



STRATEGIC PLANS 2022-23

A collection of one-page executive summaries of Strategic Plans for the Administrative, Instructional, and Operations divisions of Ascension Public Schools.





OUR MISSION

To provide every child the high-quality education necessary to succeed in an ever-changing world.

OUR VISION

A world in which every child is prepared to successfully pursue postsecondary opportunities of their choice.

OUR PURPOSE

Ascension Public Schools will work in unison to provide daily quality experiences for students so they have every opportunity to attain high levels of academic development, discover their talents and interests for skill development, and grow in emotional maturity. This will enable students a successful pursuit of a quality life and an opportunity to contribute to the quality of the lives of others in their community.



is displayed when ...

- There is a willingness and opportunity to provide and receive assistance to and from others.
- Effective collaboration and communication exists to accomplish team goals.
- There is an established shared accountability among team members.
- All team members display an attitude that is helpful to shared commitments and goal attainment.



CORE VALUES



is displayed when ...

- When stakeholders have the opportunity to use their talents to benefit others.
- When stakeholders are mindful of the needs of each individual and respond with equity and compassion.
- When stakeholders identify and strategically plan for expected challenges as well as accept and find solutions for the unexpected.
- When stakeholders are selfless, flexible and understanding of inconveniences.

is displayed when ...

- All stakeholders are empowered to pursue excellence through service, teamwork and learning.
- Team members are influenced, not "managed", and focus is on the disposition, not the "position".
- Leaders are committed to the integrity, equality, safety and stewardship of all entrusted to them.
- Leaders possess the appropriate emotional disposition to motivate all around them, overcome challenges and work alongside others in a productive manner.

Ascension values diversity with a commitment to the behaviors of respect, tolerance and integrity of ALL stakeholders.

is displayed when ...

- All stakeholders have the opportunity for personal and professional growth through service, leadership and teamwork.
- When opportunities are ongoing and frequent; acknowledging that excellence is temporary.
- When stakeholders embrace a growth mindset.
- There is a commitment to excellence through prioritizing and engaging in learning opportunities.
- Stakeholders make an intentional effort to share their knowledge and actively listen to one another through reflection and feedback.

QUALITY EXPERIENCES FOR ALL STUDENTS

Set the stage for learning and remove all barriers so as to ensure “quality experiences for ALL” students that contribute to their achievement and provide them the opportunity to reach their full potential as outlined in the District’s Portrait of a Graduate.

EMBRACE DIVERSITY

Collaborate with all stakeholders to embrace the value of diversity through fostering inclusive work and learning environments in which all backgrounds and individual differences are acknowledged and valued to ensure academic, professional, and social emotional needs are met to maintain a healthy organization.



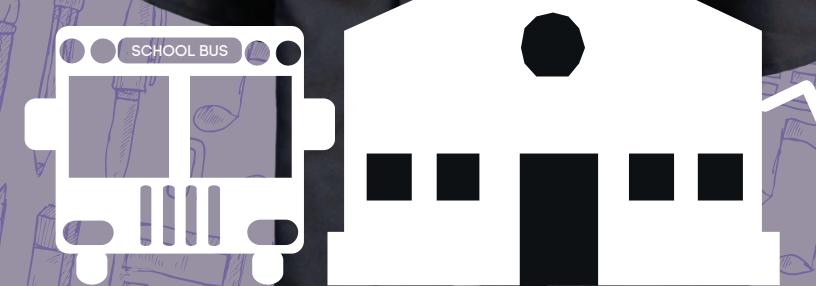
PROFESSIONAL GROWTH FOR ALL

Empower employees and foster continuous growth so that each employee reaches their full potential through professional development. Career progression and an understanding of the entire organization’s vision are necessary to achieve maximum success to support students.



EMPLOYEE RECRUITING & RETENTION

Select the most qualified employees, instill, sustain, and motivate them to be their best to ensure longevity until retirement.



COMMITMENT TO CORE VALUES

Demonstrate professional behavior and commit to Ascension Public Schools Core Values of Teamwork, Service, Leadership, and Learning throughout our pursuit of excellence.



COMMUNICATION

Communicate instructional and non-instructional goals and objectives to all levels of our organization and stakeholders. Convey the progress of our work and the measures that will be taken to improve in needed areas. Actively listening to the voice of those that we collaborate with and serve is part of communicating.



