



# Raymond K. Smith Middle School

## Phase X 2023-2026

Year Three (3) of Three (3)  
2024-2025

<p style="text-align: center;"><b>District Mission Statement</b></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;"><b>School Mission Statement</b></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;"><b>District Vision Statement</b></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;"><b>School Vision Statement</b></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;"><b>District Belief Statements</b></p> <p><b>We believe...</b></p> <ul style="list-style-type: none"> <li>● education is society's first goal.</li> <li>● all students can learn.</li> <li>● open and honest communication and collaboration between school, home, and community build trust.</li> <li>● it is imperative to educate the whole child academically, socially, and emotionally to be future ready.</li> <li>● engaging in challenging and relevant work allows students and staff to meet high expectations and achieve success.</li> <li>● embracing diversity fosters a culture of acceptance.</li> <li>● in providing inclusive and equitable opportunities for all.</li> <li>● excellence is worth the cost.</li> </ul>	<p style="text-align: center;"><b>School Belief Statements</b></p> <p><b>We believe...</b></p> <ul style="list-style-type: none"> <li>● All students learn best when engaged in challenging and meaningful activities driven by data analysis.</li> <li>● All students become productive members of society through preparation and accountability.</li> <li>● All faculty, staff, and students achieve success in a supportive learning environment that values mutual respect.</li> <li>● Open and honest communication among stakeholders is essential for student success.</li> </ul> <p style="text-align: right;"><i>Reviewed 7/28/2025</i></p>

## ***District Customer Excellence Standards***

### **You and I...**

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

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

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

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

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

**Raymond K. Smith Middle School Governance**

**School Success Team**

Harold Blood, Principal

Name	Title/Role	Name	Title/Role
Kimberly Becnel	Math Interventionist/ Exploratory PLT Leader/ Stakeholder Investment Committee Leader	Stacie Hutchens	G6 ELA Teacher/ G6 PLT Leader
Tai Cambre	School Mental Health Professional	Julmarria Jackson	Staff Development Coordinator/SBLC Chair
Kevin Carrigee	6/7/8 PE Teacher/ Facilities Management Committee Leader	Mindy Jones	Assistant Principal
Letonya Coleman	Dean of School Climate & Culture	Caitlin Kieffer	G7 Social Studies Teacher/ G7 PLT Leader
Jasmine Dorsey	School Counselor	Latoya Samuels	Literacy Interventionist//Student Well-Being and Belonging Committee Chair
Jennifer Green	Assistant Principal	Victoria White	Social Studies Teacher/ Diverse, Effective, and Engaged Committee Leader /G8 PLT Leader

**Raymond K. Smith Middle School Support Committees**

Goal A: Student Achievement (Guiding Coalition)	Goal B: Student Well-Being & Belonging	Goal C: Diverse, Effective, & Engaged Employees	Goal E: Facilities Management	Goal F: Stakeholder Investment
Jasen Cornwell Tina Danos Mignon Defelice Anna Desormeaux Matthew Dietsch Stephanie Gullage Stacie Hutchens <b>Julmarria Jackson*</b> Caitlin Kieffer Gabrielle Landry Lakia Lorio Cydney Lymous Kristy Mascarella	Shelita Barnes Ariel Boudreaux Tai Cambre Letonya Coleman Jasmine Dorsey Stacey Harding Jessica Higgins Aspen Jack Janae Montgomery <b>Latoya Samuels*</b> Toni Scott Stacey Thibodeaux Paulette Thomas	Libby Adams Alexis Butler Melissa Brezinsky Larry Davis Lori Nicholas Dajaun Pierre Kari Smith Danielle Stipe Lacy Trosclair <b>Victoria White*</b> Carla Williams Stacy Yarbrough	Randall Campbell <b>Kevin Carrigee*</b> Michelle Distefano Trina Douglas Cecelia Dugas Juvon Gales Kristina Harris Tiana Jones Samantha Labranch Bridgette Nedd Rickell Preston	Tara Bailey <b>Kimberly Becnel*</b> Jaliyah Holly Willie Hughes Quana Lockett Stephanie Mire Kaelynn Smith Maranda Smith Danielle Trahan Lashae Varnado Kolby Weber

*Revised 7/28/2025*

**Raymond K. Smith Middle School**  
**Goal A: Student Achievement**  
**Comprehensive Needs Assessment**

District Priorities	School Strengths	School Challenges
<b>Goal A: Student Achievement</b> <ul style="list-style-type: none"> <li>● <i>Support K readiness</i></li> <li>● <i>Ensuring each student learns at high levels</i></li> <li>● <i>Develop pathways to college, career, and workforce</i></li> </ul>	<ul style="list-style-type: none"> <li>● SPS has increased each year</li> <li>● Promotion rate for black males</li> <li>● Reduction in students placed for attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Promotion rate for students with disabilities</li> <li>● Students scoring Mastery &amp; Above on LEAP 2025 in ELA, Math, and Science</li> </ul>

