type: none"> On the Upbeat survey, only 79% (Fall)/59% (Spring) of teachers responded positively to the statement “Teachers at my school trust each other”; only 75% (Fall)/50% Spring of staff responded positively to the statement “Employees in my school trust each other.” 28% of teachers earned a rating of “Ineffective” (1) or “Effective - Emerging” (2) on Teacher Component 3c: Pacing on the Compass evaluation rubric. 30% of teachers earned a rating of “Highly Effective” (4) on Teacher Component 3b: Using Questioning/Prompts and Discussion on the Compass evaluation rubric. | | |

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 | | | |
| School Goal | | School Objective(s) | |
| Retain a diverse, engaged, and effective workforce | | <ul style="list-style-type: none"> • Increase the percentage of teachers scoring a 4 in component 3b: Using Questioning and Discussion Techniques in Instruction on the COMPASS rubric on formal and informal observations from 30% to 40%. • Increase the percentage of faculty and staff who agree with the statement "Teachers/ employees at my school trust each other" from 59% (teachers)/ 50% (staff) to 85% on the Spring Upbeat Survey. | |
| Action Steps | Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring (include weekly, monthly, quarterly, etc.) | |
| 1. School personnel will participate in professional learning in order to improve instructional effectiveness. <ul style="list-style-type: none"> a. Administrators will present professional development on component 3b: Using Questioning /Prompts and Discussion of the Compass rubric with a focus on “highly effective” strategies for student-led questioning and discussion. b. During PLTs teachers will engage in ongoing professional learning focusing on student-led questioning and discussion. c. Administration and lead teacher will conduct quarterly learning walks and provide feedback focused on student-led questioning and discussion. | Local | a. August 2023 - May 2024 | Lead teacher, Teachers, Administrators |
| | | b. Agendas and sign-in sheets PLT agendas Anecdotal notes from learning walks | |
| 2. School personnel will continue efforts to retain a diverse workforce. <ul style="list-style-type: none"> a. Continue social media campaigns via Instagram and Twitter to spotlight faculty and staff diversity. b. Provide staff professional development opportunities focused on equity, diversity, and inclusion. c. Implement an employee appreciation/recognition program. | Local | a. August 2023 - May 2024 | Lead teacher, Faculty and staff, Administrators |
| | | b. Social media insight reports (quarterly) Agendas and sign-in sheets (as needed) Employee recognition data | |

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| 3. School personnel will foster team building in order to build professional trust amongst staff. a. Faculty and staff will participate in quarterly team-building activities designed to foster a sense of trust and belonging. b. Faculty and staff will participate in a quarterly “Teacher Tiger Time”. | Local | a. August 2023 - May 2024 | Developmental Designs trainer on staff, Lead teacher, Faculty and staff, Administrators |
| | | b. Agendas and sign-in sheets (as needed) “Teacher Tiger Time” lesson plans | |

Raymond K. Smith Middle School
Comprehensive Needs Assessment
Goal E: Facilities Management

| District Goals/Priorities | School Strengths | School Challenges |
|---|--|--|
| Goal E: Facilities Management Facilities <ul style="list-style-type: none"> Design and maintain facilities to support student and employee success Develop and implement standards and processes for effective and efficient operations Safety <ul style="list-style-type: none"> Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees Athletics <ul style="list-style-type: none"> Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees | <ul style="list-style-type: none"> Safe environment for students and staff Variety of opportunities for students to participate in athletics | <ul style="list-style-type: none"> Cleanliness of building Qualified coaching staff availability |
| Supporting Data | | |
| School Strengths <ul style="list-style-type: none"> On the 2022 Parent Stakeholder Survey, 83% of respondents agreed/strongly agreed with the statement “My child’s school provides a safe learning environment.” In the Fall 2022 Safe Schools Audit interviews, 100% of students who were interviewed indicated that there was nowhere in the school that they felt unsafe. During the 2022/2023 school year, 39% of students (130 out of 334) participated in at least one athletic team. Athletic opportunities available for students include football, volleyball, basketball (girls/boys), soccer (girls/boys), softball, baseball, track (girls/boys), cheer, and dance. School Challenges <ul style="list-style-type: none"> On the Upbeat survey, only 71% (Fall)/41% (Spring) of teachers responded positively to the statement “The school building is clean and well-maintained”; only 75% (Fall)/56% Spring of staff responded positively to the statement “The school building is clean and well-maintained.” In the Fall 2022 Safe Schools Audit and also in the Winter 2021 Safe Schools Audit, “restrooms - clean and in good repair” was rated unsatisfactory. In the Fall 2022 Safe Schools Audit interviews, 5 out of 11 teachers interviewed responded “no” to the question “In your opinion, is the school a healthy place to work” and noted “could be cleaner”, “floors are dirty”, and “classrooms are dusty, dirty” in their comments. 24% of faculty and staff (14/57) served as coaches. | | |

