



J.B. Martin Middle School

Phase I 2023-2027

**Year Four (4) of Four (4)
2026-2027**

District 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.	School Mission Statement Learn more. Do more. Be More.
District 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.	School Vision Statement J.B. Martin Middle School ensures personal growth for every student through high-quality instruction in academics, athletics, arts, social-emotional learning, and a culture of belonging.
District Belief Statements 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.	School Belief Statements (Shared Commitments) 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.

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
Goal A – Student Achievement <i>To prepare students for success in postsecondary education, careers, and life</i>	- 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 <i>To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being & belonging</i>	Ancillary Services - Providing safe and efficient transportation - Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments	Karen Boudreaux Jerry Smith Tamika Green Kade Rogers
	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	
Goal C – Diverse, Effective, and Engaged Employees <i>To employ and develop high quality staff and provide resources to support employee success</i>	- 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

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

Goal D – Resource Allocation <i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i>	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 <i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i>	Facilities • Designing and maintaining facilities to support student and employee success • Developing and implementing standards and processes for effective and efficient operations	Art Aucoin Ellis Alexander John Rome
	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	
Goal F – Stakeholder Investment <i>To promote and develop meaningful engagement between students, families, business community and the school system.</i>	• 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 (SST)			
Name	Title/Role	Name	Title/Role
Elizabeth Brogle	Chair/Staff Development Coordinator	Michelle Lee	Enrichment Team Leader
Sherri Gregson	6th Grade Team 1 Team Leader	Charlette Chaney	At-Large Position
Holly Dauzat	6th Grade Team 2 Team Leader/ SEC Chairperson	Carlee Brignac	At-Large Position
Leslie Allo	7th Grade Team Leader	Jodi Breaux	At-Large Position
Gretchen Bueche	8th Grade Team Leader	Edith Nuccio	SRT Chairperson
Krystn Charlie	Dean of Student Support	Gabriela Bourque	Mental Health Professional/ FET Co-chair
Tricia Growl	Assistant Principal	Chase Petit	Assistant Principal
Aubrey Hager	Assistant Principal	Sean Dwyer	Principal
		Michelle Lee	Enrichment Team Leader

J.B. Martin Support Committees	
Goal A Student Achievement Guiding Coalition	Elizabeth Brogle*, Annah Becnel, Vicki Vicknair, Kiristin Phillips, Jennifer Puccio, Michelle Pellissier, Karen Lousteau, Juliana Giacomino, Chantel Waguespack, Belinda Mire, Shelby Waguespack, Katie Santos, Steven Sellers, Michelle Lee, April LeBouef, Tricia Growl, Aubrey Hager, Chase Petit, and Sean Dwyer, Krystn Charlie
Goal B Student Well-Being and Belonging Student Events Committee (SEC)	Michelle Lee*, Carlee Brignac**, Holly Dauzat, 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, Steven Sellers, Lauren Sparacello, Megan Murray, Alexis Revere, Aubrey Hager
Student Recognition Team (SRT)	Edith Nuccio*, Rebecca Lincecum**, Staci Bolden, Michael Danigole, Sally Dupuy, LeeAnn Hovis, Rachel Abbate, Kyle Killian, Tiffany Matthews, Belinda Mire, Russell Shaw, Mason Clark, 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**, Richie Oubre, Gabriela Bourque Jessica Hanemann, Corinne Heffron, Ana Mora, Jennifer Vial, Erica Jacob, Michele Zeringue, Sean Dwyer, Tricia Growl, and Aubrey Hager
Goal F Stakeholder Investment Family Engagement Team (FET)	Shelby Waguespack*, Charlette Chaney**, Andrew Bass, Gretchen Bueche, Stephanie Foley, Sherri Ford, April LeBouef, Renee Phelan, Lindsey Weeks, Caroline Zeretke-Moore, Thomas Bourne, Nathan Fauchaux, Dan Newman, Annah Becnel, Kyra Boyette, Gabriela Bourque, Sean Dwyer