**Supporting Data**

**School Strengths**

- School Performance Score (SPS) has increased from 73 (2019) to 82.5 (2024)
  - 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) to 102.3 (22/23) to >145 (23/24)
- 100% of Algebra 1 students scored Mastery or Above on the 24-25 LEAP test
- 79% of African American males met the requirements for promotion- increase of 13% from 23-24
- 92.4% students met the attendance requirements for promotion; only 23 (7.6%) did not meet the attendance requirements for promotion

**School Challenges**

- 49% of students with disabilities did not meet the requirements for promotion during the 2024/25 school year (2% decrease from 23/24)
- 43% students scored at or above Mastery in ELA on the 24/25 LEAP (8% decrease from 23/24)
- 30% students scored at or above Mastery in Math on the 24/25 LEAP (no change from 23-24)
- 22% students scored at or above Mastery in Science on the 24/25 LEAP (10% decrease from 23/24)

% Students At/Above Mastery	2021/2022	2022/2023	2023/2024	2024/2025
ELA	54%	45%	51%	43%
Math	22%	26%	30%	30%
Science	28%	30%	33%	22%
Social Studies	24%	31%		

**DISTRICT**

Goal: Ensure each student learns at high levels.

Objectives:

- Percentage of students at/above grade level on Acadience Reading/DIBELS® 8th will meet or exceed 95%.
- Percentage of students scoring at or above Mastery on LEAP 2025 will meet or exceed 75%.
- District Cohort Graduation Rate will meet or exceed 95%.
- Percentage of graduating students earning college credit (Advanced Placement, Dual Enrollment, and/or College Level Examination Program) will meet or exceed 50%.
- ACT® (12th grade best score) results will meet or exceed the 2025-2026 Targets.
- Percentage of Jump Start graduates earning statewide Basic or Advanced IndustryBased Certifications will meet or exceed \_\_\_\_% (to be determined).
- ACT® WorkKeys results will meet or exceed the 2025-2026 Targets.

**SCHOOL**

Goal: Ensure each student learns at high levels.

Objectives:

- 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.
- Decrease the percentage of students not meeting attendance requirements for promotion to less than 10%.

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) a. Engage in professional learning regarding PLC best practices b. Review and refine the roles and purpose of the guiding coalition and participate in professional learning sessions centered around the 4 PLC embedded questions	Local/District	a. July 2025 - May 2026	Teachers, Staff Development Coordinator, C&I coaches, Administrators
		b. Agendas (monthly) Sign-in sheets (monthly)	
2. Implement standards-aligned curricula in all content areas a. Participate in professional learning sessions to support use of Tier 1/high-quality curricula b. Participate in job-embedded professional learning for content areas c. Collaboratively plan lessons during PLT time	Local/District	a. August 2025 - May 2026	Teachers, Staff Development Coordinator, C&I coaches, Administrators
		b. PLT Agendas (weekly) Sign-in sheets (weekly) Lesson plans (weekly)	
3. Identify essential learning	Local/District	a. August 2025 - May 2026	Teachers, Staff

