



Satellite Center

Phase X 2023-2026

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

<p style="text-align: center;">District Mission Statement</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;">School Mission Statement</p> <p>We will immerse all team members in an experiential learning environment that fosters personal growth and future success.</p> <p>We will immerse all team members in a learning environment that fosters personal growth and future success through authentic, real-world experiences. (Revised June 2025)</p>
<p style="text-align: center;">District Vision Statement</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;">School Vision Statement</p> <p>The Satellite Center will be a unique educational experience that prepares team members for their future.</p> <p>The Satellite Center will provide a distinctive learning experience that builds confidence and equips team members for success in all areas of their future. (Revised June 2025)</p>
<p style="text-align: center;">District Belief Statements</p> <p>We believe...</p> <ul style="list-style-type: none"> ● Education is society's first Goal. ● all students can learn. ● open and honest communication and collaboration between school, home, and community build trust. ● it is imperative to educate the whole child academically, socially, and emotionally to be future ready. ● engaging in challenging and relevant work allows students and staff to meet high expectations and achieve success. ● embracing diversity fosters a culture of acceptance. ● in providing inclusive and equitable opportunities for all. ● excellence is worth the cost. 	<p style="text-align: center;">School Belief Statements</p> <ul style="list-style-type: none"> ● Provide real-world experiences for our team members throughout the year. ● Provide opportunities for team members to be exposed to a variety of careers. ● Provide opportunities for team members to learn from experts in their respective fields. ● Pursue continuous professional development to stay current in our fields. ● Provide opportunities for facilitators and team members to engage in community service. ● Utilize creative learning processes through project-based learning/work-based learning to engage team members in a unique learning experience/environment. ● Facilitate the process of reflection. ● Incorporate communication, collaboration, agency, knowledge, and thinking into our curricula.

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

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

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

School Governance

School Success Team/Guiding Coalition

Name	Title/Role	Name	Title/Role
Elaine Fitzgerald	Administrator	Kristy Mott Smith	Patient Care
Rhitt Growl	Assistant Principal	Pat Phelan	ProStart I and II
Jordan Reid	ATVB I/ATVB II	Craig Howat	HRT Admin
Ryan Bruce	Technical Theater and TDT	Sammi Caillouet	Educators Rising
Lisa Dauenhauer	EMR/HBS	Chauntreniece Davis	Counselor

Satellite Center Support Committees

Goal A Student Achievement	Elaine Fitzgerald Jordan Reid Rhitt Growl Sammi Caillouet Lisa Dauenhauer	Ryan Bruce Tracy Sorapuru Craig Howat Pat Phelan Chauntreniece Davis
Goal B Student Well-Being and Belonging	Ryan Bruce (chair) Kristy Smith Jamie Wilson Craig Howat Terri Hotard Chauntreniece Davis (co-chair)	
Goal C Diverse, Effective, and Engaged Employees	Sammi Caillouet Pat Phelan (chair) Heidi Roussel (co-chair) Lisa Dauenhauer Akendra Jackson	
Goal E Facilities Management (Safety and Athletics)	Safe Schools Team	
Goal F Stakeholder Investment	Jordan Dauphin (chair) Roch Madere (co-chair) Carlos Mayoral Hannah Weber Asia Hill	

**Satellite Center
Comprehensive Needs Assessment
Goal A: Student Achievement**

District Priorities	School Strengths	School Challenges
<p>Goal A: Student Achievement</p> <ul style="list-style-type: none"> • Support K readiness • Ensuring each student learns at high levels • Develop pathways to college, career, and workforce 	<ul style="list-style-type: none"> - 9% out of 11% (was 15 of 17%) earned an advanced industry credential - 271 (was 256) team members earned college credit - 32 team members earned a CTS (MA) - 81 team members earned a CTC (PTEC 48/HRT 33) - 65 team members crossed community college stage - High levels of collaboration were observed through facilitator interactions and student self-assessment - 76% of those eligible achieved advanced certifications - reduced number of students 85 - 61 who did not achieve certification 	<ul style="list-style-type: none"> - a direct correlation between student absence and certification attainment - 61 team members did not achieve their certification (464 took certification) - Students with IEPs need extra support to achieve certifications
Supporting Data		
<ul style="list-style-type: none"> - Strengths <ul style="list-style-type: none"> - 87% of students earned an IBC; was 83%. - 9% out of 11% earned an advanced industry credential; was 15/17%. - 271 256 team members earned college credit. - 32 team members earned a CTS. - 90% - 94% (2024-2025) of students self-assessed high levels of collaboration skills. - Facilitator assessments of collaboration showed team members averaging 98%. - Challenges <ul style="list-style-type: none"> - Facilitator assessments showed team members averaging 93% on Oral Communication. - Team member self-assessment showed 91% rated themselves high/very high skills in Oral Communication. 		