Goal E – Facilities Management

| District Goal | | District Objective(s) | |
|---|-----------------------------|---|--|
| To build and maintain psychologically and physically safe, clean, and supportive learning environments | | | |
| School Goal | | School Objective(s) | |
| Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees | | <ul style="list-style-type: none"> • Increase the percentage of students who agree/strongly agree to the statement "I feel safe at school" from 62% to 85% on the Student Stakeholder Survey. • Increase the percentage of faculty and staff who agree with the statement "The school building is clean and well-maintained" from 41% (teachers)/ 56% (staff) to 85% on the Spring Upbeat Survey. | |
| Action Steps | Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring (include weekly, monthly, quarterly, etc.) | |
| 1. Administration and faculty/staff will continue regular safety procedures and checks throughout the school. <ul style="list-style-type: none"> a. Regularly check doors around the school to ensure they are locked. b. Work to foster a shared responsibility for school safety. c. Continue regular safety drills, identifying areas for improvement after each drill. d. Safe Schools Administrator will work with teachers to ensure that updated communication plans are available for all substitutes in each classroom in the building. e. Ensure adequate adult supervision in all areas during transitions. | Local | a. August 2023 - May 2024 | Faculty and staff, Administrators, School resource officer |
| | | b. Notes/emails sent to staff re: unlocked doors (as needed) Agendas and sign-in sheets from training (Aug) Safe Schools Team meeting agendas and notes (quarterly) Transition duty schedules | |
| 2. Improve overall cleanliness of school. <ul style="list-style-type: none"> a. Administrators will review job expectations with custodial staff and conduct regular walkthroughs with targeted feedback. | Local | a. August 2023 - May 2024 | Administrators, Custodial staff |
| | | b. Job descriptions Notes from walk-throughs | |
| 3. School will participate in ongoing vaping prevention. <ul style="list-style-type: none"> a. Faculty will participate in professional learning on vaping. b. Health and physical education teachers will incorporate anti-vaping lessons into health classes. | Local Community Partners | a. August 2023 - May 2024 | Counselor, Mental Health Professional, Faculty & staff |
| | | b. Agendas and Sign-in sheets (quarterly) Red Ribbon Free Week activities/agenda (Oct 23-31) | |

| | | | |
|--|--|---|--|
| c. Drug Free Week (Red Ribbon Week) will include anti-vaping lessons during Tiger Time. d. Community stakeholders will present information on vaping to students. | | Support Committee meeting notes (monthly) | |
|--|--|---|--|

Goal E – Facilities Management

| District Goal | | District Objective(s) | |
|---|-------------------|---|---|
| To build and maintain psychologically and physically safe, clean, and supportive learning environments | | | |
| School Goal | | School Objective(s) | |
| Identify and implement processes to enhance athletic programs for students | | <ul style="list-style-type: none"> ● Maintain the percentage of students that participate in athletics at 39% or higher. ● Increase the percentage of faculty and staff members that coach at least one athletic opportunity from 24% to 30%. | |
| Action Steps | Funding Source(s) | a. Timeline for Implementation | Position/Role Responsible |
| | | b. Method for Monitoring (include weekly, monthly, quarterly, etc.) | |
| 1. Continue to encourage participation in athletic programs for all students. <ul style="list-style-type: none"> a. Promote tryouts via social media, parent meetings, flyers, etc. Track data on the number of students who tryout. b. Offer clinics prior to dance and cheer tryouts to help develop skills in potential team members. c. Offer sports conditioning clinics for students to help develop athleticism. d. Develop a program to assist students with getting access to a physical. | Local/District | a. August 2023 - May 2024 | Athletic director, Coaches, Faculty & staff, Administration |
| | | b. Flyers, messages, posts, etc. for tryouts Sign-up sheets | |
| 2. Implement a Scholar Athlete program that encourages and recognizes that students are expected to excel at the high levels, both athletically and academically. <ul style="list-style-type: none"> a. Invite guest speakers to talk to scholar athletes about the importance of academics and behavior as it relates to future athletic opportunities. b. Coaches will conduct regular grade and behavior check-ins with scholar athletes to monitor progress c. Provide Scholar Athlete Study Hall after school for students who need additional academic support. d. Invite RKS athletic program alumni to campus for a dinner with current students to provide encouragement and share success stories. e. Host an athletic awards banquet where Scholar Athletes are recognized. | Local | a. August 2023 - May 2024 | Athletic director, Coaches, Faculty & staff, Administration |
| | | b. Guest speaker information from programs Goal setting check-in documents Study hall sign-ups Banquet program & sign in sheets List of award recipients | |

