



School Improvement Plan

2021-2022

School

David Schexnaydre
Principal

Part 1

Vision, Mission, and Values/Beliefs

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

Vision

(Reviewed 5/26/21)

THE HARRY HURST MIDDLE SCHOOL COMMUNITY (STUDENTS, PARENTS, STAFF, AND ALL CITIZENS INVOLVED IN EDUCATING OUR STUDENTS) PROVIDES A POSITIVE CLIMATE WHICH:

IS CONDUCTIVE TO LEARNING,

The Harry Hurst community is committed to providing a challenging academic foundation which is well-rounded and sensitive to the developmental needs of adolescents. Hurst strives to maximize student learning opportunities which lead to **self-motivation**, college and career readiness, continuous improvement and learning for life.

FOSTERS MATURITY,

The Harry Hurst community is committed to providing a positive climate that encourages student growth, responsibility, and accountability in order to develop the skills needed to become self-motivated, college and career ready, life-long learners.

DEVELOPS A SENSE OF BELONGING,

The Harry Hurst community is committed to promoting a caring and safe environment, which develops a sense of self-awareness and **unity**. This will foster **tolerance** of others while building **honor** and **respect** for the school and community.

AND PLACES STUDENTS' NEEDS FIRST.

The Harry Hurst community utilizes research-based educational practices, which meet the needs of the adolescent by addressing learning styles, talents, and differing abilities in an inclusive setting that benefits all students.

Mission

(reviewed 5/26/21)

The mission of Harry Hurst Middle School is to welcome the middle school student into a supportive atmosphere of mutual respect that encourages high-quality educational opportunities and promotes academic exploration while fostering enthusiastic, life-long learning so that students become self-motivated, college and career ready, responsible, productive citizens.

Values/Beliefs

We believe in and model our faculty values to achieve success for our students and our school. Based upon our ideals as a faculty, these are our guiding values and beliefs:

- ☐ We, the Harry Hurst Middle School faculty, believe in a safe and caring environment of mutual respect where the *words and actions* of Harry Hurst faculty, staff and students demonstrate HURST CARES (Honor, Unity, Respect, Self-Motivation, Tolerance, Cooperation, Assertion, Responsibility, Empathy, Self-control) and all school expectations.
- ☐ We, the Harry Hurst Middle School faculty, believe in providing an equitable, challenging learning environment, which supports student achievement by meeting the diverse needs of middle school students.
- ☐ We, the Harry Hurst Middle School faculty, believe in collaboration, reflection, and continuous improvement, which helps us grow professionally as we study and implement research-based practices.
- ☐ We, the Harry Hurst Middle School faculty, believe in life-long learning and strive to create and facilitate learning experiences where students and staff make genuine connections to the world around us through inquiry and discovery.
- ☐ We, the Harry Hurst Middle School faculty, believe in open and honest communication with all stake-holders.
- ☐ We, the Harry Hurst Middle School faculty, believe all students can learn and succeed at higher levels.

Consistently living according to these values, the faculty and staff of Harry Hurst Middle School provide a community of teaching and learning in which all students continuously improve to become self-motivated, college and career ready, responsible, respectful, contributing members of society.

Part 2

School Governance Structure

and

Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

HARRY HURST MIDDLE SCHOOL
School Governance Structure and Committee Assignments

ADMINISTRATION

David Schexnaydre – Principal
Sean Dwyer – Assistant Principal
Nicole Hall – Assistant Principal
Tiffany Landrum – Assistant Principal



SIT TEAM

Sammi Caillouet	Ericker Jackson
Tina Chaisson	Ami Houston
Katherine Dew	Jessica Matherne
Brandy Dufrene	Missy Rome
Meghan Duplessis	Lauren Waguespack, Chairperson
Jessica Farnet	Shannon Whitney
Loretta Gant	Melanie Zeringue



Safe and Supportive School Environment	Staff Excellence	Engaging Stakeholders	Student Achievement and Activities	Hurst Forward	Advisory Committee
Megan Clements Rosa Delpidio Ami Houston* Makesa LeVeck Karen Nagele Hayden Robichaux Michelle Rodriguez Will Tanner Angie Trotter Antoinette Walker Kathleen Wiley Sean Dwyer	Breah Alario Johnny Braud Brandy Dufrene Samantha Eroche Sally Goodman Sarrah Harville* Brittany Holland Ericker Jackson* Chelsea Kliebert Katie Majeste Lindsey Maxie Lisa Rednour Tiffany Landrum	Sammi Caillouet* Katherine Dew Barry Guillot Kim Lusco Emily Nauck Nathan Perrin Cristina Rivas Monika Rogan Missy Rome* Caitlyn Roux Lindsey Simon Trevor Vollenweider David Schexnaydre	April Aymond Rhea Bonura Kelly Burford Meghan Cart Meghan Duplessis* Adam Fairchild Jessica Farnet Loretta Gant Daryl Guggenheim Jamie Landry Tracy McCreedy Stacy Vollenweider* Shannon Whitney Kathryn Yent	Rosa Delpidio Sarrah Harville Ami Houston* Ericker Jackson Chelsea Kliebert Makesa LeVeck Katherine Majeste Lauren Waguespack* Shannon Whitney	Tina Chaisson* Lisa Dauenhauer Jessica Matherne Jordan Morvant Kelsi Ocmand Caitlyn Roux Lauren Waguespack Melanie Zeringue*