STEWARDSHIP

Maintain public confidence by communicating and implementing clear objectives in a way that is effective and efficient. Maximize the use of all resources to align with district and stakeholder priorities.



SAFETY

Ensure a safe and orderly environment that instills confidence that students, parents and adults are physically, socially, and emotionally stable.



PORTRAIT OF A GRADUATE

A

ACTIVE SCHOLARS

- Exhibit content knowledge and skills in reading and math
- Demonstrate academic competence to achieve goals toward life-long learning and workplace success
- Seek opportunities to apply 21st century skills in an Information-based and highly technical society

S

SOLUTION SEEKERS

- Think critically and ask questions in order to form creative solutions
- Collect and understand relevant information to form conclusions
- Demonstrate the ability to work with others in order to achieve a common goal

C

CREATIVE INNOVATORS

- Form and share ideas
- Analyze and form arguments considering a variety of perspectives
- Recognize that success in a collaborative project may require new ways of thinking and doing

E

EFFECTIVE COMMUNICATORS

- Communicate effectively in diverse environments
- Listen with the intent to understand
- Speak in a clear, concise, and purposeful manner to inform, influence, motivate, or entertain listeners
- Incorporate effective writing skills for various purposes and audiences
- Use technology and a variety of media to explore and exchange ideas
- Use feedback to recognize areas in need of improvement

N

NOBLE CITIZENS

- Surround oneself with positive and healthy relationships to promote physical and mental wellness
- Embrace diversity and stand up for oneself and others
- Participate in civic processes and obligations to be of service to others at a local, state, national, and global level
- Communicate in multiple forms effectively to make meaningful connections
- Show responsibility in personal and group situations
- Display independence and self-sufficiency

D

DETERMINED AND RESILIENT LEARNERS

- Can push through adversity to overcome obstacles
- Achieve goals despite any missteps, challenges, or negative feedback
- Seek and accept feedback to help in accomplishing difficult tasks
- Adjust to new conditions, different roles, unpredictable situations, and shifting concepts
- Recognize that there are several paths to achieve a desired outcome

ASCENSION SCHOOLS' PURPOSE & BELIEFS

We exist for the purpose of developing children in our community to become young adults equipped to pursue the dreams of their choice, allowing children to ultimately become successful in an ever-changing world. This work is not accomplished in a day. **This work requires that we ensure that each day, students are provided the highest quality experience possible at every touch point.**

We believe that students have the best opportunity to pursue the dreams of their choice when they acquire and possess the competencies described in our **Portrait of a Graduate**.

We believe that **we are responsible** to create effective relationships with all stakeholders to include students, parents, local businesses, and agencies for a strong partnership that embraces communication and invites input and feedback for decision making.

We believe that if we **unite as an effective team** around our **8 agreed upon commitments**, that we will successfully achieve our **purpose** of "why we exist" in the Ascension Parish community.

We believe that **all positions and all employees** are valuable contributors to our mission. **Every individual employee** is responsible for creating and cultivating a culture where they can be their very best each day and is responsible to help others be their very best.

We believe that **leadership** must work each day to cultivate a culture where behaviors from all employees reflect an understanding of their value and contribution to our work to serve students and our support of each other in this

LEADERSHIP

LEARNING

SERVICE

TEAMWORK



ADMINISTRATION DIVISION

2022-23

**A. DENISE GRAVES,
ASSISTANT
SUPERINTENDENT**

**KIMNEYE COX,
DIRECTOR OF BUSINESS
SERVICES**

**DR. JEREMY MUSE,
DIRECTOR OF HUMAN
RESOURCES**

**DARBY LAMBERT,
DIRECTOR OF INFORMATION
TECHNOLOGY**

**JACKIE TISDELL,
PUBLIC INFORMATION
OFFICER**



team

Business Services

Our goal is to...