District Goal		District Objective(s)	
Ensuring each student learns at high levels			
School Goal		School Objective(s)	
Support the implementation of Professional Learning Communities		100% of facilitators will actively engage in the PLC process.	
Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Engage in ongoing professional learning in the PLC process		a. August-May 2024	Rhitt Growl Jordan Reid Elaine Fitzgerald
		b. Agenda c. Sign In	
2. Refine the roles of the Guiding Coalition a. Agendas and supporting criteria b. Protocols c. Set Smart Goals		a. August 2024	Facilitators/PLT leaders
		b. Agenda	
3. Refine mission, vision, and guiding principles for Guiding Coalition/each PLT		a. August - September 2024	Facilitators/PLT leaders
		b. Agenda	
4. Identify/refine essential learning in PLTs a. Industry input b. Arts input		a. Ongoing	Facilitators/PLT leaders
		b. Agenda c. Essential Learning documents	
5. Weekly PLT Meetings a. Facilitators will use agendas/protocols that anchor PLT meetings in the 4 critical questions		a. Ongoing	Facilitators/PLT leaders

<ul style="list-style-type: none"> i. Identify criteria for items submitted to the agenda b. PLTs will focus on both student and adult learning c. PLTs use evidence of student learning when identifying professional learning needs d. Industry invited to participate in the PLT process during the school year. e. Celebrate successes 		<ul style="list-style-type: none"> b. Weekly agendas c. Notes from meeting d. Industry Interaction - Ongoing 2024-2026 	
<ul style="list-style-type: none"> 6. Provide support and guidance for PLTs to establish milestones/goals for 2024-2025 (including how they will teach, assess, and intervene for essential learning) 		<ul style="list-style-type: none"> a. Ongoing 	Guiding Coalition
		<ul style="list-style-type: none"> b. Agendas/Notes 	
<ul style="list-style-type: none"> 7. Identify and recommend the use of Solution Tree self-assessment tools/surveys that are aligned to the needs of individual PLTs 		<ul style="list-style-type: none"> a. Ongoing 	Guiding Coalition
<ul style="list-style-type: none"> 8. Refine criteria for formative assessments 		<ul style="list-style-type: none"> b. Agendas/Notes 	
<ul style="list-style-type: none"> 9. Analyze data in order to answer the 4 critical questions of PLC 		<ul style="list-style-type: none"> a. September - May 	Facilitators/ Administration
<ul style="list-style-type: none"> 10. PLT leaders identify and prepare for the facilitation of protocols to examine student work/data (see sample protocols on pages 137-138 of <i>Learning by Doing/NTN Sample protocols</i>) 		<ul style="list-style-type: none"> b. Agendas c. Completed Templates d. Data Analysis - notes 	
<ul style="list-style-type: none"> 11. Engage in protocols with PLTs to examine student performance data in order to plan for interventions/extensions 			
<ul style="list-style-type: none"> 12: Facilitators implement interventions/extensions 		<ul style="list-style-type: none"> a. Ongoing 	
<ul style="list-style-type: none"> 13. Build Connections with other singletons to support PLT learning (i.e. NTN, Slack, Twitter, professional organizations, etc.) 			

District Goal		District Objective(s)	
Ensuring each student learns at high levels			
School Goal		School Objective(s)	
Increase the number of team members who achieve future-ready (agency) skills by 3%		Increase the number of team members who achieve future-ready (agency) skills by 3% from 90% - 93%	
Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Create/refine/use a checklist or rubric on self-reflection and agency a. NTN High School Oral Communication Rubric b. NTN Middle School Oral Communication Rubric c. Share facilitator created agency rubrics/assessments	n/a	a. August - September b. Refine as needed throughout the semester c. Checklist/Rubric	Facilitators
2. Define what agency looks like in specific courses i. Facilitators will identify agency strategies needed for their course ii. Create lessons on agency		a. August/January b. Echo/Google Agendas	Facilitators
3. Incorporate agency into lessons 4. Include grades for agency in team member assessments		a. Quarterly b. Echo Agendas	Facilitators
4. Pre/Post Team Member Self-Assessment		a. Fall/Spring b. Pre/Post Team Member Assessment (growth)	Administration/ Facilitators/Team Members