Chairpersons*

2020-2021 SIT Member Positions	
MEMBER	POSITION
David Schexnaydre	Administration
Sean Dwyer	Administration
Nicole Hall	Administration
Tiffany Landrum	Administration
Lauren Waguespack	Chairperson
Ericker Jackson	Team 1 Leader (Social Studies Representation)
Brandy Dufrene	Team 2 Leader (Science Representation)
Shannon Whitney	Team 3 Leader (Math Representation)
Melissa Rome	Team 4 Leader (Math Representation)
Melanie Zeringue	Team 5 Leader (Social Studies Representation)
Sammi Caillouet	Team 6 Leader (ELA Representation)
Tina Chaisson	Counselor
Meghan Duplessis	Counselor
Ami Houston	Recorder (Math Representation)
Jessica Matherne	Leadership Pipeline (<i>1-year position</i>)
Jessica Farnet	Department Representation (Enrichment)
Loretta Gant	Department Representation (Special Education)

Notes:

- Team Leaders and Department Chairs serve a 2-4 year period (beginning 20-21)
 - Decisions on exact term length determined by appropriate Admin
- Leadership Pipeline Positions are for one year only
 - Each year new participants voted on anonymously by SIT members based on essay responses

Harry Hurst Middle School Departments

2020-2021

<u>ELA</u>	<u>Math</u>	<u>Science</u>
Lindsay Maxie (6) Chelsea Kliebert (6) Angie Trotter (6) Stacy Vollenweider (6) Rhea Bonura (6) Sarra Harville (7) Megan Clements (7) Kendell George (7)* Jamie Landry (7) Rosa Delpidio (8) Meghan Cart (8) Lawrence Simmons (8) Katie Majeste (8)* Sammi Caillouet (G/T)	April Aymond (6) Lisa Rednour (6) Emily Nauck (7) Shannon Nagele (7)* Melissa Rome (Adv 7) Ami Houston (8 + Alg I) Mindy Williams (8) Makesa Leveck (Interventionist) Sally Goodman (G/T)*	Brandy Dufrene (6)* Lauren Waguespack (6) Lisa Dauenhauer (7) Nathan Perrin (7) Jessica Matherne (7 / 8) Barry Guillot (8) Karen Nagele (8)*
<u>Social Studies</u>	<u>Enrichment</u>	<u>SPED</u>
Ericker Jackson (6) Kelsi Ocmand (6)* Kelly Burford (7 / 8) Jordan Morvant (7) William Tanner (7) Caitlyn Roux (8) Melanie Zeringue (8) Kim Lusco	Jessica Kenny (Band) Katherine Dew (Choir)* Lindsey Simon (Art) Julie Rexford (Tech) Adam Fairchild (PE) Michelle Rodriguez (PE) Johnny Braud (PE) Christina Rivas (Tal. Theatre) Monika Rogan (Talented Art)	Loretta Gant (ED)* Daryl Guggenheim Antoinette Linker* Brittany Holland Chris Johnson Trevor Vollenweider Antoinette Walker

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
Both cohort passing rate goals showed improvement. 7th grade met their goal, 8th grade showed improvement but was one point away from meeting their goal.	This is evident by the student passing rate data (promotion, placed, etc.)
We have gotten positive feedback on the weekly agenda and consistent Google classroom set up.	Parent survey results indicated that the weekly agenda and Google classroom set up helped them to keep their child on track and allowed them to be better informed about each of their child's classes.
A consistent school wide data review process was implemented and will be expanded next year to include student input.	Teacher documentation each nine weeks of the data review process provided data on how students were doing throughout each quarter and provided teachers an opportunity to reflect on next steps for struggling students.

Challenges	Evidence
Implementation of study skills throughout the year.	Study skills should be integrated within your content area. Could create a graphic organizer of strategies for students to tell which skills are good for certain applications (memorization, practice, etc.). Could do an "explicit study plan" at the beginning of each unit, module, chapter, etc. Could include a "study skills focus" or plan on the weekly agenda. Could put a section for study skills on team web pages with strategies with a link to counselor web pages and Google Classroom.
We are unable to reflect on LEAP scores during School improvement Meetings due to the time of getting scores back.	n/a
Tutoring program could be improved upon as a school. There were improvements in organization and inclusion of students.	Tutoring sessions are being offered. We will work on getting more students involved in the sessions.

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:

Desired Results:

1. The 2020-2021 6th grade cohort passing rate will increase from 77% to 82%. This will be reflected in the 2021-2022 7th grade cohort data.
2. The 2020-2021 7th grade cohort passing rate will increase from 76% to 81%. This will be reflected in the 2021-2022 8th grade cohort data.

Commented [1]: The percentage of students in the 2018-2019 6th grade cohort who scored mastery and above in Math will increase by 6%. The 6th grade cohort will increase from 51% to 57%.
The percentage of students in the 2018-2019 6th grade who scored mastery and above in ELA will increase by 6%. The 6th grade cohort will increase from 57% to 63%.