	<ul style="list-style-type: none">• Create budget dashboards and budget reports to distribute to budget managers on a monthly basis• Meet the criteria to continue earning GFOA's Certificate of Achievement for Excellence in Financial Reporting (COA) and ASBO International Certificate of Excellence in Financial Reporting (COE)	
Improve annual operational plan	<ul style="list-style-type: none">• Use workflow initiatives where HR and Business Services overlap to identify a more efficient process• Automate accounting processes using technology- vendor portal, accounts payable, aging, automation of journal entries, and bank reconciliations	
Use technology to improve efficiency	<ul style="list-style-type: none">• Support Instructional Leaders with their short-term and long-term financial goals	<ul style="list-style-type: none">• Utilize the Accounting Clerk to bridge the gap in support needed for the Payroll Clerk
Increase collaboration and communication between departments to assist each department with strategic financial planning		Reestablish employee job duties to support growth

Develop the talent and expertise within the Business Services Department

- Increase the number of LASBO certifications within the Business Services Department
 - Provide opportunities for cross training within the Business Services Department
 - Plan and implement team building exercises throughout the year

Human Resources Long-term Plan 2022-2023

Talent Management:

1. Phase in Frontline Software
 - a. 1a. Forms workflow
 - b. 1b. Advertising workflow
 - c. 1c. Separation workflow
 - d. 1d. Hiring and onboarding workflow
2. Expand recruiting efforts
 - a. 2a. Non-educator focused job fairs
 - b. 2b. Direct to university graduating seniors contact
 - c. 2c. Support *home grown* efforts in high school

Compensation and Benefits:

1. Implement Donaldsonville supplement
 - a. 1a. Finalize supplement contract
 - b. 1b. Meet with Donaldsonville principals to review contract
 - c. 1c. Receive all contracts and process through Business Services
2. Explore additional voluntary benefits
 - a. 2a. Discuss additional voluntary benefits with vendors
 - b. 2b. Provide appropriate additional benefits to employees

Training and Development:

1. Develop talent and expertise within the Human Resources Department
 - a. 1a. Increase the number of SHRM-PMQ certifications within the HR department
 - b. 1b. Provide opportunities for cross-training within the HR department
 - c. 1c. Plan and implement team-building exercises throughout the year
2. Develop understanding across the organization of the Human Resources functions
 - a. 2a. Provide training leadership for Frontline software
 - b. 2b. Provide trainings to newly appointed leaders
 - c. 2c. Provide training for principals for end of year HR procedures

HR Compliance:

1. Update teaching and leadership certificates
 - a. 1a. Identify expired certificates and undercertified personnel
 - b. 1b. Apply for renewal and appropriate certificates
2. Update job descriptions to mirror current Louisiana Department of Education policy
 - a. 2a. Identify job descriptions that are out of compliance with current policy
 - b. 2b. Update job descriptions that are out of compliance with current policy

Workplace Safety:

1. Implement workers' compensation plan
2. Support Operation's efforts to minimize workplace accidents
 - a. 2a. Work with Operations Department to support workplace safety
 - b. 2b. Support Operation's efforts to reduce workplace accidents

Technology Goals 2022-2023				
GOAL I: Future Adaptations - As technology changes, the APSB and the Technology Department must plan for an ever-changing future in a way that helps our schools prepare our students to be successful in a world of challenges that have not even been identified yet.	Update Infrastructure & Technology Changes	Review Disaster and Security Plans	Review Current Systems and Resources	Organization Chart (Staffing vs Outsourcing; A Delicate Balance)
GOAL II: Growth -As Ascension Parish Schools continue to grow, the technology department must identify ways to handle the increasing numbers of schools, buildings, students, teachers, devices, and applications.	Propose Staffing & contractors to meet needs	Expand infrastructure for new sites	Improve Support of All District Stakeholders	Implement New End of Life Cycle for Technology Hardware Support Classroom Tech (Student and Staff Annual Device Purchase)
GOAL III: Communication - The complexity of new technology resources and tools mandates that APSB (the technology department) is in communication with its users in the Ascension Parish Schools. This includes students, teachers, administrators, support staff, parents, and the community.	Monthly Tech Dept Newsletter/ Moving to New Helpdesk Website	Inform district partners of duplication of systems	Meet with School & Department Leaders	Timely Communications with Staff on Maintenance, Repairs, and Emergency Operations Integrations with district/school software
GOAL IV: State and Federal Reporting - In order to maintain proper funding for all district efforts as well as sharing the appropriate information with Federal, State and Local stakeholders, APSB must submit timely and accurate data to a variety of sources.	Help with accountability of state reporting efforts of all departments. Move all PEP reporting under IT umbrella	Preparation of Tech Audit information and supporting all facets of audit reporting.	Review and discuss state reporting associations with district partners	Security Administration for State and Federal Systems Implement LevelData State of Louisiana Edit Checks
GOAL V: Funding - The Ascension Community has provided a funding source for technology in our schools, but the expansion of technology into every facet of the organization will force us to be efficient and find additional funding to make sure that the students and staff are able to work with modern technology.	Technology Mills	Move Technology Damage Subscription to Schools (responsible for own purchase of toner, chargers, etc.)	E-rate Reimbursements	ESSER funding



