

School Improvement Plan

2019-2020

Albert Cammon Middle School **School**

LaSonn Porter
Principal

Part 1

Vision, Mission, and Values/Beliefs

Part 1 – School Vision, Mission, and Values/Beliefs

Reviewed and Revised by the School Improvement Team on 5/28/19.

Albert Cammon Middle School Vision Statement

Albert Cammon Middle School provides a challenging instructional program that is aligned with college and career expectations which incorporates rigorous content, application of knowledge through higher-order thinking and problem-solving skills, and instructional activities that promote physical, social, and technological skill development. In our safe, nurturing, and orderly learning environment, students become active and reflective learners. As a school, we work collaboratively with all stakeholders to inspire students to experience the joy of learning and provide equitable opportunities for all.

Mission

Albert Cammon Middle School Mission Statement

The mission of Albert Cammon Middle School is to provide effective academic and social instruction to empower students with the knowledge and skills necessary to become critical thinkers, productive citizens, and enthusiastic life-long learners.

Values/Beliefs

At Albert Cammon Middle School, we have certain values and beliefs that govern our school and guide us in every decision that we make. Based upon what we value as a faculty, these are our guiding principles:

- Students are the primary focus of all decisions impacting the work of the school.
- Students thrive in an emotionally and physically safe, risk-free environment that promotes student learning and fosters opportunities to build relationships among students and faculty.
- All students will achieve at higher levels and be given equitable support through instructional materials and personalization.
- Students learn best when they are actively engaged in meaningful lessons and activities that allow for self-reflection and self-evaluation.
- A commitment to continuous improvement and academic achievement incorporating critical literacy, technological and problem-solving skills across the curriculum enables students to become confident, self-directed, life-long learners.
- Students excel in a caring and sensitive learning environment which offers a variety of extracurricular opportunities and supports a diverse school culture.

Part 2

School Governance Structure

and

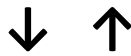
Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

ADMINISTRATION LaSonn Porter, Principal Charley Hall, Assistant Principal Gabrielle DeLatte, Assistant Principal
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School Improvement Committee				
* Kerrie Guilmino*				
Kathryn Johnson (Year 1)	Brad Ohmer (Year 2)	Kendra Barnett (Enrichment Rep.)	Catherine Vanhuss (Year 1)	Sally Dupuy (Year 2)



Safe & Supportive Learning Environment	Staff Excellence	Student Achievement	Engaging Stakeholders
Kathryn Johnson **Christie Williams** Heather Obiol Allen Green Tonia Johnson Nikitha Faulk Ashley Comeaux-Foret Linda Geary Carolyn Isaac Tanya Bourgeois Charley Hall	*Brad Ohmer* **Randal Ott** Sandra Loya Bethany Ayuso Mary Luquette Jennifer Foss Delbert Johnson Joyce Harris Pauline Williams Tanya Ronquille Sonda Wysingle Breanna Ford Gabrielle DeLatte	*Catherine Vanhuss* **Judy Jaubert** Stephen Tumbin Cari DeMarco Shanette Barnes Kandyce Simoneaux Joyce Humphrey Lesley Gray Albertina Westbrook Aunja Fenroy FRT TBA LaSonn Porter	* Sally Dupuy * **Stephanie Cantrell** Jeanne Leroy Sharika Mahdi Kendra Barnett Brad Burgel Adrienne Reed Campbell Kirn Jasmine Scott LeNeshia Markey Karen Madere Valerie Chiasson ***Martha Smith *** ***Carson Jackson*** ***Diondra Reynaud*** Fran Jumonville/Sara Jorge

Committee Chairpersons **Co-Chairperson** *** Parents*** Faculty/Parent

Part 3

School Profile (Performance Data)

