J.B. Martin Middle School

Phase I
2023-2026

Year Three (3) of Three (3)
2025-2026

District Mission Statement	School Mission Statement
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.	Ensuring high levels of achievement for ALL.
District Vision Statement	**School Vision Statement**
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.	J.B. 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.
District Belief Statements	**School Belief Statements (Shared Commitments)**
We believe... ● 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.	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: ❖ 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.

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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

J.B. Martin Middle School

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Goal	Priorities	System-Based Team Facilitators
Goal A – Student Achievement ***To prepare students for success in postsecondary education, careers, and life***	● 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** **Angelle Babin**
Goal B – Student Well-Being and Belonging ***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***	*Ancillary Services* ● Providing safe and efficient transportation ● Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments *Student Support* ● 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 *Student Services* ● Enhancing children's wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions ● Implementing programs and services that support children academically, socially, emotionally & physically *Student Opportunities* ● Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees	**Karen Boudreaux** Jerry Smith Tamika Green Kade Rogers
Goal C – Diverse, Effective, and Engaged Employees ***To employ and develop high quality staff and provide resources to support employee success***	● 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** **Teresa Brown**

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

Goal D – Resource Allocation *To identify and maintain resources in an equitable manner that support and enhance student success and employee growth*	**Finance** ● 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 **Technology** ● Providing equitable technology resources that enhance student learning and administrative efficiencies ● Protecting district networks and data ● Supporting stakeholders with current and future technology endeavors	**Al Suffrin** **Ray Gregson** Ronald White **Kelsey Hegel**
Goal E – Facilities Management *To build and maintain psychologically and physically safe, clean, and supportive learning environments*	**Facilities** ● Designing and maintaining facilities to support student and employee success ● Developing and implementing standards and processes for effective and efficient operations **Safety** ● Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees **Athletics** ● Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees	**Art Aucoin** **Ellis Alexander** John Rome
Goal F – Stakeholder Investment *To promote and develop meaningful engagement between students, families, business community and the school system.*	● Increasing and varying communication with stakeholders ● Increasing educational access and opportunity within the community ● Enhancing the English Language Learner Program	**Ellis Alexander** **Rebecca Matherne** David Schexnaydre

School Governance

School Success Team/Guiding Coalition			
Name	**Title/Role**	**Name**	**Title/Role**
Elizabeth Brogle	Chair/Staff Development Coordinator	Hunter Songy	6th Grade Science Teacher
Emily Landry	6th Grade ELA Teacher	Chantel Waguespack	7th Grade Science Teacher
Wendy Cato	7th Grade ELA Teacher	Belinda Mire	8th Grade Science Teacher
Karen Lousteau	8th Grade ELA Teacher	Shelby Waguespack	6th Grade Social Studies Teacher
Edith Nuccio	6th/7th/8th Grade Gifted ELA Teacher	Adam Exnicios	7th Grade Social Studies Teacher
Sherri Gregson	6th Grade Math Teacher/Team Leader	Katie Santos	8th Grade Social Studies Teacher
Vicki Vicknair	7th Grade Math Teacher	April LeBouef	Special Education Teacher
Kiristin Phillips	8th Grade Math Teacher	Michelle Lee	Enrichment
Gretchen Bueche	8th Grade Algebra Teacher	Corinne Heffron	7th Grade Counselor
Krystn Charlie	Dean of Student Support	Gabriela Bourque	Mental Health Professional
Tricia Growl	Assistant Principal	Chase Petit	Assistant Principal
Aubrey Hager	Assistant Principal	Steven Guitterrez	Principal

J.B. Martin Support Committees	
Goal A **Student Achievement** **Guiding Coalition**	**Elizabeth Brogle (chair), Hunter Songy, Sherri Gregson, Gretchen Bueche, Wendy Cato, Katie Santos, Corinne Heffron, Emily Landry, Karen Lousteau, April LeBouef, Michelle Lee, Belinda Mire, Edith Nuccio, Kiristin Phillips, Vicki Vicknair, Chantel Waguespack, Shelby Waguespack, Tricia Growl, Aubrey Hager, Chase Petit, Gabriela Bourque, and Steven Guitterrez, Krystn Charlie**

Goal B **Student Well-Being and Belonging** **Student Events Committee (SEC)**	Holly Dauzat*, Michelle Lee**, Heather Dahl, Rhea Dufrene, Sherri Gregson, Emily Landry, Karen Lousteau, Mike Melancon, Kiristin Phillips, Katie Santos, Hunter Songy, Payton Zeringue, Juliana Giacomino, Corinne Heffron, Kayla Bourgeois, Michelle Lindner, Elizabeth Brogle, Summer Bourg, Byron McPherson, Jodi Breaux, Deanne Mitchell, Aubrey Hager Carlee Lauve, Steven Sellers, Shabana Bharwani, Lauren Sparacello
Student Recognition Team (SRT)	Edith Nuccio*, Rebecca Lincecum**, Staci Bolden, Wendy Cato, Michael Danigole, Sally Dupuy, LeeAnn Hovis, Kyle Killian, Tiffany Matthews, Belinda Mire, Russell Shaw, Jennifer Vial, Chase Petit, Jessica Cortez
Goal C **Diverse, Effective, and Engaged Employees** **Positive Climate Committee (PCC)**	Jennifer Puccio*, Leslie Allo**, Shelley Keller, Ann Lipps, Katie Longworth, Michele Pellissier, Laurie Reinagel, Lisa Robicheaux, Marie Smith, Vicki Vicknair, Chantel Waguespack, Tricia Growl, Krystn Charlie
Goal E **Facilities Management** **(Safety and Athletics)** **Safe Schools Team**	Chase Petit*, Krystn Charlie**, Stephen Banegas, Gabriela Bourque Jessica Hanemann, Corinne Heffron, Tiffany Matthews, Ana Mora, Jennifer Vial, Melissa Wise, Michele Zeringue, Steven Guitterrez
Goal F **Stakeholder Investment** **Family Engagement Team (FET)**	Shelby Waguespack*, Gabriela Bourque**, Andrew Bass, Gretchen Bueche, Lauren Champagne, Charlette Chaney, Adam Exnicios, Stephanie Foley, Sherri Ford, April LeBouef, Renee Phelan, Lindsey Weeks, Caroline Zeretke-Moore, Thomas Bourne, Nathan Faucheux, Dan Newman, Annah Becnel, Kyra Boyette, Steven Guitterrez