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?
To meet the needs of students who need additional instructional support, the teacher of math intervention classes will identify and implement foundational standards (prerequisite skills) and standards within the current curriculum that need to be addressed through corrective instruction. The math intervention teacher will collaborate with math teachers during department meeting time by sharing growth data taken from Imagine Math.	August-May	Weekly planning time Curriculum maps and materials Student data State assessment guides Lesson plans Imagine Math Department meeting time	School administrators Interventionists Classroom teachers Students	Administrators will observe instruction and provide feedback about the alignment of instruction. Student work, conferencing logs, and Imagine Math data will be monitored by the classroom teacher and administrators. The district's data system, Illuminate, and LEAP 360 data will be viewed and monitored as well.
To increase the rigor and levels of student achievement, the core content teachers will utilize curriculum materials including teacher and student materials (i.e. Eureka, Louisiana Guidebooks, Louisiana Social Studies & Science Scope and Sequence, and differentiated instruction for special education students) and curriculum maps as well as the state standards, suggested lesson protocols, state assessment guides, and the LDOE website.	August-May	Curriculum materials and maps District's lesson planning protocols State assessment guides LDOE website Planning time	Classroom teachers School administrators Interventionists Instruction and Technology Coach	School administrators will participate in planning sessions and offer feedback to teachers. School administrators will gather informal feedback from teachers about other needs related to content and subject area resources: additional resources in teacher lessons (e.g., exit tickets, enrichment activities, early finisher activities, quizzes, study guides, Chromebooks/technology, etc.).

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>In order to foster higher levels of student achievement, teachers will analyze data (exit tickets, anecdotal observations, lesson reflections, grades, assignments, assessments) to drive and differentiate instruction.</p> <p>-Departments will conduct data review of student and class grades after each progress report date and will determine further data review protocols and materials needed for increasing student achievement. Teachers will share this information with administration through a shared document at each reporting time. Teachers will set goals based on grade distribution data.</p> <p>-Students and teachers will confer to analyze data from assessments to determine strengths and areas of growth. Teachers will review the most frequently missed questions with students.</p> <p>-Teachers will use assessment data to measure student learning and to identify needs for additional instruction. This data will be reviewed individually and collaboratively during grade level planning sessions.</p> <p>- Teachers will continue to review assessment data during department meetings and planning times to determine best instructional practices steps.</p> <p>-Students will track data and set goals in each subject throughout the year.</p>	August-May	<p>Assessments and data reports</p> <p>Planning time and lesson plans</p> <p>Assessment Data</p> <p>Growth to Mastery</p> <p>Professional Development</p> <p>Chromebooks</p> <p>Beyond Hurst Tracking</p>	<p>Administrators</p> <p>Teachers</p> <p>Students</p> <p>Instruction and Technology Coach</p> <p>Interventionists</p>	<p>Meetings to review data with teachers, administrators, and Instruction and Technology coach will be used to monitor this action, provide feedback and coaching on effective implementation. Teachers will maintain individual progress monitoring reports/notes to determine student progress and next steps.</p>

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>In order to increase student engagement and achievement across all subject areas, all students will utilize classroom technology.</p> <p>-Students will use Chromebooks and other available technology resources during instructional time to engage in online research, compose essays, and complete assessments; additional emphasis will be given to elements of successful lessons (i.e. bell ringers, closure, and ongoing assessments during instruction) in preparation for LEAP 2025.</p> <p>-Digital literacy skills, including preparation for computer-based testing, will be taught through subjects that lend themselves to the effective use of those skills.</p> <p>-Teachers will establish consistent virtual learning platforms and instructional practices through Google Classroom.</p> <p>-Teachers Google Classrooms will be set up consistently: weekly agenda (outcomes, tasks, formative and summative assignments that will be graded, suggested study plan), headings by week, assignments by day (with attachments/resources needed for each day).</p> <p>-Team Webmaster will update team webpages with announcements and assignments and post hyperlinks to teacher weekly agendas on the HMS website on individual team pages.</p>	Bi-weekly	Technology (Chromebooks, computer labs, laptop carts, iPads, BYOT) Instruction and Technology Coach Digital literacy standards, state online testing resources	Teachers Administrators Instruction and Technology Coach Students Team Webmaster	Lesson plans, administrator observation notes, and the Instruction and Technology Coach log will be reviewed. Administrators will provide feedback. Student work and assessment reports from online testing will also be reviewed during planning time.

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>Counselors will support the 8th grade students in their transition to high school, exposing them to the diploma options currently offered and the requirements for each diploma option.</p> <p>In addition, 8th grade students will create a high school individual graduation plan (IGP).</p>	August-May	IGP Plans Destrehan High school course catalogs	Counselors	Every 8 th grade student will have a signed IGP in their College and Career Portfolio.
<p>To support high school, college, and career readiness, students will be exposed to study skills within their subject area classes.</p> <p>-Grade level departments will determine, monthly (at minimum), what study skills to explicitly teach in class.</p> <p>-Teachers will include information on study skills on weekly agendas for specific units, tests, quizzes, etc. This could include links for that week's assessment or cumulative skills.</p>	September-May	Study skills program outline Advisory lesson plans Content area lesson plans School's newsletter and website	Teachers Counselors Students Administrators & Advisory Facilitator	Department and Team meeting agendas and minutes will include time for teachers, the team's administrator, and counselors to collaborate on the successes and challenges of the implementation of study skills. Advisory Facilitator will observe study skills being taught in advisory and monitor use in content classes through team minutes.
<p>Faculty will reinforce and encourage continued academic success of students by the following recognitions:</p> <p>-Student of the Week -Student of the Month -Honor Celebrations -Locker Shout Outs (optional) -Positive Postcards (required) -Positive Phone Calls -Team RAPS - Beyond Hurst (Student Goal Setting/Data Review) -Positive reinforcement for academic achievements -Better Than Yesterday Award</p>	August-May	Certificates T-Shirts for Students of the Month Pencils Postcards Stamps Budget for Celebrations Announcements and Bulletins Boards Pictures Monthly Newsletter	Teachers Counselors	A bulletin board will be dedicated to the display of honored students. Publications of the monthly newsletter will also be a method of monitoring. Lists of students being sent a positive postcard will be maintained by each team's reporter.