See Separate Document

Part 4

Action Plans/Needs Assessments

Student Achievement

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
<p>The Students Concentrating Hard On Learning And Reaching Success (SCHOLARS) program for Math and ELA provides students scoring below Basic in Math and ELA on LEAP 2025 with additional support in a smaller group setting.</p>	<p>76% of students in the Math SCHOLARS Program increased their final averages from 2017-2018 to 2018-2019.</p> <p>60% of students in the ELA SCHOLARS Program increased their final averages from 2017-2018 to 2018-2019.</p>
<p>Utilizing equitable instructional practices that better accommodate/meet the needs of all learners (i.e. Kagan Structures, small group instruction, etc.)</p>	<p>According to the AdvancED Parent Survey, for the statement, “My child’s teachers provide curriculum and learning experiences that meet his/her needs,” the average score for Albert Cammon Middle School (ACM) was 4.18, and the average score for the district was a 4.05.</p> <p>According to the AdvancED Parent Survey, for the statement, “My school provides me with challenging curriculum and learning experiences,” the average score for ACM was 4.09, and the average score for the district was a 4.01.</p>

Challenges	Evidence
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Number of placed students per grade level	Grade Level	Number of Placed Students 6th Grade 18 of 112 (16%)								
Some students passed all subjects; however, due to attendance laws, they were placed in the next grade level:	<table border="1" data-bbox="1220 545 1799 735"> <thead> <tr> <th data-bbox="1220 545 1465 621">Grade Level</th> <th data-bbox="1465 545 1799 621">Number of Placed Students</th> </tr> </thead> <tbody> <tr> <td data-bbox="1220 621 1465 659">6th Grade</td> <td data-bbox="1465 621 1799 659">10 of 18 (56%)</td> </tr> <tr> <td data-bbox="1220 659 1465 696">7th Grade</td> <td data-bbox="1465 659 1799 696">15 of 30 (50%)</td> </tr> <tr> <td data-bbox="1220 696 1465 735">8th Grade</td> <td data-bbox="1465 696 1799 735">18 of 30 (60%)</td> </tr> </tbody> </table>		Grade Level	Number of Placed Students	6th Grade	10 of 18 (56%)	7th Grade	15 of 30 (50%)	8th Grade	18 of 30 (60%)
Grade Level	Number of Placed Students									
6th Grade	10 of 18 (56%)									
7th Grade	15 of 30 (50%)									
8th Grade	18 of 30 (60%)									

Student Achievement

District Goal A: To prepare students for success in post-secondary education, careers, and life

School Priority: To prepare students for academic success

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. At least 50% of all testers in grades 6-8 will score Mastery level on LEAP 2025 for English Language Arts, Mathematics, Social Studies, and Science.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>Teachers will implement digital literacy standards which include preparing students for computer-based testing.</p> <ul style="list-style-type: none"> • Grade-level teams will meet to identify the specific standards that will be addressed throughout the year through their contents. • Teachers will review the grade-level specific Digital Literacy Guide Skills Checklist. • Teachers will identify specific technology terminology to utilize during instruction. Posters will be created to display in teachers' rooms. • Teachers will include at least one digital literacy standard in their weekly lessons. • Students will use appropriate 	<p>Aug- May</p>	<p>Google Classroom</p> <p>Chromebooks</p> <p>Digital Literacy Standards</p> <p>Digital Literacy Guide Skills Checklist</p>	<p>Teachers</p> <p>Administration</p>	<p>Digital Literacy Guide Skills Checklist</p> <p>Informal Observations</p> <p>Meeting Agendas</p>

<p>academic language when referring to the digital literacy standards.</p>				
<p>Data analysis will be used in various capacities to address the special education subgroup.</p> <ul style="list-style-type: none"> • Utilize the Growth to Mastery report to create interventions. • A vertical articulation meeting will be held in August with grade-level teams to discuss the specific interventions that supported the learner the previous year. • Create a snapshot of IEP's for teachers. • Create a professional development meeting for all employees at the beginning of the year regarding accommodations. • A professional development will be held to train and inform paraprofessionals on expectations in the resource room for the special education students. <p>A special education subgroup parent meeting will be held in August 2019.</p> <ul style="list-style-type: none"> • Review and explain standardized test scores and 	<p>August-May</p> <p>August PD Day</p>	<p>Team Time</p> <p>Department Time</p> <p>PowerSchool</p> <p>Data Review</p> <p>Spreadsheets</p>	<p>Teachers</p> <p>Administration</p>	<p>Meeting Agendas</p> <p>Sign In Sheet</p>

