



Destrehan High School

Phase X
2023-2026

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

<p>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>School Mission Statement</p> <p>Our mission at Destrehan High School is to provide a nurturing community of teaching and learning in which all students will continuously improve to become responsible contributing members of society.</p>
<p>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>School Vision Statement</p> <p>Students of Destrehan High School experience a firm commitment from all stakeholders to create life-long learners who are future ready.</p>
<p>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>School Belief Statement</p> <p>Destrehan High School believes...</p> <ul style="list-style-type: none">● in consistently holding high expectations, professionalism, and expecting quality work from ourselves and our students.● in keeping the lines of communication open to encourage stakeholders to be positively involved in our students' education● in providing a safe and welcoming environment where everyone feels emotionally and physically secure and free to learn. A personalized community where every student has a sense of belonging and at least one adult advocate in the school.● in fostering a school culture where all stakeholders teach and model trustworthiness, respect, responsibility, fairness, caring, and citizenship.

District Customer Excellence Standards

You and I...

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

St. Charles Parish Public Schools

District Goals and Priorities

Goal	Priorities	System-Based Team Facilitators
Goal A – Student Achievement <i>To prepare students for success in postsecondary education, careers, and life</i>	<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 	Becky Weber Erin Granier
Goal B – Student Well-Being and Belonging <i>To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being & belonging</i>	Ancillary Services <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 	Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers
	Student Support <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 	
	Student Services <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 	
	Student Opportunities <ul style="list-style-type: none"> Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees 	
Goal C – Diverse, Effective, and Engaged Employees <i>To employ and develop high quality staff and provide resources to support employee success</i>	<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 	John Smith Scott Cody Tresa Webre

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 athletic programs for 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

Destrehan Leadership Team			
Name	Title/Role	Name	Title/Role
Jason Madere	Principal	Amanda Bourgeois	Academic Support Chair
Laura Abbey	Assistant Principal	Haley Montz	English Chair
Tracy Blanchard	Assistant Principal	Janelle Levet	Math Chair
Jessica Glass	Assistant Principal	Sarah Vines	Science Chair
Frank Harding	Assistant Principal	Lauren Matherne	Social Studies Chair
Kurt Menyweather	Assistant Principal	Chris Williams	Fine and Applied Arts Chair
Leigh Baltazar	Staff Development Coordinator/DLT Chair	Chris Mire	Special Education Chair
Carolyn Berger	School Office Specialist	Greg Boyne	Electives Chair
Carmen Robichaux	High School Program Coordinator	Wayne Sentilles	Performance Based Chair
Tina Carmichael	Community Representative	George McGovern	CTED Chair
Jennifer Boulter	Parent Representative	Sherry Ward	Mental Health Counselor

Destrehan High School Support Committees	
Goal A Student Achievement	Chair: Lauren Matherne Jason Madere, Leigh Baltazar, Jessica Glass, Lauren Matherne, Haley Montz, Sarah Vines, Tabitha Tabb
Goal B Student Well-Being and Belonging	Chair: Sherry Ward Jason Madere, Leigh Baltazar, Tracy Blanchard, Sherry Ward, Amanda Bourgeois, Jeanette Belton, Kelsey Rosales
Goal C Diverse, Effective, and Engaged Employees	Chair: Chris Williams Jason Madere, Leigh Baltazar, Carolyn Berger, Chris Williams, Carmen Robichaux
Goal E Facilities Management (Safety and Athletics)	Chair: George McGovern Jason Madere, Leigh Baltazar, Chris Mire, George McGovern, Wayne Sentilles, Greg Boyne
Goal F Stakeholder Investment	Chair: Carmen Robichaux Jason Madere, Leigh Baltazar, Carmen Ishaq, Jessica Glass, Jennifer Boulter, Tina Carmichael, Kelsey Rosales
Advisory Committee	Chair: Tracy Blanchard Sherry Ward, Lauren Matherne, Tracy Blanchard, Sarah Owen, Kelsey Rosales, Monique Guidry, Amy Schexnaydre
ACT Committee	Chair: Leigh Baltazar Jason Madere, Leigh Baltazar, Haley Montz, Macy LaFleur, Carmen Robichaux, Jordyn Vicknair, Laura Abbey, Jessica Glass, D’Otta Sniezak
Guiding Coalition	All members of DLT, Shannon Niceley, Kurt Hargis, Bill Plasse, Jessica Hayes, Kelsey Rosales, Macy Lafleur, Marcey Scott

