



# Albert Cammon Middle

**Phase X**  
**2023-2026**

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

|   |   |
|---|---|
| <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>Albert Cammon Middle School’s mission is to build a well-rounded community while ensuring high levels of learning and success for all.</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>Albert Cammon Middle School fosters future-ready, life-long learners through academic, social, and emotional experiences.</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>At Albert Cammon Middle School, our values and beliefs govern our school and guide every decision we make; these are our guiding principles:</p> <p>We believe our...</p> <ul style="list-style-type: none"> <li>● students are the primary focus of all decisions we make.</li> <li>● students thrive in an emotionally and physically safe, risk-free environment.</li> <li>● faculty/staff foster opportunities to build relationships among students, families, and the community through communication and collaboration.</li> <li>● students can learn and are provided support through instructional materials based upon individual need.</li> <li>● students learn best when they are actively engaged in meaningful lessons and activities including self-reflection and self-evaluation.</li> <li>● faculty/staff ensure our students' academic achievement and continuous improvement.</li> <li>● students excel in a caring environment which offers a variety of extracurricular opportunities and supports diversity.</li> </ul> |

## ***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></p> <p><i>To prepare students for success in postsecondary education, careers, and life</i></p>  | <ul style="list-style-type: none"> <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><br/>Erin Granier</p>  |
| <p><b>Goal B – Student Well-Being and Belonging</b></p> <p><i>To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being &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>Karen Boudreaux</b><br/>Jerry Smith<br/>Teresa Brown<br/>Tamika Green<br/>Kade Rogers</p> |
|   | <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>Goal C – Diverse, Effective, and Engaged Employees</b></p> <p><i>To employ and develop high quality staff and provide resources to support employee success</i></p>   | <ul style="list-style-type: none"> <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></p> <p><b>Scott Cody</b><br/>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><br/> <b>Ray Gregson</b><br/>         Ronald White<br/>         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><br/> <b>Ellis Alexander</b><br/>         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><br/>         Angelle Babin<br/>         David Schexnaydre</p>                 |

## School Governance

| School Success Team      |  | Guiding Coalition Team |                               |
|--------------------------|--|------------------------|-------------------------------|
| Name                     | Title/Role                               | Name                   | Title/Role                    |
| LaSonn Porter            | Principal                                | LaSonn Porter          | Principal                     |
| Dr. Gabrielle Delatte    | Assistant Principal                      | Dr. Gabrielle Delatte  | Assistant Principal           |
| Charley Hall/Maggie Boos | Assistant Principal                      | Charley Hall           | Assistant Principal           |
| Kathryn Wilken           | Chairperson                              | Tina Westbrook         | 7th Grade ELA/GCT Chairperson |
| Kandyce Simoneaux        | Grade 8 Team Leader/ Committee Chair     | Sally Dupuy            | 8th Grade Math                |
| LeNeshia Markey          | Grade 7 Team Leader / Committee Chair    | Noelle Duhe            | 8th Grade ELA                 |
| Tonia Johnson            | Grade 6 Team Leader                      | LeNeshia Markey        | 7th Grade ELA                 |
| Kendra Barnett           | Enrichment Team Leader                   | Kathryn Wilken         | 8th Grade ELA                 |
| Laura Sullivan           | SPED Department Leader / Committee Chair | Kendra Barnett         | Enrichment                    |
| Cari DeMarco             | Committee Chair                          | Nikitha Faulk          | 7th Grade Math                |
| Breanna Webre            | Committee Chair                          | Tonia Johnson          | 6th Grade ELA                 |
| Fran Jumonville          | Counselor                                | Heather Obiol          | 6th Grade SS                  |
| Noelle Duhe              | Pipeline Position                        | Fran Jumonville        | Counselor                     |
|                          |  | Kandyce Simoneaux      | 8th Grade SS                  |
|                          |  | Sandra Surmik          | Interventionist               |
|                          |  | Laura Sullivan         | SPED                          |
|                          |  | Christie Williams      | 8th Grade Science             |

| Goal A: Student Achievement<br>Guiding Coalition   | Goal B: Student Well-Being<br>and Belonging  | Goal C: Diverse, Effective, and<br>Engaged Employees   | Goal E: Facilities Management<br>(Safety and Athletics)   | Goal F: Stakeholder<br>Investment   |
|--|--|--|---|---|
| Chair: Tina Westbrook  | Chair: Laura Sullivan<br>Co-chairs: Fran Jumonville & Bree Webre   | Chair: Kandyce Simoneaux<br>Co-chair: Sierra Wynn  | Chair: Cari DeMarco<br>Co-chair: Allen Green  | Chair: LeNeshia Markey<br>Co-chair: Kendra Barnett  |
| <ul style="list-style-type: none"> <li>• Westbrock, Tina</li> <li>• Dupuy, Sally</li> <li>• Duhe, Noelle</li> <li>• Markey, LeNeshia</li> <li>• Wilken, Kathryn</li> <li>• Williams, Christie</li> <li>• Barnett, Kendra</li> <li>• Faulk, Nikitha</li> <li>• Johnson, Tonia</li> <li>• Obiol, Heather</li> <li>• Jumonville, Fran</li> <li>• Simoneaux, Kandyce</li> <li>• Surmik, Sandra</li> <li>• Sullivan, Laura</li> <li>• Porter, LaSonn</li> <li>• DeLatte, Gabrielle</li> <li>• Hall, Charley/Boos, Maggie</li> </ul> | <ul style="list-style-type: none"> <li>• Jumonville, Fran*</li> <li>• Sullivan, Laura*</li> <li>• Duhe, Noelle*</li> <li>• Webre, Bree</li> <li>• Surmik, Sandra*</li> <li>• Morrow, Chelsie</li> <li>• Ronquille, Tanya</li> <li>• Stewart, Avingnon</li> <li>• Picolo, Annemarie</li> <li>• Kenney, Nia</li> <li>• Wysingle, Sonda</li> <li>• Chante' Landry</li> <br/> <li>• DeLatte, Gabrielle*</li> </ul> | <ul style="list-style-type: none"> <li>• Simoneaux, Kandyce* <ul style="list-style-type: none"> <li>◦ Renee Boudreaux</li> </ul> </li> <li>• Williams, Christie*</li> <li>• Westbrook, Tina*</li> <li>• Wynn, Sierra</li> <li>• Cantrell, Stephanie</li> <li>• Luquette, Mary</li> <li>• Johnson, Dee</li> <li>• Geary, Linda</li> <li>• Clay, Cherionda</li> <li>• Turley, Trakisha</li> <li>• Ayuso, Bethany</li> <li>• Maya Guilbeaux (MHP)</li> <li>• Kiskey Kennedy</li> <br/> <li>• Porter, LaSonn*</li> </ul> | <ul style="list-style-type: none"> <li>• Wilken, Kathryn*</li> <li>• Faulk, Nikitha*</li> <li>• Green, Allen</li> <li>• Barnes, Shanette</li> <li>• Dozier, Adrienne</li> <li>• Demarco, Cari</li> <li>• Victorian, Edward</li> <li>• Adams, Brandi</li> <li>• McCormick, David</li> <li>• Mahdi, Sharika</li> <li>• Moody, Richard</li> <li>• Kennedy, Shanel</li> <li>• Miriam Rosa-Gomez</li> <br/> <li>• Hall, Charley/Boos, Maggie*</li> </ul> | <ul style="list-style-type: none"> <li>• Markey, LeNeshia*</li> <li>• Johnson, Tonia</li> <li>• Barnett, Kendra*</li> <li>• Obiol, Heather*</li> <li>• Dupuy, Sally*</li> <li>• Walker, Rachelle</li> <li>• Jaubert, Judy</li> <li>• Tumblin, Stephen</li> <li>• Brown, Deishall</li> <li>• Burgel, Brad</li> <li>• Isaac, Carolyn</li> <li>• White, Donielle</li> <li>• Donato, April</li> <li>• Karen Binnings</li> <li>• Porter, LaSonn</li> <li>• DeLatte, Gabrielle</li> <li>• Hall, Charley/Boos, Maggie</li> </ul> |
| <b>KEY:</b> 8th 7th 6th Enrichment Other/Paras SPED/GTA Admin Parent Stakeholders *Guiding Coalition *Faculty Unity Necessary (F.U.N.)   |  |  |   |   |