<p>LEAP Connect standards.</p> <ul style="list-style-type: none"> • Review and explain the transition components of each grade level. • Review and explain attainable goals. <p>Equitable resources will be provided for the special education subgroup.</p> <ul style="list-style-type: none"> • After-School Tutoring • Peer Tutoring • Promethean Board <p>The Resource Room will utilize adaptive strategies to assist in bridging the gap between regular and special education students.</p> <ul style="list-style-type: none"> • Pre-teach difficult vocabulary and concepts • Use flash cards • Ask questions requiring short answers • Teach the mental activities involved in listening — mental note-taking, questioning, reviewing • Provide study guides/worksheets • Give explanations in small, distinct steps • When giving directions to the class, leave a pause between each step so student can carry out the process in his mind 				
<p>Required summer reading</p> <ul style="list-style-type: none"> • Incoming 6th, 7th, & 8th grade 	<p>May –August</p>	<p>Time</p>	<p>Administration</p>	<p>Submission of Packets</p>

<p>students were assigned a required novel to read with comprehension questions.</p> <ul style="list-style-type: none"> ➤ 6th grade novel: <u>Flipped</u> ➤ 7th grade novel: <u>Lyddie</u> ➤ 8th grade novel: <u>The Outsiders</u> 		<p>Cost of Packet</p> <p>Website</p>	<p>Teacher</p>	
<p>Data analysis will be conducted quarterly to track a variety of groups.</p> <ul style="list-style-type: none"> • Honor roll and BUG club students • Close to Mastery/Advanced • Students in danger of failing • SCHOLARS students • Low achieving ELA and math students who are not in SCHOLARS • High achieving math students • Student of the Year qualifiers • SPED students • 504 students • Attendance • Placed students for attendance 	<p>August-May</p>	<p>Data Spreadsheets</p> <ul style="list-style-type: none"> • “Illuminate” • LEAP 360 • PowerSchool <p>Grade Team Time</p> <p>Department Time</p>	<p>Teachers</p> <p>Administration</p>	<p>Meeting Agendas</p> <p>Sign In Sheets</p> <p>Data Spreadsheets</p>

Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Our teachers feel there is someone at work who encourages their professional growth.	According to the AdvancED Teacher Survey, for the statement, “There is someone at work who encourages my development,” the average score was 4.29.
Our teachers are given opportunities to meet regularly with colleagues, administration, and Central Office staff to continue to grow professionally.	According to the AdvancED Teacher Survey, for the statement, “I have regular opportunities at work to learn and grow,” the average score was 4.38.

Challenges	Evidence
Work expectations are made clear.	According to the AdvancED Teacher Survey, for the statement, “Work expectations are made clear,” the average scores was 4.08.

Staff Excellence

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

School Priority: To develop high quality staff and provide necessary resources to support employee success

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. At least 90% of the teachers will achieve at the Effective: Proficient level or higher using COMPASS rubric
2. At least 90% of teachers will earn a rating of Effective: Proficient level or higher in Domain 3: Instruction Component 3c: Engaging students in learning.
3. At least 92% of teachers will earn a rating of Effective: Proficient level or higher in Domain 3: Instruction Component 3d: Using assessment in instruction.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
Revisit <u>Teach Like a Champion</u> during the August professional development. <ul style="list-style-type: none"> • Chapter 6: Setting and Maintaining High Behavioral Expectations • Chapter 7: Building Character and Trust 	August	<u>Teach Like a Champion</u> Time	Presenters	Sign In Sheets Agendas Reflection and Peer-Feedback
Powerful paraprofessional meetings <ul style="list-style-type: none"> • Adaptive strategies • Testing schedule and expectations • <u>Teach Like a Champion</u> • Classroom expectations 	August – May	Time <u>Teach Like a Champion</u>	Administration	Sign In Sheets Agendas Reflection And Peer-Feedback
Collaborative planning sessions – Improving/focusing on content	August – May	Department Time	Teachers	Sign In Sheets

