



# **School Improvement Plan**

**2019-2020**

**Hahnville High School**  
**School**

**Brian Lumar**  
**Principal**

# **Part 1**

## **Vision, Mission, and Values/Beliefs**

Vision

The vision of Hahnville High School is to be a community committed to the shared responsibility of teaching and learning. All stakeholders are engaged in empowering our diverse population to continuously broaden their thought processes, develop problem-solving skills, and cultivate positive relationships.

\*Reviewed 6/17/2019

\*Revised 6/17/2019

## Mission

The mission of Hahnville High School is to educate, empower, and encourage our diverse student population to learn at higher levels, to create and pursue meaningful goals, and to become responsible, empathetic, and productive citizens.

**\*Reviewed 6/17/2019**

**\*Revised 6/18/2018**

## Values/Beliefs

At Hahnville High School we value education, empowerment, and encouragement of our diverse student population through our commitment to:

1. Consistently cultivating a desire for lifelong learning through teaching and learning at higher levels.
2. Fostering an environment of shared empathy, mutual respect, and individual accountability.
3. Collaborating with all stakeholders to produce responsible, productive citizens.

\*Reviewed 6/17/2019

\*Revised 6/18/2018

**Part 2**

**School Governance Structure**

**and**

**Committee Assignments**

**Part 2 - School Governance Structure and Committee Assignments**

**Administrative Team**

Brian Lumar Principal	Ingrid Brass Assistant Principal	Victoria Preau Assistant Principal	Jose Gonzales Assistant Principal	Shawn Heiden Assistant Principal	Gerard Nugent Administrative Monitor
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**Hahnville Advisory Team (HAT)  
Department Chairpersons and Coordinators**

Vincent Normand	Killian Williams-Morantine	Rebecca Schouest	Allison Cranford	Mendi LeBoeuf	Cecelia Gillam-Brown	Ellen Orr	Elizabeth Folse	Anitra Boyd	Rod Naquin	Hope Barnhill	Amy Walker	Monique Hodson
Career & Technical Education	Cultural Enrichment	English Language Arts	Math	PE/ROTC	Science	Social Studies	Special Education	Support Services	Staff Development Coordinator (SIP Chair)	Career Development Facilitator	9-12 Curriculum Specialist	Technology



**Academic Support**

Career & Technical Education	Cultural Enrichment	English Language Arts	Math	PE/ROTC	Science	Social Studies	Special Education	Support Services
Breaux, P Candies, D Chevalier, P Cologne, H Ferris, M Bonnette, E Henning, C Hooker, K Keller, S Rappold, M Shanklin, T Taylor, S Waters, A	Baudry, K Charlie, K Corzo, M Blocker, L Gough, K Gueniot, E Harms, L Harms, M Hayes, J Matherne, C McCune, S. Nugent, A	Adams, N Beske, A Binet, N Gauthier, B Halverson, N Hurst, M Jones, H King, T Lanier, S Nouri, J Rome, A Schouest, R Sirmon, C Stohlman, M	Aucoin, S Ayton, M Bonnaffons, B Brunet, D Cancienne, M Crochet, A Draghici, S Dupre, K Gilmore, W Kelly, R Lumar, K Matthews, J Parrino, E Robinson, J Rodriguez, C Rodrigue, W	Bonnette, E Jasmine, Y Lochren, R Melvin, C Saltaformaggio, D Silva, M Smith-Martin, A Whittington, B	Booth, T Cotton, P Dufrene, T Jurado, C Randolph, E Rome, J Seal, M Seely, M Thibodaux, L	Baudry, D Bush, M Dufrene, B Gillies, C Gonzales, M Houston, M Johnson, C Lucia, J Robichaux, R Rome, N	Bertram, S Black, A Boyd, T Bychurch, P Erwin, D Folse, E Hall, L Hebert, J Hebert, M Hodges, E Luquet, D Martinez, C Ocmand, C Tranchant, E Vinnnet, J	Crisham, E Johnson, H Jorge, S Keller, D Marine, M Marchese, R Luquette, A Shaw, S Sopczak, B Thomas, T