District Goal		District Objective(s)	
Ensuring each student learns at high levels			
School Goal		School Objective(s)	
100% of facilitators will provide project/product/performance-based learning to provide opportunities for team members to acquire future-ready skills as they interact with content.		Increase the number of team members who achieve future-ready skills by 3% (increase each 5 Learner Outcomes by 3%)	
Action Steps	Funding Source(s)	b. Timeline for Implementation	Position/Role Responsible
		c. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Provide training on creating Project-based learning activities <ul style="list-style-type: none"> a. deliverables b. assess team member learning c. assess five learner outcomes d. assess progress toward final outcome e. rubrics/checklists f. NTN Essential Educators Course 	n/a	b. August - December	Facilitators
		d.	
2. Identify skills and create a project to address learning outcomes <ul style="list-style-type: none"> a. (i.e skills needed, certification skills integration, learner outcomes, dual enrollment integration, authentic audience, collaboration) 		b. August/January	Facilitators
		c. Echo Agendas	
3. Peer Feedback before implementation		b. Quarterly	Facilitators
		c.	
4. Reflect on the project <ul style="list-style-type: none"> a. self-reflection b. team member reflection 			
5. Refine project			
6. Provide instructional activities throughout the semester to support growth of future-ready skills			

District Goal		District Objective(s)	
Develop pathways to college, career, and workforce			
School Goal		School Objective(s)	
Maintain 100% dual enrollment passing rate		Maintain 100% dual enrollment passing rate with a C or better.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Facilitators establish connections with university professors/instructors.		a. August/January	DE Liaison DE Facilitators
		b. Emails	
		c.	
2. Dedicating time in class to work on DE classwork.		a. Ongoing	DE Facilitators
		b. Echo Agendas	
3. Facilitator support - Monitoring successful completion of DE assignments		a. Ongoing	DE Facilitators
		b. Monthly Check-In	
		c. Progress Monitoring with teachers	
4. Following assessment and reporting handbook guidelines for DE grading policies.		a. Ongoing	DE Facilitators
		b. Gradebook Monitoring	
		a.	
		b.	
		a.	
		b.	

District Goal		District Objective(s)	
Develop pathways to college, career, and workforce			
School Goal		School Objective(s)	
Increase the number of team members earning credentials in their Credentialing class		Increase the number of team members earning credentials from 88% to 90%.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Facilitator set goals for attainment of IBCs (SLTs)		a. August/January	Facilitators of Credentialing Courses
		b. Approval of SLTs	
2. Restructure the IBC tracking chart		a. August	Facilitators/Administrators
3. Submit information to IBC Tracking Chart		a. Ongoing August - December Ongoing January - May	Facilitators of Credentialing Courses
		b. Administrative monitoring - weekly	
4. Monitor team members of IBCs and provide support for struggling team members		a. Ongoing August - December Ongoing January - May	Facilitators of Credentialing Courses
		b. Weekly PLT meetings	
5. Discuss strategies/feedback during PLTs <ul style="list-style-type: none"> ● Setup/Schedule IBC PLTs ● Share strategies/ideas 		a. Ongoing	Facilitators of Credentialing Courses
		b. Agendas/Notes	
6. Write and submit basic bundles		a. Ongoing	Facilitators, Counselor, Administrators
		b.	
7. Look for work-based learning opportunities		a. Ongoing	Facilitators, Counselor, Administrators
		b.	

Satellite Center
Comprehensive Needs Assessment
Goal B: Student Well-being and Belonging

