



School Improvement Plan

2014-2015

Hahnville High School
School

Mr. Ken Oertling
Principal

Part 1

Vision, Mission, and Values/Beliefs

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

Vision

Hahnville High School is a community committed to the continuous improvement of teaching and learning. There is a commitment from stakeholders to help all students achieve their fullest learning potential, increase their desire for knowledge, and learn tolerance and respect for others.

The Hahnville Advisory Team (HAT) reviewed, modified, and approved suggested changes on June 16, 2014.

Mission

Our mission is to provide a positive and motivating learning environment that enables all students to learn at high levels, achieve meaningful goals, and become enthusiastic lifelong learners.

We will achieve this by

- delivering stimulating and effective instruction.*
- providing students with a physically and psychologically safe environment.*
- maintaining an atmosphere of respect and acceptance for diversity.*
- promoting a sense of community, belonging, and support that is found through students' involvement in academic, extra-curricular and co-curricular activities.*
- encouraging collaborative efforts amongst families, students, teachers, staff, administrators, feeder schools and the community.*
- providing a system of interventions and opportunities to ensure that all students are successful.*
- promoting a collaborative culture that helps all teachers improve their practices.*
- providing progressive student assessment which informs each teacher of successes as well as necessary instructional improvements.*
- providing a rigorous, relevant, and diverse curriculum that focuses on college and career readiness and fosters the development of lifelong learning.*
- providing modern technologies throughout all facets of the school that are available to all teachers and students.*

HAT reviewed, modified, and approved suggested changes on June 16 2014.

Values/Beliefs

1. *Continuous improvement of teaching and learning is essential for all students to achieve at high levels.*
2. *Lifelong learning is essential to providing the community with productive and responsible citizens.*
3. *Collaboration among all stakeholders is essential in creating an environment of mutual respect where all students can learn.*

HAT reviewed, modified, and approved suggested changes on June 16 2014.

Part 2

School Governance Structure

and

Committee Assignments

Part 2 - School Governance Structure and Committee Assignments

Administrative Team

Ken Oertling Principal	Shawn Heiden Assistant Principal	Brian Lumar Assistant Principal	Ingrid Michael Assistant Principal	Angela Scott Assistant Principal	George Bode Administrative Intern
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Hahnville Advisory Team (HAT)
Department Chairpersons and Coordinators

Pamela Breaux	Eric Gueniot	Jeanne Nouri	Aurora Romero	Kristen Lumar	Mendi LeBoeuf	Michael Seely	Sean Dwyer	Shaun Crochet	Karen Russo	*Julie Brauning	Amy Walker	Elaine Fitzgerald	Yolanda Hingle
Career & Technical Education	Cultural Enrichment	English	Career Development Facilitator	Math	PE/ROTC	Science	Social Studies	Special Education	Support Services	Staff Development Coordinator SIP Chair	Literacy Integration Specialist	Technology	Parent Liason



Academic Support

Career & Technical Education	Cultural Enrichment	English	Math	PE/ROTC	Science	Social Studies	Special Education	Support Services
Cavallo, S Chevalier, P Cologne, H Darensburg, D Fitzgerald, E Hayes, J Hooker, K Mainville, S Ponder, N Rappold, M Romero, A Villemarette, S Winzy, R	Basta, E Bertram, S Corzo, M Council, A Danigole, M Faucheux, E Gough, K Griffen, T Harms, L Harms, M Matherne, C Nugent, A Westerhaus, J	Beske, A Bravo, B Gauthier, B Johnson, H Konevich, J Lanier, S McCoy, T Naquin, R Orlando, K Schouest, R Sirmon, C Unger, D Valdin, R Waters, A	Aucoin, S Barnhill, H Cancienne, M Cranford, A Crochet, A Enright, T Faucheux, L Gonzales, J Japhet, J Lanaux, C Parrino, E Rodrigue, W Rome, S	Bourne, T Dorsey, L Eusea, J Graffeo, T Hebert, M Martin, C Saltaformaggio Scharwath, D Silva, M Smith, V Valdin, L	Aymami, C Bouchon, J Dessauer, M Duhon, K Gillam, C Grunblatt, S Hoffmann, M O'Rourke, S Seal, Melanie	Allelo, F Barrouquere, J Baudry, D Briones, G Charles, D Johnson, C Nugent, G Orr, E Robichaux, K Rome, N Sternberger, E	Black, A Boyd, T Broussard, D Broussard, J Bychurch, P Erwin, D Fisher, M Folse, E Graffagnini, A Gros, J Hebert, J Martinez, C Ocmand, C Stack, L Vinnett, J	Boyd, A Crisham, E George, M Keller, D Kleinpeter, M Marine, M Matthews, J Pitre, P Rock, W Scott, A Sopczak, B Stroud, C