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?
<ul style="list-style-type: none"> -End of the year core value awards to be included in report card -Core Value Awards (previously named Caught Ya Award); these awards will be used to determine monthly grade level winner for each core value 				
<p>Administrators and teachers will implement a tutoring program to address student learning deficits with in-person tutoring and virtual tutoring sessions. In this program:</p> <ul style="list-style-type: none"> -Attendance and student progress will be monitored and adjusted based on student participation and needs. -Students will be enrolled in tutoring based on parent request, teacher recommendation, and students who were placed in the next grade. -Sessions will be offered specifically for special education students. 	August-May	PPP Administration Teacher input Student Scores (LEAP and Y1 scores)	Administration Teachers Tutoring Coordinator	Student learning plans will be created for students in intervention classes and will be monitored by administration. Tutoring will be monitored through Google Docs for attendance and reflections
<p>During Back to School Night, teachers will communicate how students can be successful in all subject areas and how student progress will be monitored and communicated.</p> <ul style="list-style-type: none"> -Teachers will share the following with parents during Back to School Night: - Google Classroom structure -Accessing teacher's weekly agendas -Daily assignments -Study plan addition to weekly skills helpful for each week. 	August	Time during Back to School Night Video Preparation Materials Student Schedules	Administration Faculty and Staff	Parent feedback from survey Sign-in sheets

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>To support the academic success of special education students, core teachers will:</p> <ul style="list-style-type: none"> -Provide answer keys/student exemplars or look fors (when applicable) to SPED teachers no later than the day prior to an assessment. <p>To support the academic successes of special education students, the SPED department will:</p> <ul style="list-style-type: none"> -Place SPED students in full inclusion based on the needs of the child. -Offer tutoring sessions uniquely designed and taught toward the needs of SPED students and/or students needing extra time to complete assignments. -Provide professional development for paraeducators on navigating Google Classroom. 	August-May	Lesson Plans Answer Keys/Exemplars	Paraeducators Teachers Administration	Lesson plans, answer keys/exemplars, and student schedules will be used to monitor.

Staff Excellence

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Teacher communication improvement (Weekly Agendas, SchoolStatus, etc)	Survey results indicated that parents were well pleased with the weekly agendas that went out and with teacher use of SchoolStatus to communicate regularly.
Google Classroom Organization enabled parents to be more informed and to better help their students.	Parent feedback indicated that the more structured organization of Google Classroom helped them to better assist their child across their subject areas.
According to students, adults treat everyone fairly regardless of race, ethnicity and color.	Student equity survey feedback indicated this with 72.4% of students agreeing or strongly agreeing with this statement.
Administration input and involvement is highly valued and trusted.	Teacher Upbeat survey indicates a high level of trust in administration.

Challenges	Evidence
Using the pineapple charts (Peer Observations)	Unable to do this due to COVID.
Professional Development was unable to happen as it had during the prior year.	Teacher SIP reflection feedback indicated a need for an increase in professional development in various areas.
Continued Implementation of RCD was not as strong as it could have been.	Teacher SIP reflection feedback indicated a lack of implementation of Responsibility Centered Discipline that was focused on last year.

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:

1. According to survey results, 76% of students surveyed agree and strongly agree that “My teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” Our desired result is to increase this percentage to 80%.
2. According to survey results, 81% of teachers responded agreeing that they were culturally competent. Our desired result is to increase this percentage to 86%.
3. According to survey results, 56% of students surveyed agree and strongly agree that “In my school, all students are treated with respect.” Our desired result is to increase this percentage to 65%.

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>In order to promote equitable practices and further promote continuous professional and student growth, teachers will participate in collaborative planning and professional development including:</p> <ul style="list-style-type: none"> - Technology use for all students in the classroom and virtually. - Differentiation strategies for individual student needs. -Equitable classroom management strategies for classroom settings and virtual learning sessions- -Student initiated inquiry across all content areas. -Equitable instructional strategies -Topics deemed pertinent per teacher surveys. -Building skills for having tough conversations about race, culture, and ethnicity. 	August-May	<p>Teacher survey data Instruction and Technology Coach <i>Three Keys to Defeating Unconscious Bias</i></p>	<p>Administrators Teachers Instruction and Technology Coach Para-educators Counselors Hurst Forward</p>	<p>Scheduling of professional development (agendas, team minutes, and sign-in sheets) geared toward areas of focus and identified areas of need. Observation feedback by peers and administrators of implementation will be shared.</p>

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?
<ul style="list-style-type: none"> -Discussions on vertical articulation. throughout all content areas in department meetings in order identify learning gaps. -District-sponsored professional learning and curriculum planning. -Structures and resources to encourage student collaboration (ie: conversation stems) - Trauma-informed decision making 				
In order to promote continuous professional growth, teachers will engage in peer observations in order to learn from each other and to meet the needs identified as areas of growth through observations and self-reflections.	August-May	Time for observations Observation timeline Feedback protocol Substitute teachers Professional development resources Librarian Instruction and Technology Coach Google Form for accountability	Administrators Teachers	Scheduling of observations and peer feedback will be shared among teachers, Instruction and Technology Coach, and the administrative staff.
To develop teachers' knowledge and understanding of standards and curriculum, school personnel will: -Participate in unit & module studies during the summer and throughout the school year using curriculum materials (i.e. Eureka, Louisiana Guidebooks, Louisiana Social Studies & Science Scope and Sequence, and differentiated instruction for special education students). -Use Instruction and Technology Coaches as a resource to understand the standards, utilize the curriculum, and improve lessons to teach the standards at higher levels. -Use district PL in order to guide implementation of synchronous & asynchronous learning.	August-May	Curriculum maps State standards Lesson protocols State assessment guides LDOE website	Administrators Teachers Instruction and Technology Coach	Administrators will observe and give feedback during department planning times. Lesson plans will be submitted and reviewed. Instruction and Technology Coach logs may be used as evidence of collaborative planning.