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Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement ● ***Support K readiness*** ● ***Ensuring each student learns at high levels*** ● ***Develop pathways to college, career, and workforce***	● High expectations ● Challenging work ● Technology helping to succeed ● Teachers fairly grade and evaluate student work	● 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)2022-2023
- SCPPS Student Stakeholder Survey- "My teachers give work that challenges me." (73% strongly agree or agree)2023-2024
- SCPPS Student Stakeholder Survey- "My teachers give work that challenges me." (74% strongly agree or agree)2024-2025
- SCPPS Student Stakeholder Survey Student Comment- "that i get to learn about different kinds of things that i never knew about and it can make you more smarter and know things that you never knew"2024-2025
- SCPPS Student Stakeholder Survey- "In my school, teachers have high expectations for me." (77% strongly agree or agree) 2022-2023
- SCPPS Student Stakeholder Survey- "In my school, teachers have high expectations for me." (81% strongly agree or agree) 2023-2024
- SCPPS Student Stakeholder Survey- "In my school, teachers have high expectations for me." (81% strongly agree or agree) 2024-2025
- SCPPS Student Stakeholder Survey- "In my school, I use technology to help me succeed." (85% strongly agree or agree) 2022-2023
- SCPPS Student Stakeholder Survey- "In my school, I use technology to help me succeed." (84% strongly agree or agree) 2023-2024
- SCPPS Student Stakeholder Survey- "In my school, I use technology to help me succeed." (85% strongly agree or agree) 2024-2025
- 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) 2022-2023
- 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) 2023-2024
- 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." (72% strongly agree or agree) 2024-2025
- SCPPS Student Stakeholder Survey Student Comment- "The teachers are able to teach everybody with different learning strategies"2024-2025
- SCPPS Student Stakeholder Survey- "My teachers fairly grade and evaluate my work." (75% strongly agree or agree) 2023-2024
- SCPPS Student Stakeholder Survey- "My teachers fairly grade and evaluate my work." (79% strongly agree or agree) 2024-2025
- SCPPS Parent Stakeholder Survey- "My child's school has high expectations for its students." (85% strongly agree or agree) 2023-2024

- SCPPS Parent Stakeholder Survey- "My child's teachers give work that challenges my child." (78% strongly agree or agree) 2023-2024
- SCPPS Parent Stakeholder Survey- "My child's teachers give work that challenges my child." (80% strongly agree or agree) 2024-2025
- SCPPS Parent Stakeholder Survey Parent Comment- "Helps the students grow and keep pushing them when they fail at first and encourages them not to give up"2024-2025

Challenges
- SCPPS Student Stakeholder Survey Student Comment- "More interactive learning methods rather than working on a Chromebook all day." 2022-2023
- SCPPS Student Stakeholder Survey Student Comment- "Not so much cromebook time ."2024-2025
- SCPPS Student Stakeholder Survey Student Comment- "No Chromebooks! I learn way better without them and I can focus more, it gives me headaches."2024-2025
- SCPPS Parent Stakeholder Survey-"My child's teachers provide curriculum and learning experiences that meet his/her needs." (73% strongly agree or agree)2022-2023
- SCPPS Parent Stakeholder Survey-"My child's teachers provide curriculum and learning experiences that meet his/her needs." (74% strongly agree or agree)2023-2024
- SCPPS Parent Stakeholder Survey-"My child's teachers provide curriculum and learning experiences that meet his/her needs." (69% strongly agree or agree)2024-2025
- SCPPS Parent Stakeholder Survey Parent Comment- "I would like to see more opportunities for activities not related to sports. We have talented kids and other middle schools seem to have more out of school experiences that introduce them to amazing opportunities at events in New Orleans and surrounding areas. Kids believe JB focuses more on sports teams. I hear there is body shaming from female coaches in some dance/cheer related sports. I have not seen it firsthand but did hear it secondhand."2024-2025
- 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." 2022-2023

- Promotion/Placement Data
    a. All Grades
        i. 76% Promotion 2022-2023
        ii. 75% Promotion 2023-2024
        iii. 84% Promotion 2024-2025
    b. 6th Grade
        i. Passed - 76%, Placed - 24% (39 grades/11 attendance/7 grades and attendance) 2022-2023
        ii. Passed - 71%, Placed - 29% (49 grades/9 attendance/12 grades and attendance) 2023-2024
        iii. Passed - 84%, Placed - 16% (26 grades/26 attendance/9 grades and attendance) 2024-2025
    c. 7th Grade - Passed- 77%, Placed- 23%
        i. Passed - 77%, Placed - 23% (36 grades/11 attendance/7 grades and attendance) 2022-2023
        ii. Passed - 76%, Placed - 24% (30 grades/14 attendance/15 grades and attendance) 2023-2024
        iii. Passed - 84%, Placed - 16% (19 grades/19 attendance/3 grades and attendance) 2024-2025
    d. 8th Grade
        i. Passed - 77%, Placed - 23% (31 grades/16 attendance/11 grades and attendance) 2022-2023
        ii. Passed - 78%, Placed - 22% (29 grades/13 attendance/11 grades and attendance) 2023-2024
        iii. Passed - 83%, Placed - 17% (17 grades/30 attendance/8 grades and attendance) 2024-2025

- LEAP Scores 2022-2023

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% 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%)
Algebra I			39% Advanced, 61% Mastery
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%)

- LEAP Scores 2023-2024

% Mastery and Above	6th Grade	7th Grade	8th Grade
ELA	37% (decrease of 4%)	47% (decrease of 8%)	65% (increase of 5%)
Math	42% (no change from previous year)	44% (increase of 1%)	47% (increase of 9%) (includes Alg. I scores)
Algebra I	q		40% Advanced, 60% Mastery (increase of 1%)
Science	29% (increase of 3%)	44% (decrease of 7%)	50% (increase of 1%)
Social Studies	No Scores	No Scores	No Scores