ACT Committee: S. Rome S. Lanier, J. Nouri, W. Rock, K. Russo, *C. Sirmon

Data Team Leaders: *A. Crochet, C. Aymami, Elizabeth Bravo, K. Lumar, J. Nouri, G. Nugent, K. Oertling, M. Seal, A. Walker

Literacy Team: *A. Walker (Literacy Integration Specialist), J. Arrington, J. Bouchon, J. Brauning, B. Bravo, P. Breaux, J. Broussard, E. Fitzgerald, J. Gonzales, M. Harms, B. Lumar, J. Nugent, K. Oertling, D. Saltaformaggio

Positive School Climate Committee: *S. Heiden, G. Bode, D. Charles, S. Dwyer, T. Enright, J. Gonzales, J. Hayes, H. Johnson, K. Lumar, J. Nugent, D. Scharwath, M. Seal

Part 3

School Profile (Performance Data)

See Separate Document

Part 4

Student Performance Worksheet

See Separate Document

Part 5

School Priorities

for

Improvement

Part 5 – Priorities for Improvement

Component: Improving Student Learning

Priority: Improve teaching and learning of rigorous standards.

Rationale: It is critical that teachers implement effective instructional practices and design lessons that enable students to become college and career ready and develop life-long skills.

Component: Building a Positive School Climate

Priority: Improve positive student choices in the school and community.

Rationale: Positive student choices increase student engagement and create an environment conducive to learning.

Priority: Improve school climate by increasing positive staff-student relationships.

Rationale: Positive staff-student relationships increase student engagement and create an environment conducive to learning.

Priority: Create a culture of respect by holding students accountable for their words/actions.

Rationale: A respectful culture increases student engagement and creates an environment conducive to learning.

Part 6

Action Plans

Improving Student Learning

School Goal: Increase student learning through implementation of instructional strategies focused on increasing literacy across all curricular areas.

Desired Results for Student Learning

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

1. The percentage of students scoring in the 20-25 scaled score range on the ACT reading, English, and science subtests will increase from 38% to 41%.
2. As indicated by the English II EOC exam, students scoring Good or Excellent will increase from 78% to 81%.
3. As indicated by the English III EOC exam, students scoring Good or Excellent will increase from 67% to 70%.

Action(s)	Method of Monitoring How will the action be monitored and how will feedback be given?
<p>1. School personnel will plan and implement effective literacy instruction centered on the Common Core State Standards (CCSS) to prepare students for college and careers.</p> <ul style="list-style-type: none"> • How will teachers study and use the resources (e.g., standards, teacher editions, etc.) to plan successful lesson delivery? <ul style="list-style-type: none"> ○ All Hahnville High School (HHS) teachers and administrators will meet weekly with a group of colleagues to study a text that addresses the specific literacy needs of each department/professional learning community (PLC), and teachers will plan for the implementation of new ideas/strategies. ○ All HHS teachers will work with department/PLC members to unwrap Common Core State Standards as part of the data review process, and teachers will identify CCSS standards they are addressing in their lesson plans. 	<p>Teachers will complete book study documentation forms weekly and submit them quarterly. Administration/book study facilitators will participate in and oversee the meetings, and the Literacy Integration Specialist will review the documentation quarterly to address concerns. PLC leaders/book study facilitators, administrators, and the Literacy Integration Specialist will provide feedback during weekly meetings.</p> <p>Data team/data review documentation will be completed by PLCs and submitted to the principal for review and feedback following the completion of each data cycle. Lesson plan templates will be revised to require documentation of CCSS, and lesson plans will be reviewed weekly by department chairs.</p>

