Albert Cammon Middle

Phase X
2023-2026

Year Two (2) of Three (3)
2024-2025

District Mission Statement	School Mission Statement
The mission of St. Charles Parish Public Schools is to develop empathetic, involved, productive, and responsible citizens by providing every student high-quality educational opportunities that empower each to become enthusiastic life-long learners.	Albert Cammon Middle School's mission is to ensure high levels of learning and to develop well-rounded citizens.
District Vision Statement	**School Vision Statement**
In pursuit of excellence and equity, St. Charles Parish Public Schools provides a high-quality education that prepares students with the knowledge, skills, and values required to become productive global citizens.	Albert Cammon Middle School fosters future-ready, life-long learners through academic, social, and emotional experiences.
District Belief Statements	**School Belief Statements**
We believe... ● education is society's first Goal. ● all students can learn. ● open and honest communication and collaboration between school, home, and community build trust. ● it is imperative to educate the whole child academically, socially, and emotionally to be future ready. ● engaging in challenging and relevant work allows students and staff to meet high expectations and achieve success. ● embracing diversity fosters a culture of acceptance. ● in providing inclusive and equitable opportunities for all. ● excellence is worth the cost.	At Albert Cammon Middle School, our values and beliefs govern our school and guide every decision we make; these are our guiding principles: We believe our... ● students are the primary focus of all decisions we make. ● students thrive in an emotionally and physically safe, risk-free environment. ● faculty/staff foster opportunities to build relationships among students, families, and the community through communication and collaboration. ● students can learn and are provided support through instructional materials based upon individual need. ● students learn best when they are actively engaged in meaningful lessons and activities including self-reflection and self-evaluation. ● faculty/staff ensure our students' academic achievement and continuous improvement. ● students excel in a caring environment which offers a variety of extracurricular opportunities and supports diversity.

District Customer Excellence Standards

You and I...

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

St. Charles Parish Public Schools
District Goals and Priorities

Goal	Priorities	System-Based Team Facilitators
Goal A – Student Achievement *To prepare students for success in postsecondary education, careers, and life*	• Ensuring each student learns at high levels • Develop strong pathways to college, career, and workforce	**Becky Weber** Erin Granier
Goal B – Student Well-Being and Belonging *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*	*Ancillary Services* • Providing safe and efficient transportation • Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments *Student Support* • Develop SEL competencies within our students • Provide support for students through the Comprehensive School Counseling Program • Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post – secondary options *Student Services* • Enhancing children's wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions • Implementing programs and services that support children academically, socially, emotionally & physically *Student Opportunities* • Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees	**Karen Boudreaux** Jerry Smith Teresa Brown Tamika Green Kade Rogers
Goal C – Diverse, Effective, and Engaged Employees *To employ and develop high quality staff and provide resources to support employee success*	• Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce • Developing an effective workforce focused on continuous improvement • Retaining a diverse, engaged, and effective workforce • Increase employee health and wellness	**John Smith** **Scott Cody** Tresa Webre

Albert Cammon Middle

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

Goal D – Resource Allocation **To identify and maintain resources in an equitable manner that support and enhance student success and employee growth**	**Finance** ● Maintaining responsible fiscal stewardship at the District and school level ● Providing competitive employee salaries, consistent with the needs for recruitment and retention, and fiscal prudence ● Providing a cost-effective employee benefit package ● Maintaining sufficient fund balance to address financial contingencies and uncertainties ● Reduce property and workers' compensation insurance costs **Technology** ● Providing equitable technology resources that enhance student learning and administrative efficiencies ● Protecting district networks and data ● Supporting stakeholders with current and future technology endeavors	**Al Suffrin** **Ray Gregson** Ronald White Stephanie Steib
Goal E – Facilities Management **To build and maintain psychologically and physically safe, clean, and supportive learning environments**	**Facilities** ● Designing and maintaining facilities to support student and employee success ● Developing and implementing standards and processes for effective and efficient operations **Safety** ● Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees **Athletics** ● Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees	**Art Aucoin** **Ellis Alexander** John Rome
Goal F – Stakeholder Investment **To promote and develop meaningful engagement between students, families, business community and the school system.**	● Increasing and varying communication with stakeholders ● Increasing educational access and opportunity within the community ● Enhancing the English Language Learner Program	**Ellis Alexander** Angelle Babin David Schexnaydre

Albert Cammon Middle

School Governance

School Success and Guiding Coalition Team	
Name	**Title/Role**
Dr. Gabrielle DeLatte	Principal
Kendell George	Assistant Principal
Kerrie Guilmino	Assistant Principal
LeNeshia Markey	Grade 7 Team Leader / SST Chairperson
Kathryn Wilken	Grade 8 Team Leader / Former SST Chairperson
Tonia Johnson	Grade 6 Team Leader / Committee Chair, Goal B
Albertina Westbrook	GCT Chairperson / Committee Chair, Goal A
Kendra Barnett	Enrichment Team Leader
Laura Sullivan	SpEd Department Team Leader
Breanna Webre	Committee Chair, Goal C
Avingnon Stewart	Committee Chair, Goal E
Annemarie Picolo	Committee Chair, Goal F
Joshua Alridge	Counselor
Jennifer Washington	Dean of School Climate & Student Support
Courtney Jones	SBLC / RTI Coordinator
Noelle Duhe	Pipeline Position