- LEAP Scores 2024-2025

% Mastery and Above	6th Grade	7th Grade	8th Grade
ELA	51% (increase of 14%)	43% (decrease of 4%)	57% (decrease of 8%)
Math	62% (increase of 14%)	46% (increase of 2%)	Math 8 Only: 52% (increase of 28%); Math 8 AND Alg 1 - 64% (increase of 17%)
Algebra I			54% Advanced, 46% Mastery (14% increase in Advanced)
Science	32% (increase of 3%)	43% (decrease of 1%)	47% (decrease of 3%)

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Social Studies			

Goal A – Student Achievement

District Goal	District Objective(s)
To prepare students for success in postsecondary education, careers, and life	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, 80% of students will be promoted to the next grade-level. **Year 3:** At the end of the 2025-2026 school year, 85% of students will be promoted to the next grade-level.

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Continue to refine practices and essential standards and what students are expected to know. (Question 1) ● 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 and "I can" statements to determine levels of proficiency ● Identify where in the unit each essential standard is taught ● Review the calendar to identify pacing, opportunities for extension and acceleration ● Create and implement vertical articulation for each content area in the Monday meeting rotation ○ specifically regarding progression of standards, vocabulary, pedagogy- small group, acceleration, grading practices, presentation, levels of proficiency, resources, study skills		a. Ongoing throughout the year b. Monthly Curriculum Calendars, Action Plans, student academic progress, student work, Performance Matters, Pear Assessment, Benchmark Assessment, Individualized Education Plan (IEP) Progress Reports, PowerSchool, monthly content meeting	Teachers, Students, Paraprofessionals, Administrators, Instruction and Technology Coach (ITC), Department Leaders, Staff Development Coordinator

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2. As a collaborative team, develop common formative assessments that align with the rigor of essential standards. (Question 2) ● Establish success criteria ● Develop/Utilize standards-based question stems ● Determine the selection, design, and administration of assessments, including the time given for each assessment ● Establish methods to collect and track student data/progress of essential standards		a. Daily throughout the school year b. Curriculum, Common Formative Assessment (CFA), Performance Matters, Pear Assessment, Exit Tickets, Let's Express,Questions to Guide the 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	Teachers, Paraprofessionals, Administrators, ITC, Staff Development Coordinator

3. Administer and analyze common assessment data to identify, develop, and refine plans for acceleration/extension. (Questions 3 & 4)
● PLT members will all administer assessments within the same time frame; PLT members should establish a time frame of no more than three days
● Collaboratively analyze data according to the success criteria during PLT time within three days
● Identify and utilize available research-based resources (or co-developing these) for acceleration/extension
● 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)
● Identify reasonable opportunities within the curriculum calendar for acceleration/extension
● Implement the plan for acceleration/extension
  ○ Identify items for reassessment (e.g., parallel items, additional items, etc.)
  ○ Track and monitor results of acceleration to demonstrate student learning (reassessment)
  ○ Collaboratively review and discuss the implementation of the plan to reflect on the process.
		a. Following each assessment and throughout the school year
		
		b. Student work, Performance Matters, Pear Assessment, Benchmark Assessment, PLTs, data reviews, Guidebooks, Curriculum materials, Google Forms, PowerSchool, various materials that support the plan for acceleration/extension, flex time plans
			Teachers, Paraprofessionals, Administrators, ITC, Staff Development Coordinator

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District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging ***Ancillary Services*** **(Transportation and Child Nutrition)** • *Provide safe and efficient transportation services* • *Provide safe and well-maintained bus fleet* • *Develop strong relationships with all internal stakeholders* • *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*** • *Provide all students with support* • *Social emotional learning* • *Increase School Counselor availability* • *Increase the timeliness of FAFSA completion* • *Provide students with resources, lessons and partnerships* ***Student Services*** • *Enhance children's wellbeing & belonging* • *Implement programs and services that support children academically, socially, emotionally & physically* ***Student Opportunities*** • *Identify and implement proactive and responsive processes and practices to enhance athletic programs*	• Inclusive school culture • Students have adults to turn to • After-school activities • Feeling that the principal cares about their well being	• Disciplinary practices are not applied fairly to all students at my school • "Lack of consequences being fairly implemented" • "Rules are inconsistent amongst classrooms" • Lack of respect • Students do not feel safe at school • Students do not feel they belong • Students do not feel they can effectively regulate their emotions • **Students do not feel like they meet regularly with counselors** to support academic, personal/social, and/or career development needs

Supporting Data

Strengths
- 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) 2022-2023
- SCPPS Parent Stakeholder Survey- "There is an adult my child can turn to in their school when they are having a difficult time." (77% strongly agree or agree) 2023-2024

- **SCPPS Parent Stakeholder Survey- "There is an adult my child can turn to in their school when they are having a difficult time." (73% strongly agree or agree) 2024-2025**
- SCPPS Parent Stakeholder Survey Parent Comment- "Staff are really attuned to what my child needs. There are lots of different opportunities for my child to be involved in school"
- SCPPS Parent Stakeholder Survey Parent Comment- "My kid has teachers that offer a safe place when things get tough."
- SCPPS Parent Stakeholder Survey Parent Comment- "Teachers are friendly and make my child feel comfortable."

- 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) 2022-2023
- SCPPS Student Stakeholder Survey- "There is an adult in my school I can turn to when I am having a difficult time." (71% strongly agree or agree) 2023-2024
- **SCPPS Student Stakeholder Survey- "There is an adult in my school I can turn to when I am having a difficult time." (73% strongly agree or agree) 2024-2025**
- SCPPS Student Stakeholder Survey Student Comment- "That they help support me no matter what the circumstance is."
- SCPPS Student Stakeholder Survey Student Comment- "I like that some teachers try really hard to make people like me feel like we belong by greeting us when they see us."
- SCPPS Student Stakeholder Survey Student Comment- "I can go to someone I trust and talk about my promes"
- SCPPS Student Stakeholder Survey Student Comment- "I like how I can trust my teachers to love and protect us from harm."