PUBLIC INFORMATION OFFICE

2022-23 Strategic Plan Summary

GOAL 1: Assess district communications for long-term strategic improvement

- Engage National School Public Relations Association to conduct a comprehensive district communications audit (2023)
- Explore feasibility of growing the Public Information Office to include additional staff or third-party support to meet the communication needs of the district (2023)

GOAL 2: Grow public/private partnerships with the district and its schools

- Implement Partners in Education program (2023)
- Explore implementation of a district and student broadcasting program (2024)
- Explore the feasibility of creating a foundation for the school district (2025)

GOAL 3: Improve communication practices and procedures

- Complete crisis communications templates (2022)
- Create an internal process for requesting Public Information Office support (2022)

GOAL 4: Improve two-way communication with stakeholders

- Collaborate with Technology Department to update the district's mass notification system, which may include consolidating multiple existing systems (2024)
- Collaborate with Board Secretary to improve public access to meeting materials (2023)

GOAL 5: Market the School District and Programs to Improve Public Opinion

- Expand targeted teacher recruitment campaign (2023)
- Strategically communicate bond election (2023)
- Implement third party contract for professional videography (2022)

INSTRUCTIONAL DIVISION

2022-23

**DR. EDITH WALKER,
CHIEF INSTRUCTIONAL
DIRECTOR**

**ELIZABETH STAFFORD,
DIRECTOR OF PRIMARY
SCHOOLS**

**DINA DAVIS,
DIRECTOR OF MIDDLE
SCHOOLS**

**CARLI FRANCOIS,
DIRECTOR OF SECONDARY
SCHOOLS**

**LYNN HATHAWAY,
DIRECTOR OF SPECIAL
EDUCATION**

**DR. ROBYN SIMMONS,
SUPERVISOR OF STUDENT
SERVICES**

**MARY DAZE,
SUPERVISOR OF TAP AND
TEACHER DEVELOPMENT**



Ascension Parish Primary Schools 2022-2023	
Our Goals: To foster a safe and emotionally secure environment for academic achievement and social development; to improve the following student achievement data:	<ul style="list-style-type: none"> K 2nd ELA: 64% to 70% mastery K 2nd Math: 68% to 73% mastery 3rd 5th Grade Math: 72.6 to 75 3rd 5th Grade ELA: 81.5 to 84 3rd 5th Grade Science: 72 to 74 3rd 5th Grade Social Studies: 64 to 67
Mastery of grade level standards	<ul style="list-style-type: none"> Increase student achievement with effective implementation of Tier 1 curricula and effective assessment practices across all core content areas. Implement support programs to address needs of struggling and diverse learners, such as Assessment and Remediation Guide, Support Guides for Guidebook, Burst, Equip Interventions for Math, Differentiation Brief within Amplify Science and Studies Weekly. Identify and provide intervention to fill gaps resulting from distance learning. Provide strategic support to West side schools in all content areas.
Professional development for teachers and administrators	<ul style="list-style-type: none"> Ensure that administrators and teacher leaders continue to develop an understanding of effective pedagogical practices, effective leadership practices, and high-quality curriculum implementation through participation in Content Trainings and Primary Principal Break-Out Meetings. Additional staffing and training regarding instructional support, including credentialed content leaders, Literacy Coaches, Instructional Coaches, Reading Interventionists Increased efforts to support and retain new teachers through New Teacher Mentor/ Mentee programming Training and implementation of the newly updated NIEIT Teaching and Learning Rubric to support more student -centered actionable feedback and coaching for teachers Increase teacher proficiency of early literacy instruction (K-2) through professional study of the Science of Reading and professional development for administrators, teacher leaders and teachers. Partnering with GreatMinds (math) specialists to build capacity in teachers and school level leadership teams to foster sustainability of effective math instruction and student learning Strong Start Professional Learning for School Leaders (Great Minds math) focused on long range planning for mathematics improvements Act 108 training for all administrators and K-3 ELA teachers.
Student preparedness for rigorous transitions	<ul style="list-style-type: none"> Equip students with appropriate foundational skills as well as mastery of essential skills, across content areas, in order to ensure that the varying levels of learners are prepared for the rigorous transition from primary to middle school. Plan strategies for Primary to Middle transitions involving both students and teachers. Implementation of 5th and 6th grade Math cohorts in an effort to bridge the math skill gap from 5th to 6th grade