<p style="text-align: center;">Action(s)</p>	<p style="text-align: center;">Method of Monitoring How will the action be monitored and how will feedback be given?</p>
<ul style="list-style-type: none"> ○ Teachers will utilize resources provided by the HHS Literacy Team (anchor charts, sample lessons, planning resources, research, etc.) to plan for effective literacy instruction. ○ English teachers will review and utilize literacy resources [<i>SpringBoard</i>, ELA Guidebook, ACT prep workbooks, Advanced Placement (AP) textbooks, etc.] to implement effective literacy instruction aligned to the CCSS. In the summer, English teachers will attend <i>SpringBoard</i> Advanced Teacher Training and will collaborate with Destrehan High School (DHS) teachers to develop/revise curriculum maps, instructional units, and core exams to align to the CCSS. Throughout the year, English teachers will collaborate weekly to plan effective lessons using the <i>SpringBoard</i> curriculum. HHS English teachers will meet with DHS teachers periodically to review student progress and make adjustments. At least monthly, the Literacy Integration Specialist, Instructional Technology Coordinator, principal, and ELA teacher leader will monitor the state website and alert teachers to new ELA resources that have been added to the site. ○ Using AP, EXLPLORE/PLAN/ACT, EOC, and ELA data team resources and assessment information, the English department will collaborate to achieve greater vertical alignment of courses. ○ 9th-11th grade English, science, and social studies PLCs will analyze EXPLORE, PLAN, and ACT test data to design effective instruction and improve student achievement. ○ To engage students in interactive literacy practices aligned to the CCSS, all English teachers will integrate the use of Promethean Boards into literacy instruction, and English I teachers will integrate the use of iPads into literacy instruction. 	<p>Teachers will submit literacy artifacts and/or lesson plans following each training/planning session. The Literacy Integration Specialist, Literacy Team members, and administrators will review and provide feedback on artifacts and will attend monthly literacy learning walks to assess implementation of school-wide literacy initiatives and provide teachers with feedback on their literacy instruction. Administrators will evaluate and provide feedback on literacy instruction during walk-through observations.</p> <p>School administrators and the Literacy Integration Specialist will participate in meetings and trainings with teachers and provide oral feedback to facilitators as well as participants on their planning for sessions, facilitation, and participation. School administrators, the Literacy Integration Specialist, and the ELA teacher leader will gather informal feedback from participants about other needs related to ELA resources.</p> <p>An administrator will be present at AP vertical articulation meetings and will provide oral feedback. An administrator and the Literacy Integration Specialist will attend English I, II, and III PLC meetings to monitor and provide feedback on vertical alignment.</p> <p>Administrators will oversee, monitor, and provide feedback on the process of analyzing scores, designing effective instruction, and assessing results of instruction.</p> <p>An administrator and the Literacy Integration Specialist will attend all English PLC meetings to monitor and support teachers in using technology in literacy instruction, and the Instructional Technology Coordinator will attend and provide training during English I PLC meetings as needed. Administrators will provide feedback on the use of technology during formal and informal observations.</p>

<p style="text-align: center;">Action(s)</p>	<p style="text-align: center;">Method of Monitoring How will the action be monitored and how will feedback be given?</p>
<ul style="list-style-type: none"> ○ The Striving Readers Comprehensive Literacy (SRCL) reading interventionist will utilize available resources (My Virtual Reading Coach, Reading Apprenticeship, and Boldprint) to provide individualized reading interventions to 9th grade students who scored below Basic on the 8th grade ELA LEAP and 10th and 11th grade students scoring Needs Improvement on the English II EOC and English III EOC. ● How will support (e.g., collaboration, coaching) be provided for successful implementation? <ul style="list-style-type: none"> ○ PLC leaders, administrators, book study facilitators, the Literacy Integration Specialist, and the ELA teacher leader will provide job-embedded support through weekly PLC/book study meetings. The Literacy Integration Specialist will provide support in the form of individual coaching, demo lessons, and observations as recommended by administrators/requested by teachers. ○ During school-wide professional development sessions and weekly PLC meetings, Literacy Team members, Data Team trainers, teacher leaders, and administrators will assist teachers in unwrapping CCSS and developing and refining effective literacy instruction. Data Team certified trainers will provide initial and follow-up trainings to assist teachers in identifying and unwrapping essential CCSS. ○ The Literacy Integration Specialist and an administrator will attend English I, II, and III PLC meetings and assist teachers in utilizing <i>SpringBoard</i> resources to develop effective literacy instruction aligned to the CCSS. They will inform Central Office personnel of questions/concerns that may arise during implementation. ○ The Instructional Technology Coordinator will provide initial training and follow-up support to English teachers using Promethean Boards, ActivExpressions, and iPads in literacy instruction. ○ The Literacy Integration Specialist will meet weekly with the SRCL reading interventionist to provide ongoing intervention support. 	<p>The SRCL reading interventionist and Literacy Integration Specialist will conduct benchmark and monthly progress monitoring assessments and will meet monthly to review student performance and adjust individual student interventions as necessary. The SRCL reading interventionist and Literacy Integration Specialist will meet with the English I teachers weekly to get feedback about students' progress in their English I class.</p> <p>Teachers will complete book study/PLC documentation forms weekly and submit them quarterly to the Literacy Integration Specialist who will review and provide feedback. Administrators/book study facilitators will oversee and provide feedback during book study/PLC meetings. The Literacy Integration Specialist will keep documentation of all coaching, observations, and demo lessons.</p> <p>Sign-in sheets will be used to monitor participation in professional development, and the Literacy Team will review and provide feedback on teacher-submitted artifacts. Administrators will monitor and provide support in the data review process.</p> <p>An administrator will participate in these meetings to monitor and provide feedback.</p> <p>Sign-in sheets will be used to monitor participation in professional development, and an administrator will participate in trainings and meetings to monitor and provide feedback.</p> <p>The Literacy Integration Specialist and SRCL interventionist will complete weekly PLC documentation forms and monthly data review documentation forms.</p>