Paraprofessionals					School Office Specialists		
Boyle, D Comardelle, L Folse, V Gonzales, N	Isaac, S Lasserre, H LeGaux, D	Lorio, A Pitts, S Savoie, G Soudelier, R	Truxillo, K Washington, T		Berni, C Boyd, L Cooper, L Dempster, A	Gonzales, P Perilloux, M Plaisiance, T Roberts, K	Robin, D Stell, M Zeringue, D

ACT Committee	PLC Leaders	Climate & Culture Committee	Community Involvement Committee
Ayton, M Barnhill, H** Beske, A Dufrene, B Nouri, J Rome, J Thibodaux, L  **Chairperson Administrator: Preau, V	Beske, A Boyd, A Cologne, H Corzo, M Cranford, A Dufrene, B Dupre, K Gough, K Johnson, H Normand, V Robichaux, R Rome, J Seal, M Seely, M Schouest, R Waters, A Williams-Morantine, K	Adams, N Charlie, K Cotton, P Crochet, A Dufrene, B Folse, E Jasmine, Y Johnson, H Jurado, C Naquin, R Nugent, A Ocmand, C Schouest, R Stohlman, M Thibodaux, L  **Chairperson Williams-Morantine, Killian  Administrator: Heiden, S	Adams, N Aucoin, S Barnhill, H Charlie, K. Crochet, A** Folse, E Gillam-Brown, C Martinez, C Rodrigue, W. Rome, N. Schouest, R Seely, M Waters, A Williams-Morantine, K  **Chairperson Administrator: Heiden, S

Committee/Team	Meeting Frequency	Meeting Time(s)
ACT Committee	Monthly	2:30-3:30 pm
PLCs	Weekly	PLC Dependent
Hahnville Advisory Team (HAT)	Weekly	9:05 am-10:15 am (2A - W or Th)
Climate & Culture Committee	Monthly	2:30-3:30 pm
Community Involvement Committee	Monthly	2:30-3:30 pm



## **Part 3**

### **School Profile (Performance Data)**

**See Separate Document**

**Part 4**

**Action Plans/Needs Assessments**

## Student Achievement

### Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
LEAP <ul style="list-style-type: none"> <li>● Increase in Mastery + in Geometry</li> <li>● Increase in Mastery+ in English I &amp; II</li> </ul>	<ul style="list-style-type: none"> <li>● There was a 16% increase in Mastery and above on the 2019 Spring LEAP 2025 testing for Geometry.</li> <li>● There was a 17% increase in Mastery and above on the 2019 Spring LEAP 2025 testing for English I.</li> <li>● There was a 12% increase in Mastery and above on the 2019 Spring LEAP 2025 testing for English II.</li> </ul>
IBCs <ul style="list-style-type: none"> <li>● Industry Based Certifications increased</li> </ul>	<ul style="list-style-type: none"> <li>● The state average of graduates with Industry Based Certifications was 48%; Hahnville had 64% of its 2019 graduates who earned IBCs.</li> <li>● Overall increase to 85% Mastered (earned certification)</li> </ul>
ACT/WorkKeys <ul style="list-style-type: none"> <li>● Number of students taking WorkKeys/ACT increased</li> </ul>	<ul style="list-style-type: none"> <li>● 130 students total were tested for WorkKeys; 56% scored Silver or higher</li> <li>● All sophomores and juniors took the ACT</li> <li>● 43 seniors took the ACT</li> </ul>

Challenges	Evidence
LEAP <ul style="list-style-type: none"> <li>● # of students below Basic in English II</li> <li>● # of students below Basic in Algebra I</li> <li>● # of students below Basic in US History</li> </ul>	<ul style="list-style-type: none"> <li>● There was 26% of English II students who scored Below Basic on the 2019 Spring LEAP test.</li> <li>● There was 69% of Algebra I students who scored Basic or below on the 2019 Spring LEAP test.</li> <li>● 76% of U.S. History students scored Basic or below on the 2019 Spring LEAP test.</li> </ul>
IBCs <ul style="list-style-type: none"> <li>● Advanced &amp; state-basic courses: Students have lower passing rate; earned fewer certifications by percentage</li> <li>● Discrepancy between credits earned and certifications earned</li> </ul>	<ul style="list-style-type: none"> <li>● 9% of students earned certification in Adobe Dreamweaver (Web Design)</li> <li>● 33% of students earned certification in Adobe Illustrator (Digital Media)</li> </ul>