District Priorities	School Strengths	School Challenges
<p style="text-align: center;">Goal B: Student Well-being and Belonging Ancillary Services <i>(Transportation and Child Nutrition)</i></p>	<ul style="list-style-type: none"> - Team members build relationships with peers and facilitators - Team members feel as if they have an admin to address their concerns - Team members have networking opportunities - Team members complete community service - Our population is representative of the high school population - SEL implemented in lessons - Team members feel safe 	<ul style="list-style-type: none"> - Challenging to implement SEL in 1-period classes - 31% of facilitators do not agree that “Disciplinary practices are applied fairly to all students at my school.” - Add Question 19 from upbeat 23%
<ul style="list-style-type: none"> • <i>Provide safe and efficient transportation services</i> • <i>Provide safe and well-maintained bus fleet</i> • <i>Develop strong relationships with all internal stakeholders</i> 		
<ul style="list-style-type: none"> • <i>Provide nutritious and appealing meals</i> • <i>Develop effective student engagement nutrition programs</i> • <i>Recruit, train, and retain a skilled workforce</i> • <i>Provide modern kitchen facilities and dining environments</i> 		
Student Support		
<ul style="list-style-type: none"> • <i>Provide all students with social emotional learning</i> • <i>Increase School Counselor availability</i> • <i>Increase the timeliness of FAFSA completion</i> • <i>Provide students with resources, lessons and partnerships</i> 		
Student Services		
<ul style="list-style-type: none"> • <i>Enhance children’s wellbeing & belonging</i> • <i>Implement programs and services that support children academically, socially, emotionally & physically</i> 		
Student Opportunities		
<ul style="list-style-type: none"> • <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs</i> 		
Supporting Data		
<ul style="list-style-type: none"> ● 90% (82% 23-24) of team members feel they treat each other with respect. ● 95% (87% 23-24) of team members feel that there is an administrator available to address their concerns. ● 93% (86% 23-24) of team members feel that rules are applied equally to all team members. ● 83 field experiences and over 200 professional interactions occurred. 		

- 95% (88% 23-24) of team members reported that they feel safe.
- SEL was implemented into lessons weekly.

Challenges

- Decrease tardies from previous school year: 527 (24-25), 651 (23-24), 442 (22-23)
- 90% (88% 23-24) of team members feel that meeting project deadlines and completing my work even if I find it boring.

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			
School Goal		School Objective(s)	
Develop SEL competencies within our students.		Incorporate SEL Activities in lessons/activities weekly.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Facilitators will host orientation (whether course-only or collaborative) at the beginning of each semester to review procedures, as well as get to know individual team members.		a. August/January b. Classroom/Echo Agendas	Facilitators
2. Administrators will share Satellite Center expectations with each work center.		a. August and January b. As needed in individual work centers during the year	Administrators
3. Administrators and facilitators will encourage team members to fill out the Wellness Wednesday .		a. Ongoing b. Form Results	Administrator/Facilitators Counselor
4. Create and maintain norms to build a respectful class environment. a. Guiding principles b. Community agreements, class agreements c. Satellite Center ground rules/non-negotiables (phones, restrooms, etc)		a. August and January and ongoing throughout the school year b. Work Center Norms	Facilitators
5. Action for Happiness tips in team member email messages.		a. Daily b. Email messages, ECHO, Google Classroom	Administration
6. Team Building Activities		a. Ongoing b. Google Classroom/Echo Agendas c. Agendas d. Event Planner	Facilitators

		e. Calendar events	
7. Team Day to build working relationships for collaborative projects and to interact with a variety of peers.		a. 1 in the fall and 1 in the spring	Facilitators/ Administration/SOS
		b. Event Planner c. Calendar Invites d. Team Member Survey	
8. Share a shoutout form to allow team members to submit shoutouts. a. Share with facilitators to be included in their agendas/landing pages (Echo, Google Classroom) b. Determine process for printing and distributing shout-outs c. Share shout-outs weekly d. SWWB committee will be responsible for gathering and distributing shoutouts		a. September 1st	SWB Committee
9. Integrate components of Developmental Design (DD) into daily agendas.		a. Ongoing starting in Aug/Jan b. Agendas	Facilitators

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			
School Goal		School Objective(s)	
Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post-secondary options.		94% of team members will demonstrate “future ready” skills (5 Learner Outcomes). <ul style="list-style-type: none"> • Collaboration - 92% to 95% • Agency (Time Management, Feedback, Overcome Challenges, Advocate, Set Goals, Self Motivation) - 90% to 93% 	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
1. Include growth mindset activities throughout semesters a. i.e. Carol Dweck TED talk, Angela Duckworth TED talk, GM posters, DM GM workshop b. Develop activities/lessons for GM, share on Drive or Classroom		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
		a. Ongoing	Facilitators SWB Committee
		b. Google/Echo Agendas	SWB Committee SWB Facilitators