<p style="text-align: center;">Action(s)</p>	<p style="text-align: center;">Method of Monitoring How will the action be monitored and how will feedback be given?</p>
<ul style="list-style-type: none"> • What Professional Development (workshops, job-embedded PD) will be required for successful implementation? <ul style="list-style-type: none"> ○ The Literacy Team will provide periodic trainings (at least quarterly) to assist teachers in developing and refining literacy instruction aligned to state assessments and the CCSS. ○ Data team trainers will provide initial training and follow-up support to assist teachers in unwrapping course standards including the CCSS. ○ PLC leaders, administrators, book study facilitators, and the Literacy Integration Specialist will provide job-embedded training through weekly PLC/book study meetings. ○ The ELA teacher leader will attend summer training sessions offered by the state and work with the Literacy Team to provide literacy training as needed. ○ English teachers will attend Advanced SpringBoard Training during the summer. ○ The Instructional Technology Coordinator will provide initial training and follow-up support in the form of coaching, demo lessons, and co-teaching lessons to English teachers using Promethean Boards, ActivExpressions, and iPads in literacy instruction. 	<p>Sign-in sheets will be used to monitor participation, and administrators will attend these meetings to monitor and provide feedback. Teachers will be required to submit lesson plans documenting literacy planning and student artifacts documenting implementation of literacy instruction. Literacy Team members will monitor literacy lesson plans and student artifacts and provide teachers with feedback.</p> <p>Sign-in sheets will be used to monitor participation in trainings and meetings, and administrators will attend trainings and meetings to monitor and provide feedback. Data team/data review documentation will be completed by PLCs and submitted to the principal for review and feedback following the completion of each data cycle.</p> <p>Teachers will complete book study/PLC documentation forms weekly and submit them quarterly to the Literacy Integration Specialist who will review and provide feedback. Administrators/book study facilitators will oversee and provide feedback during book study/PLC meetings.</p> <p>Sign-in sheets will be used to monitor participation in trainings and meetings, and administrators will attend to monitor and provide feedback.</p> <p>Sign-in sheets will be used to monitor participation, and administrators will attend to monitor and provide feedback.</p> <p>Sign-in sheets will be used to monitor participation, and administrators will attend these trainings and meetings to monitor and provide feedback. Administrators and the Literacy Integration Specialist will conduct observations and provide teachers with feedback on their integration of technology to support literacy instruction.</p>

<p style="text-align: center;">Action(s)</p>	<p style="text-align: center;">Method of Monitoring How will the action be monitored and how will feedback be given?</p>
<ul style="list-style-type: none"> • How will student learning be measured and the data used to drive continuous improvement? <ul style="list-style-type: none"> ○ Teachers and administrators will analyze LEAP, ACT (science, English, reading), EOC, and core exam data from 2013-2014 and i-STEEP data from 2014-2015 to identify relative strengths and weaknesses for each grade level, and through PLCs, teachers will develop plans for addressing needs. ○ Teachers will utilize a formal data review process to design effective literacy instruction, measure student learning, and provide interventions. ○ The Literacy Integration Specialist, Literacy Team members, and administrators will review and provide feedback on artifacts and will participate in monthly literacy learning walks to assess implementation of school-wide literacy initiatives and provide teachers with feedback on their literacy instruction. ○ The SRCL reading interventionist and Literacy Integration Specialist will conduct benchmark and monthly progress monitoring assessments for reading intervention students and will meet monthly to review student performance and adjust individual student interventions as necessary. • How will parents and the community be involved/engaged in supporting the goal? <ul style="list-style-type: none"> ○ Parents of reading intervention students will be informed that their child is enrolled in a reading intervention course and will be updated on their child's progress. ○ ELA, science, and social studies data teams will share pre- and post-assessment data with parents. 	<p>Teachers will work as PLCs to reflect on strengths and weaknesses and develop follow-up plans. During PLC meetings, teachers and administrators will monitor the implementation of the follow-up plans and communicate successes and necessary adjustments.</p> <p>Data team/data review documentation will be completed by PLCs and submitted to the principal for review and feedback following the completion of each data cycle, and lesson plans will be reviewed weekly by department chairs.</p> <p>The Literacy Integration Specialist, Literacy Team members, and administrators will review and provide feedback on artifacts and will participate in monthly literacy learning walks to assess implementation of school-wide literacy initiatives and provide teachers with feedback on their literacy instruction. Administrators will evaluate and provide feedback on literacy instruction during walk-through observations.</p> <p>i-STEEP reports will be generated and reviewed during monthly data review meetings.</p> <p>The SRCL reading interventionist will maintain a parent contact log and will send home computer-generated STEEP/My Virtual Reading Coach reports.</p> <p>Administrators overseeing Data Teams and will ensure student performance data is communicated to parents.</p>