*Indicates chairperson **Indicates co-chairperson

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

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement • <i>Support K readiness</i> • <i>Ensuring each student learns at high levels</i> • <i>Develop pathways to college, career, and workforce</i>	• High expectations • Challenging work • Teachers fairly grade and evaluate student work • Supportive teachers • Student opportunities with academics, athletics and arts • Teacher sense of satisfaction and purpose	• Student engagement in varied activities (hands-on and small group) • Amount of students not meeting grade-level expectations (promoted vs placed into next grade level)
Supporting Data		
Strengths • UpBeat Survey Q 65 - The work that I do each day has a lasting positive impact on students (96% strongly agree or agree) 2025-2026 • 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- "My teachers give work that challenges me." (74% strongly agree or agree)2025-2026 • 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, teachers have high expectations for me." (83% strongly agree or agree) 2025-2026 • 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- "In my school, I use technology to help me succeed." (84% strongly agree or agree) 2025-2026 • 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 use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” (73% strongly agree or agree) 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “That they’re constantly trying to improve to better address student needs”2025-2026
- 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 Student Stakeholder Survey- “My teachers fairly grade and evaluate my work.” (78% strongly agree or agree) 2025-2026
- 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 school has high expectations for its students.” (81% strongly agree or agree) 2025-2026
- 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- “My child’s teachers give work that challenges my child.” (82% strongly agree or agree) 2025-2026
- 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
- SCPPS Parent Stakeholder Survey Parent Comment- “The classroom teachers are amazing and supportive of each child’s learning methods”2025-2026
- SCPPS Parent Stakeholder Survey Parent Comment- “The school work is rigorous and expectations are high”2025-2026

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-“My child's teachers provide curriculum and learning experiences that meet his/her needs.” (72% strongly agree or agree)2025-2026
- 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 Parent Stakeholder Survey Parent Comment- “More hands on lessons and fun group activities.”2025-2026
- SCPPS Parent Stakeholder Survey Parent Comment- “Small groups in the classroom need to occur daily to address student misunderstandings. The teachers also should go over quizzes and tests so that the students understand what they did wrong and how they can improve.”2025-2026
- 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
- SCPPS Student Stakeholder Survey Student Comment- “I think they could teach with different learning methods and do more of face to face teaching instead of reading a packet and answering questions”2025-2026

- Promotion/Placement Data
 - a. All Grades
 - 76% Promotion 2022-2023
 - 75% Promotion 2023-2024
 - 84% Promotion 2024-2025
 - 82% Promotion 2025-2026
 - b. 6th Grade
 - Passed - 76%, Placed - 24% (39 grades/11 attendance/7 grades and attendance) 2022-2023
 - Passed - 71%, Placed - 29% (49 grades/9 attendance/12 grades and attendance) 2023-2024
 - Passed - 84%, Placed - 16% (26 grades/26 attendance/9 grades and attendance) 2024-2025
 - Passed - 76%, Placed - 24% (41 grades/6 attendance/11 grades and attendance) 2025-2026
 - c. 7th Grade
 - Passed - 77%, Placed - 23% (36 grades/11 attendance/7 grades and attendance) 2022-2023
 - Passed - 76%, Placed - 24% (30 grades/14 attendance/15 grades and attendance) 2023-2024
 - Passed - 84%, Placed - 16% (19 grades/19 attendance/3 grades and attendance) 2024-2025
 - Passed - 86%, Placed - 14% (9 grades/20 attendance/6 grades and attendance) 2025-2026
 - d. 8th Grade
 - Passed - 77%, Placed - 23% (31 grades/16 attendance/11 grades and attendance) 2022-2023
 - Passed - 78%, Placed - 22% (29 grades/13 attendance/11 grades and attendance) 2023-2024
 - Passed - 83%, Placed - 17% (17 grades/30 attendance/8 grades and attendance) 2024-2025
 - Passed - 83%, Placed - 17% (17 grades/12 attendance/7 grades and attendance) 2025-2026

● LEAP Scores 2022-2023			
% 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%)
Social Studies	44%	49%	50%

LEAP Scores 2025-2026			
% Mastery and Above	6th Grade	7th Grade	8th Grade
ELA	51% (no change)	50% (increased by 7%)	50% (decrease of 7%)
Math	55% (decrease of 7%)	58% (increase of 11%)	Math 8 Only: 40% (decrease of 12%);
Algebra I			52% Advanced, 48% Mastery (2% decrease in advanced; 2% increase in mastery)
Science	41% (increase of 9%)	49% (increase of 6%)	48% (increase of 1%)
Social Studies	42% (decrease of 2%)	49% (no change)	49% (decrease of 1%)

- Personal Growth Targets by Subject (ELA and Math) for 2025-2026:
- ELA meeting target = 48.2%
 - Math meeting target = 47.6%