Destrehan High School
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement <ul style="list-style-type: none">Support K readinessEnsuring each student learns at high levelsDevelop pathways to college, career, and workforce	<ul style="list-style-type: none">Growing number of students attempting IBCs, 400 additional attemptsCollege credit earned via AP and DE coursesGrowing number of teachers receiving PLC/PLT training via Solution Tree and district training (work on wording)Teachers are committed to continuing their own education.Principal’s Student Advisory Board to discuss campus culture and solutions to issues	<ul style="list-style-type: none">On average we are not at the TOPS eligible ACT averagePercentage of Workkeys testers earning a silver or abovePercentage of CLEP testers earning a 50 or higherEquitable performance among all demographics on LEAP examsFaculty and student attendance and tardinessOnly 4 out of the 6 LEAP subject areas grew in LEAP scores, where the remaining declined
Supporting Data		
<p><u>Advanced Placement</u> 51% of students earned scores of 3+ on AP Exams. 29 students were recognized by the College Board as AP Scholars. 9 students were recognized as AP Scholars with Honor. 15 students were recognized as AP Scholars with Distinction. \$10,922,352 in scholarship offers for the class of 2023. On average, 25% of AP testers were of diverse backgrounds.</p> <p><u>Dual Enrollment/CLEP</u> 1608 college credit hours earned through DE courses in the 2023 school year. A minimum of 588 college credits were earned through AP courses in May of 2023. *Scores of 4 and 5 will earn students multiple, additional hours (6-9 more per child, per test) pending the university they attend. 99.8% passing rate for DE courses. 23% of CLEP testers made a 50 or higher</p> <p><u>Testing Data:</u> 2023 ACT composite: 19.4 Class of 2023 took 423 AP Exams in high school and earned a minimum of 666 credit hours. *Scores of 4 and 5 will earn students multiple, additional hours (6-9 more per child, per test) pending the university they attend. Graduation Cohort Rate: 92.1 Students will attend: Columbia, Notre Dame, Wesleyan, The Air Force Academy, LSU, UNO, Nicholas, Southeastern, and more. Only 24% of Workkeys testers earned a silver or above</p> <p><u>Students who scored Mastery & Advanced on LEAP exams:</u> Algebra I: 48% (previous year 31.52%) Geometry: 52% (previous year 49.05%) English I: 56% (previous year 52%) English II: 58% (previous year 53%) Biology: 41% (previous year 43%) US History: 38% (previous year 41.16%)</p> <p><u>IBCs</u> 1066 students attempted IBCs in the 2022-2023 school year. (660 students attempted IBCs in the 2021-2022 school year.)</p> <p><u>Teacher Data:</u> 38% of teachers have at least a Master’s Degree, professional learning, multiple certifications, and LDOE Mentors and Content Leaders.</p>		