Classroom engagement and social emotional learning

- Increase faculty and staff understanding of SEL competencies cultivating caring, participatory, and equitable learning environments and using evidence-based practices that actively involve all students in their social, emotional, and academic growth.
- Coordinate evidence-based programs and practices to provide opportunities for students to develop their SEL competence throughout and beyond the school day.
- Utilize a SEL curriculum that addresses consistent expectations in alignment with the Strengths and Difficulties Questionnaire (SDQ)

Middle School 2022 - 2023

By May 2023, Middle Schools will increase our academic index by 2 points through implementation of high quality curriculum and on-going corrective instruction.

Mastery of grade-level standards

- Principal meetings and breakouts are focused on curriculum implementation and corrective instruction.
- We continue to use high quality curriculum in ELA, Math and Science at all middle schools.
- A literacy screener will be used to determine reading levels for all middle school students.
- STEM will include Introduction to STEM Pathways and Careers for High School Credit in all middle schools.
- Principals will work to meet the requirements for the new Interests and Opportunities Menu Approach.

Professional development for teachers and administrators

- Each supervisor continues to serve as a partner to 3 middle school principals.
- District PLC meetings are held regularly with a focus on teacher collaboration and mastery of student goals.
- Walkthroughs will be conducted utilizing the four guiding questions and feedback will be provided and monitored through teacher implementation of corrective instruction.
- We will continue our partnership with Eureka, Springboard, Guidebooks, and Activate Learning to deepen understanding and implementation of the curriculum for teachers and administrators.

Student preparedness for rigorous transitions

- 6th grade Academy will continue to support students in their transition from 5th to 6th grade through the use of mentoring, teaming and parental partnership.
- On-going support for teachers will be provided through teaming and intervening for students with both academic and behavioral gaps.
- Collaboration has been established with 5th and 6th grade Math teachers who will continue to collaborate around alignment of curriculum expectations, standards, benchmark testing, and qualitative data.
- ACT pre-test is administered to all 8th grade students to help with goal setting in their transition to 9th grade.

Classroom engagement and social-emotional learning

- The Strengths Difficulty Questionnaire (SDQ) will be administered and analyzed across all middle schools.
- All middle schools are implementing either SEL programs or structured supports in response to SDQ results.
- Middle school has partnered with the Ascension Sheriff's office in creating school anti-bullying videos which include students from newly created anti-bullying task force.

SECONDARY EDUCATION

The mission of the secondary team is to ensure that every student graduates college and/or career ready as solution-seekers, creative innovators, effective communicators, noble citizens, and determined and resilient learners.

Academics: To increase our LEAP academic Index from an 87 to a 93 (including progress) by providing targeted and individualized instruction for students by utilizing feedback and corrective instruction based on specific needs as gathered by diagnostics, formative checks and writing opportunities provided to students.

- Provide development and support of teachers in utilizing the achievement level descriptors to monitor student growth toward their mastery goal and to provide interventions in areas of need as well as New Teacher Development by working with schools to ensure new teachers are supported with curriculum and classroom management
- Using Diagnostic test data to determine student instructional gaps and provide a more individual approach to interventions
- Support subject specific, district-level PLCs in analyzing student data to improve instruction and student achievement.
- Increase opportunities for reading and writing across the curriculum with a focus on literacy
- Focusing PD and support on providing students with writing opportunities with a focus on the seven strategies, utilizing ALDs. Corrective instruction practices will be used to assist in areas of need as determined by student writing to strengthen major content across the board.
- Goal Setting/Follow-up with Admins including Subgroups using the D2i platform to pinpoint areas of need for the school, the PLC, the teacher and subgroups in order to determine goals.
- Create Freshman Academy PPS to determine the effectiveness of structures and identify areas for reproduction of structures and growth.
- New Teacher Development continue to work with schools to ensure new teachers are supported with curriculum and classroom management
- Utilize data from Pre-ACT and ACT assessments & Pre- ACT and ACT benchmarks to develop individual plans for instructional needs
- Continue to improve on NCR
- Increase the testing opportunities for identified subgroups of students
- Increase ACT score of identified subgroups
- Increase students earning each level of TOPS, TOPS Tech, TOPS Opportunity, TOPS Performance and TOPS Honors

Graduation Rate:
To increase the grad index to 105 for Class of 2023.