<ul style="list-style-type: none"> c. Discuss w/team members d. Print and distribute Growth Mindset posters to facilitators 			
<ul style="list-style-type: none"> 2. Develop activities/lessons to teach and assess learner outcomes associated with well-being and belonging (Agency and Collaboration): <ul style="list-style-type: none"> a. Share resource documents on Google Classroom for well-being and belonging activities and strategies. b. NTN Agency Form 		<ul style="list-style-type: none"> a. Aug - Sept/Jan - Feb (development) b. Oct - Dec/Mar - May (implement) 	SWB
		<ul style="list-style-type: none"> b. Post activities in agendas in Echo and Google Classrooms 	
<ul style="list-style-type: none"> 3. Introduce bus drivers and have them share their expectations with facilitators and staff at the beginning of each semester 		Aug/Jan	
<ul style="list-style-type: none"> 4. Teach and enforce Satellite Center guiding principles and professional expectations. 		1. Ongoing	Facilitators/ Administration
		<ul style="list-style-type: none"> 2. Data from Tardies/Dress Code/Attendance 3. Student meeting data 	
<ul style="list-style-type: none"> 5. Create Ambassador Advisory Panel <ul style="list-style-type: none"> a. Establish criteria (class-specific) for class ambassador b. Submit ambassador names to Asia Hill c. Set monthly meeting dates. d. Ambassador orientation meeting 		a. August/January	Facilitators/ Administration
		<ul style="list-style-type: none"> 2. Meeting agenda 3. Course Ambassador Criteria 4. Course Ambassadors 	
<ul style="list-style-type: none"> 6. Team Member pre-survey <ul style="list-style-type: none"> a. Create questions b. Add questions to beginning of semester "Getting To Know You" survey c. Remind staff to remind team members to take the survey 		August/December & January/May	
<ul style="list-style-type: none"> 7. Remind team members to complete beginning of semester and end of semester surveys <ul style="list-style-type: none"> a. Include reminder on daily announcements 		August/December & January/May	SWB Committee
<ul style="list-style-type: none"> 8. Counselor introduction to team members 		Aug/Jan	Counselor

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

District Priorities	School Strengths	School Challenges
<p>Goal C: Diverse, Effective and Engaged Employees</p> <ul style="list-style-type: none"> • <i>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</i> • <i>Developing an effective workforce focused on continuous improvement</i> • <i>Retaining a diverse, engaged, and effective workforce</i> • <i>Increasing employee wellness</i> 	<ul style="list-style-type: none"> • Large amount of time for professional development (21 hrs personal professional/42 hrs staff professional) • Time was built in for personal professional development • 100% agreed that the work environment at my school supports teachers' ongoing professional growth • 92% agreed that teachers at my school have appropriate discretion over what they teach in their classes. • 92% agreed that teachers at my school have appropriate discretion over how they teach my class. • 92% Collaboration 	<ul style="list-style-type: none"> • Staff appreciation is not as high as other indicators. 79% to 87% • Staff work/life balance 79%
Supporting Data		
<ul style="list-style-type: none"> • Upbeat Survey results • 92% - 97% Collaboration • 92% - 92% agreed that administrators at my school view teachers as experts • 75% - 95% Principal/Teacher Trust • 92% - 87% Appreciation • 81% 79% Work-Life Balance 		

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			
School Goal		School Objective(s)	
Increase teacher engagement - Work/Life Balance from 74% to 86%.		Increase teacher engagement - Work/Life Balance from Y1(74%) - Y2(81%) to 86%. Y3 - 79	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Update Faculty and Staff Google Classroom to distribute and share information.		a. August	Administration
		b. Google Classroom	
2. Share the dates of mandatory events that staff members have to attend.		a. August	DEEE Committee
		b. Google Classroom/Facilitator Expectations/Facilitator Manual	
3. Share the dates of non-mandatory events that staff members could attend.		a. August - Ongoing	DEEE Committee
		b. Event Dates - Google Classroom	
4. Share monthly wellness tips geared toward educators a. Research wellness tips b. Determine how often to share with staff c. Share with staff via email, Google Classroom, etc.		a. August - May	DEEE Committee
		b. Email	
		c. Google Classroom	
5. Seek compensation for after-hours work.		a.	
		b.	

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			
School Goal		School Objective(s)	
Increase employee engagement		Maintain teacher appreciation at 92% - 87% Maintain teacher well-being at 92% - 95%	
Action Steps	Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	Position/Role Responsible
1. Administration, staff, and facilitators will complete the Workplace Appreciation Style survey		a. August (BOY) b. Language of Appreciation Survey	Administration
2. Provide opportunities to celebrate outside of the school day. <ul style="list-style-type: none"> o Staff get-togethers o Before School Year Staff Gathering 		a. Ongoing b. Calendar event	Administration/ DEEE Committee
3. Staff recognition <ul style="list-style-type: none"> 1. Facilitator/Staff Shout-outs 2. Review Language of Appreciation/Workplace Appreciation to determine how people would like to be appreciated. 3. CTE/Arts Month Facilitator Spotlight 4. National SOS, Paraprofessionals, AP, Custodial Days 		a. August - May b. Language of Appreciation c. Twitter/Instagram d. Admin Agenda	Administration, DEEE Committee, SC School Publicity Associate (SPA)
4. Staff Potluck lunches		a. September - May b.	DEEE Committee, Facilitators
5. Collect and document the staff's teaching/professional credentials <ul style="list-style-type: none"> a. From TeachLA.net b. Ask facilitator in person c. Create professional credential document d. Display credentials on wall outside of workcenter 		a. August b. Staff Professional Credential document	DEEE Committee