**Albert Cammon Middle School**  
**Goal A: Student Achievement**  
**Comprehensive Needs Assessment**

| District Priorities   | School Strengths  | School Challenges   |
|---|---|---|
| <p><b>Goal A: Student Achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Ensure each student learns at high levels</i></li> <li>• <i>Develop strong pathways to college, career, or the workforce</i></li> </ul> | <p>On page 7 of the District Profile, student growth in ELA and Math increased from 95.6% in 2020-2021 to 99% in 2021-2022.</p> <p><b>Math:</b><br/>           100% of 504 8th grade students passed Math for 2022-2023.<br/>           60% of students in 6th grade math intervention passed math for 2022-2023.<br/>           100% of 8th grade students in 8th grade math intervention passed math for 2022-2023.<br/>           80% of 504 6th grade students passed Math for 2022-2023.<br/>           100% of SPED (SWD) 6th grade students passed Math for 2022-2023.<br/>           3% of 8th grade students failed Math for 2022-2023.<br/>           From 2021-2023, all Algebra 1 students earned Mastery or Above on the LEAP. Additionally, the number of students scoring Advanced increased from 17% to 30%.<br/>           Looking at cohort data, the number of 6th grade math students scoring Mastery and Advanced on LEAP 2025 increased 14% from 5th to 6th grade.</p> <p><b>ELA:</b><br/>           95% of 7th grade students passed ELA for 2022-2023.<br/>           92% of 6th grade students passed ELA for 2022-2023.<br/>           99% of 8th grade students passed ELA for 2022-2023.<br/>           88% of students in 6th grade ELA intervention passed ELA for 2022-2023.<br/>           83% of students in 7th grade ELA intervention passed ELA for 2022-2023.<br/>           100% of 8th grade students in ELA intervention passed ELA for 2022-2023.<br/>           100% of 504 8th grade students passed ELA for 2022-2023.<br/>           75% of 504 7th grade students passed ELA for 2022-2023.</p> | <p>On p. 43 of District Profile, student attendance rate decreased from 97.1% to 92.8%; p. 44 23.8% of students were chronically absent.</p> <p><b>Math:</b><br/>           72% of students in 7th grade math intervention failed Math for 2022-2023.<br/>           63% (5 out of 8) of 504 7th grade students passed Math for 2022-2023.<br/>           50% of SPED (SWD) 8th grade students passed Math for 2022-2023.<br/>           70% of SPED (SWD) 7th grade students failed Math for 2022-2023.<br/>           25% of 7th grade students failed Math for 2022-2023.<br/>           16% of 6th grade students failed math for 2022-2023.<br/>           33% of 6th grade EL students failed math for 2022-2023.<br/>           78% of 7th grade EL students failed math for 2022-2023.<br/>           20% of 8th grade EL students failed math for 2022-2023.<br/>           33% of 7th grade Math students scored Approaching Basic or Unsatisfactory on the 2022-2023 LEAP 2025.<br/>           44% of 8th grade Math students scored Approaching Basic or Unsatisfactory on the 2022-2023 LEAP 2025.</p> <p><b>ELA:</b><br/>           33% of 6th grade EL students failed ELA for 2022-2023.<br/>           22% of 7th grade EL students failed ELA for 2022-2023.<br/>           Looking at cohort data, the number of 8th grade ELA students scoring Mastery and Advanced on LEAP 2025 decreased 9% from 7th to 8th grade.</p> <p><b>Science:</b><br/>           50% of SPED (SWD) 6th grade students passed Science classes for 2022-2023.</p> |



|  |   |  |
|--|---|--|
|  | <p>90% of 504 6th grade students passed ELA for 2022-2023.<br/> 100% of SPED (SWD) 6th grade students passed ELA for 2022-2023.<br/> 100% of SPED (SWD) 7th grade students passed ELA for 2022-2023.<br/> 100% of SPED (SWD) 8th grade students passed ELA for 2022-2023.<br/> 0% of 8th grade EL students failed ELA for 2022-2023.<br/> 54% of 8th Grade ELA students scored Mastery and above on the 2022-2023 LEAP 2025.</p> <p><b>Science:</b><br/> 94% of 7th grade students passed Science for 2022-2023.<br/> 91% of 6th grade students passed Science for 2022-2023.<br/> 98% of 8th grade students passed Science for 2022-2023.<br/> 100% of 504 8th grade students passed Science for 2022-2023.<br/> 88% of 504 7th grade students passed Science for 2022-2023.<br/> 90% of 504 6th grade students passed Science for 2022-2023.<br/> 100% of SPED (SWD) 8th grade students passed Science for 2022-2023.<br/> 70% of SPED (SWD) 7th grade students passed Science for 2022-2023.</p> <p><b>Social Studies:</b><br/> 93% passed 7th grade Social Studies for 2022-2023.<br/> 95% passed 6th grade Social Studies for 2022-2023.<br/> 98% passed 8th grade Social Studies for 2022-2023.<br/> 100% of 504 8th grade students passed Social Studies for 2022-2023.<br/> 75% of 504 7th grade students passed Social Studies for 2022-2023.<br/> 90% of 504 6th grade students passed Social Studies for 2022-2023.<br/> 100% of SPED (SWD) 6th grade students passed Studies Studies for 2022-2023.</p> | <p>19% of 6th Grade students scored Unsatisfactory on the 2022-2023 LEAP 2025 Science test.<br/> 16% of 7th Grade students scored Unsatisfactory on the 2022-2023 LEAP 2025 Science test.</p> <p><b>Social Studies:</b><br/> 50% of 6th Grade students, 34% of 7th Grade students, and 39% of 8th Grade students scored Unsatisfactory or Approaching Basic on the 2022-2023 LEAP 2025 Social Studies Tests.</p> <p>26% of 7th grade students were placed because of grades, not attendance. 3 students were retained because of grades. 23% of 6th grade students were placed because of grades, not attendance.</p> <p>Counselor data is challenging on both the 2023 Parent and Student Stakeholder Survey.</p> |
|--|---|--|

80% of SPED (SWD) 7th grade students passed Social Studies for 2022-2023.  
 75% of SPED (SWD) 8th grade students passed Studies Studies for 2022-2023.  
 36% of 7th Grade Social Studies scored Mastery or Above on the 2022-2023 LEAP 2025.  
 Looking at cohort data, the number of 7th grade Social Studies students scoring Mastery and Advanced on LEAP 2025 increased 14% from 6th to 7th grade.

4% of 8th grade students were placed because of grades, not attendance.

80% of parents stated “My child’s school has high expectations for its students” on the 2023 Parent Stakeholder Survey.