- Cohort tracking meetings with admins for each cohort
- SEL (Social Emotional Learning) work to align to Portrait of a Graduate (post-graduation soft skills)
- Alternative school review/transitions to align with state guidelines
- Increase stakeholder communication about course offerings and student opportunities
- Freshman Academy structures and MS/HS collaboration as well as for other grade levels

Strength of Diploma:
Increase the strength of diploma quadrant to 113.6 for Class of 2023.

- Job Shadowing/ Internship opportunities - Junior/Senior/Career Readiness
- Best utilization of Career Interest inventories (Kuder and Pre-ACT)
- IBC changes to match with JS 2.0
- Continue to increase course offerings at the Career Center and all High Schools including JS Summers opportunities.
- AP Coordinator mtgs with Data Analysis for special populations
- CTE/IBC offerings for BLP students
- Continue to promote and educate all stakeholders about the benefits of WorkKeys assessments and what it means to be a Work Ready Community
- Increase student achievement by implementing both virtual and in-person supplemental CTE resources related directly to CTE content standards including after school and summer IBC remediation

Students with Diverse Needs (Special Education, Federal Title Programs & Social Emotional Learning)

Increase overall % Mastery on LEAP 2025 for all SWD's by 2% Increase overall % Top Growth for all SWD's will by 2% & Increase ELPT progress index by 2-4 points

<p>Instructional Excellence & Alignment</p> <ul style="list-style-type: none"> • Increase % Mastery & % Top Growth for students with disabilities by 2% • Increase Progress Index of EL Students by 2-4 points on LEAP 2025 	<ul style="list-style-type: none"> • Deepen understanding of inclusive school environments across district to increase opportunities for students with special needs • Provide differentiated professional development and support to various special education stakeholders (sped teachers, reg ed teachers, paras, special transportation, administrators & parents) • Provide feedback aligned by effective instruction to improve student results aligned with NIET rubric during walk throughs with focus on schools with declining SWD LEAP results (UIN, UIR, CIR) • Improve sped teachers' knowledge and implementation of scaffolded standards and curriculum resources to provide corrective instruction to address learning gaps for struggling students using Measured progress strategies • Improve Administration understanding of special education processes, procedures, & FAPE requirements
<p>Workforce & Resource Management</p> <ul style="list-style-type: none"> • 100% of special education and EL classrooms are staffed by highly effective and certified teachers & paraprofessionals • 100% touchpoints for students with special needs receive specialized training 	<ul style="list-style-type: none"> • Continue Teach Ascension SPED Add-on Program for Certification to recruit and sustain SPED teachers and build partnership with LSU for additional sped certification cohort • Collaborate with LASARD, ABA School Consultants, and other resources to support SPED Leadership and school special education faculty & staff, administrators (PD opportunities, walk-thrus, coaching sessions, and communities of practice) • Differentiate professional development for paraprofessionals, sped bus aides, and sped bus drivers, and sped bus aides based upon SPED and Inclusion classroom and individual student needs • Improve partnerships and collaboration with undergraduate and graduate school programs (i.e., LSU, SU, SE, Nicholls, etc.) to increase the number of qualified SPED grads hired to fill SPED classrooms in APS • Recruit effective gen ed teachers with strong content knowledge to support ELs with language acquisition & content
<p>Collaborative Partnerships</p> <ul style="list-style-type: none"> • Decrease % of students reaching third suspension (or greater than 5 OSSP days) by effective implementation of collaborative, proactive, & team based problem solving approach to behavioral interventions • Increase the positive post secondary outcomes of students with disabilities 	<ul style="list-style-type: none"> • Continue trainings and support of the SPED Behavior Intervention Process (full implementation) to ensure full implementation by all team members & stakeholders; increase number of specialized trainings related to behavioral needs of students • Align all necessary teams to collaborate: PBIS, Behavior/Discipline, SPED, SBLIC, PA, EL, Counselors and Child Welfare & Attendance in order to connect SEL to other school practices & procedures • Provide on-campus opportunities for increased acquisition of employment skills for students with disabilities thru vendor status & school-based enterprise programs at each high school • Increase parent & student access to resources and supports for successful transition; Increase parent participation in and understanding of the special education process; increase opportunities for parent feedback regarding special education • Continue collaborative partnerships with LRS, ARC & other community agencies to provide additional resources to families of students with disabilities • Establish empowering partnerships between General Education and EL staff to support the needs of English Learners • Provide opportunities to increase family engagement in our Title I schools.
<p>Cultural Responsiveness (SEL)</p> <ul style="list-style-type: none"> • Develop systematic & embedded SEL processes & structures across all school levels to support student and staff social and emotional needs 	<ul style="list-style-type: none"> • Universal Screening for SEL needs of students and staff (Fall 2022 & Spring 2023); Analyze SEL data around the strengths and needs of students in order to ensure continuous improvement of SEL processes & structures • Build SEL capacity by incorporating SEL instruction and by integrating SEL competencies through embedded classroom instruction • Continue connections between SEL development with Portrait of a Graduate (at all levels Primary, Middle & High) in order to lead to improved outcomes for students • Create conditions to support students' SEL needs by creating positive school climates & culture • Create equitable opportunities for English Learners to ensure they are valued members of the school community.