<ul style="list-style-type: none"> <li>a. Participate in unpacking/ internalization of new/existing standards and curricula</li> <li>b. Participate in identification of essential learning within standards or curricula</li> </ul>		<ul style="list-style-type: none"> <li>b. Agendas (quarterly)</li> <li>Sign-in sheets (quarterly)</li> <li>Essential learning documents</li> </ul>	<p>Development Coordinator, C&amp;I coaches, Administrators</p>
<p>4. Measure essential learning</p> <ul style="list-style-type: none"> <li>a. Collaboratively develop common assessments</li> <li>b. Collaboratively determine success criteria for common assessments</li> <li>c. Analyze student work to identify student strengths/weaknesses</li> </ul>	<p>Local</p>	<ul style="list-style-type: none"> <li>a. August 2025 - May 2026</li> </ul>	<p>Teachers, Staff Development Coordinator, C&amp;I coaches, Administrators</p>
		<ul style="list-style-type: none"> <li>b. PLT Agendas (include assessment design as needed)</li> <li>Assessments (as needed)</li> <li>Student work analysis (as needed)</li> </ul>	
<p>5. Respond to evidence of student learning (intervention/ acceleration)</p> <ul style="list-style-type: none"> <li>a. Continue to refine structures and resources, and build capacity to provide interventions to students not mastering essential learning</li> <li>b. Monitor effectiveness of interventions</li> <li>c. Teachers will communicate regularly with resource teachers and interventionists to provide information about students' performance on essential standards and intervention/ acceleration needs.</li> <li>d. Provide time before the school year begins for interventionists to meet, examine student data and identify specific intervention needs</li> <li>e. Schedule students in math and reading intervention classes based on data at beginning of the school year</li> </ul>	<p>Local</p>	<ul style="list-style-type: none"> <li>a. August 2025 - May 2026</li> </ul>	<p>Teachers, Staff Development Coordinator, C&amp;I coaches, Administrators</p>
		<ul style="list-style-type: none"> <li>b. PLT Agendas (include student work analysis as needed)</li> <li>Student work (as needed)</li> <li>Lesson plans</li> </ul>	
<p>6. Respond to evidence of student learning (extension)</p> <ul style="list-style-type: none"> <li>a. Continue to refine structures and resources, and build capacity to provide extensions to students who have mastered essential learning</li> </ul>	<p>Local</p>	<ul style="list-style-type: none"> <li>a. August 2025 - May 2026</li> </ul>	<p>Teachers, Staff Development Coordinator, C&amp;I coaches, Administrators</p>
		<ul style="list-style-type: none"> <li>b. PLT Agendas (include student work analysis as needed)</li> <li>Student work (as needed)</li> <li>Lesson plans</li> </ul>	
<p>7. Build capacity of teachers to implement culturally responsive teaching and learning.</p> <ul style="list-style-type: none"> <li>a. Provide professional development for teachers and paraeducators to better understand how to implement culturally responsive teaching practices</li> </ul>	<p>Local</p>	<ul style="list-style-type: none"> <li>a. August 2025 - May 2026</li> </ul>	<p>Teachers, Paraeducators, Staff Development Coordinator, Counselor, Administrators</p>
		<ul style="list-style-type: none"> <li>b. Agendas</li> <li>Sign-in sheets</li> </ul>	
<p>8. Students receiving special education services will be fully included in all content areas as deemed by their IEP.</p> <ul style="list-style-type: none"> <li>a. Teachers and paraeducators will participate in collaborative</li> </ul>	<p>Local</p>	<ul style="list-style-type: none"> <li>a. August 2025 - May 2026</li> </ul>	<p>Teachers, Paraeducators, Special education department</p>
		<ul style="list-style-type: none"> <li>b. Agendas</li> </ul>	

<p>learning sessions to better understand student accommodations at the beginning of school and as needed.</p> <p>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.</p>		Sign-in sheets	chair, Administrators
<p>9. Build capacity of interventionists to effectively respond to student needs</p> <p>a. Provide professional development for interventionists</p> <p>b. Collaboratively review student data quarterly with RTI committee to measure progress and determine next steps</p>	Local	<p>a. August 2025 - May 2026</p> <p>b. Agendas Sign-in sheets Data review documents</p>	Math interventionist, Math intervention paraeducator, Literacy interventionist, Staff Development Coordinator, Administrators
<p>10. Develop and implement a support plan to improve school attendance.</p> <p>a. Meet with students who were placed for attendance and discuss causes for excessive absences and solutions; pair chronically absent students with mentors who will check in with them regularly</p> <p>b. Develop plan for monitoring and following up with students after 2nd consecutive absence</p> <p>c. Recognize students quarterly for perfect attendance</p> <p>d. Conduct attendance awareness program during the month of September (National Attendance Awareness Month)</p>	Local	<p>a. August 2025 - May 2026</p> <p>b. Attendance logs (monthly) Monitor assignment Attendance celebration documentation Attendance awareness month promotions</p>	Faculty & staff, Counselor, Administrators

**Raymond K. Smith Middle School**  
**Goal B: Student Well-being and Belonging**  
**Comprehensive Needs Assessment**

District Priorities	School Strengths	School Challenges
<b>Goal B: Student Well-being and Belonging</b> <b>Ancillary Services</b> <b>(Transportation and Child Nutrition )</b>	<ul style="list-style-type: none"> <li>● Students feel respected by staff members and that teachers hold high expectations for students</li> <li>● Students were provided with weekly SEL lessons through Advisory and monthly SEL lessons done by the counselor in classrooms.</li> <li>● Students feel administration is available to address concerns</li> <li>● Amount of available after school activities</li> </ul>	<ul style="list-style-type: none"> <li>● Students treating adults with respect</li> <li>● Overrepresentation of black students in disciplinary referrals; referrals for black males</li> <li>● Students receiving multiple referrals</li> <li>● Attendance concerns</li> <li>● Challenging feelings and emotion regulation</li> </ul>
<ul style="list-style-type: none"> <li>● Provide safe and efficient transportation</li> <li>● Provide appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments</li> </ul>		
<b>Student Support</b>		
<ul style="list-style-type: none"> <li>● Develop SEL competencies within our students</li> <li>● Provide support for students through the Comprehensive School Counseling Program</li> <li>● Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post – secondary options</li> </ul>		
<b>Student Services</b>		
<ul style="list-style-type: none"> <li>● Enhance children’s wellbeing &amp; belonging through comprehensive assessments and appropriate behavioral interventions</li> <li>● Implement programs and services that support children academically, socially, emotionally &amp; physically</li> </ul>		
<b>Student Opportunities</b>	<b>Supporting Data</b>	
<b>School Strengths</b> <ul style="list-style-type: none"> <li>● On the 2025 Student Stakeholder Survey, 73% of respondents agreed/strongly agreed with the statement “In my school, staff members respect students and families of all backgrounds.”</li> <li>● On the 2025 Parent Stakeholder Survey, 83% of respondents agreed/strongly agreed with the statement “In my child’s school, staff members respect students and families of all backgrounds.”</li> <li>● On the 2025 Student Stakeholder Survey, 71% of students agreed/strongly agreed with the statement “My school administrators are available to address student concerns.”</li> <li>● Students were provided with weekly SEL lessons through Advisory and monthly SEL lessons done by the counselor in classrooms.</li> <li>● On the 2025 Student Stakeholder Survey, 83% of students agreed/strongly agreed with the statement “In my school, I can participate in afterschool activities, clubs, and/or sports that interest me.”</li> </ul>		