83% of parents stated “My child’s teachers give work that challenges my child” on the 2023 Parent Stakeholder Survey.

A parent commented “I truly believe the staff at ACM care about the students. The work is challenging and I see growth in my child’s educational abilities.”

78% of students stated “In my school, teachers have high expectations for me” on the 2023 Student Stakeholder Survey.

51 of the 203 responses to question 10 stating “What do you like best about your school” of the 2023 Student Stakeholder Survey students specifically mentioned the adults in the building in a positive way.

On the 2023 SCPPS Student Stakeholder Survey, 70% of students agree or strongly agree with the statement, “My school prepares me for success”.

**Supporting Data**

Stakeholder Survey, Upbeat Survey, Parent Teacher Conference Data, COMPASS data\*, Promotion Data, LEAP 2025 Data

**Goal A: Student Achievement**

| District Goal   |  | District Objective(s)   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
|---|--|---|--|---------------------|-----|--|-----|--|-----|--|---|-------|---------------------|-----|--|-----|--|-----|--|
| Ensuring each student learns at high levels   |  | <ul style="list-style-type: none"> <li>The percentage of students in grades 6-8 scoring at or above the Mastery level on LEAP 2025 will meet or exceed 75%.</li> </ul>  |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| School Goal   |  | School Objective(s)   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| Ensuring each student learns at high levels in all content areas through the PLC process by extending learning. |  | Baseline 2022-2023  | 2023-2024  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
|   |  | <table border="1"> <thead> <tr> <th>Grade</th> <th>Mastery and Above %</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>ELA - 38%<br/>Math - 40%<br/>Science - 24%<br/>Social Studies - 22%</td> </tr> <tr> <td>7th</td> <td>ELA - 34%<br/>Math - 25%<br/>Science - 31%<br/>Social Studies - 36%</td> </tr> <tr> <td>8th</td> <td>ELA - 54%<br/>Math - 34%<br/>Science - 35%<br/>Social Studies - 33%</td> </tr> </tbody> </table> | Grade  | Mastery and Above % | 6th | ELA - 38%<br>Math - 40%<br>Science - 24%<br>Social Studies - 22% | 7th | ELA - 34%<br>Math - 25%<br>Science - 31%<br>Social Studies - 36% | 8th | ELA - 54%<br>Math - 34%<br>Science - 35%<br>Social Studies - 33% | <table border="1"> <thead> <tr> <th>Grade</th> <th>Mastery and Above %</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>ELA - _%<br/>Math - _%<br/>Science - _%<br/>Social Studies - _%</td> </tr> <tr> <td>7th</td> <td>ELA - _%<br/>Math - _%<br/>Science - _%<br/>Social Studies - _%</td> </tr> <tr> <td>8th</td> <td>ELA - _%<br/>Math - _%<br/>Science - _%<br/>Social Studies - _%</td> </tr> </tbody> </table> | Grade | Mastery and Above % | 6th | ELA - _%<br>Math - _%<br>Science - _%<br>Social Studies - _% | 7th | ELA - _%<br>Math - _%<br>Science - _%<br>Social Studies - _% | 8th | ELA - _%<br>Math - _%<br>Science - _%<br>Social Studies - _% |
|   |  | Grade   | Mastery and Above %  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
|   |  | 6th   | ELA - 38%<br>Math - 40%<br>Science - 24%<br>Social Studies - 22% |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
|   |  | 7th   | ELA - 34%<br>Math - 25%<br>Science - 31%<br>Social Studies - 36% |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| 8th   | ELA - 54%<br>Math - 34%<br>Science - 35%<br>Social Studies - 33% |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| Grade   | Mastery and Above %  |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| 6th   | ELA - _%<br>Math - _%<br>Science - _%<br>Social Studies - _%     |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| 7th   | ELA - _%<br>Math - _%<br>Science - _%<br>Social Studies - _%     |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| 8th   | ELA - _%<br>Math - _%<br>Science - _%<br>Social Studies - _%     |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| <b>Year 1</b>   |  |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| LEAP 2025 Mastery and Above will meet or exceed 55% for all subjects.   |  |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| <b>Year 2</b>   |  |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| LEAP 2025 Mastery and Above will meet or exceed 65% for all subjects.   |  |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| <b>Year 3</b>   |  |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| LEAP 2025 Mastery and Above will meet or exceed 75% for all subjects.   |  |   |  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |
| Action Steps  | Funding  | Timeline for Implementation   | Position/Role Responsible  |                     |     |  |     |  |     |  |   |       |                     |     |  |     |  |     |  |

|   | Source(s)                                | Method for Monitoring (include weekly, monthly, quarterly, etc.)  |  |
|---|--|---|--|
| <p><b>1. Build capacity of school to support the implementation of Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>○ Select participants to become certified turnaround trainers through the Coaching Academy (6 days of training through Solution Tree) and debrief learning with the Guiding Coalition</li> <li>○ Develop a school based Guiding Coalition to engage in ongoing professional learning (book: <u>Learning By Doing</u>/articles) <ul style="list-style-type: none"> <li>■ Establish and refine the roles of the school Guiding Coalition Team</li> <li>■ Meet monthly to support team learning and build capacity</li> </ul> </li> <li>○ Begin implementing protocols and processes of PLCs</li> </ul>  | <p>Title I funds</p> <p>School funds</p> | <p>May 2023-May 2024</p> <ul style="list-style-type: none"> <li>● PLC minutes/Agendas</li> <li>● Sign-in Sheets</li> <li>● Teacher language and intentional focus on student growth</li> <li>● Implementation of effective differentiated lessons (questions 2 &amp; 4 of PLC guiding questions)</li> <li>● Analysis of student data</li> </ul> <p><b>Research based evidence:</b><br/> (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)<br/> (<a href="https://www.allthingsplc.info/">https://www.allthingsplc.info/</a>. <i>All Things PLC, All In One Place</i>, 2023)</p> | <p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Coach</p>   |
| <p><b>2. Support the implementation of standards-aligned curricula.</b></p> <ul style="list-style-type: none"> <li>○ Select Content Leaders to participate on the district team and support: <ul style="list-style-type: none"> <li>■ understanding of essential learning</li> <li>■ where essential learning is taught with the curricula and the vertical alignment of essential learning</li> <li>■ understanding common assessments and the success criteria</li> <li>■ improve teacher practice through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students)</li> <li>■ improve student results through the analysis of student work (identify students in need of intervention or enrichment) to benefit students performing below grade level</li> <li>■ providing support to subgroup populations who are not performing on grade level</li> <li>■ ongoing collaboration of student performance between classroom and SPED teachers</li> </ul> </li> <li>○ Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home</li> <li>○ Support teachers in implementing curriculum <ul style="list-style-type: none"> <li>■ participate in district-provided professional learning</li> </ul> </li> </ul> |  | <p>May 2023-May 2024</p>  | <p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Coaches</p> |

- collaborate with Content Team Member, ITCs, and administration on the planning for and implementation of curriculum
- Analyze student data to determine the effectiveness of lessons and strategies to reflect on teacher

- Meeting Minutes, weekly
- Observations, monthly
- Student results, as paced
- Professional Learning plan links - [Grades 6-8](#)

**Researched Based Evidence:**

Louisiana Academic Standards 6-8

(DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016)

**Eureka Math<sup>2</sup>** resource and instruction; ELA Guidebook Curriculum, Social Studies Course Framework curriculum; Science curriculum