## Student Achievement

**District Goal A: To prepare students for success in postsecondary education, careers, and life**

**School Priority: To prepare students for academic success**

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

1. Increase Mastery + % in all LEAP courses by 5%
2. Increase IBCs for/State-Basic courses by 7%
3. Increase senior ACT Composite score from 19.9 to 20.9

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p><b>Restorative Practices</b></p> <ul style="list-style-type: none"> <li>● Provide Teacher Toolkit to strengthen relationships and support achievement                             <ul style="list-style-type: none"> <li>○ Research Social/Emotional curriculum/activities for implementation in Advisory</li> </ul> </li> </ul>	Ongoing	HAT Time	HAT	<ul style="list-style-type: none"> <li>● Classroom visits show use of toolkit to support strengthened relationships</li> <li>● Advisory agendas show SEL activities and tasks</li> </ul>
<p><b>Present Ready</b></p> <ul style="list-style-type: none"> <li>● Use LEAP 360 Data to target instruction and increase % of LEAP Mastery and above</li> <li>● Promote and facilitate further LEAP Tutoring opportunities to increase % of LEAP Mastery and above</li> <li>● Participate in District PL to build proficiency with Tier 1 curricula and differentiation to meet student/class needs for assessment</li> <li>● Integrate Special Education staff into PLCs to increase quality of instructional support in LEAP courses</li> </ul>	Ongoing	LEAP 360 Assessments  LEAP Tutoring instructors & time  Professional Learning time & stipends Tier 1 curricular resources  PLC time	LEAP Course teachers & administrators  LEAP Tutors and HELP personnel  District C&I Personnel ELA & Math Teachers  PLC Leaders and Teams	<ul style="list-style-type: none"> <li>● PLC agendas</li> <li>● LEAP 360 data analysis forms</li> <li>● LEAP/HELP Tutoring attendance</li> <li>● District PL Sign-ins and surveys</li> <li>● PLC Sign-ins</li> <li>● Classroom visits</li> </ul>

<p><b>Future Ready</b></p> <ul style="list-style-type: none"> <li>● Review the data (parish industry needs and how to align courses to meet those needs) collected by the district School-to-Career System Based Team and Student Opportunities Committee</li> <li>● Submit Requests for teacher credentialing training for added IBC courses</li> <li>● At Late Take Ins - Survey student interest for IBC certification using recommendations from district committees or JOBS interested in that are not available at HHS at this time</li> <li>● CTE Department work collectively to research and recommend possible summer IBC certifications for HHS students</li> <li>● Offer further Dual Enrollment Opportunities</li> <li>● Deliver Professional Learning to develop capacity for ACT/WorkKeys preparation and support</li> <li>● ACT Committee will identify 9th and 10th grade courses to embed WorkKeys curriculum</li> </ul>	<p>Ongoing</p>	<p>Community employment data</p> <p>IBC credentialing funding</p> <p>LTI Time</p> <p>IBC resources</p> <p>Dual Enrollment resources</p> <p>LTI time &amp; staff development funding</p> <p>Committee funding</p>	<p>Career Development Facilitator CTE Teachers Counselors</p> <p>CTE Department</p> <p>HAT</p> <p>CTE Department</p> <p>Counselors Administration</p> <p>HAT</p> <p>ACT Committee 9th &amp; 10th Grade Teachers</p>	<ul style="list-style-type: none"> <li>● Data collection review</li> <li>● Requests and documentation of training</li> <li>● LTI Survey Data</li> <li>● CTE research findings</li> <li>● Dual Enrollment offerings</li> <li>● Professional Learning sign-in sheets &amp; agendas</li> <li>● ACT Committee minutes &amp; records</li> </ul>
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## Staff Excellence

### Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Student Achievement on various assessments	LEAP 2025 Mastery+ overall 51% ACT scores for seniors 19.9 Composite 85% of students in an IBCA class earned certifications
Staff Qualifications	38% of teachers at HHS have a Masters Degree
Professional Learning Communities and Professional Learning	25 PLCs on campus attended by 54% of teachers and staff. Core Teachers attend district PLs 10 times throughout the school year.