- 84% of students responded favorably to “Supportive Relationships” questions (How supported students feel through their relationships with friends, family, and adults at school) on the Spring Panorama Survey
- 55% of our students did not receive any referrals during the school year

#### **School Challenges**

- On the 2024 Student Stakeholder Survey, only 36% of students agreed/strongly agreed with the statement “In my school, students treat adults with respect.”
- Our student population is 64% black/African American, but 74% of all referrals written were for black/African American students; 57% of all referrals written during the 2024/25 school year were for black males. Black males represent 35% of our school population.
- 15% of students received 3 or more referrals, 4.2% of students received 10 or more referrals
- 41% of students responded favorably to “Emotion Regulation” questions (How well students regulate their emotions) on the Spring Panorama Survey, this was a 1% increase from the Spring of 2024 survey
- 56% of students responded favorably to “Social Awareness” questions (How well students consider the perspectives of others and empathize with them) on the Spring Panorama Survey; this was a 2% increase from Spring 2024
- 54% of students responded favorably to “Challenging Feelings” questions (How frequently students feel challenging emotions) on the Spring Panorama Survey,
- During the 2024/2025 school year, 7.6% of our students were chronically absent (15 or more school days).

**Goal B – Student Well-being and Belonging**

**DISTRICT**

Goal: 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

Objectives;

- Exceed 93% on-time morning bus arrival rate and 88% on-time afternoon bus arrival rate.
- Reduce the number of at-fault bus incidents to 12 or less.
- Maintain ridership average of 30 students per bus.
- Increase breakfast and lunch participation of students by 3%.
- Increase students’ social-emotional learning competencies by 5%.
- Increase the percentage of “Yes” responses from middle school students on the School Counselors’ Needs Assessment by 5%.
- Increase the percentage of “Strongly Agree” responses from families on the School Counselors’ Needs Assessment by 5%.
- Increase percentage of students who enroll in college the first year after high school and return for a second year by 3%
- Meet or exceed 70% favorable response rates for social-emotional learning competencies.
- Decrease percentage of suspension incidents by 3%.
- Meet or exceed 97% average daily attendance rate.
- Meet or exceed 95% immunization compliance rate.
- Meet or exceed 97% vision screening compliance rate.
- Evaluations for high school coaches will meet or exceed 95% proficient/highly effective in their respective sports
- Increase student participation in athletic activities by 5%.

**SCHOOL**

Develop SEL competencies within our students.		<ul style="list-style-type: none"> <li>● Increase the number of students who agreed/strongly agreed with the statement “In my school, students treat adults with respect” by 10% from Fall to Spring.</li> <li>● Increase the percentage of students who respond favorably to “Emotion Regulation” and “Social Awareness” by 10% from Fall to Spring.</li> </ul>	
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 through 7 Mindsets throughout the school day.	Local	a. August 2025 - May 2026	Developmental Designs trainer on staff, Counselor, Mental Health Professional, Staff Development Coordinator, Administrators, SEL Champs
		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 through 7 Mindsets .	Local	a. August 2025 - May 2026	Developmental Designs trainer on staff, Counselor, Mental Health