<p>knowledge; expanding on district professional learning sessions.</p> <ul style="list-style-type: none"> • Eureka lesson planning protocol • ELA Guidebooks • Social studies Scope & Sequence • Science performance expectations 			<p>Administration</p> <p>TLF</p>	<p>Agendas</p> <p>Reflection And Peer-Feedback</p>
<p>Professional development with employees (classified and professional) who have three or less years at ACM</p> <ul style="list-style-type: none"> • <u>Teach Like a Champion</u> Chapter 5: Creating a Strong Classroom Culture • Y-Charts • Take A Break In/Out • Developmental Design Language • Modeling strategies 	<p>August – May</p>	<p>Time</p> <p><u>Teach Like a Champion</u></p> <p>Developmental Design Literature</p>	<p>Faculty/Staff</p> <p>Administration</p>	<p>Sign In Sheets</p> <p>Agendas</p> <p>Reflection And Peer-Feedback</p>

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Behavior incidents occurring outside the learning environment in the restroom, lunchroom, locker room, and playground	Only 6% of referrals written occurred in the restroom, lunchroom, locker room, and playground.
Our students and parents feel there is someone who encourages academic and social growth.	<p>According to the AdvancED Student Survey, for the statement, “In my school teachers have high expectations for me,” the average score was 4.11.</p> <p>According to the AdvancED Parent Survey, for the statement, “Our school has high expectations for students in all classes,” the average score was 4.42.</p>

Challenges	Evidence
Behavior incidents occurring inside the learning the environment	The number of referrals in the classroom setting increased from 237 in 2017 -2018 to 305 in 2018-2019.
Behavior incidents occurring throughout the school year	The number of referrals in the classroom increased from 364 (65%) in 2017 -2018 to 391 (78%) in 2018-2019.

Safe and Supportive Learning Environments

District Goal D: To build and maintain psychologically and physically safe, clean and supporting learning environments

School Priority: To build a school culture that is psychologically safe and supports student success

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. According to the Student AdvancED Survey results, the percentage of students who report, “In my school, students treat adults with respect,” will increase from 3.06 to 3.50.
2. According to the Student AdvancED Survey results, the percentage of students who report, “In my school, all students are treated with respect,” will increase from 3.34 to 3.50.
3. According to the discipline data, the number of referrals involving willful disobedience and disrespect to authority will decrease from 134 to 100 over the course of the 2019-2020 school year.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
Revitalizing team meetings using strategies from <u>Taming the Team</u> <ul style="list-style-type: none"> • Continue to log parent contacts through Google Sheets • Log non-negotiables at the grade-level teams • Team conference with students based on non-negotiables 	August-May	Team Meetings	Administration Faculty/Staff	Sign In Sheets Agendas
The Cultivating Academic Success through Treasure Time (CASTT) program <ul style="list-style-type: none"> • Students who need additional social support will be identified by grade level teachers. 	August-May	Treasure Time	Counselor Administration Resource Officer	Agendas

<ul style="list-style-type: none"> • Specific grade level students will meet weekly with administration, resource officer, and the school counselor to discuss and work on social development techniques. • Lesson Plans will be created. • Guest speakers will meet with CASTT members of all grade levels throughout the year. 			CARES Person	
<p>Revise the non-negotiable/tardy discipline ladder to be more restorative.</p> <ul style="list-style-type: none"> • Removing ADAPT from the consequences • Included a Restorative Conference with the team and administration 	August-May	Copy Center Cost	Faculty/Staff	Discipline Data
<p>Revisit the Developmental Design I and II protocol and strategies</p> <ul style="list-style-type: none"> • TAB-IN/OUT • Y-Charts • Developmental Design Language • Modeling strategies • Curriculum components • Brain Breaks 	Aug-May	Developmental Design I and II Literature Time	Counselor Administration Resource Officer CARES Person	Informal Walk Arouns Formal/Informal Observations
<p>Anti –Vaping Initiative</p> <ul style="list-style-type: none"> • Information on the risks of vaping will be included in the school newsletter. • Anti-vaping lessons will be 	August-May	Treasure Time Cost of Newsletter	Faculty/Staff Administration	Informal Walk Arouns Newsletter