6. Celebrations during staff meetings	a. Monthly	Administration/ DEEEEC
	b. Agendas	

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			
School Goal		School Objective(s)	
Developing an effective workforce focused on continuous improvement		Increase Q6 - The professional development organized by my school's leadership team helps me improve my teaching. 64% - 76%. Y2 = 75% - 92%	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Professional development led by content experts		a. August - May	Administration/DEEE Committee
		b. Agendas c. Professional Workshop Sign-Ins	
2. Offer Facilitator requested professional development <ul style="list-style-type: none"> i.e.: Team building activities, Social Media use for classes, PBL, AI, Content/Industry-specific, SEL, teaching growth mindset, communication, agency, interventions/extensions Create survey to gather facilitator PD needs Plan Monday/Staff PLs, lunch pop-ups 		a. August - May	Guiding Coalition DEEE Committee Administration Facilitators
		b. Agendas c. Google Form	
3. Refine and implement PLC model <ul style="list-style-type: none"> Observe PLTs at middle/high Continue to involve industry in PLT process Maintain Applied Science Industry PLTs Continue to build Industry PLTs Weekly Wednesday Meetings Share PLT Agenda Template with facilitators (turn into this folder) Turn in agendas in shared folder 		a. August - May	Administration, Guiding Coalition, DEEE Committee, Facilitators
		b. Agendas-A committee member will send out a monthly email reminder to fill out PLT Agenda Template as a reminder	
		c. Guiding Coalition Meeting Notes	

<p>4. Share District offered PD: a. i.e.: Tech Fair, TBRI, DD</p>		<p>a. August - May</p>	<p>DEEE Committee, Facilitators</p>
		<p>b.</p>	
<p>5. Share additional PD opportunities and resources: a. i.e.: NTN self-paced training, Google AI self-paced training</p>		<p>a. August - May</p>	<p>DEEE Committee, Facilitators</p>
		<p>b. August - May</p>	<p>DEEE Committee</p>
<p>6. Mentor and support new facilitators: a. Onboarding i. Tour of staff google classroom at beginning of school year ii. Lesson Planning for new facilitators iii. Take into consideration different levels of experience (straight from industry, working in other schools, etc.) iv. Look at SCPPS Mentoring list and determine Satellite Center specific info that needs to be on the list v. Facilitator Manual b. Scheduled mentor meeting time</p>			
<p>7. Peer observations a. Identify and schedule dates to visit b. Identify focus areas for observation c. Debrief to discuss what was seen and how to implement in work centers</p>		<p>c. August - May</p>	
<p>8. NIET/LER Rubric a. PL on Success Criteria-What does it look like for the teacher? Student reflection on progress toward goals b. Grouping of students-Individual accountability in the group and reflection on progress toward goals c. Plan of Action</p>			
<p>10. Satellite Center "One-Sheet" of important information</p>			

Satellite Center
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
<p>Goal E: Facilities Management</p> <p>Facilities</p> <ul style="list-style-type: none"> ● <i>Design and maintain facilities to support student and employee success</i> ● <i>Develop and implement standards and processes for effective and efficient operations</i> <p>Safety</p> <ul style="list-style-type: none"> ● <i>Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees</i> <p>Athletics</p> <ul style="list-style-type: none"> ● <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees</i> 	<ul style="list-style-type: none"> ● Cleanliness ● Staff/students feel physically safe ● Building is in good repair 	<ul style="list-style-type: none"> ● School Safety ● IDs ● Dress Code ● Scan in badges
Supporting Data		
<ul style="list-style-type: none"> ● Upbeat Survey - 100% of staff feel physically safe at school ● Team Member Fall and Spring Survey - 95% (100% 23-24) of team members feel physically safe at school ● Safe School Audit Results - some students did not have IDs, doors left unlocked, doors blocked, fire extinguishers not functioning 		