<p style="text-align: center;">Action(s)</p>	<p style="text-align: center;">Method of Monitoring How will the action be monitored and how will feedback be given?</p>
<ul style="list-style-type: none"> ○ The principal will compile data team pre- and post-assessment results and will include progress reports in the school’s newsletter. ○ Information about school-wide goals and CCSS will be shared during a literacy breakout session at all grade-level parent nights. ○ Through the Journey to Careers course, job shadowing, and the Senior Project, students will interview community members about their applications of literacy (e.g., critical thinking, investigation, reading, writing, speaking, listening, problem-solving) to their jobs. 	<p>Administrators overseeing Data Teams will ensure student performance data is submitted in a timely manner so the principal may communicate up-to-date results.</p> <p>Information to be presented will be reviewed by school administration and feedback provided on additions and deletions as needed.</p> <p>The School-to-Career Coordinator and the Literacy Integration Specialist will ensure that the Journey to Careers and job shadowing questionnaires as well as the Senior Project interview requirements will include/require questions related to the application of literacy in careers held by community members.</p>

Improving Student Learning

School Goal: Students will achieve rigorous math standards.

Desired Results for Student Learning

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

1. Algebra I will increase the percentage of students scoring GOOD or EXCELLENT on the EOC exam from 59% to 61%.
2. Geometry will increase the percentage of students scoring GOOD or EXCELLENT on the EOC exam from 67% to 70%.
3. The percentage of students scoring in the 18 – 30 scaled score range on the ACT Math subtest will increase from 53% to 56%.

Action(s)	Method of Monitoring How will the action be monitored and how will feedback be given?
<p>1. School personnel will implement a comprehensive instructional and assessment program for mathematics that includes rigorous standards to prepare students for college and careers.</p> <ul style="list-style-type: none"> • How will teachers study and use the resources (e.g., standards, teacher editions, etc.) to plan successful lesson delivery? <ul style="list-style-type: none"> ○ Algebra I, Geometry, and Algebra II teachers will meet in early August to collaboratively review available resources (e.g., the <i>Eureka Math</i> and <i>Explorations in Core Math</i> teacher and student materials and curriculum maps as well as the standards, Math Guidebook, state assessment guides, and the EAGLE database that are on the LDOE website). At least quarterly, the department chairperson will monitor the LDOE website and alert teachers to new additions to the site. ○ Algebra I and Geometry teachers will allocate instructional time based on the major, supporting, and additional clusters identified in the LDOE Assessment Guide to align with the standards assessed by the state end-of-course tests. 	<p>School administrators will participate in meetings with teachers and provide oral feedback to facilitators as well as participants on their planning for sessions, facilitation, and participation. School administrators will gather informal feedback from participants about other needs related to math resources.</p> <p>Pacing of instruction will be monitored by teachers and administrators to ensure alignment with the curriculum maps. Feedback on adjustments that may be needed will be communicated during department meetings.</p>

<p style="text-align: center;">Action(s)</p>	<p style="text-align: center;">Method of Monitoring How will the action be monitored and how will feedback be given?</p>
<ul style="list-style-type: none"> • How will support (e.g., collaboration, coaching) be provided for successful implementation? <ul style="list-style-type: none"> ○ Throughout the school year, <i>Eureka Math and Explorations in Core Math</i> teacher and student materials and curriculum maps and standards will be used in weekly collaborative planning and individual development of lesson plans and assessments for Algebra I, Algebra II, and Geometry. During collaborative planning, Algebra I and Geometry teachers will engage in accountable talk using the Eureka module and topic overviews, preview upcoming lessons and role play the delivery of selected lesson components with their peers. • What Professional Development (workshops, job-embedded PD) will be required for successful implementation? <ul style="list-style-type: none"> ○ Algebra I and Geometry teachers and school administrators will attend the state-sponsored Eureka Math professional development in July. ○ Teachers will engage in “just in time” PD by viewing and discussing an Eureka webinar quarterly for Algebra I and Geometry with their peers through data teams. ○ Math Teacher Leaders will provide support (e.g., observe, coach, share information, facilitate viewing of Eureka webinars) for other teachers. • How will student learning be measured and the data used to drive continuous improvement? <ul style="list-style-type: none"> ○ Teachers and administrators will analyze EOC /ACT data from 2013-2014 to identify relative strengths and weaknesses for each grade level and to develop plans for addressing needs. ○ Data team cycles will be used to gather baseline and growth data on high priority standards in each grade level. 	<p>Participants will self-assess the effectiveness of the collaborative planning. Administrators will participate in these planning sessions to monitor and provide feedback.</p> <p>Sign-in sheets will be used to monitor participation. Feedback will be gathered by school administrators through informal conversations and debriefing with school participants.</p> <p>School administrators will track participation in the webinars and the use of that information in collaborative planning. Oral feedback will be received from participants.</p> <p>Administrators will clearly define the role of the Math Teacher Leader and use those expectations to provide feedback during regularly scheduled meetings.</p> <p>A written plan of strengths and weaknesses and follow-up plans will be developed. Teachers and administrators will monitor the implementation of the follow-up plans and communicate successes and necessary adjustments.</p> <p>Administrators and data team leaders will participate in meetings and provide feedback and coaching on effective implementation.</p>