<p>utilized four times in the month of October (www.catchmybreath.org).</p> <ul style="list-style-type: none"> • Custodians, teachers, and staff will continue to monitor the bathroom during transition periods. • Administration will meet with parents and student in order to adhere to district policy in regards to vaping or possession of vaping products. 				
<p>Bullying prevention initiatives will be addressed in the Red Ribbon Week program.</p> <ul style="list-style-type: none"> • <u>Letters to a Bullied Girl</u> will be read and discussed in Treasure Time. • Anti-bullying resources 	<p>August- May</p>	<p>Treasure Time</p>	<p>Faculty/Staff</p>	<p>Informal Walk Arouds</p>
<p>Continue to provide professional development for <u>Building Equity</u>.</p> <ul style="list-style-type: none"> • Teachers will continue to review literature and videos on the concept of equity vs. equality. • All faculty and staff will implement the strategies learned to provide equity among the school. 	<p>August- May</p>	<p>Equity Literature Time</p>	<p>Faculty/Staff</p>	<p>Agendas Sign-In Sheets</p>

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Family communication	280 ConnectED messages were sent to our families.

Challenges	Evidence
Including and involving all stakeholders	<p>According to the AdvancED Parent Survey, the statement, "Our school provides opportunities for stakeholder to be involved in the school," decreased from a 4.11 to a 4.09.</p> <p>The AdvancED Parent Survey comments to the following questions:</p> <ul style="list-style-type: none">• "What changes would most improve the school?"• "Have you shared these with your school administrator?"

Engaging Stakeholders

District Goal E: To engage families, community members and business partners through two-way communication.

School Priority: To engage families, community members and business partners

Desired Results:

State measurable objective(s) and identify data sources that will provide evidence of desired results.

1. According to the AdvancED Parent Survey, for the statement, “My child’s teacher helps me to understand my child’s progress,” the score will increase from 4.04 to 4.5.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
Family Center liaison will host parent workshops. <ul style="list-style-type: none"> • Meetings will take place quarterly to inform parents about social and emotional development of adolescents. 	August - May	Time Title One Funding	Valerie Chiasson	Sign-In Sheets Survey
Facilitate a school-wide College/Career Readiness Week to prepare our students for ACM Career Day on May 13 th . <ul style="list-style-type: none"> • Monday: Students will complete Career Cluster Inventory. • Tuesday: Based on the results of the Career Inventory, students will research careers. • Wednesday: Technical Degree vs. Bachelor’s 	Week of April 27 th	Time Career Interest Survey	Faculty/Staff	Career Interest Survey results Sign-in Sheets

<p>Degree research</p> <ul style="list-style-type: none"> • Thursday: Students will research different types of colleges/universities. • Friday: Faculty/staff and students will wear college or career attire and complete the Academic Vocabulary Activity. • Wednesday, May 13th: Students will attend ACM Career Day and students will reflect on their experience in Treasure Time. 	<p>May 13, 2020</p>			
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St. Charles Parish Public Schools – Staff Development Plans for 2019 - 2020

All schools must develop plans for professional development on days other than August workshops (i.e., late take in, collaborative time). Plans should include main topics and participants.

Main Topic(s)	Participants
<u>August 30th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices Equity	ACM Faculty and Staff
<u>September 13th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices Equity	ACM Faculty and Staff
<u>October 11th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices Equity	ACM Faculty and Staff
<u>November 8th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices Equity	ACM Faculty and Staff
<u>January 17th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices Equity	ACM Faculty and Staff
<u>February 14th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices	ACM Faculty and Staff

Equity	
<u>March 13th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices Equity	ACM Faculty and Staff
<u>March 27th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices Equity	ACM Faculty and Staff
<u>May 8th:</u> Sub-Committee Meetings Team/Department Meetings Developmental Design/Restorative Practices Equity	ACM Faculty and Staff