Goal A – Student Achievement				
District Goal		District Objective(s)		
To prepare students for success in postsecondary education, careers, and life.		Ensuring each student learns at high levels.		
School Goal		School Objective(s)		
To prepare students for success in postsecondary education, careers, and life.		Students and teachers are provided with and engage in high quality, robust educational experiences. Students will gain growth to mastery: Algebra I: 48% (previous year 31.52%). Year 1 target is 42% Geometry: 52% (previous year 49.05%). Year 1 target is 55% English I: 56% (previous year 52%). Year 1 target is 59% English II: 58% (previous year 53%). Year 1 target is 60% Biology: 41% (previous year 43%). Year 1 target is 44% US History: 38% (previous year 41.16%). Year 1 target is 40%		
		Year 1	Year 2	Year 3
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1.Build the capacity of the DHS faculty to engage in Professional Learning Teams: <ul style="list-style-type: none">Attend PLC professional learning events and conduct turn-around training during allocated professional development time(s).Certify two faculty members, Baltazar and Glass, in PLC Coaching by Solution Tree.Work with C&I coaches and staff to establish model PLTs.	School District	a. On going, throughout the school year		Faculty Administration Staff Development Guiding Coalition
		b. Weekly PLT meetings with agendas, work samples, data and sign in sheets with guiding coalition and administrative support.		
2.Establish and maintain an effective Guiding Coalition: <ul style="list-style-type: none">Comprised of DLT and select facultyMeet a minimum of once a month during allocated professional development time.Determine roles of members.Analyze data to communicate effectively with all PLTs and to increase our students’ capacity for success.Establish milestones, timelines, and/or benchmarks for PLTs.	School District	a. On going, throughout the school year		DLT Administration Staff Development PLT Coaches Guiding Coalition
		b. Determining guiding coalition norms		
3.Develop common assessments to: <ul style="list-style-type: none">Increase best practices in creating assessments.Provide PLTs with model assessment items.Promote reflection during post-administration analysis	School District	a. On going, throughout the school year		PLTs Instructional Coaches Staff Development Administration
		b. Use of Edulastic or Performance Matters, LEAP Data, and CFA data		
4.Analyze student work to respond to evidence of student learning:	School	a. Ongoing throughout the school year		PLTs

<ul style="list-style-type: none">• Strengths and opportunities to grow students' knowledge and abilities.• Collaborate on best teaching strategies, and lesson development: what worked/what didn't• Implement standard-based remediations OR extensions after identifying student need• Ensure teachers have all available and needed resources.	District	b. At designated PLT meeting; use of Edulastic, Performance Matters, LEAP reports, and other CFA data.	Instructional Coaches Staff Development Administration
---	----------	--	--

Goal A – Student Achievement				
District Goal		District Objective(s)		
To prepare students for success in postsecondary education, careers, and life.		Develop strong pathways to college, career, or the workforce.		
School Goal		School Objective(s)		
To prepare students for success in postsecondary education, careers, and life.		Develop strong pathways to college, career, or the workforce. 51% of students earned scores of 3+ on AP Exams. Year 1 target is 2023 ACT composite: 19.4. Year 1 target is 24% of Workkeys testers earned a silver or above. Year 1 target is Graduation Cohort Rate: 92.1. Year 1 target is 23% of CLEP testers made a 50 or higher. Year 1 target is 99.8% passing rate for DE courses. Year 1 target is 55% of 2023 graduates earned DE credit. Year 1 target is (CLEP, ACT, AP)		
		Year 1	Year 2	Year 3
Action Steps	Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Provide opportunities for students to earn college credit through: <ul style="list-style-type: none">AP, CLEP, and DE course offerings.Testers who earned 2 high school credit through AAPPL are eligible to take the CLEP	School District	a. On going, throughout the school year		Administration Faculty
		b. Test results, data analysis		Staff Development Technology Coordinators
2. Increase enrollment in AP, CLEP, and DE courses: <ul style="list-style-type: none">Promote student and parent awareness of opportunities via community informational nights.DE informational night during the summer	School District	a. On going, throughout the school year		Administration Counselors
		b. Calendar dates and attendance, community feedback		Faculty
3. Build capacity for schools to maximize student opportunities through scheduling: <ul style="list-style-type: none">Seek ongoing input from stakeholders relative to potential new course offerings, course eligibility, and progression.Share updated TOPS and JumpStart requirements with faculty, students, and community.Maintain communication with counselors to provide clarity of course progression and requirements.	School District	a. On going, throughout the school year		Administration Counselors
		b. Sign in sheets, surveys, make students more aware of graduation requirements through: the Rising Senior event, advisory, scheduling conversations with counselors, JumpStart pathways, Parent Nights, and open house/scheduling fair		Faculty
4. Monitor attainment of advanced college credits and IBC Credentials <ul style="list-style-type: none">Support and remediation through TLCRecognition of students who achieve certain IBC/College credit benchmarks	School and district	a. On going, throughout the school year		Administration Faculty
		b. IBC teachers track data through Google Sheets, rosters of those recognized at designated events		STC Coordinator Counselors DLT
5. Use ACT prep resources to provide ACT instruction in identified core courses (this includes Honors, DE, and AP): <ul style="list-style-type: none">Algebra II	School District	a. On going, throughout the school year		Faculty Administration
		b. Lesson plans, admin pop-ins, student data, ACT bootcamp		Staff Development