- 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) 2022-2023
- SCPPS Student Stakeholder Survey- "In my school, I can participate in afterschool activities, clubs, and/or sports that interest me." (83% strongly agree or agree) 2023-2024
- **SCPPS Student Stakeholder Survey- "In my school, I can participate in afterschool activities, clubs, and/or sports that interest me." (84% strongly agree or agree) 2024-2025**
- SCPPS Student Stakeholder Survey Student Comment- **"They have a lot of after school clubs and activity's to do."**

- SCPPS Student Stakeholder Survey- "I trust my principal." (78% strongly agree or agree) 2022-2023
- SCPPS Student Stakeholder Survey- "I trust my principal." (77% strongly agree or agree) 2023-2024
- **SCPPS Student Stakeholder Survey- "I trust my principal." (82% strongly agree or agree) 2024-2025**
- SCPPS Parent Stakeholder Survey Parent Comment- **"Mr. Guiterrez is very engaging and always present for any event on campus and off campus."**
- SCPPS Parent Stakeholder Survey Parent Comment- "The principal is truly concerned about the students. That students aren't allowed phones in class."

- SCPPS Student Stakeholder Survey Student Comment- "The ability to be in many different clubs."2022-2023
- SCPPS Student Stakeholder Survey Student Comment- "I like that people are readily available so you can have someone to talk to."2022-2023
- SCPPS Student Stakeholder Survey Student Comment- "My teacher helping me out and getting through difficult time."2022-2023
- SCPPS Student Stakeholder Survey Student Comment- "the opportunities to join any after school sports or clubs that brings attention to students"2023-2024
- SCPPS Student Stakeholder Survey Student Comment - "I like that my school has things for everyone and I like how they care about my education." 2024-2025

Challenges
- SCPPS Student Stakeholder Survey- "In my school, rules are applied equally to all students." (56% strongly agree or agree) 2022-2023
- SCPPS Student Stakeholder Survey- "In my school, rules are applied equally to all students." (61% strongly agree or agree) 2023-2024
- **SCPPS Student Stakeholder Survey- "In my school, rules are applied equally to all students." (65% strongly agree or agree) 2024-2025**
- **SCPPS Student Stakeholder Survey Student Comment-** "Fair punishments. No I have not. It seems unfair that my bully of the whole year got less of a punishment than I did when I reacted."

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- **SCPPS Student Stakeholder Survey Student Comment-** "That admin takes problem seriously, and that EVERYBODY in the school gets equal consequences. Every one gets treated fairly for they're ACCUSED of and gets BOTH sides of the what happened."
- **SCPPS Student Stakeholder Survey Student Comment-** "All of the discipline has 0 effect and you all still expect it to change up the students ways."

- **SCPPS Student Stakeholder Survey-** "My school counselor meets with me on a regular basis to assist me with my academic needs." **(30% strongly agree or agree) 2024-2025**
- **SCPPS Student Stakeholder Survey-** "My school counselor meets with me on a regular basis to assist me with my personal/social needs." **(31% strongly agree or agree) 2024-2025**
- **SCPPS Student Stakeholder Survey-** "My school counselor meets with me on a regular basis to assist me with my career development needs." **(35% strongly agree or agree) 2024-2025**

- SCPPS Student Stakeholder Survey- "I feel safe at school." (54% strongly agree or agree) 2022-2023
- SCPPS Student Stakeholder Survey- "I feel safe at school." (58% strongly agree or agree) 2023-2024
- **SCPPS Student Stakeholder Survey- "I feel safe at school." (64% strongly agree or agree) 2024-2025**

- SCPPS Student Stakeholder Survey- "I feel like I belong at my school." (58% strongly agree or agree) 2022-2023
- SCPPS Student Stakeholder Survey- "I feel like I belong at my school." (64% strongly agree or agree) 2023-2024
- **SCPPS Student Stakeholder Survey- "I feel like I belong at my school." (66% strongly agree or agree) 2024-2025**

- UpBeat Survey- Question 19- "Disciplinary practices are applied fairly to all students at my school." (69% strongly disagree or disagree) 2022-2023
- UpBeat Survey- Question 19- "Disciplinary practices are applied fairly to all students at my school." (56% strongly disagree or disagree) 2023-2024
- **UpBeat Survey- Question 19- "Disciplinary practices are applied fairly to all students at my school." (56% strongly disagree or disagree) 2024-2025--Faculty 2025**
- **SCPPS Student Stakeholder Survey Student Comment-** "to have equal diciplan for all students because some are favorites from teachers so they let some students have way more chances and give them rewards for being good even thought theor good is are normal so we should get the same amount of chances or they should get less"

- 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."2022-2023

- Panorama SEL Student Survey - Emotion Regulation (46% regulate emotions) 2022-2023
- Panorama SEL Student Survey - Emotion Regulation (36% regulate emotions) 2023-2024
- Panorama SEL Student Survey - Emotion Regulation (44% regulate emotions) 2024-2025

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)
SEL To increase students' Social Emotional Learning (SEL) competencies (challenging feelings, emotion regulation, positive feelings, self-management, and supportive relationships).	**Year 1:** At the end of the 2023-2024 school year, 70% of students will feel that they belong at the school. **Year 2:** At the end of the 2024-2025 school year, 70% of students will feel that they belong at the school. **Year 2:** At the end of the 2024-2025 school year, 70% of students will feel confident in being able to successfully regulate their emotions. **Year 3:** At the end of the 2025-2026 school year, 70% of students will feel that they belong at the school. **Year 3:** At the end of the 2025-2026 school year, 70% of students will feel confident in being able to successfully regulate their emotions.