<ul style="list-style-type: none"> <li>a. Tiger Time teachers will share the purpose and components of advisory (Tiger Time) with students using Developmental Design language.</li> <li>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.</li> <li>c. Administration, Staff Development Coordinator, and Developmental Designs trainer on staff will provide support for teachers and paraprofessionals to implement effective Tiger Time lessons.</li> </ul>		<ul style="list-style-type: none"> <li>b. Tiger Time Lesson Plans (weekly)</li> <li>Tiger Time Observations (weekly)</li> </ul>	Professional, Staff Development Coordinator, Teachers, Administrators
<ul style="list-style-type: none"> <li>3. School personnel will maintain a safe and supportive learning environment by strengthening school culture and climate. <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>	Local	<ul style="list-style-type: none"> <li>a. August 2025 - May 2026</li> <li>b. Agendas and Sign-in sheets (quarterly)</li> </ul>	Counselor, Mental Health Professional, Faculty & staff
<ul style="list-style-type: none"> <li>4. School counselor and mental health professional will provide classroom lessons with a focus on: <ul style="list-style-type: none"> <li>a. Challenging Feelings and Emotion Regulation: How well students regulate their emotions</li> <li>b. Social Awareness: How well students consider the perspectives of others and empathize with them</li> </ul> </li> </ul>	Local	<ul style="list-style-type: none"> <li>a. August 2025 - May 2026</li> <li>b. Schedule for presentations Copy of presentations</li> </ul>	Counselor, Mental Health Professional, Faculty & staff

**Goal B – Student Well-being and Belonging**

**SCHOOL**

Goal: Enhance children’s wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions

Objectives:

- Reduce the percentage of students receiving 3 or more referrals from 15% to 10% of total student population.
- Decrease the percentage of total referrals received by black males from 57% to 35% 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"> <li>a. Faculty and staff will participate in professional learning to build an awareness of equitable practices.</li> <li>b. Black male students will be invited to participate in a 5-week program with the school counselor.</li> </ul>	Local	a. August 2025 - May 2026	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"> <li>a. Faculty and staff will implement two ongoing positive incentive programs aimed at recognizing student improvement:                             <ul style="list-style-type: none"> <li>i. A minimum of two Positive Postcards per teacher will be mailed home each month for students who have shown improvement at school.</li> <li>ii. The school will implement a “Catch My Bag” program</li> </ul> </li> <li>b. Quarterly, the school counselor and mental health professional will share restorative practices with teachers.</li> <li>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.</li> <li>d. The Dean of School Climate and Discipline, School Counselor, and Mental Health Professional will review prior year discipline data for students with 3 or more referrals from the previous year and develop a plan for support.</li> <li>e. Grade level PLCs and administration will review discipline data weekly to determine next steps.</li> </ul>	Local	a. August 2025 - May 2026	Dean of School Climate and Discipline 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)	
3. School will participate in ongoing bully prevention. <ul style="list-style-type: none"> <li>a. Bully-free initiative will be discussed during morning announcements and during Tiger Time.</li> </ul>	Local	a. August 2025 - May 2026	Counselor, Mental Health Professional, Faculty & staff
		b. Bully Free Week activities/agenda	

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.		Support Committee meeting notes (monthly)	
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**Raymond K. Smith Middle School**  
**Comprehensive Needs Assessment**  
**Goal C: Diverse, Effective and Engaged Employees**

District Priorities	School Strengths	School Challenges
<p><b>Goal C: Diverse, Effective and Engaged Employees</b></p> <ul style="list-style-type: none"> <li>● <i>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</i></li> <li>● <i>Developing an effective workforce focused on continuous improvement</i></li> <li>● <i>Retaining a diverse, engaged, and effective workforce</i></li> <li>● <i>Increasing employee wellness</i></li> </ul>	<ul style="list-style-type: none"> <li>● Work Life Balance</li> <li>● Percentage of certified teachers</li> <li>● Teacher retention increased over past three years</li> <li>● Faculty from diverse backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>● Trust amongst faculty and staff</li> </ul>
<b>Supporting Data</b>		
<p><b>School Strengths</b></p> <ul style="list-style-type: none"> <li>● On the Upbeat survey, 75% (Fall)/81% (Spring) of teachers responded positively to the questions in the “Work/Life Balance” category; 87% (Fall) of staff responded positively to the questions in the “Work/Life Balance” category.</li> <li>● On the Upbeat survey, 82% (Fall)/77% (Spring) of teachers responded positively to the statement “I am satisfied with being a teacher at this school.”</li> <li>● 97% of our teachers are certified, which is higher than the state average of 67%.</li> <li>● Strong teacher retention rate (only 3 teachers left RKS)</li> <li>● On the Upbeat survey, 93%(Fall)/88% (Spring) of teachers responded positively to the questions in the “Work/Life Balance” category</li> <li>● On the Upbeat survey, 89%(Fall) of teachers responded positively to the statement “My school is a welcoming community for newly hired teachers.”</li> </ul> <p><b>School Challenges</b></p> <ul style="list-style-type: none"> <li>● On the Upbeat survey, only 50% (Fall)/60%(Spring) of teachers responded positively to the statement “Teachers at my school trust each other”; only 45% (Fall) of staff responded positively to the statement “Employees in my school trust each other.”</li> </ul>		