Goal A – Student Achievement	
District Goal	District Objective(s)
<i>To prepare students for success in postsecondary education, careers, and life</i>	Ensuring all students learn at high levels
School Goal	School Objective(s)
To increase the percentage of students promoted to the next grade level by implementing the Professional Learning Community (PLC) process.	Year 1: At the end of the 2023-2024 school year, 80% of students will be promoted to the next grade-level. Year 2: At the end of the 2024-2025 school year, 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. Year 4: At the end of the 2026-2027 school year, 84% of students will be promoted to the next grade-level. Year 4: At the end of the 2026-2027 school year, 54% of students will meet LEAP personal growth targets in Math. At the end of the 2026-2027 school year, 51% of students will meet LEAP personal growth targets in ELA. Year 4: At the end of the 2026-2027 school year, below are the percentage of students who will meet mastery or above in all core subjects on LEAP by grade level (co-hort data): • Math ○ 6th grade: 59% ○ 7th grade: 66% ■ 7th reg: 44% ■ 7th honors: 91% ○ 8th grade: 68% ■ 8th reg: 48% ■ Algebra: 100% • ELA ○ 6th grade: 53% ○ 7th grade: 53% ○ 8th grade: 58.5% ○ Gifted ELA: 100% • Social Studies ○ 6th grade: 59% ○ 7th grade: 52% ○ 8th grade: 56% • Science

		○ 6th grade: 51% ○ 7th grade: 52% ○ 8th grade: 55%	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Adhere to and continue to refine the PLT process during planning a. Instructional Planning (Lesson plans) b. Mastery of standards i. Implement the plan for acceleration/extension 1. Identify items for reassessment (e.g., parallel items, additional items, etc.) 2. Track and monitor results of acceleration to demonstrate student learning (reassessment) 3. Collaboratively review and discuss the implementation of the plan to reflect on the process.		a. Ongoing throughout the year- quarterly for check-ins	Teachers, Students, Paraprofessionals, Administrators, Instruction and Technology Coach (ITC), Department Leaders, Staff Development Coordinator
		b. Monthly Curriculum Calendars, Action Plans, student academic progress, student work, Performance Matters, Pear Assessment, Benchmark Assessment, Individualized Education Plan (IEP) Progress Reports, PowerSchool	
2. Analyze the individual LEAP results and growth targets a. Align assessments to the depth and rigor of the standards b. Goal setting per student		a. Daily throughout the school year	Teachers, Paraprofessionals, Administrators, ITC, Staff Development Coordinator
		b. Curriculum, Common Formative Assessment (CFA), Performance Matters, Pear Assessment, Exit Tickets, LEAP data	

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

District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging Ancillary Services <i>(Transportation and Child Nutrition)</i>	• Inclusive school culture • Students have adults to turn to • Variety of after-school activities • Feeling that the principal cares about their well being • Students feel safe at school • Growth in students feel like they belong	• Disciplinary practices and consequences are not applied fairly to all students at my school • Inconsistency of rules/expectations amongst classrooms • 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
• <i>Provide safe and efficient transportation services</i> • <i>Provide safe and well-maintained bus fleet</i> • <i>Develop strong relationships with all internal stakeholders</i>		
• <i>Provide nutritious and appealing meals</i> • <i>Develop effective student engagement nutrition programs</i> • <i>Recruit, train, and retain a skilled workforce</i> • <i>Provide modern kitchen facilities and dining environments</i>		
Student Support		
• <i>Provide all students with support</i> • <i>Social emotional learning</i> • <i>Increase School Counselor availability</i> • <i>Increase the timeliness of FAFSA completion</i> • <i>Provide students with resources, lessons and partnerships</i>		
Student Services		
• <i>Enhance children’s wellbeing & belonging</i> • <i>Implement programs and services that support children academically, socially, emotionally & physically</i>		
Student Opportunities		
• <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs</i>		
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- “There is an adult my child can turn to in their school when they are having a difficult time.” (76% strongly agree or agree) 2025-2026
- 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 Parent Stakeholder Survey Parent Comment- “The way his teachers, all of them, support him and work with him and always keep in contact with me updating on my child’s progress and anything going on with him.” 2025-2026
- SCPPS Parent Stakeholder Survey Parent Comment- “That she has teachers who will spend time with her when she’s having problems understanding.” 2025-2026
- 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- “There is an adult in my school I can turn to when I am having a difficult time.” (73% strongly agree or agree) 2025-2026
- 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 Student Comment- “The kindness and when there is a problem and when I tell a teacher they help me as soon as possible.” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “It’s a protective place and I like that they care for us.” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “How I can feel comfortable to talk to some adults here and I trust them, & pep rallys.” 2025-2026
- 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- “In my school, I can participate in afterschool activities, clubs, and/or sports that interest me.” (85% strongly agree or agree) 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “They have a lot of after school clubs and activity's to do.”
- SCPPS Student Stakeholder Survey Student Comment- “I like that the school gives lots of opportunities to the students for clubs, sports, and other activities.” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “There is many different clubs and things that are fun to do and be a part of.” 2025-2026
- 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 Student Stakeholder Survey- “I trust my principal.” (83% strongly agree or agree) 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “I like about my school is when the principal comes to our lunch to watch us.” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “I like all of my teachers, and admin and principal.” 2025-2026