<ul style="list-style-type: none">Algebra IIIChemistryEnglish IIIEnglish IVPhysical ScienceUS HistoryWorld GeographyWorld History			ACt Committee
6. Provide students with opportunities for Career readiness through IBCs, Workkeys, Naviance, Google Classroom etc. <ul style="list-style-type: none">Students having the opportunity to job shadowRising Senior Event	School District	a.On going, throughout the school year	Administration
		b. Advisory days, job shadow data, feedback from students, survey results	Faculty STC Coordinator Counselors

Destrehan High School
Goal B: Student Well-being and Belonging
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging Ancillary Services <i>(Transportation and Child Nutrition)</i>	<ul style="list-style-type: none">• Implementation of an advisory mastery lesson plan that uses Developmental Design/CPR all students• Fall-72% to 76% in spring on the Panorama Survey, “Do you have a teacher or other adult at school you can count on no matter what?”• The counseling department, using Panorama data, implemented small groups targeting SEL competencies (student well-being).• Implementation of a school mentoring program.• Our Access Health counselor has a waiting list; DHS will have two counselors next year to meet students’ needs.• DHS uses a Universal Screening to assess students’ involvement and belonging.• The Principal's Student Advisory Council elevates the student body’s voice.• Spanish Culture Club and Pakistani Culture Club were instituted this year at DHS.	<ul style="list-style-type: none">• In the Panorama Survey students indicated they did not have an adult on campus who they could count on to help them no matter what• No Black History program during 2022-2023 school year• No LGBTQ+ club• Currently no awards ceremony for underclassmen• School counselor availability• More support programs for our ELL students
<ul style="list-style-type: none">• Provide safe and efficient transportation services• Provide safe and well-maintained bus fleet• Develop strong relationships with all internal stakeholders		
<ul style="list-style-type: none">• 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		
Student Support		
<ul style="list-style-type: none">• Provide all students with social emotional learning• Increase School Counselor availability• Increase the timeliness of FAFSA completion• Provide students with resources, lessons and partnerships		
Student Services		
<ul style="list-style-type: none">• Enhance children’s wellbeing & belonging• Implement programs and services that support children academically, socially, emotionally & physically		
Student Opportunities		
<ul style="list-style-type: none">• Identify and implement proactive and responsive processes and practices to enhance athletic programs		
Supporting Data		
<u>UpBeat Survey Data:</u> <ul style="list-style-type: none">• 90% of students indicated that they feel like they do belong at their school.• 91% of students reported feeling safe on campus.• 72% of students agreed that “My school counselor meets with me on a regular basis to assist me with my academic, personal/social, career needs.”• 94% of students indicated that administrators at my school actively work towards creating an inclusive school culture.• 86% of students agreed that there is an adult in my school I can turn to when I am having a difficult time.• 78% of parents indicated that in my child’s school, staff members respect students and families of all backgrounds.• 76% of parents report that teachers of my child’s school care about the well-being of students.• 24% of students indicated they did not have an adult on campus who they could count on to help them no matter what.		