<p style="text-align: center;">Action(s)</p>	<p style="text-align: center;">Method of Monitoring How will the action be monitored and how will feedback be given?</p>
<ul style="list-style-type: none"> ○ Exit tickets from <i>Eureka Math</i> and other formative data will be used in Algebra I and Geometry to adjust instruction. ● How will parents and the community be involved/engaged in supporting the goal? <ul style="list-style-type: none"> ○ The math department will develop talking points about the more rigorous math curriculum for use during parent/teacher conferences. ○ Community members will be contacted by the math department to ask how they use math in their jobs. A bulletin board featuring pictures of those community members and their statements will be displayed in the math classrooms. 	<p>Teachers will use exit ticket data to adjust instruction which will be noted through lesson plans. Department head will provide oral or written feedback.</p> <p>Talking points will be reviewed by school administrators and feedback provided on additions and deletions as needed.</p> <p>Procedures and timelines for identifying community members and development of the bulletin board will be established by the math department and monitored by its department head. Oral feedback will be provided by department head and school administrators.</p>
<p>2. The math department will implement the Data Teams process developed by the Leadership and Learning Center.</p> <ul style="list-style-type: none"> ● How will teachers study and use the resources (e.g., standards, teacher editions, etc.) to plan successful lesson delivery? <ul style="list-style-type: none"> ○ Teachers will meet in early August to review curriculum maps/curriculum guides/EOC/core exams/AP guides to determine power standards to be used in the data team process. ○ Data teams/PLCs will begin writing pre- and post-assessments in early August and continue throughout the school year. ● How will support (e.g., collaboration, coaching) be provided for successful implementation? <ul style="list-style-type: none"> ○ Each data team will have an experienced member or "coach" as the facilitator at each weekly meeting to aid in the data team process. ○ Data team leaders will meet quarterly with Amy Crochet/Amy Walker. 	<p>Each data team/PLC will turn in a list of power standards to the department head. Oral feedback will be provided by the department head.</p> <p>All pre- and post-assessments will be placed in PLC binders. Oral feedback will be provided by school administrators.</p> <p>Documentation of the facilitator attending weekly data team meetings will be kept in the PLC binder through sign-in sheets and meeting agendas. Oral feedback will be provided by school administrators.</p> <p>The school staff development coordinator will collect sign-in sheets for quarterly data team leader meetings. Oral feedback will be provided by school administrators.</p>

<p style="text-align: center;">Action(s)</p>	<p style="text-align: center;">Method of Monitoring How will the action be monitored and how will feedback be given?</p>
<ul style="list-style-type: none"> • What Professional Development (workshops, job-embedded PD) will be required for successful implementation? <ul style="list-style-type: none"> ○ The math department will attend professional development on the data review process in early August. ○ Data team teachers new to the process will attend a district level data teams training in September. ○ PLCs will meet quarterly with Julie Brauninger/Amy Walker. • How will student learning be measured and the data used to drive continuous improvement? <ul style="list-style-type: none"> ○ Teachers will analyze pre-assessment data to identify relative strengths and weaknesses for each power standard. ○ Teachers will determine and implement at least one mass strategy per data team cycle. ○ Teachers will create interventions based on post-assessment data. • How will parents and the community be involved/engaged in supporting the goal? <ul style="list-style-type: none"> ○ Feedback from data team cycles will be sent home to parents communicating pre/post growth and proficiency levels with suggested resources. ○ Updates on at least one data team or PLC will be reported in the monthly newsletter. 	<p>School administration will be present and offer oral feedback.</p> <p>Quarterly data team leader meetings will be documented with meeting agendas sign-in sheets. Oral feedback will be provided by school administrators.</p> <p>A written plan of strengths and weaknesses will be developed. Data team facilitator/certified data team leader/administration will provide oral feedback.</p> <p>Teachers and administrators will monitor the implementation of the mass strategy and communicate successes and necessary adjustments. Data team facilitator/certified data team leader/administration will provide oral feedback.</p> <p>A written plan on interventions will be developed. Interventions will be documented in lesson plans. Data team facilitator/certified data team leader/administration will provide oral feedback.</p> <p>Feedback folders will be kept for each student requiring parents to sign a document stating they have received the feedback sheet.</p> <p>Data cycle information will be reported in the school's monthly newsletter.</p>

Building a Positive School Climate

School Goal: Provide a safe, orderly environment for learning in which students feel comfortable, safe and respected.