- SCPPS Parent Stakeholder Survey Parent Comment- “Mr. Guterrez 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 Parent Stakeholder Survey Parent Comment- “The teachers, great administration, and Officer Oubre” 2025-2026
- SCPPS Parent Stakeholder Survey Parent Comment- “The administration and Wellness Center availability to the students.” 2025-2026
- SCPPS Student Stakeholder Survey- “I feel like I belong at my school.” (70% strongly agree or agree) 2025-2026
- SCPPS Student Stakeholder Survey Student Comment - “I like that they have a lot of sport teams and they have a lot of clubs for students to express themselves and do what makes them happy.” 2025-2026
- SCPPS Student Stakeholder Survey- “I feel safe at school.” (70% strongly agree or agree) 2025-2026
- SCPPS Student Stakeholder Survey Student Comment - “I am realizing now that I want to have more friends and I feel very safe and protected at school.” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment - “It’s a protective place and I like that they care for us.” 2025-2026
- 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- “In my school, rules are applied equally to all students.” (57% strongly agree or agree) 2025-2026
- 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.”
- 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 Student Comment- “Making sure that kids who do bad things get consequences for what they do and don’t punish the kids who are actually trying their best to just survive a day at school.” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “Have teachers punish everyone equally.” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment- “Be better with dealing reports students make. PROVIDE RULES EQUALLY!!” 2025-2026
- 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 academic needs.” (30% strongly agree or agree) 2025-2026
- 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 personal/social needs.” (30% strongly agree or agree) 2025-2026**
- **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- “My school counselor meets with me on a regular basis to assist me with my career development needs.” (33% strongly agree or agree) 2025-2026**
- **SCPPS Student Stakeholder Survey Student Comment- “Having the counselors more available and having students have someone safe to talk to.” 2025-2026**
- 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.” (31% strongly agree or agree) 2022-2023
- UpBeat Survey- Question 19- “Disciplinary practices are applied fairly to all students at my school.” (44% strongly agree or agree) 2023-2024
- UpBeat Survey- Question 19- “Disciplinary practices are applied fairly to all students at my school.” (44% strongly agree or agree) 2024-2025--Faculty 2025
- **UpBeat Survey- Question 19- “Disciplinary practices are applied fairly to all students at my school.” (41% strongly agree or agree) 2025-2026--Faculty 2026**
- 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”
- **Faculty Response Spring Survey- Area of Challenge “Consistency of consequences for student behaviors from all faculty and staff members.” 2025-2026**
- **Faculty Response Spring Survey- Area of Challenge “Discipline- cursing is cursing (not if they say it because they are mad, or if they are with friends and its overheard) Stop giving excuses. Students know the rules and learn very quickly when they will not be accountable. Earring hoodies, chewing gum-all minor issues but its still the rules. Enforce the first time. Handle small things and big things won’t be as much of a problem.” 2025-2026**
- 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
- **Panorama SEL Student Survey - Emotion Regulation (53% regulate emotions) 2025-2026**

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. Year 4: At the end of the 2026-2027 school year, 74% of students will feel that they belong at the school. Year 4: At the end of the 2026-2027 school year, 60% of students will feel confident in being able to successfully regulate their emotions.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. SEW Room The counselors will 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. The		a. Ongoing throughout the school year	Counselors, Administration, Mental Health Professional (MHP)
		b. Monthly tracking what interventions and supports have been implemented, weekly sign-in sheets, weekly reset lunches	