**Goal C – Diverse, Effective, and Engaged Employees**

**DISTRICT**

Goal: To employ and develop high quality staff and provide resources to support employee success

- Objectives:
- Increase retention rate of teachers to 93%.
  - Increase retention rate of teachers of color to 93%.
  - Increase teacher workforce diversity to 25%.
  - Increase the retention rate of classified employees to 90%.
  - Increase the percent of certified teachers to 98%.
  - Increase participation in the District Praxis Prep Program to 92%.
  - Increase the substitute fill rate to 90% with all schools reaching an average of 75%.
  - Increase teacher engagement survey satisfaction rate collectively for all statements about work/life balance to 75% and for the statement “The workload expected of teachers at my school is reasonable” to 70%.
  - Increase health and wellness of employees: At least 50% of employees diagnosed with hypertension or diabetes will participate in a personalized care program.

**SCHOOL**

Goal: Retain a diverse, engaged, and effective workforce

- Objectives:
- Increase the percentage of faculty and staff who agree with the statement "Teachers are recognized publicly when they do outstanding work" from 50% (teachers)/ 57% (staff) to 85% on the Spring Upbeat Survey.
  - Increase the percentage of faculty and staff who agree with the statement "Teachers/ employees at my school trust each other" from 35% (teachers)/ 43% (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. a. During PLTs teachers will engage in ongoing professional learning focusing on the NIET rubric. b. Administration and Staff Development Coordinator will conduct quarterly learning walks and provide feedback.	Local	a. August 2025 - May 2026	Staff Development Coordinator, 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. a. Continue social media campaigns via Instagram and Twitter to spotlight faculty and staff diversity. b. Embed staff professional development opportunities focused on equity, diversity, and inclusion into our professional learning community.	Local	a. August 2025 - May 2026	Staff Development Coordinator, Faculty and staff, Administrators
		b. Social media insight reports (quarterly) Agendas and sign-in sheets (as needed) Employee recognition data	

c. Continue to implement an employee recognition program.			
<p>3. School personnel will build professional trust amongst staff.</p> <p>a. Faculty and staff will participate in quarterly team-building activities designed to foster a sense of trust and belonging.</p> <p>b. Faculty and staff will participate in a quarterly “Teacher Tiger Time”.</p> <p>c. Counselor and MHP will provide professional development to build a shared understanding of professional trust within the school setting.</p> <p>d. Teams will develop a norm for professional trust to be added to all team meeting agendas; sample wording will be provided by the MHP.</p>	Local	a. August 2025 - May 2026	Developmental Designs trainer on staff, Staff Development Coordinator, 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
<p><b>Goal E: Facilities Management</b></p> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• <i>Design and maintain facilities to support student and employee success</i></li> <li>• <i>Develop and implement standards and processes for effective and efficient operations</i></li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees</i></li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees</i></li> </ul>	<ul style="list-style-type: none"> <li>• Safe environment for students and staff</li> <li>• Variety of opportunities for students to participate in athletics</li> <li>• Cleanliness of building</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified coaching staff availability</li> </ul>
<b>Supporting Data</b>		
<p><b>School Strengths</b></p> <ul style="list-style-type: none"> <li>• On the Parent Stakeholder Survey, 83% of respondents agreed/strongly agreed with the statement “My child’s school provides a safe learning environment.”</li> <li>• During the 2023/2024 school year, 43% of students (130 out of 304) participated in at least one athletic team.</li> <li>• Athletic opportunities available for students include football, volleyball, basketball (girls/boys), soccer (girls/boys), softball, baseball, track (girls/boys), cheer, and dance.</li> <li>• On the Upbeat survey, only 79% (Fall)/80% (Spring) of teachers responded positively to the statement “The school building is clean and well-maintained”; only 79% (Fall)/90% Spring of staff responded positively to the statement “The school building is clean and well-maintained.”</li> </ul> <p><b>School Challenges</b></p> <ul style="list-style-type: none"> <li>• 17% of faculty and staff (14/86) served as coaches.</li> <li>• 50% of students either agreed or strongly agreed with the statement “My school is clean and well-maintained”.</li> </ul>		

**Goal E – Facilities Management**

**DISTRICT**

Goal: To build and maintain psychologically and physically safe, clean, and supportive learning environments

- Objectives:
- Reduce or maintain the average completion time for School Dude work orders of 18.24 days.
  - Reduce or maintain the average maintenance cost of \$1.62 per square foot through work order efficiency, best practices in energy management, inventory controls, obsolescence planning, and long-range major maintenance/capital improvements planning.
  - Meet or exceed 92% “Agree/Strongly Agree” response rate on the SCPPS Stakeholder Survey for the following statements: Our school ensures facilities support student learning; Our school ensures facilities support student learning; The building and grounds are clean and provide a healthy place for learning; The building and grounds are clean and provide a healthy place for learning.
  - Meet or exceed 88% “Agree/Strongly Agree” response rate on the SCPPS Stakeholder Survey for the following statements; Our school provides a safe learning environment; I feel physically safe at my school; My school is a physically safe environment for students.
  - Meet or exceed 88% “Agree/Strongly Agree” response rate on the SCPPS Stakeholder Survey for the following statements: Our school provides a safe learning environment; I feel physically safe at my school; My school is a physically safe environment for students.
  - The district’s average Safety Rating Score on the Safe Schools Audit will be at or less than a score of 60.