Desired Results for Positive School Climate:

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

1. Decrease the overall number of referrals from 12,155 to 10, 939 (10%).
2. Decrease the overall number of referrals for willful disobedience from 3762 to 3386 (10%).
3. Increase the level of agreement to the AdvancEd statement by students that “at my school all students are treated with respect” from 2.73 to 3.00.

Action(s)	Method of Monitoring How will the action be monitored and how will feedback be given?
<ul style="list-style-type: none"> • Revisit the restructured discipline flow chart for administrators. <ul style="list-style-type: none"> ○ Continue to include half-day in-school suspensions. ○ Continue to use Saturday detentions as a deterrent before ADAPT. ○ Provide teachers with effective management tools they can use to build positive relationships. 	<ul style="list-style-type: none"> ○ Discipline Report Data ○ In-School Suspension Monitor correspondence between teachers and administrators ○ Meeting agendas ○ Professional Development agendas ○ Positive School Climate Committee will review data and offer feedback to best serve the needs of our teachers
<ul style="list-style-type: none"> • Provide professional development on classroom management strategies <ul style="list-style-type: none"> ○ Positive School Climate Committee review of discipline data ○ On-going professional development which gives teachers tools to effectively manage behaviors in their classroom ○ Adopting “Essentials” (behavioral expectations) in all classes ○ Review research-based practices for classroom management during Late take-ins 	<ul style="list-style-type: none"> ○ Discipline Report Data ○ Professional Development agendas ○ Late take-in time used to revisit the adopted essentials and provide new strategies for teachers
<ul style="list-style-type: none"> • Provide incentives to the student body for positive behavior by grade level. <ul style="list-style-type: none"> ○ Set performance targets for lowest amount of referrals written ○ Use bi-quarterly discipline reports to track the targeted goals ○ Monitor the consistent implementation of the “Essentials” 	<ul style="list-style-type: none"> ○ Discipline Report Data ○ Positive School Climate Committee will plan positive rewards for each grade level

Action(s)	Method of Monitoring How will the action be monitored and how will feedback be given?
<ul style="list-style-type: none"> • Continue strategies to deter the number of dress code violations <ul style="list-style-type: none"> ○ Daily dress code checks via the announcements and Channel 1 ○ Provide uniform items for students without proper uniform; charge \$5 for the replacement item ○ Confiscate non-school related outerwear 	<ul style="list-style-type: none"> ○ Administration will make the announcements ○ Front office staff will handle the issuing of new uniform items ○ Discipline Report Data to be analyzed by Positive School Climate Committee
<ul style="list-style-type: none"> • Continue to implement a variety of strategies to deter bullying and substance abuse. <ul style="list-style-type: none"> ○ Students will be given information on how to correctly and safely report bullying and substance abuse ○ Advertise methods of reporting bullying and substance abuse to parents/community via school newsletter, Channel 1, Channel8, and school website ○ Administrators will check the bully box every day for instances and reports of bullying ○ Kick Off Mentors will implement strategies to address perceived bullying and substance abuse at our school ○ Student Council will film skits and televise them on Channel 1 about different types of bullying and substance abuse ○ The school will host Parent Night with breakout sessions regarding bullying and substance abuse ○ Counselors will televise presentations on Channel 1 to deter substance abuse and bullying 	<p>Discipline Data Analysis Review of:</p> <ul style="list-style-type: none"> ○ Office Referrals ○ Incident Reports ○ Bullying Reports ○ Advanced Ed survey results ○ Dropout rates ○ Parent survey results ○ Attendance data

Part 7

Sustainability Plans

Teacher Effectiveness as described in the COMPASS rubric

- **How will this focus area be improved and sustained?**

The terms engage and engagement appears 11 times on the COMPASS rubric indicating that involvement in and enthusiasm for learning is critical for student achievement. Engagement is closely related to other achievement factors such as hope, a sense of belonging, and a classroom that is conducive to learning. Data will be reviewed from the COMPASS rubric related to student engagement and involvement to determine teacher effectiveness in this area. To assess the level of student engagement and other related factors, all teachers in our school will participate in professional development activities (at least twice during the school year) to learn strategies to increase student engagement. Each department will conduct one learning walk per semester to gain insights into strengths and needs to facilitate the development and implementation of strategies for increasing engagement for individual teachers and provide feedback. Through the Striving Readers Comprehensive Literacy grant, artifacts related to engagement will be collected. The committee will use the artifacts to provide feedback that indicates effectiveness of teachers increasing engagement. Administrators will also develop a list of strategies that they observe teachers using to increase engagement. These strategies will be shared with the committee for use in their work with individual teachers.