Goal B – Student Well-being and Belonging

District Goal		District Objective(s)	
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging		Develop SEL competencies within our students.	
School Goal		School Objective(s)	
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging		Develop SEL competencies within our students.	
		Year 1	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Elevate student voice and representation <ul style="list-style-type: none">Survey students and review results to learn about different groups/ethnicities/religions/etc. who feel disenfranchised and determine next steps for inclusion (i.e. a club, lunch group, program, guest speaker, etc.)Host Cultural Diversity programs/events	School District	a. Ongoing, throughout the year	Counselors Faculty Sponsors Administration
		b. Survey results, program schedules and agendas, student feedback	
2. Equal recognition of all grade levels for academic and prosocial behaviors. <ul style="list-style-type: none">ROARSAll grade level awards ceremony/celebrationHonor Roll and Principal's list awardsFAFSA completion incentives (FAFSA Fest)Social Media recognition for student accomplishments	School	a. Ongoing, throughout the year	Counselors Faculty Administration
		b. Code of Conduct rubric through each letter of ROARS, rosters of ROARS accolades recipients, log of honor roll and Principal's list scholars, FAFSA completion rate updates, logging social media postings	
3. Relationship Mapping–identify students who do not have a trusted adult and then work on forming relationships. <ul style="list-style-type: none">Use Panorama screener results to identify students who indicated they do not have a trusted adult on campus and connect them with an adult on campus.		a. Ongoing, throughout the year	Counselors Faculty Administration
		b. Panorama screener results, relationship mapping results, mentor-mentee logs	
4. EL Support: <ul style="list-style-type: none">Professional development for faculty/staffTeacher of ELs to bolster communication among faculty, students, and guardians.		a. Ongoing, throughout the year beginning with August PD week	Counselors Faculty Administration Staff Development
		b. Professional development presentations and sign-in artifacts, School Status transcriptions, evidence of multilingual signs throughout campus	

<ul style="list-style-type: none">• Multilingual signs/labels throughout campus			
5. Online counselor appointment scheduling: <ul style="list-style-type: none">• Students will schedule via Google forms for more immediate service.• Knowledge of need provided by students via Google form will assist in prioritizing need in order to provide the best care		a. Ongoing, throughout the year	Counselors Counselors' SOS
		b. Google forms	

Goal B – Student Wellbeing and Belonging				
District Goal		District Objective(s)		
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging.		Implementing programs and services that support children academically, socially, emotionally & physically.		
School Goal		School Objective(s)		
To support the academic, social, and emotional needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging.		Implementing programs and services that support children academically, socially, and emotionally.		
		Year 1		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1.Multicultural awareness: <ul style="list-style-type: none"> Survey students to determine interests Monthly celebrations of diverse cultures to raise awareness 	School	a.Ongoing, throughout the year	Counselors	
		b.Presentation artifacts, calendars, survey results, programs	Administration Faculty Sponsors	
2.Help students find a sense of belonging and their niche at DHS: <ul style="list-style-type: none"> Survey to determine their wishes for club/group offerings Fall club and sports sign up day 	School	a.Fall semester and ongoing, throughout the year	Counselors	
		b.Survey results, club sign up day artifacts, attendance at club meetings	Administration Faculty Sponsors	
3.Morning with the Wildcats and New Student Orientation: <ul style="list-style-type: none"> Welcoming new students and showcasing all opportunities at DHS: academics, arts, athletics, and extracurricular Familiarizing parents of new students with DHS 	School	a.Fall and Spring semester events	Administration Counselors	
		b.Attendance rosters, schedule and agendas	Faculty Staff Development Coordinator 9th Grade GLT and Leads	
4.Hosting Parent Nights to educate and showcase: <ul style="list-style-type: none"> Advanced Placement and Dual Enrollment guidelines, expectations, and opportunities Grade Level nights presented by counselors FAFSA night Mental Health Awareness Night 	School	a. Fall and spring designated evenings	Administration Counselors	
		b.Sign in sheets, presentation artifacts, enrollment data	Mental Health Professional Faculty	