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. SEW Room The counselors will maintain a classroom dedicated to social/emotional wellness (SEW). This classroom will be utilized to meet with students regarding SEL competencies and provide interventions and support such as: specific topic groups, workshops, staff training, peer mediation, emotion regulation.		a. Ongoing throughout the school year b. Monthly tracking what interventions and supports have been implemented, weekly sign-in sheets	Counselors, Administration, Mental Health Professional (MHP)
2. SEW Team 　The SEW team will continue to provide comprehensive support to students. ● Maintain a referral process for faculty, staff, and administrators to grade-level counselor ● Utilize CASEL #5 Framework, universal screener, and discipline data to identify students for SEW support;		a. Ongoing throughout the school year b. Daily counselor referral form, monthly update data trends	Counselors, Faculty, Staff, Administration, MHP, Dean of Student Support

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supports include: rotating counselor groups, intervention lunches, role-playing scenarios, coping techniques, parent support, teacher support. ● Continual follow-up with referring individual, referred student, and guardians ● Mental Health Professional (MHP) to meet with grade-level teams monthly to review discipline data trends ● SEW Team will create and implement classroom lessons			

3. Social Emotional Wellness (SEL)
● Cougar Time Lessons
   ○ 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. cultivating belonging, 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 Cougar Time's individual needs (Google Classroom)
   ○ Revisit Circle of Power and Respect (CPR) to enhance dignity and belonging; revisit Developmental Designs and Pathways to Restoration through modeling scenarios for teachers and students
   ○ 7 Mindsets Curriculum
     ■ Teacher Toolkit provided for teachers and students
     ■ Professional learning on 7 Mindsets
     ■ SEL champions supporting staff through Cougar Time/7 Mindsets implementation
		a. Ongoing throughout the school year
		
		b. Completion of Cougar Time plans, administration monitoring
			Counselors, SEL Champions, Cougar Time Teachers, MHP, Dean of Student Support

4. School-wide SEL initiatives to build student feeling of belonging ● P.A.W.S., C.A.R.E.S., Dignity Framework, CASEL Competencies ○ Revisit components and expectations of SEL initiatives		a. Ongoing throughout the school year b. Ensure each classroom has a PAWS poster, schoolwide activities based on committee developed plans, Cougar Time plans, checklist for routines and procedures, C.A.R.E.S. poster	Faculty, Staff, Administration, Counselors, MHP

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○ Create and implement specific examples of modeling each initiative ○ Provide a checklist for routines and procedures ○ Refer to and reinforce through daily lessons and activities ○ Have posters in every classroom for teachers to refer to ○ To provide SEL professional development for faculty and staff			

5. Initiatives that create student feeling of belonging
● Relationship Mapping
● Cougar Rally
● Cougar Connections (Grade Level Meetings)
● Pep Rallies (Athletics, Academics, and the Arts)
   ○ Sept 26 FB/VB/Cheer/Dance--Ext. Advisory--Naviance Lessons / Panorama Survey
   ○ Dec 19 BB/ Pep Rally/Naviance Lessons/Advisory Parties--Ext. Advisory
   ○ Jan 30-- Soccer Pep Rally/Naviance Lessons/Advisory--Ext.
   ○ Apr 2 SB/BB/Track--Spring Fling--Ext. Advisory--Naviance Lessons–Panorama Survey
● Fall Fest- Oct. 31
● Farewell Fest- May 20
● School Dances- Oct. 24, April 17 (5-7)
● Family Day/Family BINGO/Cake Bingo- Dec 12 (5:30-7:30)
● Extra Curricular Activities
● Color Run- Mar 4- (5-6:30)
● Parent/Student or Special Person School Activities
● Cougarettes Spectacular- Dec 20
● Talent Show- May 21
● Culture Awareness
● Cougar Connections
		a. Ongoing throughout the school year
		
		b. Committee assigned activities, Google form and survey results
			Committees, Faculty, Staff, Administration, Counselors, MHP

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.	**Year 1:** At the end of the 2023-2024 school year, 70% of students will feel that rules are applied equally to all students. **Year 1:** At the end of the 2023-2024 school year, 70% of students will feel that they belong at the school. **Year 2:** At the end of the 2024-2025 school year, 70% of students will feel that rules are applied equally to all students. **Year 2:** At the end of the 2024-2025 school year, 70% of students will feel that they belong at the school. **Year 3:** At the end of the 2025-2026 school year, 70% of students will feel that rules are applied equally to all students. **Year 3:** At the end of the 2025-2026 school year, 70% of students will feel that they belong at the school.

Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible

1. Develop school-wide expectations for all students and staff
● Define, explain, review, and reinforce school-wide expectations for students and staff
  ○ "The Five" Non-Negotiable Expectations
    ■ I will use school appropriate language.
      ● No vulgar/offensive language
      ● No inappropriate topics
      ● No teasing/taunting
    ■ I will wear my ID around my neck at all times.
      ● Temporary ID over heart
    ■ I will be on time for every class.
      ● In the door before the tardy bell rings
    ■ I will be prepared for class.
      ● Chromebooks charged
		a. Summer 2025
		
		b. Beginning of semester PD and quarterly team check-ins, infraction data, team meetings, parent communication (SchoolStatus, school email)
			Faculty, Staff, Administration

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● All materials in your possession
   ■ I will follow all dress code expectations at all times.
      ● Including dress down days
      ● No hoods - crewneck sweatshirts/jackets only
      ● Shoes cover the entire foot
  ○ **I Am Ready to Learn**			

2. Inform students and parents of school-wide expectations and consequences.
● Define, explain, review, and reinforce reasoning behind school-wide expectations for students
● Utilize the first week of school to teach and practice school-wide expectations for students
  ○ Begin implementing the first full week of school
● 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 Five"** within team letter
  ○ Non-negotiables of J.B. Martin Middle School
		a. August 2025
		
		b. Orientation
		  Open-house
		  Student handbook
		  Team letter - add counselor and administration section on it with contact information
		  First day of school
		  Social media
			Faculty, Staff, Administration

3. Implement/Enforce school-wide expectations and consequences.
● Print and hang posters
● Utilize the first six weeks of school to teach and practice school-wide expectations for students
  ○ Begin implementing the first full week of school
● Issue infractions to students not complying beginning August 18, 2025.
● Define, explain, review, and reinforce reasoning behind school-wide expectations for students
● Develop and implement an RTI/PLC process.
		a. Ongoing throughout the school year
		
		b. Administrative observation
		  Team Meetings
		  SEW Team
		  Quarterly Discipline Data
		  Counselor Referrals
		  Dean of Student Support
			Faculty, Staff, Administration