Challenges	Evidence
Overall COMPASS Score average lingers at 3.0 Effective COMPASS Component 3b: Questioning and Discussion Techniques remains lowest	<ul style="list-style-type: none"> <li>● COMPASS overall score 3.11/4.0</li> <li>● Component 3b:Using Questioning and Discussion Techniques 2.78/4.0</li> </ul>
Teacher opinion informing school-based decisions and actions	<p>AdvancEd survey reported as teacher concerned based on comments:</p> <ul style="list-style-type: none"> <li>● Teachers needing to part of the decision making process.</li> </ul> <p>AdvancEd survey reported by teachers:</p> <ul style="list-style-type: none"> <li>● At my school, my opinions seem to matter (2.87) out of 5.0.</li> <li>● My school administrators are accessible to address concerns (3.59) out of 5.0</li> </ul>
Discipline: Teachers and students feel that mutual respect and discipline concerns are not addressed appropriately.	<p>The following categories scored below 3 on the student Advanced Ed survey:</p> <ul style="list-style-type: none"> <li>● In my school, all students are treated with respect (2.88) out of 5.0</li> <li>● In my school, rules are applied equally to all students (2.66) out of 5.0</li> <li>● In my school, students treat adults with respect (2.56) out of 5.0</li> </ul> <p>The following categories scored below a 3 on the teacher Advanced Ed survey:</p> <ul style="list-style-type: none"> <li>● At my school, my opinion seems to matter (2.87) out of 5.0</li> </ul> <p>Teacher report from the Advanced Ed survey:</p> <ul style="list-style-type: none"> <li>● Our school provides a safe learning environment (3.59) out of 5.0</li> </ul>

## Staff Excellence

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

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

Desired Results:

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

1. Increase the COMPASS overall score from 3.11 to 3.26 (5% increase).
2. Increase AdvancEd Staff Survey item: At my school, my opinions seem to matter from 2.87 to 3.25 out of 5.0.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p><b>Restorative Practices</b></p> <ul style="list-style-type: none"> <li>● August Professional Learning sees full faculty and staff examine Restorative Practices text</li> <li>● HAT develops Teacher Toolkit including:               <ul style="list-style-type: none"> <li>○ Affective Statements</li> <li>○ Affective Questions</li> <li>○ Teacher Reflection Questions</li> </ul> </li> <li>● HAT demonstrates Restorative Practices with departments and others</li> <li>● HAT conducts book study on Restorative Practices &amp; Equity</li> </ul>	Ongoing	August PL Stipends  HAT time Print/paper resources Research time  HAT time & PL time  ~20 books for HAT study	Administration Staff Development Coordinator HAT  HAT  HAT/Staff Development Coordinator	<ul style="list-style-type: none"> <li>● Observation of PL meetings</li> <li>● Classroom visits</li> <li>● Toolkit artifact</li> <li>● HAT agenda and sign-in</li> <li>● LTI agendas and sign-ins</li> <li>● COMPASS Classroom Management</li> </ul>
<p><b>Impacting Organizational Culture</b></p> <ul style="list-style-type: none"> <li>● Invite teachers to propose PL opportunities so that teachers lead a variety of concurrent sessions during Late Take In</li> <li>● Conduct HAT ballots on Teacher and Staff member of the month to ensure equity</li> </ul>	Ongoing	August PL time Google Surveys  HAT time Teacher certificates  LTI time	Staff Development Coordinator HAT Teachers HAT  Faculty & Staff	<ul style="list-style-type: none"> <li>● Individual PD sign-in sheets.</li> <li>● AdvanceEd survey responses to, “At my school, my opinion seems to matter.”</li> <li>● AdvanceEd survey responses to, “At my school, my opinion seems to matter.”</li> <li>● Agenda of LTI team building activities.</li> </ul>