( Weisskirk, L., O'Bryon, E. *5 Ways to Engage Families Around Student Learning (and why you should!* 2021)

|  |                     |  |   |
|--|---------------------|--|---|
| <p><b>3. Respond to evidence of student learning through intervention, extension, and enrichment.</b></p> <ul style="list-style-type: none"> <li>○ Support teachers in responding to curricula data <ul style="list-style-type: none"> <li>■ meet in weekly PLT meetings to analyze and determine instructional steps based on data</li> <li>■ Flexibly group students to provide strategic/focused interventions and allow for extension opportunities</li> <li>■ Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction</li> <li>■ Explore ways to refine support for students not mastering essential learning</li> </ul> </li> <li>○ intervene with strategic, intensive, <i>in the moment</i> feedback and support during instruction</li> <li>○ collaborate to determine the students' greatest needs using the core and intervention strategies to provide instructional support directly aligned with the student's skill deficit and grade-level standard.</li> <li>○ create opportunities for acceleration for all students particularly for those who are on or above grade level</li> <li>○ allow teachers/interventionists to frontload by assessing students with upcoming units to determine where instruction will be needed the most</li> </ul> | <p>School funds</p> | <p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>● Observations, bi-monthly</li> <li>● Student results, as paced</li> <li>● Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments</li> <li>● Weekly data reviews</li> <li>● Meeting Minutes, weekly</li> <li>● Progress log reflecting fluency, accuracy, and retelling</li> <li>● Research supports</li> <li>● Acceleration focuses on preparing students for success with upcoming learning</li> </ul> <p><b>Researched Based Evidence:</b><br/> (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. <i>Learn by Doing: A Handbook for Professional Learning Communities at Work</i>, 2016)<br/><br/> (Hattie, J., <i>Visible Learning -Effective Feedback</i>, (page 173), 2009)</p> | <p>Administration<br/>Teachers<br/>Interventionists<br/>Coaches</p> |
| <p><b>4. Measure essential learning</b></p> <ul style="list-style-type: none"> <li>○ In PLCs, create and analyze common assessments</li> <li>○ Utilize success criteria for common assessments (e.g., creating models and exemplars, calibration of administration and scoring, etc.)</li> <li>○ Analyze student work in order to: <ul style="list-style-type: none"> <li>■ Identify strengths and weaknesses in teachers' individual practice</li> <li>■ Learn from one another</li> <li>■ Identify areas of curriculum proving problematic for students</li> <li>■ Improve teachers' collective capacity to help all students learn</li> <li>■ Identify students in need of intervention or enrichment</li> </ul> </li> <li>○ Use data management platforms to develop, administer, and analyze results of assessments</li> </ul>  |                     | <p>May 2023-2024</p> <ul style="list-style-type: none"> <li>● PLT developed CFAs aligned to essential learning</li> <li>● Tracking of student proficiency of essential learning via curriculum-embedded assessments and/or team developed assessments</li> <li>● PLC at Work® continuum: Turning Data into Information</li> </ul>  | <p>Administration<br/>Teachers<br/>Interventionists<br/>Coaches</p> |



**Goal B: Student Well-Being and Belonging  
Comprehensive Needs Assessment**

| District Priorities   | School Strengths  | School Challenges  |
|---|---|--|
| <p align="center"><b>Goal B: Student Well-being and Belonging</b></p>   |   |  |
| <p align="center"><b>Ancillary Services</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>• <i>Provide safe and efficient transportation services</i></li> <li>• <i>Provide a safe and well-maintained bus fleet</i></li> <li>• <i>Develop strong relationships with all internal stakeholders</i></li> </ul>  | <p>Students have a wide variety of activities and clubs to participate in. On page 15 of the 2023 SCPPS Student Stakeholder Survey, 80.28% of students agreed or strongly agreed with the statement, "In my school, I can participate in afterschool activities, clubs, and/or sports that interest me."</p>  | <p><b>Well-being/belonging:</b><br/>Students feel that they don't meet with the counselor enough to meet their needs. On page 15 of the 2023 SCPPS Student Stakeholder Survey, 34.28% of students disagreed or strongly disagreed with the statement, "My school counselor meets with me on a regular basis to assist me with my academic, personal/social, and career development needs."</p>   |
| <ul style="list-style-type: none"> <li>• <i>Provide nutritious and appealing meals</i></li> <li>• <i>Develop effective student engagement nutrition programs</i></li> <li>• <i>Recruit, train, and retain a skilled workforce</i></li> <li>• <i>Provide modern kitchen facilities and dining environments</i></li> </ul>  | <p>Less than 12% of students disagree with the statement "I trust my principal" on the 2023 Student Stakeholder Survey.</p> <p>Less than 6% of students disagree with the statement "Administrators at my school actively work towards creating an inclusive school culture" on the 2023 Student Stakeholder Survey.</p>  | <p>Students don't feel like they belong. On page 17 of the 2023 SCPPS Student Stakeholder Survey, 54.76% of students agreed or strongly agreed with the statement, "I feel like I belong at school."</p>   |
| <p align="center"><b>Student Support</b></p>  |   |  |
| <ul style="list-style-type: none"> <li>• <i>Increase social-emotional learning (SEL) competencies within our students</i></li> <li>• <i>Increase school counselors' availability and time utilized to provide Tier I counseling lessons and Tier II small groups</i></li> <li>• <i>Increase percentage of students enrolled in college the first year after high school who return for a second year</i></li> <li>• <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees</i></li> </ul> | <p>Of 275 incidents resulting in a referral, 74 were perpetrated by 9 students (3.3% of the students).</p> <p>Less than 9% of students disagree with the statement "Teachers in my school care about the wellbeing of students" on the 2023 Student Stakeholder Survey. (pg 17)</p> <p>On page 17 of the 2023 SCPPS Student Stakeholder Survey, less than 7% of students disagree or strongly disagree with the statement, "Teachers at my school strive to help all students feel like they belong."</p> | <p>59.91% of students stated they agreed or strongly agreed to the statement "There is an adult in my school I can turn to when I am having a difficult time" on the 2023 Student Stakeholder Survey.</p> <p><b>Behavior/respect:</b><br/>36% of all students in the school (108 out of 297) received a referral in the 2022-2023 school year.</p> <p>35.74% of students stated they agreed or strongly agreed to the statement "In my school, students treat adults with respect" on the 2023 Student Stakeholder Survey.</p> |
| <p align="center"><b>Student Services</b></p>   |   |  |
| <ul style="list-style-type: none"> <li>• <i>Enhance children's wellbeing and belonging through comprehensive assessments and appropriate behavioral interventions</i></li> <li>• <i>Implement programs and services that support children academically, socially, emotionally, and physically</i></li> </ul>  | <p>On page 7 of the 2023 SCPPS Parent Stakeholder Survey, 84% agree or strongly agree with the statement, "In my child's school, staff members respect students and families of all backgrounds."</p> <p>On page 7 of the 2023 SCPPS Parent Stakeholder Survey, 75% agree or strongly agree with the statement, "the diversity of staff members at my child's school is representative of the diversity of the students."</p>   | <p>Suspension discipline data shows lack of respect by students to fellow students and adults. Willful disobedience (20), treats an authority with disrespect (15), instigates or participates in fights (12), and uses profane and/or obscene language (12) were the most common behaviors that led to suspensions.</p>   |
| <p align="center"><b>Student Opportunities</b></p>  |   |  |
| <ul style="list-style-type: none"> <li>• <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs</i></li> </ul>   |   | <p>23 (7.7% of total population) students had 4 or more referrals. 78% of SPED students received a referral.</p> <p><b>Attendance:</b></p>   |



|  |  |   |
|--|--|---|
|  | On page 45 of the District Profile, In School Suspension Rates continued to decrease from 2019-2022. | 36.7% of students were consistently absent (10 or more absences). 20% of students were chronically absent (15 or more absences) during the 2022-2023 school year. |
|--|--|---|