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.		Provide support for students through the Comprehensive School Counseling Program	
School Goal		School Objective(s)	
To support the academic, social, and emotional needs of students in a welcoming environment that fosters a sense of well-being and belonging.		Provide support for students to foster a sense of community and belonging.	
		Year 1	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1.CO Student Support Operational Plan 2023-2024 <ul style="list-style-type: none">District Task Force will select a curriculum this school yearOnce selected,a scope and sequence will be establishedDHS Counselors will provide feedback	District	a.Completed by May 2024	Executive Director of Equity and Student Support Counseling and Student Support Specialist Task Force Administration Counselors
		b.Central Office updates	
2.Implement Tier Two Groups based upon data analysis: <ul style="list-style-type: none">Assisting freshmen with their transition to high schoolAssisting seniors with their transition to postsecondary paths.Assisting Grade Level Team Leads with events to foster community and belonging among the student body.SEL groups with a focus on building skills in the five CASEL competencies	School District	a.Ongoing, throughout the school year	Mental Health Professional Counselors Faculty Administration
		b.Sign In-sheets, Panorama Achievement groups, PLT agendas	

Destrehan High School
Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees <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 Increasing employee wellness 	<ul style="list-style-type: none"> Staff is dedicated to continued education and professional development. Year I & II program and mentoring of new teachers is effectively retaining teachers in our school. Administrative support through observations, feedback, guidance, and mentorship is strong. 	<ul style="list-style-type: none"> Diversity of teachers, especially in honors, DE, and AP courses. Implementing the new process of PLTs Rebuilding school culture to where many sponsor, coach, and attend wide varieties of events to support student endeavors beyond the classroom.
Supporting Data		
<ul style="list-style-type: none"> Upbeat survey results revealed 69% of parents agree that faculty diversity is representative of the diversity of their students. 38% of teachers have at least a Master’s Degree, professional learning, multiple certifications, and LDOE Mentors and Content Leaders. UpBeat survey results revealed 90% of faculty and staff found purpose and meaning in their daily jobs. UpBeat survey results revealed 93% of faculty and staff trust and value administration. 		

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		Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce.		
School Goal		School Objective(s)		
To employ, develop, and retain high quality, engaging, and diverse staff.		Recruiting and retaining a diverse, qualified, and prepared professional and classified workforce.		
		Year 1		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Mentor and support new teachers to our school through the continued implementation of the Year I & Year II program: <ul style="list-style-type: none"> • New Teacher Onboarding • Monthly meetings:one-on-one and group • School-based learning walks • Book studies <i>What Great Teachers Do Differently</i>, <i>Never Work Harder Than Your Students</i> and <i>Other Great Principles of Teaching</i>, and <i>The First Days of School</i>, etc., and assorted articles. • Observations and reflections • Exploration of their classroom teaching skills and opportunities to be involved on campus and to become a leader. 	School District	a.Ongoing, throughout the school year.	Staff Development Coordinator Curriculum and Instruction Administration	
		b.New Teacher Onboarding district and school presentation artifacts and rosters, DHS Year I/II Google classroom, feedback from Year I/II teachers		
2. Recruit, hire, and retain a diverse teaching staff in order to have a teaching force that reflects the demographics of the student population of the school. <ul style="list-style-type: none"> • Seek input for hiring/recruiting from faculty. • Have HR assist in hirings by providing a semesterly list of district graduates. • Use social media to recruit diverse candidates. 	District	a.Ongoing, throughout the school year	Human Resources Administration Staff Development Coordinator Faculty	
		b.Roster of interview candidates, social media posts and data		
3. Encourage diverse faculty members to assume leadership roles on campus in order to support minority students in their quest for success.	School	a.Ongoing, throughout the school year	Administration Staff Development Coordinator	
		b.Professional development offerings and sign in sheets, faculty feedback		