<ul style="list-style-type: none"> <li>● Provide shout outs to recognize teachers during LTI.</li> <li>● Celebrate teachers via reward system</li> <li>● Conduct LTI team building activities followed by opportunities to solicit feedback in regards to School Improvement</li> </ul>		Reward trackers LTI time	HAT/Administration	
<p><b>Developing Teacher's Craft</b></p> <ul style="list-style-type: none"> <li>● Provide teachers the opportunity to practice their craft using Deliberate Practice method</li> <li>● HAT develops understanding of Deliberate Practice and protocol <ul style="list-style-type: none"> <li>○ HAT guides process with department/PLCs</li> <li>○ Teachers receive PD on and implement Deliberate Practice</li> </ul> </li> <li>● Apply Restorative Practices to improve relationships and conflict resolution</li> </ul>	Ongoing	August PL time HAT meeting time  HAT time Department time  Restorative Practices resources	Staff Development Coordinator HAT Teachers Administration	<ul style="list-style-type: none"> <li>● Compass overall scores.</li> <li>● HAT training sign-in sheets for Deliberate Practice training.</li> <li>● PLC/Department documentation who delivered Deliberate Practice</li> <li>● Classroom visits</li> </ul>



## Safe and Supportive Learning Environments

### Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Students exhibited consistent appropriate behavior throughout the academic year	46% (650) students were rewarded for no discipline incidents during the first three quarters of 2018-19
Students have ready access to activities of interest.	Advanced Ed Student Survey score 4.17 for “In my school, I can participate in activities that interest me.”
Students believe teachers have high expectations for their achievement.	Advanced Ed Survey score 3.68 for “In my school, the principal and teachers have high expectations for me.”

Challenges	Evidence
Students believe respect between students and teachers is a challenge area.	Advanced Ed Student Survey <ul style="list-style-type: none"> <li>● 2.88 rating for Advanced Ed statement “In my school all students are treated with respect.</li> <li>● 2.56 rating for Advanced Ed statement “In my school students treat adults with respect”</li> </ul>
The overall number of referrals has decreased from the previous school year. A larger portion of current referrals are noted as repeat offenders.	2017-18 Total referrals 9257, 2018-19 total referrals 7818 with a decrease of 1439 <ul style="list-style-type: none"> <li>● Students with 10 or more referrals - 241</li> <li>● Students with 20 or more referrals - 115</li> <li>● Students with 50 or more referrals - 18</li> </ul>
Number of tobacco/vaping related incidents has significantly increased from the previous school year.	2017-2018 - 23 incidents; 2018-2019 - 71 incidents
Students feel that bullying is a problem in our school.	Building Equity Audit <ul style="list-style-type: none"> <li>● Bullying is not a problem in our school -26%</li> <li>● I know students are afraid to come to school-33%</li> </ul>

## Safe and Supportive Learning Environments

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

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

Desired Results:

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

1. The average response to the AdvanceEd student survey for “In my schools all students are treated with respect” will increase from 2.88 to 3.2 percent.
2. The total referrals for repeat offenders will decrease by 10%.
3. The total referrals for vaping/tobacco related incidents will decrease by 30%
4. The total number of students awarded for no incident referrals during the first three quarters will increase from 46% to 60%.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p><b>Restorative Practices</b></p> <ul style="list-style-type: none"> <li>● Provide professional learning on Restorative Practices for faculty and staff</li> <li>● Develop a Teacher Toolkit for use in the classroom and on campus to support positive relationships</li> <li>● Evaluate FAM and determine next steps for how to increase its effectiveness</li> <li>● Develop more purposeful advisories</li> <li>● Address bullying at the school-site through:               <ul style="list-style-type: none"> <li>○ FAM Activities, Lessons &amp; Leadership</li> <li>○ Counseling services</li> <li>○ The Freshmen Support Team</li> </ul> </li> </ul>	Ongoing	August PL time LTI time  Toolkit creation resources  FAM time  Advisory agendas & plans  FAM planning time Counselor time Freshman Support Team time and planning	Administration Staff Development Coordinator HAT FAM Counselors Freshman Support Team	<ul style="list-style-type: none"> <li>● Classroom visits</li> <li>● AdvancEd Survey</li> <li>● FAM observations</li> </ul>