**Supporting Data**

MHP BOY survey, Discipline Location Data, Discipline Reports, Parent and Student Stakeholder Surveys, Upbeat Survey, Attendance Data

**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   |  | Increase students' social-emotional learning competencies by 5%.<br>Increase the percentage of "Yes" responses from middle school students on the School Counselors' Needs Assessment by 5%.<br>Increase the percentage of "Strongly Agree" responses from families on the School Counselors' Needs Assessment by 5%.<br>Meet or exceed 70% favorable response rates for social-emotional learning competencies.<br>Decrease percentage of suspension incidents by 3%.<br>Meet or exceed 97% average daily attendance rate. |   |
| School Goal   |  | School Objective(s)   |   |
| To support the academic, social, emotional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging  |  | Increase the percentage of "Yes" responses from middle school students on the School Counselors' Needs Assessment by 5%.<br>Reduce the number of referrals for all students by 3%.<br>Decrease the number of students consistently or chronically absent by 5%.   |   |
| Action Steps  | Funding Source(s)                          | Timeline for Implementation   | Position/Role Responsible   |
| 1. Implement Developmental Design, TBRI, and Kagan practices <ul style="list-style-type: none"> <li>● Faculty and staff will participate in on-going professional learning about Developmental Design, TBRI, and Kagan structures               <ul style="list-style-type: none"> <li>○ Differentiated Professional Learning based on individual teacher need</li> <li>○ On-going support with appropriate teacher language for all staff</li> <li>○ Implement trauma-informed professional                   <ul style="list-style-type: none"> <li>■ Encourage and incentivize TBRI training to faculty/staff on campus</li> </ul> </li> </ul> </li> </ul> | School Funds<br><br>Student Services Funds | August 2023-May 2024 <ul style="list-style-type: none"> <li>● Observations, monthly</li> <li>● Agendas, Professional Learning</li> <li>● Feedback to teachers</li> <li>● Sign-in sheets</li> </ul> <b>Researched Based Evidence:</b><br>Developmental Design<br><br>Denton, P., & Kriete, R. (2000). <i>The First Six Weeks of School</i> . Northeast   | Administration<br><br>Teachers<br><br>Interventionists<br><br>Coaches<br><br>Counselor<br><br>Mental Health |

|  |                |  |   |
|--|----------------|--|---|
| <ul style="list-style-type: none"> <li>Teachers will facilitate Treasure Time (Advisory) during the dedicated time for all students and staff <ul style="list-style-type: none"> <li>Support staff will participate in an assigned Treasure Time</li> <li>Administration and teacher leaders will observe and provide feedback to teachers based on all components</li> </ul> </li> <li>Reteach DD processes to students and establish expectations for Treasure Time, TAB-in, and TAB-out</li> <li>Train and utilize TBRI practices to ensure kids needs are met and provide choices</li> <li>Train and utilize Kagan and other cooperative learning structures to increase engagement</li> </ul>   |                | <p>Foundation for Children.</p> <ul style="list-style-type: none"> <li>TBRI training</li> <li>Meeting agendas</li> </ul> <p><b>Researched Based Evidence:</b><br/>add TBRI info here</p>   | Professional  |
| <p>2. Decrease suspension percentages.</p> <ul style="list-style-type: none"> <li>Facilitate restorative interventions with student suspended for: <ul style="list-style-type: none"> <li>Willful disobedience</li> <li>Treats an authority with disrespect</li> <li>Instigates or participates in fights</li> <li>Uses profane and/or obscene language</li> </ul> </li> <li>Facilitate vaping deterrent initiatives to support students <ul style="list-style-type: none"> <li>Evaluate/analyze data to target students that have vaped at school in the past</li> </ul> </li> <li>Violence Prevention Program (VPP)-Fights: <ul style="list-style-type: none"> <li>Facilitate Restorative Intervention process with students who fight</li> <li>Develop &amp; maintain data &amp; success indicators</li> <li>Facilitate collaborative process with key Violence Prevention Program stakeholders</li> <li>Revise applicable VPP documents &amp; disseminate to key VPP stakeholders</li> </ul> </li> </ul> |                | <p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>Intervention plans</li> <li>Meeting agendas</li> <li>District and school suspension data</li> </ul>   | Administration<br>Teachers<br>Interventionists<br>Coaches<br>Counselor<br>Mental Health Professional<br>School Resource Officer |
| <p>3. Establish a mentoring program (Check-in buddies) to address the needs of students and develop relationships to increase their sense of belonging</p> <ul style="list-style-type: none"> <li>assess the needs of the school</li> <li>identify mentors</li> <li>develop procedures to support the program <ul style="list-style-type: none"> <li>pre-questionnaire to determine need</li> <li>determine when and where sessions will occur</li> <li>frequency of meetings</li> </ul> </li> </ul>   | School Funding | <p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>Observations</li> <li>MHP BOY (Needs Assessment) survey</li> <li>Agendas (Professional Learning about Mentoring)</li> <li>Feedback from teachers</li> <li>Sign-in sheets</li> </ul> | Administration<br>Teachers<br>Interventionists<br>Coaches<br>Counselor  |

|   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>○ meeting documentation</li> <li>○ create mentor resources folder</li> <li>○ end of year survey to determine effectiveness</li> </ul>  |  | <p><b>Researched Based Evidence:</b><br/>Youth.gov</p>  | Mental Health Professional  |
| <p>4. Decrease student absences proactively</p> <ul style="list-style-type: none"> <li>● Monitor absence data quarterly</li> <li>● Create a structure for making up missing work for students that are chronically absent</li> <li>● Parent communication (contacting when a student has been absent frequently; reminding them of expectations through the use of Google Classroom)</li> <li>● Analyze student involvement in activities and encourage students that aren't involved to join something</li> <li>● Provide exposure to successful adults and emphasize the importance of education, including Hispanic and African American adults</li> <li>● Increasing engagement in daily lessons using Kagan or other Cooperative Learning Structures</li> </ul>  |  | <p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Needs Assessment survey</li> <li>● Agendas (Professional Learning)</li> <li>● Feedback from teachers</li> <li>● Sign-in sheets</li> </ul>                            | <p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Coaches</p> <p>Counselor</p> <p>Mental Health Professional</p> |
| <p>Counseling</p> <ul style="list-style-type: none"> <li>● Create a process to minimize drop-ins (scheduling)</li> <li>● Provide PLs for teachers with coping strategies they can give to students</li> <li>● Provide Social Emotional Wellness Lessons through Treasure Time <ul style="list-style-type: none"> <li>○ Topics will include: <ul style="list-style-type: none"> <li>■ What is SEL?</li> <li>■ Self awareness</li> <li>■ Self management</li> <li>■ Social awareness</li> <li>■ Relationship skills</li> <li>■ Responsible decision-making</li> <li>■ 5 components of SEL</li> <li>■ Social Awareness</li> <li>■ Improving self-management</li> <li>■ Failure vs. success</li> <li>■ Goal-setting</li> <li>■ Friendships</li> <li>■ Quality friendships</li> <li>■ Communication</li> </ul> </li> </ul> </li> </ul> |  | <p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>● Observations, monthly</li> <li>● Agendas (Professional Learning)</li> <li>● Feedback to teachers</li> <li>● Sign-in sheets</li> </ul> <p><b>Researched Based Evidence:</b><br/>Youth.gov</p> | <p>Administration</p> <p>Teachers</p> <p>Counselor</p> <p>Mental Health Professional</p>  |

|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"><li>■ Coping strategies<ul style="list-style-type: none"><li>○ differentiate by grade level</li><li>○ Give students a pre &amp; post test to measure learning<ul style="list-style-type: none"><li>■ informal observations during Treasure Time</li></ul></li></ul></li><li>● Combine the 2 minute check-in with an interest survey (to get kids more involved in school)<ul style="list-style-type: none"><li>○ Ask students what makes them feel physically and emotionally safe/unsafe</li></ul></li></ul> |  |  |  |
|---|--|--|--|