4. Analyze data for trends/inconsistencies.
● Team minute item to analyze and discuss trends
  ○ Discuss strengths/challenges of student behaviors
  ○ Refine practices
● SEW Team analyzes trends/inconsistencies
		a. Ongoing throughout the school year
		
		b. Quarterly Discipline Data
		  SEW Referrals
		  Administration Concerns
		  Weekly Counselor Feedback
			SEW Team, Team Leaders, Administration, ISS Monitor, Faculty, Staff

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		Weekly Team meetings	

5. Improve aesthetics throughout the school to increase student feeling of belonging and decrease students feeling unsafe at school.
   ● 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. Ongoing throughout the school year
		
		b. Checklist of Items to create positive messages
		   Student display of positive messages
		   Items on display
			Counselors, MHP, Faculty, Staff, Students

6. Teachers will develop an understanding of how to support ELL students
   ● Teachers will receive ELPT scores and plans in their teams.
   ● The EL admin. will explain to teacher teams how to interpret EL scores
   ● The EL teacher will present a strategy to teacher teams to support students
		a. August 2025
		
		b. Presentation on understanding ELPT scores
		   Plans and strategies to support EL students
			Teachers, EL Administration, EL Teacher Support

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Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees ● *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*	● 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	● Lack of work/life balance ● Teachers at my school do not trust each other ● The professional development available to me does not help me improve my teaching ● The professional development available to me is not a good use of my time

Supporting Data

Strengths
- 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)2022-2023
- 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)2023-2024
- **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." (72% strongly agree or agree)2024-2025**

- UpBeat Survey- Question 24- "Teachers at my school do meaningful work together in teams." (81% strongly agree or agree)2022-2023
- UpBeat Survey- Question 24- "Teachers at my school do meaningful work together in teams." (95% strongly agree or agree)2023-2024
- **UpBeat Survey- Question 24- "Teachers at my school do meaningful work together in teams." (92% strongly agree or agree)2024-2025--Spring 2025**
- **Faculty Response Spring Survey- "Teachers go above and beyond for their students. Collaboration between teams, within and outside of the content area, is very strong. I feel very supported and encouraged by my fellow teachers."**
- **Faculty Response Spring Survey- "PLC are working well and flex grouping is a success!"**
- **Faculty Response Spring Survey- "The grade-level team I work with is strong and works collaboratively with one another."**

- UpBeat Survey- Question 25- "Teachers at my school help each other improve their instructional practice." (88% strongly agree or agree)2022-2023
- UpBeat Survey- Question 25- "Teachers at my school help each other improve their instructional practice." (95% strongly agree or agree)2023-2024
- **UpBeat Survey- Question 25- "Teachers at my school help each other improve their instructional practice." (92% strongly agree or agree)2024-2025--Spring 2025**
- **Faculty Response Spring Survey- "The 7th grade team of teachers is an amazing group of people to be able to work with. My partner teacher has made working at JBM one of the best teaching experiences of my 20 plus years. The admin are extremely understanding and supportive of life issues outside of the classroom."**

Challenges
- UpBeat Survey- Question 5- "The professional development available to me helps me improve my teaching." (48% strongly disagree or disagree) 2022-2023
- UpBeat Survey- Question 5- "The professional development available to me helps me improve my teaching." (35% strongly disagree or disagree) 2023-2024
- **UpBeat Survey- Question 5- "The professional development organized by my district helps me improve my teaching." (40% strongly disagree or disagree) 2024-2025--Spring 2025**
- **Faculty Response Spring Survey-** "Specific current and future initiatives to improve seem detrimental to the strengths of the school, yet the professionalism of the staff seems to weather through it. Examples (the PLC/Solution Tree, 7 Mindsets for SEL). They appear to exist when a survey like this is given, and is sometimes misconstrued."

- UpBeat Survey- Question 6- "The professional development available to me is a good use of my time." (54% strongly disagree or disagree) 2022-2023
- UpBeat Survey- Question 6- "The professional development available to me is a good use of my time." (45% strongly disagree or disagree) 2023-2024
- **UpBeat Survey- Question 6- "The professional development organized by my school's leadership team helps me improve my teaching." (29% strongly disagree or disagree) 2024-2025--Spring 2025**

- UpBeat Survey- Question 23- "Teachers at my school trust each other." (40% strongly disagree or disagree) 2022-2023
- UpBeat Survey- Question 23- "Teachers at my school trust each other." (22% strongly disagree or disagree) 2023-2024
- **UpBeat Survey- Question 23- "Teachers at my school trust each other." (19% strongly disagree or disagree) 2024-2025**

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. (Faculty Upbeat Category 2) **Year 2:** At the end of the 2024-2025 school year, 75% of teachers will find meaning in their professional learning. **Year 3:** At the end of the 2025-2026 school year, 75% 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. Continue to participate in professional learning on the process of Professional Learning Communities Review the why and how of the PLC process		a. Ongoing throughout the school year	Teachers, Paraprofessionals, Administrators, Counselors,
		b. Meeting evaluation, UpBeat Survey data, student data	

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● Continue to utilize resources from Solution Tree: 　○ Chapters from Learning By Doing 　○ The Big Book of Tools 　○ Team meeting notes 　○ Team evaluation 　○ Celebrations (The Big Book of Tools, p. 37)			Instruction and Technology Coach (ITC), MHP, Staff Development Coordinator
2. Review and create SMART goals based on essential standards ● Clarify the purpose SMART goals (LBD, p. 89) ● Create SMART goals based on essential standards		a. Ongoing throughout the school year b. Learning By Doing pg 89	Teachers, Paraprofessionals, Administrators, Counselors, MHP, Staff Development Coordinator
3. Meet as 6-8 content area teams on a consistent basis ● Review and Refine PLC frameworks to guide content team meeting ● Create team norms and team roles ● Discuss vertical progression of essential standards ● Discuss strategies implemented for acceleration/extension (strengths/challenges)		a. Monthly b. Content PLC framework, Vertical Progress Plans, team norms	Teachers, Paraprofessionals, Administrators, Instruction and Technology Coach (ITC), Staff Development Coordinator
4. Continue to meet as grade-level content teams ● 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		a. Ongoing throughout the school year b.Curriculum calendars, Action Plans, student academic progress, student work,Common Formative Assessment (CFA), Performance Matters, Pear Assessment, exit tickets,Questions to Guide the 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	Teachers, Students, Paraprofessionals, Administrators, Instruction and Technology Coach (ITC), Staff Development Coordinator
5. Conduct structured peer observations focused on specific professional growth needs including, but not limited to, management, assessment, engagement, and instructional strategies.		a. per semester b. per Semester Reflection in Content/Grade-Level Team, coaching plans, teacher observations	Teachers, Administrators, Staff Development Coordinator