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

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement ● ***Ensure each student learns at high levels*** ● ***Develop strong pathways to college, career, or the workforce***	87% (increase of 4%) of parents stated "My child's school has high expectations for its students" on the 2025 Parent Stakeholder Survey. 84% (increase of 5%) of students agreed or strongly agreed with this statement. 79% (increase of 1%) of parents stated "My child's teachers give work that challenges my child" on the 2025 Parent Stakeholder Survey. 72% of students agreed or strongly agreed with the statement "In my school, teachers have high expectations for me." According to the 2025 SCPPS Student Stakeholder Survey, 81% of students agreed or strongly agreed with the statement, "My school prepares me for success" (a 14% increase from last year). 84% of parents stated "My child is prepared for success in the next school year" on the 2025 Parent Stakeholder Survey. 78% of parents stated "My child's teachers provide curriculum and learning experiences that meet my child's needs" on the 2025 Parent Stakeholder Survey. **SS:** 0% of students in each grade level earned an F in Social Studies for the 2024-2025 school year (in 6th grade - 13 students; in 7th grade - 12 students; in 8th grade - 8 students earned Ds).	**Math:** 10% of 6th grade students (9 out of 92) failed math in 2024-2025. 29% of 7th grade students (26 out of 91) failed math in 2024-2025. **ELA:** 10% of 6th grade students (9 out of 92) failed ELA in 2024-2025. 24% of 7th grade students were placed because of grades, not attendance. 64% of English Language Learners failed 1 or more core classes.
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	• The percentage of students in grades 6-8 scoring at or above the Mastery level on LEAP 2025 will meet or exceed 75%.
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		2024-2025	
Grade	Mastery and Above %	Grade	Mastery and Above	Grade	Mastery and Above %
6th	ELA - 38% Math - 40% Science - 24% Social Studies - 22%	6th	ELA - 44% Math - 47% Science - 29% Social Studies - _%	6th	ELA - 43% Math - 39% Science - 13 % Social Studies - %
7th	ELA - 34% Math - 25% Science - 31% Social Studies - 36%	7th	ELA - 46% Math - 38% Science - 41% Social Studies - _%	7th	ELA - 32% Math - 13% Science - 15% Social Studies - %
8th	ELA - 54% Math - 34% Science - 35% Social Studies - 33%	8th	ELA - 46% Math - 38% Science - 22% Social Studies - _%	8th	ELA - 49% Math - 30% Science - 32% Social Studies - %

Year 1
LEAP 2025 Mastery and Above will meet or exceed 55% for all subjects.

		Year 2	
		LEAP 2025 Mastery and Above will meet or exceed 65% for all subjects.	
		Year 3	
		LEAP 2025 Mastery and Above will meet or exceed 75% for all subjects.	

Action Steps	Funding Source(s)	Timeline for Implementation	Position/Role Responsible
		• Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. **Build capacity of school to support the implementation of Professional Learning Communities** ○ 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 ○ Develop a school based Guiding Coalition to engage in ongoing professional learning (book: Learning By Doing/articles) ■ Establish and refine the roles of the school Guiding Coalition Team ■ Meet monthly to support team learning and build capacity ○ Begin implementing protocols and processes of PLCs	Title I funds School funds	May 2024-May 2025 • PLC minutes/Agendas • Sign-in Sheets • Teacher language and intentional focus on student growth • Implementation of effective differentiated lessons (questions 2 & 4 of PLC guiding questions) • Analysis of student data **Research based evidence:** (DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016) (https://www.allthingsplc.info/. *All Things PLC, All In One Place*, 2024)	Administration Teachers Interventionists Coach

2. **Support the implementation of standards-aligned curricula.**
  ○ Select Content Leaders to participate on the district team and support:
    ■ understanding of essential learning
    ■ where essential learning is taught with the curricula and the vertical alignment of essential learning
    ■ understanding common assessments and the success criteria
    ■ improve teacher practice through the analysis of student work (individual teacher practice, collective capacity, and areas of curricula that are problematic for students)
    ■ improve student results through the analysis of student work (identify students in need of intervention or enrichment) to benefit students performing below grade level
    ■ providing support to subgroup populations who are not performing on grade level
    ■ ongoing collaboration of student performance between classroom and SPED teachers
  ○ Engage and equip parents with the knowledge and skills of grade level essential standards to support students at home
  ○ Support teachers in implementing curriculum
    ■ participate in district-provided professional learning
    ■ 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
		May 2024-May 2024	Administration
			
			Teachers
			
			Interventionists
			
			Coaches

		● 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**[2] 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)*	