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?
To drive instruction, teachers will collaboratively analyze data from common assessments (ie: LEAP 360 data, formatives, summatives, etc.)	August-May	Weekly department and team planning time Assessments and data reports	Administrators Classroom teachers Interventionists Counselors Instruction and Technology Coach	Administrators will observe and give feedback during department planning times. Lesson plans will be submitted and reviewed. Instruction and Technology Coach logs and team meeting minutes may be used as evidence of collaborative planning.
To better prepare students for the online platform for LEAP 2025, teachers will work collaboratively to plan for increased online assessment opportunities across all subjects.	August-May	Chromebooks Powerschool Edulastic Planning time	Administrators Classroom teachers	Department heads and administration will meet with teachers to review and/or check for online assessment opportunities.
To provide support for employee and student success, paraprofessionals will participate in professional development and will collaborate with teachers in the instructional process by having access to and an understanding of their students' Google Classroom accounts by adding them as a teacher in Google classroom.	August-May	Chromebooks Time Access to Google Classroom	Teachers Paraprofessionals	Teachers will add paraprofessionals to their classrooms.
To support employees and students in the teaching and learning process, all school personnel will be informed through the principal's message on Google Classroom of the events and activities of each school day.	August-May	Chromebooks Google Classroom Accounts	All faculty and staff	Administration will monitor teacher reading of Google Classroom.

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?
Teachers will continue the implementation of aspects of responsibility-centered discipline and participate in professional development concerning classroom management in order to promote positive relationships and respect between teachers and students. -Teachers will participate in role-play scenarios during professional development on early-release days. -Teachers will participate in a book study of <i>Setting Limits in the Classroom</i> .	August-May	<i>Setting Limits in the Classroom</i> book.	All faculty and staff	Administrators will monitor the implementation throughout the year.
Faculty will provide beginning of the year professional development on: <ul style="list-style-type: none"> • Powerschool Assessments • Establishing structures, systems, and expectations of PLCs (teams/departments) 	August	Powerschool Assessment Program PLC Expectations and Guidelines	All faculty and staff Hurst Forward	Administration will monitor the implementation through the PD sign-sheets.
In order to have a teaching force that reflects the demographics of the student population of the school, we will intentionally recruit, hire, induct, and retain a diverse teaching staff. - Administration will attend job fairs at the HBCU (Historically Black College/Universities)	August-May	Time Recruiting Video	Administration	Administration will monitor through
The school will take a proactive approach to discipline and eliminating physical altercations. -Administration will address all students at the start of year - discuss the importance of a disciplined community, top three concerns, to set the tone and inform about fighting consequences and who to go to for support with relationship issues (counselors, support staff, etc.).	August-May	Time Discipline Data	Administration Counselors Teachers	20-21 discipline data will be monitored and checked throughout the school year by administration.

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?
<ul style="list-style-type: none"> -Administration will meet with students who participated in a fight the previous year. -Administration and other designated staff members will work with students to develop replacement behaviors for fighting -Administration and other designated staff members will communicate plans with students and parents. 				

Safe and Supportive Learning Environments

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Student “misuse of technology” decreased from last year.	According to discipline data, the number of referrals written for misusing internet/violating technology policy went from 69 in 2018-2019 to 12 in 2019-2020 school year.
Hurst provides a safe learning environment / culture & climate.	The parent survey indicates that our school is a safe learning environment for students and that our culture and climate are positive aspects of the school.
Mindfulness/core values were implemented throughout the school year.	Advisory lessons have incorporated mindfulness and core values throughout the school year.

Challenges	Evidence
Cleanliness of student bathrooms could be better.	The student survey indicates that bathrooms in the B building could be much cleaner.
Student-to-student respect is an issue.	The student comments in our survey indicated that students demonstrating respect towards one another is an issue throughout all three grade levels.
Student concern form was not effective.	Committee feedback indicated that the student concern form was not effective and students brought up true concerns throughout the school year.

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:

1. According to district survey results, 56% (originally 57%) of students surveyed agree and strongly agree that “In my school, all students are treated with respect.” Our desired result is to increase this percentage to 60% (originally 65%).
2. According to the district’s student stakeholder survey results, 59% of students agree or strongly agree that “my school makes sure that at least one adult knows me well and shows interest in my education and future.” Our desired result is to increase this percentage to 65%.
3. According to district survey results, 46% (36%) of students surveyed agree and strongly agree that “In my school, students treat adults with respect.” Our desired result is to increase this percentage to 50%.