Goal C – Diverse, Effective, and Engaged Employees				
District Goal		District Objective(s)		
To employ and develop high quality staff and provide resources to support employee success.		Developing an effective workforce focused on continuous improvement.		
School Goal		School Objective(s)		
To employ, develop, and retain high quality, engaging, and diverse staff.		Developing an effective workforce focused on continuous improvement.		
		Year 1		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Provide feedback on effective teaching strategies through pop-in observations, peer and district learning walks, and PLT partner observations.	School District	a.Ongoing, throughout the school year	Administration Staff Development Coordinator Curriculum and Instruction Faculty	
		b.Observation feedback artifacts, Learning Walk schedules and data collection, Partner Observation Feedback, lesson plans		
2. Review data in PLTs to measure effective teaching strategies to implement best practices for teaching and learning and for continuing to foster a growth mindset.	School	a.Ongoing, throughout the school year	Administration Staff Development Coordinator Curriculum and Instruction Faculty	
		b.PLT data and agendas		
3. Offer professional development opportunities at the school and beyond for educators to effectively implement: <ul style="list-style-type: none"> • PLTs, • RPs, • IEPs and IAPs • SchoolStatus • Performance Matters, • Testing platforms like Edulastic 	School District	a.Ongoing, throughout the school year	Administration Staff Development Coordinator Curriculum and Instruction Faculty	
		b.PD schedule and sign in sheets, observations, lesson plans, School Status transcripts, discipline data		
4. Develop and implement a rubric based on ROARS expectations tailored toward values, characteristics, and professionalism for faculty and staff.	School	a. Ongoing, throughout the school year	Administration Staff Development Faculty	
		b. Observations and conferences by Administrators and other faculty and staff members		

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		Retaining a diverse, engaged, and effective workforce		
School Goal		School Objective(s)		
To employ, develop, and retain high quality, engaging, and diverse staff.		Retaining a diverse, engaged, and effective workforce		
		Year 1		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Support teachers through observations and coaching: <ul style="list-style-type: none"> • Bi-weekly pop-in observations • PLT peer observations • Formal and in-house learning walks • Formal and Informal observations 	School District	a.Ongoing, throughout the school year	Administration	
		b.Observation feedback in Frontline, observations, learning walk artifacts and data collection	Staff Development Coordinator Curriculum and Instruction Faculty	
2. Welcome teacher input to be shared at DLT meetings so that all voices have the opportunity to be heard.	District	a.Ongoing, throughout the school year	Administration	
		b.DLT meeting agendas and sign in sheets	Staff Development Coordinator DLT Faculty	
3. Hosting after-school Faculty Forums for teachers to share questions, comments, and concerns about solving campus challenges.	District	a.Monthly	Administration	
		b.Sign in sheets and agendas	Faculty	
4. Encourage diverse faculty members to assume leadership roles on campus in order to support minority students in their quest for success: <ul style="list-style-type: none"> • Open doors to colleges/universities for lunch visits with a focus on HBCUs • Share student testimonies: college readiness • Ask faculty members who are graduates of HBCUs to share their education experience with students. • Invite the Executive Director of Equity to hold round table discussions for faculty. • Engage students in the recruitment of diverse teachers in AP, DE, etc. 	School District	a.Ongoing, throughout the school year	Administration	
		b.Schedule visits, meeting agendas and sign in sheets, professional development schedules	Staff Development Coordinator Executive Director of Equity Faculty	