Albert Cammon Middle

3. **Respond to evidence of student learning through intervention, extension, and enrichment.**
    ○ Support teachers in responding to curricula data
        ■ meet in weekly PLT meetings to analyze and determine instructional steps based on data
        ■ Flexibly group students to provide strategic/focused interventions and allow for extension opportunities
        ■ Progress monitor student growth to ensure acceleration of learning is occurring and determine individual needs to adjust instruction
        ■ Explore ways to refine support for students not mastering essential learning
    ○ intervene with strategic, intensive, *in the moment* feedback and support during instruction
    ○ 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.
    ○ create opportunities for acceleration for all students particularly for those who are on or above grade level
    ○ allow teachers/interventionists to frontload by assessing students with upcoming units to determine where instruction will be needed the most
	School funds	August 2024-May 2025
		
		    ● Observations, bi-monthly
		    ● Student results, as paced
		    ● Progress Monitoring student responses to instruction/daily and weekly student work/summative/formative curriculum assessments
		    ● Weekly data reviews
		    ● Meeting Minutes, weekly
		    ● Progress log reflecting fluency, accuracy, and retelling
		    ● Research supports
		    ● Acceleration focuses on preparing students for success with upcoming learning
		
		Researched Based Evidence:
		(DuFour, R, DuFour R, Eaker R , Many T, Mattos, M. *Learn by Doing: A Handbook for Professional Learning Communities at Work*, 2016)
		
		(Hattie, J., *Visible Learning -Effective Feedback, (*page 173), 2009)
			Administration
			
			Teachers
			
			Interventionists
			
			Coaches

4. **Measure essential learning**
    ○ In PLCs, create and analyze common assessments
    ○ Utilize success criteria for common assessments (e.g., creating models and exemplars, calibration of administration and scoring, etc.)
    ○ Analyze student work in order to:
        ■ Identify strengths and weaknesses in teachers' individual practice
        ■ Learn from one another
        ■ Identify areas of curriculum proving problematic for students
        ■ Improve teachers' collective capacity to help all students learn
        ■ Identify students in need of intervention or enrichment
    ○ Use data management platforms to develop, administer, and analyze results of assessments
		May 2024-2025
		
		    ● PLT developed CFAs aligned to essential learning
		    ● Tracking of student proficiency of essential learning via curriculum-embedded assessments and/or team developed assessments
		    ● PLC at Work® continuum: Turning Data into Information
			Administration
			
			Teachers
			
			Interventionists
			
			Coaches

Albert Cammon Middle
Goal B: Student Well-Being and Belonging
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging	Students have a wide variety of activities and clubs to participate in. On page 8 of the 2025 SCPPS Student Stakeholder Survey, 89% (increase of 13%) 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."	**Well-being/belonging:** Students felt that they didn't meet with the counselor enough to meet their needs. On page 8 of the 2025 SCPPS Student Stakeholder Survey, 33% (academic) / 30% (personal/social) / 34% (career) of students respectively 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."
Ancillary Services		
• *Provide safe and efficient transportation services* • *Provide a safe and well-maintained bus fleet* • *Develop strong relationships with all internal stakeholders* • *Provide nutritious and appealing meals* • *Develop effective student engagement nutrition programs* • *Recruit, train, and retain a skilled workforce* • *Provide modern kitchen facilities and dining environments*	Less than 6% (decrease of 1%) of students disagreed with the statement "Administrators at my school actively work towards creating an inclusive school culture" on the 2025 Student Stakeholder Survey. (page 8) 78% (increase of 12%) of students strongly agreed or agreed with the statement "Teachers in my school care about the wellbeing of students" on the 2025 Student Stakeholder Survey. 80% of parents strongly agreed or agreed with this statement. (pages 9 and 4 respectively)	On page 9 of the 2025 SCPPS Student Stakeholder Survey, 61% of students agreed or strongly agreed with the statement, "I feel like I belong at school" (8% higher than reported on the 2024 Student Survey). However, 72% of students strongly agreed or agreed that "teachers at my school strive to help all students feel like they belong." (page 9)
Student Support		On page 7 of the 2025 SCPPS Student Stakeholder Survey, 66% of students agreed or strongly agreed with the statement "There is an adult in my school I can turn to when I am having a difficult time" (4% higher than reported on the 2024 Student Survey).
• *Increase social-emotional learning (SEL) competencies within our students* • *Increase school counselors' availability and time utilized to provide Tier I counseling lessons and Tier II small groups* • *Increase percentage of students enrolled in college the first year after high school who return for a second year* • *Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees*	On page 9 of the 2025 SCPPS Student Stakeholder Survey, less than 5% (decreased by 2%) of students disagreed or strongly disagreed with the statement, "Teachers at my school strive to help all students feel like they belong." Additionally, on page 4 of the Parent Stakeholder survey, 81% (sustained from the previous year) of parents strongly agreed or agreed that "teachers at my child's school go above and beyond to support students."	
Student Services		**Behavior/respect:** 25% of faculty (decrease of 32%) are concerned with school safety and order based on the results of the 2025 Spring Faculty Upbeat Survey; specifically 58% (increase of 26%) stated "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes" and 58% (increase of 19%) stated "Disciplinary practices are applied fairly to all students at my school."
• *Enhance children's wellbeing and belonging through comprehensive assessments and appropriate behavioral interventions* • *Implement programs and services that support children academically, socially, emotionally, and physically*	Only 35% (decrease of 16%) of all students in the school (98 out of 280) received a referral in the 2024-2025 school year. 20 of these 98 students (20%) accounted for 5 or more referrals each.	
Student Opportunities	80% of parents stated "Teachers at my child's school care about the wellbeing of students" on the 2025 Parent Stakeholder Survey. (page 4)	