Goal E – Facilities Management

District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		Developing and implementing standards and processes for effective and efficient operations	
School Goal		School Objective(s)	
To maintain a psychologically and physically safe and supportive learning environment for all stakeholders.		Maintain facilitator and student safety rating of 100%	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Resource Officer will introduce themselves to faculty/staff and team members – could be during orientation		a. August/January	Administration/ Resource Officer
		b. Semesterly (Though SRO tends to pop in throughout the semester)	
2. Facilitators and administration address the importance of wearing IDs and review procedures: <ul style="list-style-type: none"> a. Review the procedures of what to do when team members do not have IDs. b. How to handle situations when they have to take off IDs (following safety procedures in certain classes, i.e. Culinary Arts, Instrumentation, HVAC, Technical Theater catwalk, Engineering, Hospitality and Tourism during events). c. Facilitators discuss expectations during Parent Night Meetings, at the beginning of each semester, and periodically throughout the school year 		a. August - May	Administration/ Facilitators
		<ul style="list-style-type: none"> b. Admin Meetings with Team Members c. Parent Night Agendas d. Facilitators monitoring/reporting team members in the building e. On-duty Facilitators checking/reporting team members as enter the building 	
3. Facilitators and administration address the importance of following Satellite Center Professional Dress expectations and review procedures: <ul style="list-style-type: none"> a. Review the procedures of what to do when team members are not meeting dress code expectations b. How to handle situations when team members have to wear industry-based dress code (i.e. Culinary Arts, Instrumentation, HVAC, Technical Theater painting, Engineering, Hospitality and Tourism during events, Dance). 		a. August - May	Administration/ Facilitators
		<ul style="list-style-type: none"> b. Admin Meetings with Team Members c. Parent Night Agendas d. Facilitators monitoring/reporting team members in the building e. On-duty Facilitators checking/reporting team members as enter the building 	

<ul style="list-style-type: none"> c. Facilitators discuss expectations during Parent Night Meetings, at the beginning of each semester, and periodically throughout the school year d. Facilitators discuss team member expectations - "Have To's" slides that everyone has to share with the team members (regarding medicines, drugs, weapons, dress code, IDs) 			
<ul style="list-style-type: none"> 4. Facilitators and administration address earbud/headphone policies and review procedures: <ul style="list-style-type: none"> a. Facilitators discuss expectations during Parent Night Meetings, at the beginning of each semester, and periodically throughout the school year b. Review the procedures for what to do when team members are not meeting earbud/headphone policies 		<ul style="list-style-type: none"> a. August - May b. Admin Meetings with Team Members c. Parent Night Agendas d. Facilitators monitoring/reporting team members in the building e. On-duty Facilitators checking/reporting team members as enter the building 	Administration/ Facilitators
<ul style="list-style-type: none"> 5. Administration holds custodial meetings to discuss areas of focus 		<ul style="list-style-type: none"> a. Weekly b. Meeting Notes c. Calendar Invite 	Administration/ Custodians
<ul style="list-style-type: none"> 6. Review safety measures <ul style="list-style-type: none"> a. Doors, gates, fencing, vestibule, visitors b. Safety Minute at each meeting 		<ul style="list-style-type: none"> a. Ongoing b. Safety Meetings - Safety Minute 	Safe Schools Team
<ul style="list-style-type: none"> 7. Revisit Safe Schools team; update and evaluate members 		<ul style="list-style-type: none"> a. August b. Updated Section D 	Safe Schools Chair/Co-Chair/ Administration
<ul style="list-style-type: none"> 8. Conduct safety and facility audits 		<ul style="list-style-type: none"> a. Twice a year b. Completed Safety Audit 	Safe Schools Team

Satellite Center
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
<p>Goal F: Stakeholder Investment</p> <ul style="list-style-type: none"> ● <i>Increase and vary communication with stakeholders</i> ● <i>Increase educational access and opportunity within the community</i> ● <i>Enhance the English Language Learner (ELL) Program</i> 	<ul style="list-style-type: none"> ● High number of parent contacts ● Large number of tours for 8th grade ● Large number of business/industry interactions ● Increase in website visits ● Vast social media presence: Twitter, Instagram, Facebook, Press the Play, website 	<ul style="list-style-type: none"> ● Some community members who visit the Satellite Center mention that they were not aware of the Satellite Center ● Not posting to social media daily ● Low team member enrollment in some classes
Supporting Data		
<ul style="list-style-type: none"> ● 100% of courses had a professional interaction (827) ● Over 200 Professional Interactions with Business and Industry ● School Status shows 5,425 parent engagements ● 100% of 8th graders had contact with the Satellite Center, JBM and RKS tours and ACM and Hurst - Morning with the Wildcats ● 100% 9th grade students participated in Satellite Center Interactions ● 300+ visitors during the Satellite Center Community Open House ● 5 professional presentations at conferences ● 1048 Followers on Twitter ● 431 Followers on Instagram - 100 posts ● Facebook reach 18,600 		