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?
To create a safe and supportive learning environment, school-wide expectations will be established, shared, monitored, reviewed, stressed, and ingrained within the school's culture. The advisory teachers will implement lessons to teach procedures/expectations, including Chromebook expectations, during the first two days of school. The Hurst faculty will use a “First Day of School” routine to be used upon return from extended breaks -School personnel will utilize an extended advisory schedule for the first day back from Christmas break to address concerns, revisit expectations, and provide reflection time for students.	August-May (quarterly)	School-wide expectations Discipline data Google Form	All faculty and staff	Administrators/ Counselors will visit classrooms to monitor and give feedback specifically on school-wide expectations and procedures throughout the year. Team leaders will revisit expectations and procedures during team meetings. The committee will revisit specific expectations based on survey data.
To model and reinforce school-wide expectations, all school personnel fully will implement Developmental Design practices (specifically teacher language	August-May	DD book and trained DD personnel Team Discipline data Discipline matrix	All faculty and staff Team Discipline Coordinator	Administrators and team leaders will communicate with team members during team meetings. Team agendas and

5/7/2021

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?
and the Three Rs: Remind, Redirect, and Reteach) -Revisit and communicate the expectations of Developmental Design. -Teams will revisit the school-wide discipline matrix, including expectations for technology use, at the beginning of the school year and consistently reinforced throughout the remainder of the year. -Teams will review weekly discipline reports to identify areas of concern that need to be addressed.				meeting minutes will be monitored to discuss areas of need.
To help students become successful, lifelong learners, and respectful citizens of our school and community, staff will continue to implement appropriate classroom management strategies when interacting with students.	August-May	<i>Setting Limits in the Classroom</i> <i>Developmental Design</i>	All faculty and staff	Team Discipline reports, professional development agendas, and team meeting minutes will be used to track progress.
Mentors among grade levels will assist in easing the transition into middle school for 6th graders and fostering a sense of unity among students. -School personnel will identify and assign 8 th grade buddy mentors for 6 th grade students. (Pending regulations for COVID-19.)	August-May	Mentoring list created by counselors in conjunction with teachers.	Administrators Counselors Teachers Students	Counselors will monitor through team meeting times.
To build a community of relationships within the school, all school personnel will cultivate a safe and supportive learning environment. -Teachers will continue the implementation of the character education program during advisory. These lessons will include HURST CARES.	August-May	Advisory rosters Character education lessons Welcome back postcards	All faculty and staff	Team leaders, administrators, and counselors will monitor through team meeting times.

Action Steps	Timeline	Estimated Resources (Cost, time, etc.)	Persons Responsible	Method of Monitoring How will you know that the action steps are being implemented/accomplished?
<p>-Teachers will model and emphasize RESPECT consistently in advisory and include frequent reminders of respect throughout classes each day.</p> <p>-Teams will communicate with parents about each student by sending positive postcards throughout the year. Advisory teachers will also communicate with parents and students through "welcome back" postcards at the beginning of the school year.</p> <p>-School personnel will utilize SchoolStatus, the school webpage, and school social media accounts throughout the school year to communicate with stakeholders.</p> <p>-The school's webpage, Facebook, Instagram, and Twitter account will also be used to communicate with parents.</p> <p>-School personnel will communicate upcoming events to parents through Blackboard and the Student Activity Board will be utilized to communicate information about after school activities to students and parents. -Teachers will continue to utilize a weekly agenda component for each grade level to be shared through the web page. This will also include teacher assignments and a study plan.</p> <p>-The Safe and Supportive committee will continue to implement bullying and social media lessons to be implemented through advisory.</p>				
<p>In order to generate student engagement, developmental design practices will be used including:</p> <p>-Buddy Advisories</p> <p>-Focus Groups</p>	August-May	Advisory Lessons List of Advisories Buddy Advisories	Counselors Teachers Administrators	Advisory lesson plans and the focus group meeting minutes will be used to monitor progress.

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?
In order to support teachers that are new to Hurst, school personnel will offer orientations about procedures and protocols -School personnel will hold follow-up meetings to reinforce and further explain procedures and protocols as needed throughout the year.	August-May	List of teachers new to Hurst List of topics to be covered Campus mentors	Lauren Waguespack David Schexnaydre Nicole Hall-Mitchell	School-based new teacher orientation sign-in sheets Mentoring logs will be kept on all meetings between new teachers and mentors.
To create student awareness of the potential dangers of social media, the St. Charles Parish Sheriff's Office will make a presentation to the student body about the laws regarding social media abuse.	September-May	Advisory lessons Presentation time	Counselors Advisory teachers	Advisory lesson plans, communications between the school and Sheriff's Office will be used to monitor progress.
To create a climate of mindfulness among faculty, staff, and students: -Faculty and staff will continue mindfulness professional development at the beginning of the year. -Teachers will continue using mindfulness practices such as meditative breathing during the first 10-30 seconds of class and as needed throughout. -Advisory teachers will continue to utilize a mindfulness curriculum.	Aug-May	<i>The Mindful Education Workbook: Lessons for Teaching Mindfulness to Students</i> by Daniel Rechtschaffen Advisory lessons	All faculty and staff	Professional development agendas and administrative observations will be used to monitor implementation and progress.