• *Identify and implement proactive and responsive processes and practices to enhance athletic programs*	81% of parents stated "There is an adult my child can turn to in their school when they are having a difficult time." on the 2025 Parent Stakeholder Survey. (page 4)	Students shared their concerns about consistent consequences as per the comment on page 17 of the 2025 Student Stakeholder Survey: "Maybe address unequal consequences (some students get lighter punishments than other students for the same actions.)" 43% (increase of 4%) of students stated they agreed or strongly agreed with the statement "In my school, students treat adults with respect" on the 2025 Student Stakeholder Survey. Suspension discipline data shows lack of respect by students to fellow students and adults: instigates or participates in fights (28 incidents), commits immoral/vicious practice (20 incidents), conduct or habits injurious to self or others (19 incidents), and uses profane and/or obscene language (14 incidents) were the most common behaviors that led to suspensions. On question 16 of the 2025 Spring Upbeat Faculty Survey, 58% of faculty stated "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes". 65% (decrease of 7%) of students (159/245 surveyed) agreed or strongly agreed with this statement. On question 19 of the 2025 Spring Upbeat Faculty Survey, 58% of faculty stated "Disciplinary practices are applied fairly to all students at my school". **Attendance:** 28% (decrease of 9%) of students (77 out of 280) were consistently absent (10 or more absences). 10% (decrease of 10%) of students (27 out of 280) were chronically absent (15 or more absences) during the 2024-2025 school year. Both percentages show marked decreases from last 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%. Increase the percentage of "Yes" responses from middle school students on the School Counselors' Needs Assessment by 5%. Increase the percentage of "Strongly Agree" responses from families on the School Counselors' Needs Assessment by 5%. Meet or exceed 70% favorable response rates for social-emotional learning competencies. Decrease percentage of suspension incidents by 3%. Meet or exceed 97% average daily attendance rate.
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	Maintain or increase the percentage of "Strongly Agree or Agree" responses from middle school students on the Student stakeholder survey in regards to the school counselor meeting the needs of students by 5%; 30% in 2022-2023 and 39% 2023-2024. On the 2024-2025 student stakeholder survey, 35% of students strongly agreed/agreed that our school couselor assist them with their various needs. On the Student Stakeholder Survey, the number of students that strongly agreed or agreed with the statement, "I feel like I belong at my school" will increase by 3%. 55% in 2022-2023, 54% in 2023-2024. The 2024-2025 results are as follows: "I feel like I belong" - 61% of students SA/A with this statement (page 9 of the Spring 2025 Student Stakeholder Survey) Reduce the number of suspension incidents by 3% (93 incidents). 96 suspension incidents in 2022-2023, 116 suspension incidents in 2023-2024. The 2024-2025 results are as follows: there were 97 incidents of suspension in 2024-2025 so no, the goal did not decrease by 3% over the course of the three-year period just yet. Decrease the number of students chronically absent by 3%. The 2024-2025 results are as follows: chronic absences: the decrease for 2024 - 20%; the decrease for 2025 - 10% so growth target has been achieved.

Action Steps	Funding Source(s)	Timeline for Implementation	Position/Role Responsible
		• **Method for Monitoring (include weekly, monthly, quarterly, etc.)**	
1.Implement Developmental Design, TBRI, and Kagan practices • Faculty and staff will participate in on-going professional	School Funds	August 2024-May 2025	Administration

Albert Cammon Middle

learning about Developmental Design, TBRI, and Kagan structures
   ○ Differentiated Professional Learning based on individual teacher need
   ○ On-going support with appropriate teacher language for all staff
   ○ Implement trauma-informed professional
      ■ Encourage and incentivize TBRI training to faculty/staff on campus
● Teachers will facilitate Treasure Time (Advisory) during the dedicated time for all students and staff
   ○ Support staff will participate in an assigned Treasure Time
   ○ Administration and teacher leaders will observe and provide feedback to teachers based on all components
● Reteach DD processes to students and establish expectations for Treasure Time, TAB-in, and TAB-out
● Train and utilize TBRI practices to ensure kids needs are met and provide choices
● Train and utilize Kagan and other cooperative learning structures to increase engagement
	Student Services Funds	● Observations, monthly
		● Agendas, Professional Learning
		● Feedback to teachers
		● Sign-in sheets
		
		Researched Based Evidence:
		Developmental Design
		
		Denton, P., & Kriete, R. (2000). *The First Six Weeks of School*. Northeast Foundation for Children.
		