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

District Goals/Priorities	School Strengths	School Challenges
Goal E: Facilities Management **Facilities** ● *Design and maintain facilities to support student and employee success* ● *Develop and implement standards and processes for effective and efficient operations* **Safety** ● *Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees* **Athletics** ● *Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees*	● My child's school provides a safe learning environment. ● My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.).	● I do not feel safe at school ● My school is not clean and well-maintained ● Lack of pest control
Supporting Data		

- **Strengths**
  - SCPPS Parent Stakeholder Survey- "My child's school provides a safe learning environment." (77% strongly agree or agree)2022-2023
  - SCPPS Parent Stakeholder Survey- "My child's school provides a safe learning environment." (79% strongly agree or agree)2023-2024
  - SCPPS Parent Stakeholder Survey- "My child's school provides a safe learning environment." (72% strongly agree or agree)2024-2025
  - SCPPS Student Stakeholder Comment- "that it trys its best to keep the student safe like keeping a officer at school to keep them safe"2024-2025
  - SCPPS Parent Stakeholder Comment- "My kid has teachers that offer a safe place when things get tough."2024-2025
  - SCPPS Student Stakeholder Comment- "I like how I can trust my teachers to love and protect us from harm."2024-2025

  - SCPPS Parent Stakeholder Survey- "Administrators at my child's school actively work towards creating an inclusive school culture." (63% strongly agree or agree)2022-2023
  - SCPPS Parent Stakeholder Survey- "Administrators at my child's school actively work towards creating an inclusive school culture." (70% strongly agree or agree)2023-2024
  - SCPPS Parent Stakeholder Survey- "Administrators at my child's school actively work towards creating an inclusive school culture." (60% strongly agree or agree)2024-2025
  - SCPPS Student Stakeholder Student Comment- "i think my school equal treats all students with respect and kindness."2024-2025
  - SCPPS Student Stakeholder Student Comment- "The diversity in our school"2024-2025
  - SCPPS Parent Stakeholder Parent Comment- "It provides ample learning and activity opportunity for each student."2024-2025

- ○ UpBeat Survey- Question 29- "My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.)." (96% strongly agree or agree)2022-2023
- ○ UpBeat Survey- Question 29- "My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.)." (100% strongly agree or agree)2023-2024
- ○ UpBeat Survey- Question 29- "My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.)." (96% strongly agree or agree)2024-2025

- ○ 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."2022-2023
- ○ SCPPS Parent Stakeholder Survey Parent Comment- "Most of the teachers are fantastic and they do whatever it takes for students to be comfortable."2022-2023
- ○ SCPPS Parent Stakeholder Survey Parent Comment- "Safe environment for my child. The principal sees when behaviors start to get out of hand and does something about it."2023-2024
- ○ SCPPS Parent Stakeholder Survey Parent Comment- "Cleanliness and everyone very nice."2023-2024

- **Challenges**
  - ○ SCPPS Student Stakeholder Survey- "I feel safe at school." (54% strongly agree or agree)2022-2023
  - ○ SCPPS Student Stakeholder Survey- "I feel safe at school." (58% strongly agree or agree)2023-2024
  - ○ SCPPS Student Stakeholder Survey- "I feel safe at school." (64% strongly agree or agree)2024-2025

  - ○ SCPPS Student Stakeholder Survey- "My school is clean and well-maintained". (56% strongly agree or agree)2022-2023
  - ○ SCPPS Student Stakeholder Survey- "My school is clean and well-maintained". (48% strongly agree or agree)2023-2024
  - ○ SCPPS Student Stakeholder Survey- "My school is clean and well-maintained". (56% strongly agree or agree)2024-2025

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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	**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. **Year 1:** 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. **Year 2:** By the end of the 2024-2025 school year, 60% of students will agree or strongly agree with the statement "I feel safe at school" on the Stakeholder Survey. **Year 2:** By the end of the 2024-2025 school year, 60% of students will agree or strongly agree with the statement, "My school is clean and well-maintained" on the Stakeholder Survey. **Year 3:** By the end of the 2025-2026 school year, 65% of students will agree or strongly agree with the statement "I feel safe at school" on the Stakeholder Survey. **Year 3:** By the end of the 2025-2026 school year, 60% of students will agree or strongly agree with the statement, "My school is clean and well-maintained" on the Stakeholder Survey.

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. ● Establish and teach cleanliness expectations at the beginning of the year ● Establish routines for classroom cleanup prior to class dismissal ● Explain, review, and reinforce expectations for cleanliness across campus ● Reminder signs posted in bathrooms (wash hands, flush toilets, put trash in trash can, no food in bathrooms) ● Grade level cougar connection meeting for reinforcing cleanliness expectations		a. Ongoing a. Cougar Connections Quarterly Meeting	administration, faculty, staff, custodians, students

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2. Survey students to determine why a percentage of students do not feel safe at school. (7th & 8th grades only) ● Analyze and Disseminate the data ● Create an action plan based on the data		a. August 2025	Chase Petit, Safe Schools Team
		b. Quarterly 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) ● Analyze and Disseminate the data ● Create an action plan based on the data		a. August 2025	Chase Petit, Safe Schools Team
		b. Quarterly Google Form	
4. Survey 6th grade students to determine what makes them feel not safe at school. ● Analyze and Disseminate the data ● Create an action plan based on the data		a. October 2025	Chase Petit, Safe Schools Team
		b. Quarterly Google Form	