SEW room will be utilized for reset lunches once a week for students to practice mindfulness and reset.			
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; 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 • SEW Team will create and implement classroom lessons • Counselor dashboard on school website to improve communication to stakeholders		a. Ongoing throughout the school year b. Daily counselor referral form (students and staff), weekly data update (behavior, discipline, attendance), counselor lessons based on data trends	Counselors, Faculty, Staff, Administration, MHP, Dean of Student Support
3. Social Emotional Learning (SEL) • Cougar Time Lessons ○ Develop Cougar Time lesson component at BOY defining what P.R.I.D.E. looks like and sounds like at JBM ○ Create opportunities to develop essential social skills that prepare for future readiness. ○ Counselors/SEW team will supplement Cougar Time lesson plans based on data and student needs (ex. cultivating belonging, challenging feelings, emotion regulation, positive feelings, self-management, and supportive relationships). ○ Revisit and Reinforce Circle of Power and Respect (CPR) ○ Utilize 7 Mindsets Curriculum vocabulary in everyday language across content areas and campus ■ Teacher Toolkit provided for teachers and students ■ Professional learning on 7 Mindsets ■ SEL champions supporting staff through		a. Ongoing throughout the school year b. Completion of Cougar Time plans, administration monitoring • Counselors' schedule of monthly SEL themes, mandated topics, data driven lessons/activities • Cougar P.R.I.D.E lessons, implementation plans, and schedule, Dean of Student Support is responsible for this. Weekly principal video shown in Cougar Time on Mondays. • 7 Mindsets lessons completed two days per week (Wednesday and Thursday)	Counselors, SEL Champions, Cougar Time Teachers, MHP, Dean of Student Support

- Cougar Time/7 Mindsets implementation ■ Mr. Dwyer’s weekly message ■ AM/PM announcements ■ Tied to P.R.I.D.E.			
4. School-wide SEL initiatives to build student feeling of belonging ● P.R.I.D.E. (core values and beliefs) ○ Have posters in every classroom for teachers to refer to ○ P.R.I.D.E postcards ■ Every student by the end of the year receives a postcard sent home ○ P.R.I.D.E shout outs ■ Teachers nominate students for exemplifying P.R.I.D.E through a Google form ● Students will be recognized through morning message by principal ■ Cougar P.R.I.D.E board for students to shout out other students		a. Ongoing throughout the school year b. Ensure each classroom has a P.R.I.D.E. poster, Google form for P.R.I.D.E shout outs, P.R.I.D.E post cards, weekly Team meetings using rosters and shared document to Team Leaders, Dean of Student Support responsible for Cougar P.R.I.D.E Google form and announcements submitted to Principal on a Monthly basis. Team meetings. Cougar P.R.I.D.E board will be located near the Cafe and monitored by MHP and Teacher	Faculty, Staff, Administration, Dean of Student Support
5. Initiatives that create student feeling of belonging ● Relationship Mapping ● Cougar Connections (Grade Level Meetings) ● Cougar Rally (Athletics, Academics, and the Arts) ○ Sept 17 FB/VB/Cheer/Dance--Ext. Advisory--Naviance Lessons / Panorama Survey ○ Dec 22 Soccer/ Pep Rally/Naviance Lessons/Advisory Parties--Ext. Advisory ○ Feb. 5-- Basketball Pep Rally/Naviance Lessons/Advisory--Ext. ○ Apr. 16 SB/BB/Track--Spring Fling--Ext. Advisory--Naviance Lessons--Panorama Survey ● Fall Fest ● Farewell Fest ● School Dances ● Family Day/Family BINGO/Cake Bingo ● Extra Curricular Activities ● Parent/Student or Special Person School Activities ● Cougarettes Spectacular		a. Ongoing throughout the school year b. Committee assigned activities, Google form and survey results, Cougar Council lead by Dean of Student Support	Committees, Faculty, Staff, Administration, Counselors, MHP, Dean of Student Support

• Talent Show • Culture Awareness • Cougar Council ○ 8th grade student leaders to discuss real-issues and create real-solutions school-wide			
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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. Year 4: At the end of the 2026-2027 school year, 70% of students will feel that rules are applied equally to all students.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Develop school-wide expectations for all students and staff - Define, explain, review, and reinforce school-wide expectations for students and staff - Non-Negotiable Expectations - Behavioral Expectations - Creation of digital faculty handbook to create easy access and clarity for school-wide expectations - Cougar Connection Meetings		a. Summer 2026 and August 2026	Faculty, Staff, Administration, Dean of Student Support
		b. Beginning of semester PD and quarterly team check-ins, infraction data, team meetings, parent communication (SchoolStatus, school email)	
2. Inform students and parents of school-wide expectations and consequences.		a. August 2026	Faculty, Staff, Administration, Dean