		● TBRI training
		● Meeting agendas
			Teachers
			
			Interventionists
			
			Coaches
			
			Counselor
			
			Mental Health Professional

2. Decrease suspension percentages.
● Facilitate restorative interventions with student suspensioned for:
   ○ Willful disobedience
   ○ Treats an authority with disrespect
   ○ Instigates or participates in fights
   ○ Uses profane and/or obscene language
● Facilitate vaping deterrent initiatives to support students
   ○ Evaluate/analyze data to target students that have vaped at school in the past
● Violence Prevention Program (VPP)-Fights:
   ○ Facilitate Restorative Intervention process with students who fight
   ○ Develop & maintain data & success indicators
   ○ Facilitate collaborative process with key Violence Prevention Program stakeholders
   ○ Revise applicable VPP documents & disseminate to key VPP stakeholders
		August 2024-May 2025
		
		● Intervention plans
		● Meeting agendas
		● District and school suspension data
			Administration
			
			Teachers
			
			Interventionists
			
			Coaches
			
			Counselor
			
			Mental Health Professional
			
			School Resource Officer

3. Establish a mentoring program (in conjunction with DHS and Check-in buddies, Man2Man, GYRL Talk, and Boss UP) to address the needs of students and develop relationships to increase their sense of belonging
• assess the needs of the school
• identify mentors
• develop procedures to support the program
  ○ pre-questionnaire to determine need
  ○ determine when and where sessions will occur
  ○ frequency of meetings
  ○ meeting documentation
  ○ create mentor resources folder
  ○ end of year survey to determine effectiveness
• target eighth graders that could benefit from encouragement overall, not just academically challenged
• determine effectiveness by tracking data from counselor/MHP surveys
	School Funding	August 2024-May 2025
		
		• Observations
		• MHP BOY (Needs Assessment) survey
		• Agendas (Professional Learning about Mentoring)
		• Feedback from teachers
		• Sign-in sheets
		
		Researched Based Evidence:
		Youth.gov
			Administration
			
			Teachers
			
			Interventionists
			
			Coaches
			
			Counselor
			
			Mental Health Professional

4. Decrease student absences proactively • Monitor absence data quarterly • Create a structure for making up missing work for students that are chronically absent • Parent communication (contacting when a student has been absent frequently; reminding them of expectations through the use of Google Classroom) • Analyze student involvement in activities and encourage students that aren't involved to join something • Provide exposure to successful adults and emphasize the importance of education, including Hispanic and African American adults • Increasing engagement in daily lessons using Kagan or other Cooperative Learning Structures		August 2024-May 2025 • Observations • Needs Assessment survey • Agendas (Professional Learning) • Feedback from teachers • Sign-in sheets	Administration Teachers Interventionists Coaches Counselor Mental Health Professional

Counseling
• Create a process to minimize drop-ins (scheduling)
• Provide PLs for teachers with coping strategies they can give to students
• Provide Social Emotional Wellness Lessons through Treasure Time
  ○ Topics will include:
    ■ What is SEL?
		August 2024-May 2025
		
		• Observations, monthly
		• Agendas (Professional Learning)
		• Feedback to teachers
		• Sign-in sheets
			Administration
			
			Teachers
			
			Counselor
			
			Mental Health Professional

■ Self awareness ■ Self management ■ Social awareness ■ Relationship skills ■ Responsible decision-making ■ 5 components of SEL ■ Social Awareness ■ Improving self-management ■ Failure vs. success ■ Goal-setting ■ Friendships ■ Quality friendships ■ Communication ■ Coping strategies ○ differentiate by grade level ● Using data from current surveys to measure student needs ● Combine the 2 minute check-in with an interest survey (to get kids more involved in school) ○ Ask students what makes them feel physically and emotionally safe/unsafe		**Researched Based Evidence**: Youth.gov

Albert Cammon Middle
Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees • *Recruit and hire a diverse, qualified, and prepared professional and classified workforce* • *Develop an effective workforce focused on continuous improvement* • *Retain a diverse, engaged, and effective workforce* • *Increase employee health and wellness*	On question 3 of the 2025 Spring Upbeat Faculty Survey, 84% (increase of 20%) of faculty stated "Parents at my school have confidence in teachers". From the Parent survey, 78% (increase of 5%) of parents agreed or strongly agreed with this statement. On question 42 of the 2025 Spring Upbeat Faculty Survey, 87% (increase of 1%) of faculty stated "The expectations for the role that I was hired for were made clear during the interview and hiring process". In section 16 of the 2025 Spring Upbeat Faculty Survey, 91% (increase of 24%) of faculty feel good about their belonging and wellbeing at school. On question 61 of the 2025 Spring Upbeat Faculty Survey, 90% (increase of 22%) of faculty stated "Teachers take shared responsibility for the overall success of my school". **Higher than district** On question 20 of the 2025 Spring Upbeat Faculty Survey, 90% (increase of 15%) of faculty stated "Administrators at my school let me know when I'm doing great work". On question 24 of the 2025 Spring Upbeat Faculty Survey, 94% (increase of 1%) of faculty stated "Teachers at my school do meaningful work together in teams." On question 39 of the 2025 Spring Upbeat Faculty Survey, 100% (increase of 4%) of faculty stated "There are opportunities for teachers to take on leadership roles at this school".	**Lower than district** On question 23 of the 2025 Spring Upbeat Faculty Survey, 77% of faculty stated "Teachers at my school trust each other", which is 5% lower than the district average. On question 26 of the 2025 Spring Upbeat Faculty Survey, 68% (increase of 29%) of faculty stated "The workload expected of teachers at my school is reasonable" which is 4% lower than the district average.