Destrehan High School
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">Design and maintain facilities to support student and employee successDevelop and implement standards and processes for effective and efficient operations <p>Safety</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>Athletics</p> <ul style="list-style-type: none">Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees	<ul style="list-style-type: none">Numerous facilities that support student and employee success.Processes in place for effective and efficient operations of facilities.Implementation of proactive and responsive processes and practices to enhance safety of students and employees.Implementation of proactive and responsive processes and practices to enhance athletic programs for students and employees.	<ul style="list-style-type: none">Due to the amount of turnover year to year, we have to make sure all policies and procedures are presented to new employees.Maintain upkeep of facilities and equipment used around campus.Have plans in place for unforeseen events after school hours at our facilities. Communicate these plans to attendees.Yearly presentations to all coaches, no matter the years of experience.
Supporting Data		
<ul style="list-style-type: none">Upbeat survey results revealed 94% of parents commend a clean and well-kept school.Upbeat survey comments from parents expressed that DHS provides a wonderful, safe, clean environment.Upbeat survey results revealed 62% of students feel the school is clean and well maintained.Upbeat survey results revealed 62% of students feel safe at school.Upbeat survey comments from students expressed that DHS provides a clean environment with nice, open facilities.		

Goal E – Facilities Management			
District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees	
School Goal		School Objective(s)	
Maintain facilities, establish proactive and responsive procedures, and streamline communication chains of command in order to support student and employee success.		Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees	
		Year 1	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)Mainta	
1. Monthly checks by administrator/ADs to ensure facilities are being maintained.	School District	a.Monthly	Director of Safe Schools
		b.Monthly checks of facilities.	Administration Athletic Directors Coaches Custodians
2. Professional development regarding expectations and guidelines for all meetings, practices, and events.	School	a.Ongoing, throughout the year b.Sign in sheets, agendas, observations	Administration Athletic Directors Staff Development Coordinator
3. Create a chain of command to maintain the upkeep of the facilities.	School	a. Ongoing, throughout the year	Director of Safe Schools
		b. Communication records	Administration Athletic Directors Coaches Custodians

Destrehan High School
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment <ul style="list-style-type: none">● Increase and vary communication with stakeholders● Increase educational access and opportunity within the community● Enhance the English Language Learner (ELL) Program	<ul style="list-style-type: none">● Social Media: Facebook, Twitter, Instagram● Connect-Ed● Daily Bulletins via PowerSchool● Collaboration with Teacher of ELLs and advocates with DHS faculty to support all● Strong relationship with our Partner in Education	<ul style="list-style-type: none">● Need support for the growing ELL population which is currently at 2.6% and growing daily.● Lack of parent/stakeholder involvement in campus events● Parents seek stronger relationships with educators
Supporting Data		
<ul style="list-style-type: none">● Upbeat survey results revealed 62% of parents feel they have a strong relationship with their student’s teachers.● Upbeat survey results revealed 73% of parents feel administration communicates a clear vision of teaching and learning.● Upbeat survey comments from parents expressed that DHS provides a wonderful, safe, clean environment.● Upbeat survey comments from parents expressed that DHS has grown leaps and bounds with providing effective communication about events and school news.		

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)		
To promote and develop meaningful engagement between students, families, the community, and DHS.		Increasing and varying communication with stakeholders.		
		Year 1		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1.Continue to grow social media, and all forms of communication among DHS, students, parents, and the community: <ul style="list-style-type: none"> Twitter Instagram Facebook PowerSchool DHS website Connect-Ed emails and calls 	School	a.Ongoing, throughout the school year	Administration Faculty	
		b.Feedback, social media data collection		
2.Principal's Student Advisory Committee: <ul style="list-style-type: none"> Engage in school business discussions with a diverse group of students across all grade levels Address questions, comments, concerns directly from student representatives 	School	a.Ongoing, throughout the year	Administration Student Representatives	
		b.Agendas, artifacts, sign in sheets		
3.Educate parents/guardians about the components and utilization of: <ul style="list-style-type: none"> Google Classroom School Status PowerSchool 	School	a.Ongoing, throughout the year	Administration Faculty School Office Specialists	
		b.Data collection, transcriptions of communication, feedback		