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>-Teams will create a Team Google Classroom to gather information to get to know students and their interests. This will include:</p> <ul style="list-style-type: none"> • An "All About Me" Google Slides presentation where students share information about their interests and hobbies. Students will use the first week of school in advisory to create these. • A calendar for student events that they participate in and outside of school. • A birthday calendar for students and teachers. • Faculty members will participate in creating an "All About Me" presentation as well. <p>-Teams will review student presentations to get to know students and highlight and celebrate student interests and events.</p> <p>-Teachers can add "Assert Yourself" forms to Team Google Classrooms and a "Monthly Check-In" form for students.</p>	Aug-May	<p>Technology (Chromebooks)</p> <p>Advisory time</p> <p>"All About Me" Google Slides Template and teacher examples</p>	<p>Ami Houston Teachers Team Leaders Admin Counselors Staff Members</p>	<p>Teachers and administrators will monitor the implementation of this through team Google classrooms.</p>

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?
To encourage a culture of perseverance and striving for continuous improvement among faculty, staff, and students, school personnel will reinforce the importance of keeping a Growth Mindset through: -Monthly mantras, which encourage mindfulness, reflection, and positive self-talk, through advisory lessons. -GOALHURST, which will walk students through the process of setting specific goals and creating action steps for their classes and for themselves socially. -Wristbands to remind each person on campus to "Be Better Than Yesterday."	Aug-May	Professional Development	All faculty and staff	Professional development agendas and administrative observations will be used to monitor implementation and progress.
In order to promote healthy lifestyle habits, teachers will deliver education regarding e-cigarettes to all students through advisory and nurse education initiatives. -Students will participate in ongoing advisory lessons on the dangers of e-cigarettes. -Counselors and teachers will emphasize the dangers of e-cigarettes during Red Ribbon Week -School Nurse will provide education for at-risk students and parents/guardians. -St. Charles Parish Sheriff's office will include a component on e-cigarettes when they come to present on internet safety and bullying in October.	August-May	Advisory lessons Presentation time	Counselors Nurse Advisory teachers	Advisory lesson plans, nurse logs, and communications between the school and Sheriff's Office will be used to monitor progress.
Enrichment teachers will provide mentorship to struggling students as identified by discipline data, and report back to teams with follow-up information.	August-May	Discipline Data Department Time	Administrators Enrichment Teachers	Administration will monitor the implementation of this step through department and team meeting minutes.

Engaging Stakeholders

Assessment Summary of Strengths and Challenge Areas and Supporting Evidence

Strengths	Evidence
Parent-Teacher Conferences were successfully done as team meetings.	Parent-Teacher Conference surveys indicated that parents
Weekly Agendas aided parents during the school year.	Parent survey comments indicate that weekly agendas were helpful throughout the school year.
Social media accounts continue to help keep parents informed of important information (management Monday, important events/information etc.)	According to parent survey comments, the school's efforts to increase communication and involvement through social media are appreciated.

Challenges	Evidence
Parents want more monitoring of their students' progress.	Parents indicated in their survey they would like more help monitoring their students' grades throughout the school year.
Lots of cancelled activities due to COVID.	COVID prevented many activities that would have happened in a normal year.
Our school provides opportunities for stakeholders to be involved in the school.	Stakeholder survey comments indicate that stakeholders were not provided opportunities to be involved in school.

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:

1. According to survey results, 75% of parents surveyed agree and strongly agree that "My child's teachers help me to understand my child's progress." Our desired result is to increase this percentage from 70.59% to 75%.
2. According to survey results, 77% of parents surveyed agree and strongly agree that "Our school provides opportunities for stakeholders to be involved in the school." Our desired result is to increase this percentage from 77% to 81%. Our desired result is to increase this percentage from 69.41% to 77%.
3. According to survey results, 70% of students surveyed agree and strongly agree that "My school offers opportunities for my family to become involved in school activities and my learning." Our desired result is to increase this percentage from 70% to 79%. Our desired result is to increase this percentage from 61.52% to 70%.

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?
To engage families, community members, and business partners, school personnel will educate and involve stakeholders.				
To assist parents in understanding their student's progress, teachers will add "comments" in PowerSchool for any formative assessment the student has failed (0% - 66%) explaining which skill/concept needs remediation prior to the summative assessment.	August - May	PowerSchool	Teachers	Data Review (bring "F" comments), administrative check-ins.

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>To assist parents/guardians in supporting students with virtual learning, resources regarding technology elements will be provided. Topics may include:</p> <ul style="list-style-type: none"> -Navigating student Google Classrooms -Enrolling in guardian email summaries -Accessing PowerSchool -Accessing Edulastic -Accessing quick tip how-to videos on the school's website for parents to return to when assistance is needed throughout the school year. 	August	Resources Time/Night to present PD Facilitators	Information disseminated from district C & I Faculty & Staff Larry Spencer	Feedback/log from the event night Section of school website with how-to videos
<p>To help guardians understand their student's progress, the school will:</p> <ul style="list-style-type: none"> -Implement an expectations for communications document, which will be distributed to parents, teachers, and shared at back to school night. -Designate a teacher on each team who will be responsible for checking that all web pages are updated in a timely manner in order to better support parents. -Designate a time during back to school night where each grade level will inform parents of academic and behavioral expectations. Simultaneously, content-specific rotations addressing curriculum strategies and resources will be held. 	August-May	Time Expectations for Communications document	School Improvement Team	The School Improvement Team will create the document and distribute it to stakeholders in August. Team meeting minutes will denote the individual responsible for checking web pages. A sign in sheet and a parent feedback form will be used at Back to School Night. At the conclusion of the year, Advanced survey results and comments will be used to assess the effectiveness of these measures.