On question 44 of the 2025 Spring Upbeat Faculty Survey, 100% (sustained) of faculty stated "My school proactively recruits teachers from diverse backgrounds".

On question 46 of the 2025 Spring Upbeat Faculty Survey, 94% (increase of 5%) of faculty stated "Teachers at my school have opportunities to advance their careers through new or expanded roles".

On question 49 of the Spring Upbeat Faculty Survey, 97% (increase of 1%) of faculty stated "I have someone I can turn to at my school when I'm having a difficult time".

On question 52 of the 2025 Spring Upbeat Faculty Survey, 97% (increase of 40%) of faculty stated "I feel like I belong at my school".

On question 54 of the 2025 Spring Upbeat Faculty Survey, 100% (increase of 11%) of faculty stated, "opportunities are accessible to all teachers at my school regardless of their race, ethnicity, culture, or other aspects of personal identity.

On question 66 of the 2025 Spring Upbeat Faculty Survey, 97% (increase of 29%) of faculty stated "I am satisfied with being a teacher at this school." Additionally, for indicator 'future commitment', 95% (increase of 11%) of faculty can see themselves working here (this) school year and would make a recommendation to work at ACM. These statements were the closest to the original statement: "I look forward to teaching every day" from last year's survey.

On page 4 of the 2025 SCPPS Parent Stakeholder Survey, 84% (increase of 2%) agreed or strongly agreed with the statement, "In my child's school, staff members respect students and families of all backgrounds." On page 6 of the 2025 SCPPS Student Stakeholder Survey, 79% (increase of 6%) of students agreed or strongly agreed with the statement.

On page 4 of the 2025 SCPPS Parent Stakeholder Survey, 79% (increase of 1%) agreed or strongly agreed with the

| | statement, "the diversity of staff members at my child's school is representative of the diversity of the students." In the 2025 SCPPS Student Stakeholder Survey, less than 12% of students disagreed or strongly disagreed with that statement.

On page 7 of the 2025 SCPPS Student Stakeholder Survey, 75% (sustained from the previous year) of students agreed with the statement "My teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." | |
|---|---|---|

Supporting Data
Parent and Student Stakeholder Surveys, Upbeat Survey, Teacher Retention Data, NIET 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%. Increase retention rate of teachers of color to 93%. Increase teacher workforce diversity to 25%. Increase the retention rate of classified employees to 90%. Increase the percent of certified teachers to 98%. Increase teacher engagement survey satisfaction rate collectively for all statements about work/life balance to 75% and for the statement "The workload expected of teachers at my school is reasonable" to 70%. Increase health and wellness of employees: At least 50% of employees diagnosed with hypertension or diabetes will participate in a personalized care program.
School Goal	**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%.

The 2024-2025 results are as follows: For the Work/life balance indicator, faculty shared positive feedback at an overall 73%. According to the 2025 Faculty Upbeat survey, 68% stated "the workload expected of teachers at my school is reasonable," which does not meet the goal just yet. However, there was a 28% increase since Spring 2024. |

Action Steps	Funding Source(s)	Timeline for Implementation	Position/Role Responsible
		● **Method for Monitoring** (include weekly, monthly, quarterly, etc.)	
1. Create school wellness initiatives ● Solicit teacher feedback via Google form ● Incorporate monthly wellness treats for teachers ● Dress downs to promote unity/creativity ● Pirate F.U.N. [Faculty Unity Necessary] Time to allow teachers to engage with one another in a less strenuous environment	School Funds	August 2024-May 2025 ● Agendas ● Survey ● Faculty engagements	Administration Chairs
2. Restructure Faculty Committees ● The preference assessment will be readministered and used to consider committee placement ● Committees will be restructured to make the work-load more balanced	School Funds	August 2024-May 2025 ● Agendas ● Survey ● School calendar ● Governance Structure & Responsibilities ● ACM Jobs/Event Responsibilities list	Administration Committee chairpersons Teachers

3. Encourage professional growth and trust in one another
● 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
  ○ Differentiated Professional Learning based on individual teacher need
  ○ On-going support with appropriate teacher language for all staff
  ○ DD trained staff will model expectations for Advisory and TAB-out/white card conferences
  ○ Provide support through observation and whisper coaching from both admin and DD trained staff
  ○ Pinpoint areas of need through Team meeting and implement within TT activities
● Engage in PLT meetings
● Engage in team-building exercises to encourage trust
		August 2024-May 2025
		
		● Observations
		● Agendas (Professional Learning)
		● Feedback from teachers
		● Sign-in sheets
			Administration
			