Draft

**Albert Cammon Middle**  
**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>Recruit and hire a diverse, qualified, and prepared professional and classified workforce</i></li> <li>● <i>Develop an effective workforce focused on continuous improvement</i></li> <li>● <i>Retain a diverse, engaged, and effective workforce</i></li> <li>● <i>Increase employee health and wellness</i></li> </ul> | <p>On question 10 of the Spring Upbeat Faculty Survey, 71% (13.4% increase) of faculty stated “The principal at my school looks out for the wellbeing of teachers”.</p> <p>On question 20 of the Spring Upbeat Faculty Survey, 77% of faculty stated “Administrators at my school let me know when I’m doing great work”.</p> <p>On question 24 of the Spring Upbeat Faculty Survey, 90% of faculty stated “Teachers at my school do meaningful work together in teams” on the Spring 2023 Upbeat Survey.</p> <p>On question 41 of the Spring Upbeat Faculty Survey, 94% of faculty stated “There are opportunities for teachers to take on leadership roles at this school”.</p> <p>On question 43 of the Spring Upbeat Faculty Survey, 87% of faculty stated “The expectations for the role that I was hired for were made clear during interview and hiring process”.</p> <p>On question 45 of the Spring Upbeat Faculty Survey, 81% of faculty stated “My school proactively recruits teachers for diverse backgrounds”.</p> <p>On question 48 of the Spring Upbeat Faculty Survey, 77% of faculty stated “Teacher at my school have opportunities to advance their careers through new or expanded roles”.</p> <p>On question 50 of the Spring Upbeat Faculty Survey, 87% of faculty stated “I have someone I can turn to at my school when I’m having a difficult time”.</p> | <p>On question 2 of the Spring Upbeat Faculty Survey, 55% of faculty stated “Parents at my school have confidence in teachers”.</p> <p>On question 4 of the Spring Upbeat Faculty Survey, 65% of faculty stated “The work environment at my school supports teachers’ ongoing professional growth”.</p> <p>On question 16 of the Spring Upbeat Faculty Survey, 32% of faculty stated “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes”.</p> <p>On question 19 of the Spring Upbeat Faculty Survey, 32% of faculty stated “Disciplinary practices are applied fairly to all student at my school”.</p> <p>On question 21 of the Spring Upbeat Faculty Survey, 65% of faculty stated “Teacher are recognized publicly when they do outstanding work”.</p> <p>On question 22 of the Spring Upbeat Faculty Survey, 65% of faculty stated “Administrators at my school notice when I am working hard”.</p> <p>On question 42 of the Spring Upbeat Faculty Survey, 65% of faculty stated “My school is a welcoming community for newly hired teachers”.</p> <p>On question 47 of the Spring Upbeat Faculty Survey, 13% of faculty stated “Teachers are compensated fairly for taking on extra responsibilities at my school”.</p> |

|  |  |   |
|--|--|---|
|  | <p>On question 55 of the Spring Upbeat Faculty Survey, 90% of faculty stated “Teachers at my school are racially, ethnically, and culturally diverse”.</p> <p>On question 57 of the Spring Upbeat Faculty Survey, 74% of faculty stated “My school retains teachers from diverse backgrounds”.</p> <p>On question 69 of the Spring Upbeat Faculty Survey, 81% of faculty stated “Teachers at my school set high academic standards for all students”.</p> <p>On question 75 of the Spring Upbeat Faculty Survey, 84% of faculty stated “I can see myself teaching at my school for at least the next year”.</p> <p><b>Higher than district</b><br/>On question 24 of the Spring Upbeat Faculty Survey, 90% of faculty stated “teachers at my school do meaningful work together in teams”.</p> <p>*On question 25 of the Spring Upbeat Faculty Survey, 84% of faculty stated “Teacher at my school help each other improve their instructional practice”.</p> <p>On question 34 of the Spring Upbeat Faculty Survey, 90% of faculty stated “I feel successful at supporting my students’ social-emotional development”.</p> <p>*On question 37 of the Spring Upbeat Faculty Survey, 81% of faculty stated “The evaluation feedback I receive helps me improve my instruction”.</p> <p>On question 41 of the Spring Upbeat Faculty Survey, 94% of faculty stated “There are opportunities for teacher to take on leadership roles at this school”.</p> <p>On question 55 of the Spring Upbeat Faculty Survey, 90% of faculty stated “Teachers at my school are racially, ethnically, and culturally diverse”.</p> | <p>On question 53 of the Spring Upbeat Faculty Survey, 68% of faculty stated “I feel like I belong at my school”.</p> <p>On question 76 of the Spring Upbeat Faculty Survey, 61% of faculty stated “I look forward to teaching every day”.</p> <p>On question 77 of the Spring Upbeat Faculty Survey, 61% of faculty stated “I am satisfied with being a teacher at this school”.</p> <p><b>Lower than district</b><br/>On question 13 of the Spring Upbeat Faculty Survey, 42% of faculty stated “The principal at my school communities a clear version for teaching and learning”.</p> <p>On question 23 of the Spring Upbeat Faculty Survey, 48% of faculty stated “Teachers are my school trust each other”.</p> <p>On question 26 of the Spring Upbeat Faculty Survey, 32% of faculty stated “The workload expected of teachers at my school is reasonable”.</p> <p>On question 67 of the Spring Upbeat Faculty Survey, 68% of faculty stated “Teachers take shared responsibility for the overall success of my school”.</p> <p>In section 16 of the Spring Upbeat Faculty Survey, 68% of faculty feel good about their belonging and wellbeing at school.</p> |
|--|--|---|

On question 65 of the Spring Upbeat Faculty Survey, 90% of faculty stated "I feel prepared to engage in conversations about racism and other forms of discrimination in our school community".