| | | | |
|--|-------|--|---|
| 3. Encourage school-wide involvement in athletics. a. Increase staff awareness of opportunities for coaching and offer clinics to help interested staff receive necessary training to serve as effective coaches. b. Continue to provide opportunities for school clubs to serve at athletic events and share a portion of the proceeds with the clubs that volunteer. c. Encourage interested staff to serve as Scholar Athlete Study Hall volunteers. | Local | a. August 2023 - May 2024 | Athletic director, Coaches, Club sponsors, Faculty & staff, Administration |
| | | b. Coaching sign-ups Club sign-ups for volunteering at events | |

Raymond K. Smith Middle School
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

| District Priorities | School Strengths | School Challenges |
|--|--|--|
| Goal F: Stakeholder Investment <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"> • Active PTO • Increased Social Media presence • Increased community involvement in the school • Trust in principal | <ul style="list-style-type: none"> • Teacher/parent relationship • Communication with ELL population |
| Supporting Data | | |
| <p>School Strengths</p> <ul style="list-style-type: none"> • The RKS Parent-Teacher Organization was reorganized this year and has 87 members. • RKS currently has 449 followers on Twitter and 551 followers on Instagram. • A variety of events were held that provided opportunities for stakeholders to be involved in the school, including the Career Fair, Cake Bingo, Open House, Awards Ceremonies, and 8th Grade Night for sports. • 74% of respondents to the Parent Stakeholder Survey agreed/strongly agreed with the statement “My child’s school offers opportunities for families to be involved in the school and my child’s learning.” • 88% of respondents to the Parent Stakeholder Survey agreed/strongly agreed with the statement “I trust my child’s principal.” <p>School Challenges</p> <ul style="list-style-type: none"> • 71% of respondents to the Parent Stakeholder Survey agreed/strongly agreed with the statement “My child’s teachers help me to understand my child’s progress.” • 65% of respondents to the Parent Stakeholder Survey agreed/strongly agreed with the statement “Teachers at my school build trusting relationships with parents.” • We do not have anyone who speaks Spanish on staff, which presents a challenge when communicating with some of our ELL stakeholders. | | |

Goal F – Stakeholder Investment

| District Goal | | District Objective(s) | |
|--|----------------------|---|---|
| To promote and develop meaningful engagement between students, families, business community and the school system | | | |
| School Goal | | School Objective(s) | |
| Increase and vary communication and opportunities for participation with stakeholders | | <ul style="list-style-type: none"> ● Increase PTO membership from 87 to 125 members. ● Increase the percentage of respondents to the Parent Stakeholder Survey who agreed/strongly agreed with the statement “My child’s teachers help me to understand my child’s progress” from 71% to 80%. | |
| Action Steps | Funding Source(s) | a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.) | Position/Role Responsible |
| 1. School personnel will provide opportunities for the community to support education. <ul style="list-style-type: none"> a. School personnel will continue to develop a PTO. b. Business partner representatives will be invited to participate in a variety of school functions throughout the year. c. School will host a variety of events to provide opportunities for stakeholders to be actively involved. | Local Bayer Grant | a. August 2023 - May 2024 | Stakeholder Investment Support Committee members, Faculty and staff, Administrators |
| | | b. PTO membership list Agendas and sign-in sheets | |
| 2. Increase and vary methods of communication with families. <ul style="list-style-type: none"> a. Implement a weekly information guide that is available online in English and Spanish and also sent to families. b. Continue to promote school activities and events through social media platforms. c. All content area teachers will send welcome messages through School Status during the first week of school. | Local | a. August 2023 - May 2024 | Stakeholder Investment Support Committee members, Faculty & staff, Administrators |
| | | b. Weekly information guide (weekly) Social Media insight reports (quarterly) School Status call logs (Aug) | |

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 | | | | | |
| Math | | | | | |