- 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 a copy of the infraction within team letter		b. Orientation Open-house Student handbook Team letter - add counselor and administration section on it with contact information First day of school Social media	of Student Support
3. Implement/Enforce school-wide expectations and consequences. - School signage and messaging - Utilize the first 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 6th grade: August 24th 7th and 8th grade: August 17th - Develop and implement an MTSS process.		a. Ongoing throughout the school year b. Expectation anchor charts created in classrooms and posted in Hallways. Created at the beginning of the year and remain posted for the entire year. Administrative observation Team Meetings SEW Team Quarterly Discipline Data Counselor Referrals Dean of Student Support	Faculty, Staff, Administration, Dean of Student Support
4. Analyze data for trends/inconsistencies. - Team minute item to analyze and discuss trends with Dean - Discuss strengths/challenges of student behaviors - Refine practices - Discuss potential supports for students - Grade level teams analyzes trends/inconsistencies - SEW team determines levels of support needed for individual students within the MTSS structure		a. Ongoing throughout the school year b. Quarterly Discipline Data SEW Referrals Administration Concerns Weekly Counselor Feedback Weekly Team meetings, on Team agenda	SEW Team, Team Leaders, Administration, ISS, Dean, Monitor, Faculty, Staff

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

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees <i>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</i> <i>Developing an effective workforce focused on continuous improvement</i> <i>Retaining a diverse, engaged, and effective workforce</i> <i>Increasing employee wellness</i>	- Variety of Teaching Methods - Teachers at my school trust each other (upward trend) - The leadership uses data to monitor students' progress. - Teachers report feeling successful in supporting students' academic development.	- Lack of work/life balance - The school level professional development available to me does not help me improve my teaching. - Teachers at my school do meaningful work together in teams (decreased from 92% to 79%) - Teachers at my school help each other improve their instructional practice
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 - 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." (73% strongly agree or agree) 2025-2026 - UpBeat Survey - Question 14 - "The principal at my school uses data to monitor students' progress." (95% strongly agree or agree) 2025-2026 - UpBeat Survey- Question 23- "Teachers at my school trust each other." (60% strongly agree or agree) 2022-2023 - UpBeat Survey- Question 23- "Teachers at my school trust each other." (78% strongly agree or agree) 2023-2024 - UpBeat Survey- Question 23- "Teachers at my school trust each other." (81% strongly agree or agree) 2024-2025 - UpBeat Survey- Question 23- "Teachers at my school trust each other." (82% strongly agree or agree) 2025-2026 - 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 - UpBeat Survey - Question 33 - "I feel successful at supporting my students' academic development." (95% strongly agree or agree) 2025-2026 Spring 2026 - 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."		

- Faculty Response Spring Survey- “My PLT works well together. The teachers around me do a great job building relationships with all students, supporting students whether they teach them or not.” 2025-2026
- Faculty Response Spring Survey- “PLT collaboration” 2025-2026
- 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
- UpBeat Survey- Question 25- “Teachers at my school help each other improve their instructional practice.” (86% strongly agree or agree)2025-2026--Spring 2026
- 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.” (52% strongly agree or agree) 2022-2023
- UpBeat Survey- Question 5- “The professional development available to me helps me improve my teaching.” (65% strongly agree or agree) 2023-2024
- UpBeat Survey- Question 5- “The professional development organized by my district helps me improve my teaching.” (60% strongly agree or agree) 2024-2025--Spring 2025
- UpBeat Survey- Question 5- “The professional development organized by my district helps me improve my teaching.” (55% strongly agree or agree) 2025-2026--Spring 2026
- 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.” (46% strongly agree or agree) 2022-2023
- UpBeat Survey- Question 6- “The professional development available to me is a good use of my time.” (55% strongly agree or agree) 2023-2024
- UpBeat Survey- Question 6- “The professional development organized by my school's leadership team helps me improve my teaching.” (71% strongly agree or agree) 2024-2025--Spring 2025
- UpBeat Survey- Question 6- “The professional development organized by my school's leadership team helps me improve my teaching.” (64% strongly agree or agree) 2025-2026--Spring 2026
- UpBeat Survey- Question 24- “Teachers at my school do meaningful work together in teams.” (79% strongly agree or agree)2025-2026--Spring 2026

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. Year 4: At the end of the 2026-2027 school year, 70% 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 - Differentiated professional learning based on where PLT's are in the process - Continue to utilize resources from Solution Tree.		a. Ongoing throughout the school year	Teachers, Paraprofessionals, Administrators, Counselors, Instruction and Technology Coach (ITC), MHP, Staff Development Coordinator
		b. Meeting evaluation, UpBeat Survey data, student data	
2. Learning By Doing Book Study The Guiding Coalition will participate in a book study to norm our thinking on the PLC process.		a. Ongoing throughout the school year, Monthly guiding coalition meetings	Teachers, Paraprofessionals, Administrators, Counselors, MHP, Staff Development Coordinator
		b. Learning By Doing Book	
3. Ongoing professional learning opportunities - Differentiated professional learning based on teacher needs - Choice of professional development based on personal needs		a. Quarterly during student holidays and when needed during planning based on data	Teachers, Paraprofessionals, Administrators, Counselors, MHP, Staff Development Coordinator
		b. ILT data cycles, teacher needs, LER observation data, school needs, CFA data, and PLT observations.	
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		a. Ongoing throughout the school year	Teachers, Students, Paraprofessionals, Administrators, Instruction and Technology Coach (ITC), Staff Development