Data Teams/Data Review

- **How will this focus area be improved and sustained?**

There are currently eight data teams at Hahnville High School, including Algebra I, Geometry, English I, English II, English III, U.S. History, Biology, and Chemistry. These data teams will continue with the data cycle process. In addition, these data teams will review and revise common formative assessments (CFAs) and curriculum maps to ensure alignment with GLEs and CCSS before each semester. They will also review instructional strategies to ensure alignment with the assessment and engagement portion of the Compass rubric. This year, Physical Science and Algebra II data teams are being added. Professional development on the data review cycle will be provided to the faculty during August professional development. Teachers (those on data teams and PLCs, and those teaching singleton classes) and administrators will be trained on the five steps of data team review and will be expected to provide documentation of implementation (CFAs, data team review and interventions) twice during the school year. Members of the new data teams will be provided a copy of *The Data Teams Experience* to read as they learn the process. They will also receive support from the school's data team trainer/coordinator as well as training provided by the district's data team trainers.

St. Charles Parish Public Schools – Staff Development Plans for 2014 - 2015

All schools must develop comprehensive plans for professional development on days other than August workshops (i.e., late take in, collaborative time). Plans should include dates, time, topics, presenters/facilitators, and if possible, list materials and resources.

Date	Time	Topic(s)	Presenters/Facilitators	Materials/Resources
Weekly beginning in August	45 – 60 minutes	PLCs and Data Teams –common assessments, analyze data, discuss teaching practices, provide academic interventions, incorporate/embed literacy	Administrators PLC Leaders	PLC/Data Team Binders PLC/Data Team Time Data Team Training Literacy Training
Weekly beginning in September	30 – 45 minutes	Book Study – read about literacy best practices and embed some of these practices into lessons	Book Study Leaders	Book Study Group Time Books
Monthly beginning in August	1 hour	New Teacher Prep Period Meetings - topics determined by assessment of new teacher needs	Julie Brauninger	Prep Periods
September 3, 2014	1.5 hours	SLTs SIP Action Plan ELL Training	Administrators Department Chairs Kevin Nicholas	Late Take In SLTs, SIP Action Plan
August 18 – 19, 2014	30 minutes	SLTs	Ken Oertling	Prep Periods
September 17, 2014	1.5 hours	SIP Initiatives: (one or more of the following) Literacy, Math, Positive School Climate, Teacher Effectiveness, Data Review Process Book Study Introduction	TBA Amy Walker	Late Take In Books
October 1, 2014	1.5 hours	SIP Initiatives: (one or more of the following) Literacy, Math, Positive School Climate, Teacher Effectiveness, Data Review Process Vertical Articulation: District Pull-Out Sessions	TBA Connie Gassen, Susan Boudreaux	Late Take In
October 15, 2014	1.5 hours	SIP Initiatives: Literacy	Literacy Team	Late Take In
November 5, 2014	1.5 hours	SIP Initiatives: (one or more of the following) Literacy, Math, Positive School Climate, Teacher Effectiveness, Data Review Process Vertical Articulation: District Pull-Out Sessions	TBA Connie Gassen, Susan Boudreaux	Late Take In

Date	Time	Topic(s)	Presenters/Facilitators	Materials/Resources
November 19, 2014	1.5 hours	SIP Initiatives: Literacy	Literacy Team	Late Take In
December 3, 2014	1.5 hours	SIP Initiatives: Data Review Process	Data Team Leaders	Late Take In
January 21, 2015	1.5 hours	SIP Initiatives: Literacy	Literacy Team	Late Take In
February 4, 2015	1.5 hours	SIP Initiatives: (one or more of the following) Literacy, Math, Positive School Climate, Teacher Effectiveness, Data Review Process Vertical Articulation: District Pull-Out Sessions	TBA Connie Gassen, Susan Boudreaux	Late Take In
March 4, 2015	1.5 hours	SIP Initiatives: Literacy	Literacy Team	Late Take In
April 1, 2015	1.5 hours	SIP Initiatives: (one or more of the following) Literacy, Math, Positive School Climate, Teacher Effectiveness, Data Review Process Vertical Articulation: District Pull-Out Sessions	TBA Connie Gassen, Susan Boudreaux	Late Take In
April 29, 2015	1.5 hours	SIP Initiatives: Literacy	Literacy Team	Late Take In
May 6, 2015	1.5 hours	SIP Initiatives: (one or more of the following) Literacy, Math, Positive School Climate, Teacher Effectiveness, Data Review Process Vertical Articulation: District Pull-Out Sessions	TBA Connie Gassen, Susan Boudreaux	Late Take In
May 20, 2015	1.5 hours	SIP Mission, Vision, Values and Beliefs	Department Chairs	Late Take In