**SCHOOL**

Goal: Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees

- Objectives:
- Increase the percentage of students who agree/strongly agree to the statement "I feel safe at school" from 59% 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 79% (teachers)/ 79% (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"> <li>a. Regularly check doors around the school to ensure they are locked.</li> <li>b. Work to foster a shared responsibility for school safety.</li> <li>c. Continue regular safety drills, identifying areas for improvement after each drill.</li> <li>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.</li> <li>e. Ensure adequate adult supervision in all areas during</li> </ul>	Local	a. August 2025 - May 2026	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	

transitions.			
2. Improve overall cleanliness of school. a. Administrators will review job expectations with custodial staff and conduct regular walkthroughs with targeted feedback. b. Ensure staff and students understand the shared responsibility for cleanliness in the school.	Local	a. August 2025 - May 2026	Administrators, Custodial staff
		b. Job descriptions Notes from walk-throughs	
3. School will participate in ongoing vaping prevention. a. Faculty will participate in professional learning on vaping. b. Health and physical education teachers will incorporate anti-vaping lessons into health classes. 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.	Local Community Partners	a. August 2025 - May 2026	Counselor, Mental Health Professional, Faculty & staff
		b. Agendas and Sign-in sheets (quarterly) Red Ribbon Free Week activities/agenda (Oct 23-31) Support Committee meeting notes (monthly)	

**Goal E – Facilities Management**

**SCHOOL**

Goal: Identify and implement processes to enhance athletic programs for students

Objectives:

- Maintain the percentage of students that participate in athletics at 46% or higher.
- Increase the percentage of faculty and staff members that coach at least one athletic opportunity from 14% to 30%.

Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Promote participation in athletic programs for all students. <ul style="list-style-type: none"> <li>a. Promote tryouts via social media, parent meetings, flyers, etc. Track data on the number of students who tryout.</li> <li>b. Continue to offer clinics prior to dance and cheer tryouts to help develop skills in potential team members.</li> <li>c. Continue to offer sports conditioning clinics for students to help develop athleticism.</li> <li>d. Continue to implement a program to assist students with getting access to a physical.</li> </ul>	Local/District	a. August 2025 - May 2026	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"> <li>a. Invite guest speakers to talk to scholar athletes about the importance of academics and behavior as it relates to future athletic opportunities.</li> <li>b. Coaches will conduct regular grade and behavior check-ins with scholar athletes to monitor progress</li> <li>c. Provide Scholar Athlete Study Hall after school for students who need additional academic support.</li> <li>d. Invite RKS athletic program alumni to campus for a dinner with current students to provide encouragement and share success stories.</li> <li>e. Host an athletic awards banquet where Scholar Athletes are recognized.</li> </ul>	Local	a. August 2025 - May 2026	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. <ul style="list-style-type: none"> <li>a. Increase staff awareness of opportunities for coaching and offer clinics to help interested staff receive necessary training to serve as effective coaches.</li> </ul>	Local	a. August 2025 - May 2026	Athletic director, Coaches, Club sponsors, Faculty & staff, Administration
		b. Coaching sign-ups Club sign-ups for volunteering at events	

<p>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.</p> <p>c. Encourage interested staff to serve as Scholar Athlete Study Hall volunteers.</p>			
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**Raymond K. Smith Middle School**  
**Comprehensive Needs Assessment**  
**Goal F: Stakeholder Investment**