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Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment ● *Increase and vary communication with stakeholders* ● *Increase educational access and opportunity within the community* ● *Enhance the English Language Learner (ELL) Program*	● Opportunities for families to be involved in the school and learning	● Lack of communication with families about academic and behavioral progress ● Lack of utilizing communication for positive feedback

Supporting Data

- Strengths
    - 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)2022-2023
    - 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)2023-2024
    - SCPPS Student Stakeholder Survey- "My school offers opportunities for my family to be involved in the school and my learning." (71% Strongly Agree or Agree)2024-2025
    - 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)2022-2023
    - 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)2023-2024
    - SCPPS Parent Stakeholder Survey- "My child's school offers opportunities for families to be involved in the school and my child's learning." (66% Strongly Agree or Agree)2024-2025
    - SCPPS Parent Stakeholder Survey Parent Comment- "Open Communication"2023-2024
    - SCPPS Parent Stakeholder Survey Parent Comment- "Communication"2023-2024
    - SCPPS Parent Stakeholder Survey Parent Comment- "That they try to communicate well. If something happens at school."2024-2025
    - SCPPS Parent Stakeholder Survey Parent Comment- "This year I feel I can contact the school and get responses and action."2024-2025
    - SCPPS Parent Stakeholder Survey Parent Comment- "The school gives many opportunities to be involved with my child's learning"2024-2025
    - SCPPS Parent Stakeholder Survey Parent Comment- "I find that some of the teachers actually give clear insights and instructions to the parents about their kids and what the student needs to accomplish in order to be successful."2024-2025
    - SCPPS Parent Stakeholder Survey Parent Comment- "The amount of resources they provide Sports, tutoring with transportation, family engagement etc"2024-2025
    - SCPPS Parent Stakeholder Survey Parent Comment- "The teachers are very helpful when it comes to turning in missed work. I also love the after school testing when they miss a test. I love the after school buses too so that my child in participate in after school activities."2024-2025

- Challenges
    - SCPPS Parent Stakeholder Survey- "Teachers at my child's school build trusting relationships with parents." (63% Strongly Agree or Agree)2022-2023
    - SCPPS Parent Stakeholder Survey- "Teachers at my child's school build trusting relationships with parents." (64% Strongly Agree or Agree)2023-2024

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- SCPPS Parent Stakeholder Survey- "Teachers at my child's school build trusting relationships with parents." (60% Strongly Agree or Agree)2024-2025
- SCPPS Parent Stakeholder Survey- "My child's teachers work together with parents." (68% Strongly Agree or Agree)2022-2023
- SCPPS Parent Stakeholder Survey- "My child's teachers work together with parents." (66% Strongly Agree or Agree)2023-2024
- SCPPS Parent Stakeholder Survey- "My child's teachers work together with parents." (65% Strongly Agree or Agree)2024-2025
- SCPPS Parent Stakeholder Survey- "My child's teachers help me to understand my child's progress." (72% Strongly Agree or Agree)2022-2023
- SCPPS Parent Stakeholder Survey- "My child's teachers help me to understand my child's progress." (71% Strongly Agree or Agree)2023-2024
- SCPPS Parent Stakeholder Survey- "My child's teachers help me to understand my child's progress." (66% Strongly Agree or Agree)2024-2025
- 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."2022-2023
- 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."2022-2023
- SCPPS Parent Stakeholder Survey Parent Comment- "Better communication."2022-2023
- SCPPS Parent Stakeholder Survey Parent Comment- "more communication from the teachers"2023-2024
- SCPPS Parent Stakeholder Survey Parent Comment- "Teachers should answer emails within 24 hours."2023-2024
- SCPPS Parent Stakeholder Survey Parent Comment- "Several teachers do not seem to make any effort to connect with students or teachers. Grades are not routinely updated in PowerSchool."2023-2024
- SCPPS Parent Stakeholder Survey Parent Comment- "School calls 4 times a week, but I have not heard from my child's teacher the whole school year." 2024-2025
- SCPPS Parent Stakeholder Survey Parent Comment- "Better communication from teachers about behaviors or issues they are having with your child BEFORE it becomes an issue." 2024-2025
- SCPPS Parent Stakeholder Survey Parent Comment- "We need better school- parent communication. We get phone calls several times a week about seemingly insignificant things, but when it comes to important issues we hear nothing."2024-2025
- SCPPS Parent Stakeholder Survey Parent Comment- "Communication! I get calls daily and over holidays about large school events, but never receive calls related specifically to my child's progress, challenges, or well being. The first time I hear about his challenges/behaviors are at parent teacher conferences which is more reactive than proactive. If he's struggling, it's super easy to communicate with parents through school status messages." 2024-2025

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:** By the end of the 2024-2025 school year, 70% of stakeholders will agree that trusting relationships are built with the school. **Year 3:** By the end of the 2025-2026 school year, 70% of stakeholders will agree that trusting relationships are built with the school.

J.B. Martin Middle School

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Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Send Positive Postcards to students ● Complete in team ● Each student will receive a positive postcard by the end of the school year		a. Ongoing throughout the year b. List of students	Teachers
2. Family Advisory Committee ● Facilitate greater opportunities for family involvement at school events		a. Ongoing throughout the year b. Application, Attendance by Invitation, Minutes	Principal
3. Family Engagement Events ● Fall Event ● Spring Event ● Social Media Community Outreach ● Coffee with the Cougars ● Career Day ● Color Run ● Veteran's Day		a. Fall and Spring, ongoing b. RSVP, sign-ups, Connect-Ed, SchoolStatus, social media posts, feedback form, incentives	FET, Faculty, Counselors, Administration, MHP, Teachers
4. Cougar Time Teacher Phone Call ● Positive Outreach ● Remind about Orientation ● Invite to Back to School Night		a. Before student arrival b. SchoolStatus, Cougar Time roster	Cougar Time Teacher, Assistant Principal

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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:

J.B. Martin Middle School

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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~~ **Expeditionary Learning (2025-2026)**	**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 Bayou Bridges	Louisiana Course Frameworks/Scope and Sequence

J.B. Martin Middle School

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

J.B. Martin Middle School

Intervention Resources

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

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