**Supporting Data**

Parent and Student Stakeholder Surveys, Upbeat Survey, Teacher Retention Data, COMPASS data

**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   |                   | Increase retention rate of teachers to 93%.<br>Increase retention rate of teachers of color to 93%.<br>Increase teacher workforce diversity to 25%.<br>Increase the retention rate of classified employees to 90%.<br>Increase the percent of certified teachers to 98%.<br>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%.<br>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  |                   | School Objective(s)   |                           |
| To employ and develop high-quality staff and provide resources to support employee success   |                   | Improve work/life balance and 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%.  |                           |
| Action Steps   | Funding Source(s) | Timeline for Implementation   | Position/Role Responsible |
|  |                   | <ul style="list-style-type: none"> <li>Method for Monitoring (include weekly, monthly, quarterly, etc.)</li> </ul>  |                           |
| 1. Create school wellness activity <ul style="list-style-type: none"> <li>Pilot a 40 Hour Work Week Teacher Program with at least one employee               <ul style="list-style-type: none"> <li>represent ACM on a district wide committee</li> <li>report to SST strategies to share</li> </ul> </li> </ul> | School Funds      | August 2023-May 2024 <ul style="list-style-type: none"> <li>monthly newsletter</li> <li>Agenda items from SST and grade level meetings</li> </ul>   | School representative     |
| 2. Restructure Faculty Committees <ul style="list-style-type: none"> <li>The preference assessment will be readministered and used to</li> </ul>   | School Funds      | August 2023-May 2024  | Administration            |



|  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>consider committee placement</li> <li>Committees will be restructured to make the work-load more balanced</li> </ul>  |  | <ul style="list-style-type: none"> <li>Agendas</li> <li>Survey</li> <li>School calendar</li> <li>Governance Structure</li> </ul>                                | Committee chairpersons<br>Teachers      |
| 3. Encourage professional growth and trust in one another <ul style="list-style-type: none"> <li>Faculty and staff will participate in on-going professional learning about Developmental Design so that those processes can be implemented in both Treasure Time and daily class lessons             <ul style="list-style-type: none"> <li>Differentiated Professional Learning based on individual teacher need</li> <li>On-going support with appropriate teacher language for all staff</li> <li>DD trained staff will model expectations for Advisory and TAB-out/white card conferences</li> <li>Provide support through observation and whisper coaching from both admin and DD trained staff</li> <li>Pinpoint areas of need through Team meeting and implement within TT activities</li> </ul> </li> <li>Engage in PLT meetings</li> <li>Faculty meetings (Pirate F.U.N. [Faculty Unity Necessary] Time) will focus on defining trust and engaging in team-building exercises</li> </ul> |  | August 2023-May 2024  | Administration                          |
|  |  | <ul style="list-style-type: none"> <li>Observations</li> <li>Agendas (Professional Learning)</li> <li>Feedback from teachers</li> <li>Sign-in sheets</li> </ul> | Teachers<br>Interventionists<br>Coaches |

**Albert Cammon Middle**  
**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> | <p>96% of parents stated “My child’s school is clean and well-maintained” on the 2023 Parent Stakeholder Survey.</p> <p>80% of parents stated “My child’s school provides a safe learning environment” on the 2023 Parent Stakeholder Survey.</p> <p>80% of students stated “In my school, I can participate in afterschool activities, clubs, and/or sports that interest me” on the 2023 Student Stakeholder Survey.</p> <p>87% of faculty stated “Our school ensures that the facilities support student learning” on the 2023 Spring Upbeat Survey.</p> <p>87% of faculty stated “The building and ground are clean and provide a healthy place for learning” on the 2023 Spring Upbeat Survey.</p> <p>77% of faculty stated “The school building is clean and well-maintained” on the Spring 2023 Upbeat Survey.</p> <p>During the 2022-2023 school year, 77% of all students (152) participated in athletics.</p> | <p>56% of faculty are concerned with school safety and order based on the results of the 2023 Spring Upbeat Survey; specifically 39% stated “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes” and 32% stated “Disciplinary practices are applied fairly to all students at my school.”</p> <p>44% of students stated “I feel safe at school” on the 2023 Students Stakeholder Survey.</p> <p>42% of students stated “My school is clean and well-maintained” on the 2023 Students Stakeholder Survey.</p> <p>14% of student athletes failed one or more core classes for the 2022-2023 school year.</p> |
| <b>Supporting Data</b>   |   |   |
| Safe Schools Audit Results, Stakeholder Survey, Upbeat Survey, Incident/Accident Reports   |   |   |

**Goal E – Facilities Management**

| District Goal   |                   | District Objective(s)   |   |
|---|-------------------|---|---|
| To build and maintain psychologically and physically safe, clean, and supportive learning environments  |                   | Meet or exceed 92% "Agree/Strongly Agree" response rate on the SCPPS Stakeholder Survey for statements about cleanliness.<br>Meet or exceed 88% "Agree/Strongly Agree" response rate on the SCPPS Stakeholder Survey for statements about safety. |   |
| School Goal   |                   | School Objective(s)   |   |
| To maintain a psychologically and physically safe and supportive learning environment for all stakeholders  |                   | Increase the percent of students that state, "I feel safe at school," on the Student Stakeholder Survey to 55%.<br>Decrease the percentage of student athletes failing one or more classes for the school year to less than 10%.                  |   |
| Action Steps  | Funding Source(s) | Timeline for Implementation   | Position/Role Responsible   |
|   |                   | <ul style="list-style-type: none"> <li>Method for Monitoring (include weekly, monthly, quarterly, etc.)</li> </ul>  |   |
| 1. Provide a physically safe environment for students and staff <ul style="list-style-type: none"> <li>Strategic placement of faculty and staff in duty positions and regular accountability checks               <ul style="list-style-type: none"> <li>Assign zones of active monitoring for all outdoor activities and restrooms</li> </ul> </li> <li>Conduct monthly meetings with custodial staff and maintenance manager(s)               <ul style="list-style-type: none"> <li>Implement dusting/wiping down checklist</li> <li>Minimize the presence of animals within the classroom</li> </ul> </li> <li>Consistently enforce school rules, procedures, and expectations               <ul style="list-style-type: none"> <li>Reinforcement of safe school procedures during school assemblies (Pirate Pride) for faculty and students                   <ul style="list-style-type: none"> <li>Review expectations for how to behave in the restroom, hall, and at recess during lunch                       <ul style="list-style-type: none"> <li>Restroom etiquette: signage, sign out procedures, discourage Tik Tik challenges, limit the number of students allowed in the restroom at one time (1 per class) and the time they can visit</li> </ul> </li> </ul> </li> </ul> </li> </ul> | School funds      | August 2023-May 2024  | Administration  |
|   |                   | <ul style="list-style-type: none"> <li>Observations monthly</li> <li>Accountability among staff</li> <li>Calendars</li> <li>Meeting Logs</li> <li>Sign In Sheets</li> </ul>   | Teachers<br>Interventionists<br>Counselor<br>Mental Health Professional<br>School Resource Officer<br>Custodians<br>ISS Monitor |

|   |  |  |  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>○ the restroom</li> <li>○ P.E. teachers will require students to pick up trash behind the bleachers</li> <li>● Review ID and Dress Code expectations <ul style="list-style-type: none"> <li>○ Maximize instructional time by having teachers distribute temporary IDs</li> <li>○ IDs should be visible on the upper half of the body</li> <li>○ Remind students of the colors and types of clothes allowed to be worn at school</li> </ul> </li> <li>● Explain the consequences of inappropriate language and excessive threats of violence <ul style="list-style-type: none"> <li>○ Inappropriate language directed towards anyone (student or teacher) will result in a referral</li> <li>○ Cursing aloud will result in a non-negotiable</li> </ul> </li> <li>● Revisit expectations for Teachers sending Students to ISS</li> <li>■ Review non-negotiable form and tracking procedures <ul style="list-style-type: none"> <li>● Have ISS monitor track Non-Negotiables and Lunch Detention</li> <li>● Teacher will contact ISS monitor</li> </ul> </li> <li>○ Incorporate more practice Lockdown drills <ul style="list-style-type: none"> <li>■ Alert adults ahead of time</li> <li>■ Check all classes</li> <li>■ Practice at lunch</li> <li>■ Ensure both primary and secondary routes are posted in classrooms and in entrances to main hallways <ul style="list-style-type: none"> <li>● Practice both primary &amp; secondary routes during fire drills</li> </ul> </li> </ul> </li> </ul> |  |  |  |
|---|--|--|--|