District Priorities	School Strengths	School Challenges
<p><b>Goal F: Stakeholder Investment</b></p> <ul style="list-style-type: none"> <li>● <i>Increase and vary communication with stakeholders</i></li> <li>● <i>Increase educational access and opportunity within the community</i></li> <li>● <i>Enhance the English Language Learner (ELL) Program</i></li> </ul>	<ul style="list-style-type: none"> <li>● Social Media presence</li> <li>● Increased community involvement in the school</li> <li>● Trust in principal</li> <li>● Opportunities for student participation</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher/parent relationships</li> <li>● Communication with ELL population</li> <li>● Active PTO</li> </ul>
<b>Supporting Data</b>		
<p><b>School Strengths</b></p> <ul style="list-style-type: none"> <li>● RK Smith social media has 1,113 Instagram followers, 479 Twitter/X followers, and 506 Facebook followers</li> <li>● A variety of events were held that provided opportunities for stakeholders to be involved in the school, including 5th Grade Scheduling Night, Books and Blankets, Career Fair, Cake Bingo, Open House, Awards Ceremonies, Family Lunch Days, 8th Grade Night for sports, and Sports Banquets.</li> <li>● 77% 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.”</li> <li>● 85% of respondents to the Parent Stakeholder Survey agreed/strongly agreed with the statement “I trust my child’s principal.”</li> <li>● 83% of students strongly agreed with the statement “In my school, I can participate in clubs and sports that interest me”</li> </ul> <p><b>School Challenges</b></p> <ul style="list-style-type: none"> <li>● There are two people that speak Spanish on staff, which presents a challenge when communicating with some of our ELL stakeholders.</li> <li>● The number of PTO members increased from 73 to 96.</li> <li>● Only 75% of students agreed or strongly agreed with the statement “teachers provide me with information about my learning and grades”.</li> <li>● Only 75% of teachers agreed or strongly agreed with the statement “parents and teachers at my school work together as partners”</li> </ul>		

**Goal F – Stakeholder Investment**

**DISTRICT**

**Goal: To promote and develop meaningful engagement between students, families, business community and the school system**

Objectives:

- Increase the annual traffic of visitors to the website by 5%.
- Meet or exceed 32% participation rate for the SCPPS Parent/Guardian Stakeholder Survey
- Meet or exceed 85% participation rate for the SCPPS Student Stakeholder Survey.
- Meet or exceed 90% participation rate for the Upbeat Employee Engagement Survey
- Increase the collective SCPPS social media following by 5%.
- Increase personalized contacts (School Status and in-person/virtual conferences) made by school personnel to families by 20%.
- Meet or exceed a 10% increase in participation at each Title I sponsored district/ special group event.
- Increase Family Resource Center visits by 20%.
- Increase the average number of annual sessions conducted by Family Center teachers with each out-of-network provider to 20.
- Meet or exceed 91% satisfaction rate for the selected statement on the ELL Parent Survey
- Meet or exceed 85% Agree/Strongly Agree response rate for the selected statement on the SCPPS Parent/Guardian Stakeholder Survey.

**SCHOOL**

**Goal: Increase and vary communication and opportunities for participation with stakeholders**

Objectives:

- Increase PTO membership from 96 to 150 members.
- Increase the percentage of respondents to the Student Stakeholder Survey who agreed/strongly agreed with the statement “My teachers provide me with information about my learning and grades” from 75% to 85%.

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 provide opportunities for the community to support education. <ul style="list-style-type: none"> <li>a. School personnel will continue to develop a PTO.                             <ul style="list-style-type: none"> <li>i. Conduct a membership drive at the beginning of the school year; encourage parents/guardians, staff, and community members to sign up</li> <li>ii. Provide information about specific opportunities for involvement/engagement by PTO members</li> </ul> </li> <li>b. Business partner representatives will be invited to participate in a variety of school functions throughout the year.</li> <li>c. School will host a variety of events to provide opportunities for stakeholders to be actively involved.</li> </ul>	Local Bayer Grant	a. August 2025 - May 2026	Stakeholder Investment Support Committee members, Faculty and staff, Administrators
		b. PTO flyers & membership information PTO membership list Agendas and sign-in sheets	

<p>2. Increase and vary methods of communication with families.</p> <ul style="list-style-type: none"> <li>a. Implement a weekly information guide available in English and Spanish <ul style="list-style-type: none"> <li>i. Ensure that guide is posted online and parents/ guardians know how to access it</li> <li>ii. Provide students with a printed copy of the guide</li> <li>iii. Implement “Management Monday” during Tiger Time where students write assessments in their planners and check academic progress via PowerSchool</li> <li>iv. Teachers will all include the link to the Weekly Information Drive in their Google Classrooms</li> </ul> </li> <li>b. Continue to promote school activities and events via social media platforms (instagram, Twitter/X, and Facebook.)</li> <li>c. All teachers will send welcome messages through School Status during the first week of school.</li> <li>d. All whole school communications will be provided in English and Spanish.</li> </ul>	<p>Local</p>	<ul style="list-style-type: none"> <li>a. August 2025 - May 2026</li> <li>b. Weekly information guide (weekly) Social Media insight reports (quarterly) School Status call logs (Aug)</li> </ul>	<p>Stakeholder Investment Support Committee members, Faculty &amp; staff, Administrators</p>
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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:** Harold Blood

**Date:** 07/31/2025

**Principal's Digital Signature:**

**District-Wide, High Quality, Tier I Curriculum**

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

**Daily Instructional Time Allocation**

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