• Administer and analyze common assessment data to identify and develop plans for acceleration/extension • Implement the plan for acceleration/extension		b. Curriculum calendars, Action Plans, PLT agendas weekly, PLT meetings weekly, student academic progress, student work, Common Formative Assessment (CFA), Performance Matters, Pear Assessment, exit tickets	Coordinator
5. Conduct structured peer observations focused on specific professional growth needs including, but not limited to, management, assessment, engagement, and instructional strategies.		a. Once a year	Teachers, Administrators, Staff Development Coordinator
		b. Reflection in Content/Grade-Level Team, coaching plans, teacher observations, LER	

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 Parent Stakeholder Survey- "My child's school provides a safe learning environment." (79% strongly agree or agree)2025-2026 - SCPPS Student Stakeholder Comment- "that it trys its best to keep the student safe like keeping an 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 Student Stakeholder Survey Student Comment - "I am realizing now that I want to have more friends and I feel very safe and protected at school." 2025-2026 - SCPPS Student Stakeholder Survey Student Comment - "It's a protective place and I like that they care for us." 2025-2026 - SCPPS Parent Stakeholder Comment- "Safe environment, challenging curriculum"2025-2026 - SCPPS Parent Stakeholder Comment- "Safe environment"2025-2026 - 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 Parent Stakeholder Survey- “Administrators at my child's school actively work towards creating an inclusive school culture.” (64% 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
- SCPPS Student Stakeholder Survey Student Comment - “I like that I can make friends and talk to them freely without adults in my business/adults respect my privacy mostly.” 2025-2026

- 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
- UpBeat Survey- Question 29- “My school provides the instructional materials I need (e.g., textbooks, supplies, technology, etc.).” (87% 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
- SCPPS Parent Stakeholder Comment- “Overall clean and safe and teachers try to make things better; a standard is maintained.”2025-2026
- SCPPS Parent Stakeholder Comment- “I feel like my special needs child is safe and well-cared for.”2025-2026
- SCPPS Parent Stakeholder Comment- “Work hard for excellence, hold kids responsible, disciplined school”2025-2026

- **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

- SCPPS Student Stakeholder Survey- “My school is clean and well-maintained”. (61% strongly agree or agree)2025-2026
- SCPPS Student Stakeholder Survey Student Comment - “Redo the gym floor and fix the floor of the gym. Also fix the other half the cafeteria. And make a football field.” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment - “The bathrooms can be very dirty and they don’t have the best environment for some kids especially because they don’t have doors meaning anyone can hear anything and they just have to peak around a corner making it very uncomfortable for many students” 2025-2026
- SCPPS Student Stakeholder Survey Student Comment - “The bathrooms are very rancid and make me feel a certain way about the school and everyone in it most of the time they are a mess. I also want to talk about paper towels in the bathroom they are almost never full when I go.” 2025-2026

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. Year 4: By the end of the 2025-2026 school year, 63% of students will agree or strongly agree with the statement, “My school is clean and well-maintained” on the Stakeholder Survey. Year 4: By the end of the 2025-2026 school year, 74% of students will agree or strongly agree with the statement, “I feel safe at school” 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. Check-list for custodians, faculty, and staff for classroom, office, and hallway cleanliness		a. August 2026	Chase Petit, Faculty and Staff, Custodians
		a. Weekly/Ongoing	
2. Implement a quarterly cleanliness check survey for faculty/staff		a. August 2026	Chase Petit, Faculty, Staff, Custodians
		b. Quarterly/Ongoing- In team meetings i. Teacher teams once a quarter will complete the cleanliness check survey	

3. Develop, evaluate, and implement a system for custodial staff regarding processes such as restocking restrooms and classrooms.		a. August 2026	Chase Petit, Faculty and Staff, Custodians
		b. Monthly/Ongoing i. Teachers will fill out the survey in team monthly.	
4. A plan for practicing hallway movement, volume, etc. will be developed, modeled, practiced, and reinforced.		a. August 2026	Chase Petit, Team Leaders, Faculty and Staff, Students
		b. Ongoing	