			Teachers
			
			Interventionists
			Coaches

Albert Cammon Middle
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
Goal E: Facilities Management **Facilities** ● *Design and maintain facilities to support student and employee success* ● *Develop and implement standards and processes for effective and efficient operations* **Safety** ● *Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees* **Athletics** ● *Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees*	90% (decrease of 2%) of parents stated "My child's school is clean and well-maintained" on the 2025 Parent Stakeholder Survey. (page 4) Additionally, 81% (increase of 2%) of faculty stated "The school building is clean and well-maintained" on the Spring 2025 Upbeat Survey. (Q30) 86% (decrease of 5%) of parents stated "My child's school provides a safe learning environment" on the 2025 Parent Stakeholder Survey. (page 5) 100% (increase of 7%) of faculty and 87% (increase of 3%) of parents stated "Our school ensures that the facilities support student learning" on the 2025 Spring Faculty Upbeat Survey and the 2025 Parent Stakeholder Survey. (Q67 and page 4 respectively) 94% (increase of 8%) of faculty stated "The building and ground are clean and provide a healthy place for learning" on the 2025 Spring Upbeat Survey. (Q68) During the 2024-2025 school year, 53% of all students (% sustained from the previous year, but quantity of students - 150 of 280 - is different) participated in athletics. Additionally, when students were asked "what do you like best about your school?", there were 34 comments stating sports. 79% (increase of 13%) of students on the 2025 Student Stakeholder Survey strongly agreed or agreed with the statement "My school ensures that the facilities support student learning". 85% (increase of 6%) of students on the 2025 Student Stakeholder Survey strongly agreed or agreed with the	61% (increase of 12%) of students stated "I feel safe at school" on the 2025 Students Stakeholder Survey. Students are concerned about the facility's maintenance (specifically 20 comments referring to the lack of upkeep of bathrooms on campus). 46% (increase of 10%) (SA/A) / 33% (decrease of 5%) (N) / 20% (decrease of 6%) (SD/D) of students stated "My school is clean and well-maintained" on the 2025 Students Stakeholder Survey. 74% of faculty stated "My school is well funded" on the 2025 Spring Upbeat Survey. (not asked in 2024)

	statement "In my school, I use technology to help me succeed".	

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. 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%. 44% for 2023-2024, 49% for 2023-2024. The 2024-2025 results are as follows: According to the 2025 Student Stakeholder Survey, 61% of students feel safe at school so the goal has been achieved. Decrease the percentage of student athletes failing one or more classes for the school year to less than 10%. The 2024-2025 results are as follows: We did NOT decrease the % of student athletes failing one or more classes for the school year (14%).

Action Steps	Funding Source(s)	Timeline for Implementation	Position/Role Responsible
		● **Method for Monitoring** (include weekly, monthly, quarterly, etc.)	

1. Provide a physically safe environment for students and staff
 ○ Strategic placement of faculty and staff in duty positions and regular accountability checks
  ■ Assign zones of active monitoring for all outdoor activities and restrooms
 ○ Conduct monthly meetings with custodial staff and maintenance manager(s)
  ■ Implement checklist of responsibilities for daytime custodians and nighttime cleaning crew
  ■ Minimize the presence of pests within the classroom
	School funds	August 2024-May 2025
		
		● Observations monthly
		● Accountability among staff
		● Calendars
		● Meeting Logs
		● Sign In Sheets
			Administration
			
			Teachers
			
			Interventionists
			
			Counselor
			
			Mental Health Professional
			
			School Resource

○ institute a Google Form so faculty/staff can record areas in need cleaning/repair ○ Weekly meetings between administration and custodians to address concerns ○ Consistently enforce school rules, procedures, and expectations ■ Reinforcement of safe school procedures during school assemblies (Pirate Pride) for faculty and students ● Review expectations for how to behave in the restroom, hall, and at recess during lunch ○ 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 the restroom ○ P.E. teachers will require students to pick up trash behind the bleachers ● Review ID and Dress Code expectations ○ Maximize instructional time by having teachers distribute temporary IDs ○ IDs should be visible on the upper half of the body ○ Remind students of the colors and types of clothes allowed to be worn at school ● Explain the consequences of inappropriate language and excessive threats of violence ○ Inappropriate language directed towards anyone (student or teacher) will result in a referral ○ Cursing aloud will result in a			Officer Custodians ISS Monitor

non-negotiable
    ● Revisit expectations for Teachers sending Students to ISS
  ○ Incorporate more practice Lockdown drills
    ■ Alert adults ahead of time
    ■ Check all classes
    ■ Practice at lunch
    ■ Ensure both primary and secondary routes are posted in classrooms and in entrances to main hallways
      ● Practice both primary & secondary routes during fire drills
  ○ Create a safety plan for SPED
  ○ Implement an Anti-Bullying program
    ■ Define Bullying as a school
    ■ Describe the role of social media in Cyberbullying
    ■ Have Teachers and Students review the procedures for reporting bullying
  ○ Revamp In-School Suspension (ISS)
    ■ 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
    ■ ISS monitor will ensure students in ISS are completing work or are attending class online via Google Meet
      ● Establish an emergency plan
        ○ Completing makeup work
        ○ SEL/Reflection worksheet
        ○ Review work for their grade level standards
      ● Monitor will report which teachers didn't submit work for ISS students			

2. Implement a sports tutoring program
  ● Decrease the number student athletes failing core classes (English/Language Arts, Math, Science, and Social Studies)
		August 2024-May 2025
		