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>PTO will continue to foster relationships among community stakeholders by expanding to include greater enrollment of parents from Hurst and the feeder schools.</p> <p>-The Hurst SIT Team will involve stakeholders participation, in school based issues and decisions when relevant.</p> <p>-Faculty will communicate with and invite parents to meetings and events when appropriate.</p>	August-May	<p>Time</p> <p>Parents</p> <p>Google Form for PTO signup and parent involvement and parent opinion surveys</p>	<p>Parents</p> <p>Administrators</p> <p>Faculty and staff</p>	<p>The agenda from the school improvement team meetings will assist in continuing the process.</p>
<p>In order to help educate, assist, and engage stakeholders, school personnel will communicate information on events throughout the school year including:</p> <p>-Back to School night organized by the School Improvement Team.</p> <p>-Hurst Family Fitness Night - October - Counselor Coffee organized by the school counselors.</p> <p>-Parent Teacher Conferences organized by administration and the School Improvement Team.</p> <p>-The Harry Hurst Twitter account, the school's web page, the billboard, the Herald Guide, and the PTOs Facebook page will be used to increase communication with stakeholders.</p> <p>-Monthly emails will be sent to parents detailing upcoming school events.</p>	August-May	<p>Event personnel</p> <p>Budget for outreaches</p>	<p>Faculty and staff</p>	<p>Sign-in sheets along with committee and team meeting minutes will be records used to monitor the progress of each event.</p>

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?
<ul style="list-style-type: none"> -Weekly emails will be sent to parents regarding after school activities. -The 5th grade outreach programs, such as the 5th Grade VIP football game, will build relationships with incoming 5th grade students and their families. -The Mentoring Program will work with identified students in order to support those students and build relationships. -Community outreach i.e. Science Night, Black History Celebration, Veterans Day, Career Day, Wetland Watchers, etc. 				
<p>To help guardians understand and support our mindfulness and growth mindset initiatives, school personnel will:</p> <ul style="list-style-type: none"> -Include mindfulness and growth mindset sections on the school website, which will provide information about mindfulness practices, the science behind stress and mindfulness techniques, and ways to support mindfulness at home with their students. 	August-May	Time Newsletter	Hurst Forward Committee Members Technology Assistant	The Hurst Forward committee minutes will include time to discuss the upcoming month's newsletter contribution, and will be used to track the creation of the pieces. The pieces will be emailed to the technology assistant, who will place them into the newsletter, which will be monitored for publishing.

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?
To continue developing the working relationships with business partners, the school's partners in education contact person will communicate, involve and work alongside existing, new, and other potential partners. Partners in education meetings will be established and held to provide information to our business partners about the SIP steps focusing on stakeholders and upcoming events.	August-May	Time	David Schexnaydre	The Partners in Education contact person will report the continued progress of the alliance development with the business partners to the School Improvement Team. PIE meeting agendas and notes.
To engage the community members, Hurst faculty will host fall and spring musicals, concerts, plays, and celebrations inviting parents, students from community elementary schools, and local business leaders including our Partner in Education.	August-May	Student performers Time for rehearsals Securing the necessary facilities	Teachers Sponsors/Coaches Students Parents	The administrators will monitor the progression of the performance. Ticket sales and promotion of the performances will also be monitored. Business leaders will be asked to leave their business cards during the events/performances.
To help parents navigate middle school, school personnel will update and distribute the Harry Hurst quality profile through the school website, orientation, ConnectED, and back to school night.	August	Quality Profile	Team Leaders Counselors	The quality profile will be updated and sent home with parents during orientation and Back to School Night. Additionally, a message will be sent out through the school webpage and ConnectEd with the brochure attached.

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?
To support students' transition from middle school to high school, Harry Hurst will collaborate with Destrehan High School to hold "Morning with the Wildcats." During this time, students will be introduced to the high school experience through tours and conversations with student guides.	March	Time	Teachers Administrators Counselors Students Parents	Attendance will be monitored for student participation in the event.
To support students' transition from middle school to high school, Harry Hurst will host the Destrehan High School counselors for 9th grade scheduling. Parents and students will schedule their classes for freshman year at this time. Special education teachers will collaborate with the parents in their students' scheduling process as well.	April-May	Time Securing the necessary facilities, such as the computer lab	Teachers Administrators Counselors from both schools Parents Students	Each student will be assigned a time to be scheduled; this will help track the completion of each child's schedule.

St. Charles Parish Public Schools – Staff Development Plans for 2021 - 2022

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

Main Topic(s)	Participants
Growth Mindset & Mindfulness <ul style="list-style-type: none"> Developing growth mindset & mindfulness in teachers Strategies for continuing to develop growth mindset and mindfulness in students. 	All Faculty & Staff
Classroom Management <ul style="list-style-type: none"> Book Study & PD <i>Setting Limits in the Classroom</i> Developmental Design/ Give 'Em 5 (<i>Responsibility Centered Discipline</i>)/ Restorative Practices Building Relationships 	
Technology Practices <ul style="list-style-type: none"> Tools Techniques Student Engagement 	
Differentiation Instructional Strategies <ul style="list-style-type: none"> Purpose Strategies/plans for meeting the needs of individual students 	
Professional Learning Communities (PLCs)/ Departments <ul style="list-style-type: none"> PLCs purpose and expectations Curriculum/Louisiana State Standards Quarterly Data Reviews 	
Equity <ul style="list-style-type: none"> Book Study: <i>The Keys to Defeating Unconscious Bias</i> Teacher PD 	
Special Education	
Trauma Informed Schools/Social Emotional Learning	
Safe Schools	
Committees	
United Way	