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

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment • <i>Increase and vary communication with stakeholders</i> • <i>Increase educational access and opportunity within the community</i> • <i>Enhance the English Language Learner (ELL) Program</i>	• 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 Student Stakeholder Survey- "My school offers opportunities for my family to be involved in the school and my learning." (68% Strongly Agree or Agree)2025-2026 ○ 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- "My child's school offers opportunities for families to be involved in the school and my child's learning." (65% Strongly Agree or Agree)2025-2026 ○ 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		

- SCPPS Parent Stakeholder Survey Parent Comment- “I appreciate the communication and consistency provided by my child’s school.”2025-2026
- SCPPS Parent Stakeholder Survey Parent Comment- “The communication between parent and teacher! Appreciate that the teachers still reach out to encourage and go over what your child needs or could do better!”2025-2026
- SCPPS Parent Stakeholder Survey Parent Comment- “JB Martin has been excellent this far. Parental involvement is great.”2025-2026
- SCPPS Parent Stakeholder Survey Parent Comment- “I have been happy with my 6th grader’s transition to middle school. I appreciate the FIG communication on Sundays.”2025-2026
- 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
 - 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- “Teachers at my child's school build trusting relationships with parents.” (61% Strongly Agree or Agree) 2025-2026
 - 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 work together with parents.” (61% Strongly Agree or Agree) 2025-2026
 - 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- “My child's teachers help me to understand my child's progress.” (67% Strongly Agree or Agree) 2025-2026
 - 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
 - SCPPS Parent Stakeholder Survey Parent Comment- “For teachers to be more active with communication with parents on child progress” 2025-2026

○ SCPPS Parent Stakeholder Survey Parent Comment- “I would like more home-to-school communication, but this is hindered by the weak wi-fi connection in the building. Messages do not always go through in a timely manner.” 2025-2026 ○ SCPPS Parent Stakeholder Survey Parent Comment- “Communication with parents - teacher conferences almost impossible to schedule - no phone communication - feedback written on jacket of report card and no follow up by school.” 2025-2026 ○ SCPPS Parent Stakeholder Survey Parent Comment- “More communication outside of report card conferences.” 2025-2026 ○ SCPPS Parent Stakeholder Survey Parent Comment- “Teachers can see when a child is struggling and could better explain it to them when they’re not catching on. My son went from A’s and B’s in math to D’s and F’s. I have reached out to a few of his teachers and they don’t help.” 2025-2026
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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. Year 4: By the end of the 2026-2027 school year, 70% of parent stakeholders will agree that teachers work together with parents. Year 4: By the end of the 2026-2027 school year, 72% of the students will agree the school offers opportunities for my family to be involved in the school and my learning.		
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Send P.R.I.D.E Postcards to students ● Complete in team ● Each student will receive a positive postcard by the end of the year.		a. Ongoing throughout the year in team		All team members
		b. List of students/address labels		
2. J.B. Martin PTO ● School Dances ● Fall Fest ● Farewell Fest ● Teacher Appreciation		a. Ongoing throughout the year		Principal, parent stakeholders, teacher liaison
		b. PTO president maintaining a list of parents c. Calendar of Events d. Meeting agendas and sign in sheets		

• Student Appreciation • Fall and Spring Event • Fundraising			
3. Family Engagement Events • Fall Event- Cake Bingo • Spring Event- TBD (King Cake Cake Bingo, Jazz Fest Friday) • Social Media Community Outreach • Cougar Counseling Hour • Career Day • Veteran’s Day		a. Fall and Spring, ongoing	FET, Faculty, Counselors, Administration, MHP, Teachers
		b. RSVP, sign-ups, Connect-Ed, SchoolStatus, social media posts, feedback form, incentives	
4. Cougar Time Teacher Phone Call/Text • Positive Outreach • Call/text before prior to student arrival		a. Before student arrival	Cougar Time Teacher, Assistant Principal
		b. SchoolStatus, Cougar Time roster	
5. Academic Communication with Parent Stakeholders • Contact parents, by text (broadcast)/call/or papercopy-signed, of any students who are currently failing (D and F) at progress report time. ○ Q1- September ○ Q2- November ○ Q3- February ○ Q4- April		a. Ongoing throughout the year	Teachers
		b. SchoolStatus, PowerSchool	

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: Sean Dwyer

Date: 10.15.26

Principal's Digital Signature:

A handwritten signature in black ink, appearing to be 'SD', enclosed within a large, loopy oval shape.

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

Daily Instructional Time Allocation

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

Intervention Resources

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



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