		  ● Treasure Time Calendars
		  ● Sign In Sheets
			Administration
			
			Teachers

• Require coaches to check before tryouts, at progress reports, and at end of quarter; students that don't meet minimum requirements cannot participate in district events		• Rosters of players with missing/incomplete assignments	Interventionists Athletic Directors Sports Coaches

Albert Cammon Middle
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment • *Increase and vary communication with stakeholders* • *Increase educational access and opportunity within the community* • *Enhance the English Language Learner (ELL) Program*	On page 4, 87% (increase of 3%) of parents stated "My child's school offers opportunities for families to be involved in the school and my child's learning on the 2025 Parent Stakeholder Survey. On page 5, 80% (decrease of 1%) of parents stated "The principal at my child's school communicates a clear vision for teaching and learning on the 2025 Parent Stakeholder Survey. On page 6, 80% (increase of 1%) of parents stated "my child's teachers help me to understand my child's progress" on the 2025 Parent Stakeholder Survey. On page 6, 86% (sustained) of parents stated "My child's administrators are accessible to address student and parent concerns" on the 2025 Parent Stakeholder Survey. Via SchoolStatus, faculty and staff engaged families using various communication mediums: 4,009 phone calls; 8,168 emails; and 87,299 text messages. Per Title 1 data, families attended, participated, or volunteered at several events throughout the 2024-2025 school year resulting in engagement with 1800 adults, 2382 students, and 878 community (industry) members.	111 (increase of 44 parent participants) parents responded to the 2025 SCPPS Parent Stakeholder Survey; only 54 (increase of 5 parent participants) finished the survey. 9 of 14 (64%) (increase of 50%) ELL students failed one or more core classes. 73% (increase of 10%) of students stated, "My school administrators are available to address student concerns" on the 2025 Student Stakeholder Survey. 65% of faculty agreed with the statement: "Parents and teachers at my school work together as partners" in the 2025 Spring Upbeat Survey. On page 5, 76% (increase of 2%) of parents stated, "My child's teachers work together with parents" on the 2025 Parent Stakeholder Survey. On page 5, 78% (decrease of 2%) of parents stated, "Teachers at my child's school build trusting relationships with parents" on the 2025 Parent Stakeholder Survey.

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. Meet or exceed 85% participation rate for the SCPPS Student Stakeholder Survey. Meet or exceed 90% participation rate for the Upbeat Employee Engagement Survey.

	Increase the collective SCPPS social media following by 5%. Increase personalized contacts (School Status and in-person/virtual conferences) made by school personnel to families by 20%. Meet or exceed 91% satisfaction rate for the statement, "I feel supported by my child's school and teachers," on the ELL Parent Survey. 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.

School Goal	School Objective(s)
Increase educational access and opportunity within the community	Meet or exceed 20% participation rate for the SCPPS Parent/Guardian Stakeholder Survey. The 2024-2025 results are as follows: 40% (111/280) participation on Parent Stakeholder Survey (captured on 5/3/25), therefore this goal has been achieved. Decrease ELL student failure rate to less than 40%. The 2024-2025 results are as follows: We did NOT decrease ELL failure rate as 9/14 ELL students (62%) failed one or more content class.

Action Steps	Funding Source(s)	Timeline for Implementation ● **Method for Monitoring** (include weekly, monthly, quarterly, etc.)	Position/Role Responsible

1. Ensure effective communication with all stakeholders
● Provide opportunities for families to participate in Title I Family Center activities
  ○ Title I/ Family Learning Center Open House
  ○ F.A.C.T. Sessions held quarterly with families
  ○ ELL Family and Friends events
  ○ ELL Back to School Day
● Translate all communication into native languages
● Incentivize the Parent Stakeholder Survey to increase parent participation and feedback: consider timing and giving the survey at an event.
	School Funds
	Title I Funds
		August 2024-May 2025
		
		● Sign In sheets
		● Calendar
		● Agendas
			Administration
			
			Teachers
			
			ELL Teacher
			
			Family Learning Center Coordinator

2. Utilize Sign Up Genius for school based events and conferences ● Educate families on how to navigate Sign Up Genius ● Monitor the effective use of Sign Up Genius	School Funds	August 2024-May 2025 ● Sign Up Genius Data Report ● Conference completion data ● Teacher feedback	Administration

Albert Cammon Middle

3. Support ELL students and their teachers
    ● ELL Teacher will engage in content PLC and discussion with the SPED teachers
    ● 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
    ● Schedule ELL students in smaller classes to increase one-on-one and small group opportunities for differentiated instruction
		August 2024-May 2025
		
		    ● Observations monthly
		    ● Accountability among staff
		    ● Calendars
		    ● Meeting Logs
		    ● Sign In Sheets
			Administration
			
			Teachers
			
			ELL Teacher
			
			Interventionists

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: Dr. Gabrielle DeLatte, Principal   **Date: _____6/26/2025_____**

Principal's Digital Signature: Dr. Gabrielle DeLatte

Albert Cammon Middle

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	Bayou Bridges	Louisiana Course Frameworks/Scope and Sequence

Albert Cammon Middle

Daily Instructional Time Allocation

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

Albert Cammon Middle

Intervention Resources

	Pre K	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	High Schools
Literacy ELA				Rewards	
Math				Zearn	