|   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>○ Create a safety plan for SPED</li> <li>○ Implement an Anti-Bullying program <ul style="list-style-type: none"> <li>■ Define Bullying as a school</li> <li>■ Describe the role of social media in Cyberbullying</li> <li>■ Have Teachers and Students review the procedures for reporting bullying</li> </ul> </li> <li>○ Revamp In-School Suspension (ISS) <ul style="list-style-type: none"> <li>■ Timely notify SPED and regular education teachers of students assigned to ISS via email, including how long the students are expected to stay in ISS</li> <li>■ ISS monitor will ensure students in ISS are completing work or are attending class online via Google Meet <ul style="list-style-type: none"> <li>● Establish an emergency plan <ul style="list-style-type: none"> <li>○ Completing makeup work</li> <li>○ SEL/Reflection worksheet</li> <li>○ Review work for their grade level standards</li> </ul> </li> <li>● Monitor will report which teachers didn't submit work for ISS students</li> </ul> </li> </ul> </li> </ul> |  |   |   |
| <p>2. Implement a sports tutoring program during Treasure Time</p> <ul style="list-style-type: none"> <li>● Decrease the number student athletes failing core classes (English/Language Arts, Math, Science, and Social Studies)</li> </ul>   |  | <p>August 2023-May 2024</p> <ul style="list-style-type: none"> <li>● Treasure Time Calendars</li> <li>● Sign In Sheets</li> <li>● Rosters of players with missing/incomplete assignments</li> </ul> | <p>Administration</p> <p>Teachers</p> <p>Interventionists</p> <p>Sports Coaches</p> |

**Albert Cammon Middle**  
**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> | <p>Of the 23 ELL students, 15 (65%) progressed in one or more performance domains in the 2022-2023 school year.</p> <p>Only 4 of 23 ( 17%) ELL students decreased in a performance domain.</p> <p>30% of ELL students grew in the writing domain.<br/>           43% of ELL students grew in the listening domain.<br/>           39% of ELL students grew in the reading domain.<br/>           48% of ELL students grew in the speaking domain.</p> <p>On page 7, 71% of parents stated “My child’s school offers opportunities for families to be involved in the school and my child’s learning on the 2023 Parent Stakeholder Survey.</p> <p>On page 10, 73% of parents stated “The principal at my child’s school communicates a clear vision for teaching and learning on the 2023 Parent Stakeholder Survey.</p> <p>On page 10, 70% of parents stated “My child’s teachers work together with parents” on the 2023 Parent Stakeholder Survey.</p> | <p>39 parents responded to the 2023 SCPPS Parent Stakeholder Survey; only 29 finished the survey.</p> <p>12 of 23 (52%) ELL students failed one or more core classes.</p> <p>12 of 23 (52%) ELL students still struggle in attaining mastery for the reading domain on the EOY ELPT test.</p> <p>10 of 23 (43%) ELL students still struggle in attaining mastery for the writing domain on the EOY ELPT test.</p> <p>11 of 23 (48%) ELL students failed Math for the 2022-2023 school year.</p> |

**Supporting Data**

ELPT results, Family Center Engagement Data, School Status Reports, Stakeholder Surveys, Upbeat Survey

**Goal F – Stakeholder Investment**

| District Goal   | District Objective(s)  |
|---|--|
| To promote and develop meaningful engagement between students, families, business community and the school system | Meet or exceed 32% participation rate for the SCPPS Parent/Guardian Stakeholder Survey.<br>Meet or exceed 85% participation rate for the SCPPS Student Stakeholder Survey.<br>Meet or exceed 90% participation rate for the Upbeat Employee Engagement Survey.<br>Increase the collective SCPPS social media following by 5%.<br>Increase personalized contacts (School Status and in-person/virtual conferences) made by school personnel to families by 20%. |

|   |                               | Meet or exceed 91% satisfaction rate for the statement, "I feel supported by my child's school and teachers," on the ELL Parent Survey.<br>Meet or exceed 85% Agree/Strongly Agree response rate for the statement, "My child's school offers opportunities for families to be involved in the school and my child's learning," on the SCPPS Parent/Guardian Stakeholder Survey. |   |
|---|-------------------------------|--|---|
| <b>School Goal</b>  |                               | <b>School Objective(s)</b>   |   |
| Increase educational access and opportunity within the community  |                               | Meet or exceed 20% participation rate for the SCPPS Parent/Guardian Stakeholder Survey.<br>Decrease ELL student failure rate to less than 40%  |   |
| Action Steps  | Funding Source(s)             | Timeline for Implementation  | Position/Role Responsible                                     |
|   |                               | <ul style="list-style-type: none"> <li>● Method for Monitoring (include weekly, monthly, quarterly, etc.)</li> </ul>   |   |
| 1.Ensure effective communication with all stakeholders <ul style="list-style-type: none"> <li>● Provide opportunities for families to participate in Title I Family Center activities               <ul style="list-style-type: none"> <li>○ Title I/ Family Learning Center Open House</li> <li>○ F.A.C.T. Sessions held quarterly with families</li> <li>○ ELL Family and Friends events</li> <li>○ ELL Back to School Day</li> </ul> </li> <li>● Translate all communication into native languages</li> <li>● Incentivize the Parent Stakeholder Survey to increase parent participation and feedback: consider timing and giving the survey at an event.</li> </ul> | School Funds<br>Title I Funds | August 2023-May 2024   | Administration  |
|   |                               | <ul style="list-style-type: none"> <li>● Sign In sheets</li> <li>● Calendar</li> <li>● Agendas</li> </ul>  | Teachers<br>ELL Teacher<br>Family Learning Center Coordinator |
| 2. Utilize Sign Up Genius for school based events and conferences <ul style="list-style-type: none"> <li>● Educate families on how to navigate Sign Up Genius</li> <li>● Monitor the effective use of Sign Up Genius</li> </ul>   | School Funds                  | August 2023-May 2024   | Administration  |
|   |                               | <ul style="list-style-type: none"> <li>● Sign Up Genius Data Report</li> <li>● Conference completion data</li> <li>● Teacher feedback</li> </ul>   |   |
| 3. Support ELL students and their teachers <ul style="list-style-type: none"> <li>● ELL Teacher will engage in content PLC and discussion with the SPED teachers</li> <li>● ELL teacher to provide exposure to the constructs and context of the English Language Proficiency Test, as well as the LA Connectors for ELL, to the content teachers to inform instruction for remediation and intervention</li> </ul>   |                               | August 2023-May 2024   | Administration  |
|   |                               | <ul style="list-style-type: none"> <li>● Observations monthly</li> <li>● Accountability among staff</li> <li>● Calendars</li> <li>● Meeting Logs</li> <li>● Sign In Sheets</li> </ul>  | Teachers<br>ELL Teacher<br>Interventionists                   |



Draft

**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: LaSonn Porter**

**Date: 8/1/2023**

**Principal's Digital Signature: LaSonn Porter**

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

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

## Daily Instructional Time Allocation

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

## Intervention Resources

|                 | Pre K | Kindergarten-Grade 2 | Grades 3-5 | Grades 6-8              | High Schools |
|-----------------|-------|----------------------|------------|-------------------------|--------------|
| Literacy<br>ELA |       |                      |            | <b>iReady? Zearn</b>    |              |
| Math            |       |                      |            | <b>iReady? Rewards?</b> |              |