<p><b>Anti-Vaping Education</b></p> <ul style="list-style-type: none"> <li>• Develop teacher Anti-vaping Look Fors</li> <li>• Deliver Anti-Vaping presentation for August PL</li> <li>• Deliver Anti-Vaping updates throughout the year</li> <li>• Develop Student Education through counseling and advisory</li> <li>• Include anti-vaping materials in Health Curriculum</li> <li>• Develop parent/community-facing Anti-Vaping education experiences and resources</li> </ul>	<p>Ongoing</p>	<p>August PL time HAT time and research LTI time</p> <p>Counseling and advisory time</p> <p>Health planning time</p> <p>Parent night time</p>	<p>Administration HAT Teachers Health teachers Counselors</p>	<ul style="list-style-type: none"> <li>• Discipline reports</li> <li>• Incident reports</li> <li>• Advisory agendas</li> <li>• August PL agendas &amp; sign in</li> <li>• Parent night sign-in</li> <li>• Parent night agendas</li> </ul>
<p><b>Building a Culture of Community</b></p> <ul style="list-style-type: none"> <li>• Develop an increased respect for school expectations and policies</li> <li>• Develop staff capacity to support Social-Emotional Learning for students</li> <li>• Refine school-wide systems for Anti-Bullying</li> <li>• Refine use of Tiger PRIDE, student of the month, and Gotcha cards</li> </ul>	<p>Ongoing</p>	<p>Student agendas August PL time LTI time SEL research materials</p> <p>Anti-bullying materials</p> <p>Tiger PRIDE shirts Gotcha cards</p>	<p>Administration HAT Teachers Counselors</p>	<ul style="list-style-type: none"> <li>• AdvancEd Survey</li> <li>• Classroom visits</li> <li>• Culture of the hallways</li> <li>• Teacher LPs</li> <li>• Counseling agendas</li> <li>• Student of the Month tracking</li> <li>• Gotcha card records</li> </ul>

## Engaging Stakeholders

### Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Our school provides opportunities for stakeholders to be involved in the school.	AdvancedEd parent survey results from the 2017-2018 school year reported 3.65 with a goal for 2018-2019 set to reach 3.75. The goal was met in 2018-2019 and parent results increased from 3.65 to 3.78.
Plethora of opportunities for students to be involved in non-academic groups	Variety of sports, arts, and community service organizations - such as Student Council, InterAct Club, FBLA, Alpha Mu Omega, and band/theater productions to name a few.
Community Outreach programs have increased in success.	Family Fun Night and Trunk or Treat had over 250 visitors this year, and the crawfish cookoff at the Westbank Bridge park doubled the number of participating teams and had over 400 visitors this year.

Challenges	Evidence
Engagement of parents/community through school based workshops	On the AdvancEd student survey results, “my school offers opportunities for my family to become involved in school activities and my learning” rated a 3.28 and was lower than the district rating of 3.73
Two way communication between teacher and parents	Grades are not communicated to parents in a timely manner. According to the AdvancedEd parent survey “My child’s teacher helps me to understand my child’s progress” was 3.60

## Engaging Stakeholders

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

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

Desired Results:

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

1. In the 2018-2019 parent survey, “Our school provides opportunities for stakeholders to be involved at the school” received a 3.78. The goal for 2019-2020 is for that number to increase to at least a 4.0.
2. Increase communication between teachers and parents according to the AdvancEd survey “My child’s teacher helps me to understand my child’s progress;” the average on AdvancEd will increase from 3.60 to 3.80.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p><b>Restorative Practices</b></p> <ul style="list-style-type: none"> <li>● Provide information to stakeholders on specific details of HHS restorative practices                             <ul style="list-style-type: none"> <li>○ Through HHS Newsletter: Tiger Growl</li> <li>○ Through Counselor Parent Nights</li> </ul> </li> <li>● Involve parents and other stakeholders in restorative practices when appropriate</li> </ul>	Ongoing	August PL Parent Nights  Newsletters Connect Ed Messages  Restorative Practices literature	Community Involvement Committee Administration HAT Counselors	<ul style="list-style-type: none"> <li>● Sign-in sheets</li> <li>● AdvancEd Survey</li> <li>● Newsletter tracking</li> <li>● Connect Ed Tracking</li> </ul>
<p><b>Active Communication</b></p> <ul style="list-style-type: none"> <li>● Advertisement of parent events such as Parent Nights, Open House, Parent Teacher Conferences, and Freshman Orientation</li> </ul>	Ongoing	Magnets Advertisement flyers	HAT Community Involvement Committee School Office Specialists	<ul style="list-style-type: none"> <li>● Newsletters</li> <li>● Connect Ed records</li> <li>● Email records</li> <li>● Flyers.</li> <li>● Sign Up Lists for Schedule days and freshmen orientation</li> </ul>

<ul style="list-style-type: none"> <li>● Develop magnets and leaflets which list important parent dates/events</li> <li>● Increase communication between the school and parents through social media</li> <li>● Increase number of Volunteers in Partnership (VIPs) engaged in school activities <ul style="list-style-type: none"> <li>○ Gather information on more volunteers at Open House and Parent Nights</li> </ul> </li> <li>● Coffee with Coach Lumar</li> <li>● S.T.E.M. night for parents, students, siblings <ul style="list-style-type: none"> <li>○ Begin this year by inviting middle schools on Westbank to participate in a STEM night at HHS Gym</li> <li>○ Future years, we can add the elementary feeder schools</li> </ul> </li> <li>● Increase advertisement of community events - Trunk or Treat, Family Fun Night, and Crawfish Cookoff <ul style="list-style-type: none"> <li>○ Send flyers to elementary schools to save the date for Trunk or Treat</li> </ul> </li> </ul>		<p>Social Media platforms</p> <p>Coffee and location</p> <p>STEM tools and location</p> <p>Promotional materials</p>	<p>Administration Teachers VIP members</p>	<ul style="list-style-type: none"> <li>● Advertising Documentation/Sign Up Sheets</li> <li>● Google Docs</li> <li>● Twitter</li> <li>● Marquee scroll</li> </ul>
<p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>● Support “Pastries &amp; Postcards” at every LTI</li> <li>● Model and encourage ownership and responsibility of teachers in sustaining two-way communication with students and parents. <ul style="list-style-type: none"> <li>○ Train teachers on expectations for</li> </ul> </li> </ul>	<p>Ongoing</p>	<p>Postcards LTI time Common planning</p>	<p>HAT Administration Community Involvement Committee Teachers</p>	<ul style="list-style-type: none"> <li>● Postcard count</li> <li>● LTI monitoring/observation</li> <li>● PowerSchool reporting</li> <li>● Communication logs</li> <li>● Parent night agendas</li> <li>● Admin reminders</li> </ul>

<ul style="list-style-type: none"> <li>communicating with parents and the timelines <ul style="list-style-type: none"> <li>○ At parent nights, have a table with Chromebooks to show parents how to navigate Powerschool and the school website - at ID/schedule change day</li> </ul> </li> <li>● Support teachers in increasing two-way communication between teachers and parents <ul style="list-style-type: none"> <li>○ Turn in parent communication logs for failures when doing grade verification each quarter</li> <li>○ Admin follow up by spot-checking with parents and spot-checking powerschool for grade updates</li> <li>○ Admin consistently emails teachers with “friendly reminders” to update grades</li> </ul> </li> </ul>				
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**St. Charles Parish Public Schools – Staff Development Plans for 2019-2020**

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

Main Topic(s)	Participants
Restorative Practices/Equity	Admin/HAT/All faculty
Student Achievement Initiatives: Present Ready & Future Ready	HAT/All faculty
Staff Excellence Initiatives: Developing Teacher Craft & Impacting Culture	HAT/All faculty
Safe & Supportive Learning Environment Initiatives: Anti-Vaping & Culture Building	HAT/All faculty
Engaging Stakeholders: Active Communication & Engagement	Admin/HAT/All faculty