Goal F – Stakeholder Investment

District Goal		District Objective(s)		
To promote and develop meaningful engagement between students, families, business community and the school system		Increasing and varying communication with stakeholders.		
School Goal		School Objective(s)		
Increase stakeholder engagement by sharing information, increasing awareness, and promoting opportunities for involvement.		Increasing and varying communication with stakeholders.		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Facilitators and staff training on new website <ul style="list-style-type: none"> a. Provide PD on new website for staff b. Create resource for facilitators to refer to after the training that is specific to Satellite Center’s operations that is not covered in the general training c. Update course web pages (remove old information)/review expectations for course pages d. Take/update staff headshots 	n/a	a. August - During BOY Staff PL Time	TSC/Facilitators	
		b. Agenda/Notes		
2. Invite parents to work centers (projects, performances, invitations to visit, etc)	n/a	a. August - May	SI Committee Facilitators	
		b. Raptor Log		
3. Host events that are open to the community <ul style="list-style-type: none"> a. i.e. Painting with Parents, Piano Showcase, Dance Showcase, summer camps, Cafe Days, Satellite Center Community Showcase, Arts Fest, Career Day, etc. b. Track data for events <ul style="list-style-type: none"> i. i.e. Community Showcase, Cafe Days, Art Fest, Educational Expeditions 	School funds	a. Semesterly	Stakeholder Investment Committee/Facilitators	
		<ul style="list-style-type: none"> b. Parent Sign In c. Calendar Invites 		
4. Regular posts for Facebook	n/a	a. August - May	Stakeholder	

a. Create schedule b. Tagging Satellite Center		b.		Investment Committee
5. Field experiences and industry visitors. a. Track field experiences and industry visitors. b. Use a consistent naming convention for calendar invites c. Develop a Google Form Survey to send out to industry professionals to get their input on their experience at the Satellite Center	n/a	a. August - May b. Raptor/Calendar Invites		SOS/Administration
6. Increase Satellite Center presence at all schools and in the community. a. Create, print, and hang pathway posters b. Create and post "Brought to you by Satellite Center" or "Special thanks to the Satellite Center. Could be a banner, yard sign, tabletop signage, digital, etc. c. Social Media frames that we could provide d. Seek opportunities to impact students at other schools (clubs, visits, etc) e. Updated course commercials f. Contact Public Information for assistance with marketing	School funds	a. August - May b. Posters c. Banners d. Signs e. Video Commercials		Stakeholder Investment Committee/Facilitators/Administrators
7. Review the process for student tours and refine as needed a. Share detailed tour plans with staff and team members. b. Discuss tour expectations prior to tours arriving. c. Create interactive activities	n/a	a. August - May b. Tour Guides Sheets c. Tour Planning Sheets		Stakeholder Investment Committee/Facilitators/Administrators/Recruiting SOS
8. Newsletter distributed quarterly a. Set article deadlines and share with staff (09/30, 11/15, 02/21, 04/28) b. Set newsletter send out dates (10/16, 12/18, 03/12, 05/16) c. Email electronic newsletter i. Update email addresses d. Publish to Satellite Center website	School funds	a. August - May b. Newsletters		SC School Publicity Associate (SPA)/Stakeholder Investment Committee
9. Make a concerted effort to invite a diverse population of industry professionals to interact with	n/a	a. August - May		Facilitators SI Committee

team members. a. Send out monthly email reminders to facilitators b. Send out Google Form to industry professionals that reviews their experience with the Satellite Center and collects information like demographics and industry credentials		b. Calendar Invites c. Raptor		
10. Facilitator social media contract a. Administration shares contract with staff that would like to post on the SC Social Media Sites b. Administration will provide access to social media accounts for posting		August		Administration/Facilitators
11. Targeted recruiting efforts a. Pull students with pre-reqs in PowerSchool b. Coordinate with CDF at high schools for student meeting c. Follow up with students and their parents d. Incentivize team member recruiting efforts				

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: Elaine Fitzgerald

Date: 8/8/2025

Principal's Digital Signature: Elaine T. Fitzgerald

District-Wide, High Quality, Tier I Curriculum

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