Student Services

Student Services • Attendance & Residency Services • Health Services

2022-2023

- **Increase stakeholders' understanding of each sub departments'(Nurses, Truancy, Counselors, Student Services and Prevention) impact on academic achievement:**
 - Utilize Safe Schools/Vector Solutions program for student and teacher education
 - Utilize - Restorative Practices across district
 - Identify characteristics of an effective behavior coach and strategies; share with schools
 - Student Services Coordinator will re-establish meeting regularly with ISSPs to engage in regular learning as a PLC
 - Utilize Student Services website to provide helpful information and resources to families
 - Evaluate impact of existing programs, such as Life Skills training, gambling prevention, bullying prevention, prom safety campaign, red ribbon week, drug testing and identify areas for continued improvement
 - Utilize Counselors and Nurses to provide Mental Health Support Services to Students
 - Provide support to admins, teachers, office personnel etc. on how to prioritize when students should be sent out of class (behavior, health, attendance, etc.)
 - Utilize counselors to provide supportive services to at-risk populations with a focus on academic, behavior, attendance, and SEL touch points.
 - Utilize counselors to provide supportive services to at-risk populations with a focus on academic, behavior, attendance, and SEL touch points.
- **Research best practices that will impact the whole student(health, behavior, academics, post secondary etc) and improve academic achievement:**
 - Redefine best practices for high risk absence areas identified by attendance data: 15-17 age group, HeadStart - 3rd, 6th grade, and 9th-10th grade (i.e. John Hopkins research)
 - Decrease number of summons
 - Continue to align our communicable disease, chronic illness, training, medication administration and special procedures our protocols to CDC, LDH, and LDOE guidelines
- **Supporting schools by being present and visible:**
 - Increase student academic performance through supportive and preventive services
 - Gain expertise in curricula, multi-discipline, and differentiated approaches, attend PLCs, Committee Meeting, Screenings, IEP, Core, etc.
 - Collaborative partnership between Hospital Homebound Teacher and Teachers of Record for H/H Students to provide academic and SEL services
 - Education of all involved with implementation of health plans as well as supporting the individual needs of a campus.
- **Decrease the negative impact student behaviors(health, attendance, prevention awareness, etc.) have on student achievement:**
 - Create a focus group (i.e. teachers, ISSPs, admins, nurses, guidance counselors) to collaboratively identify priority areas
 - Create a collaborative partnership with Leblanc and 504 to provide professional development on academic, behavioral, and attendance interventions and accommodations



TAP OVERARCHING GOAL: To continuously make progress toward excellence with equity through a strong focus on increasing our instructional efficacy.

TEACH ASCENSION ACADEMY OVERARCHING GOAL: TAA is a district-based teacher alternative certification program aimed at providing prospective teachers with a hands-on, immersive experience to learning how to teach while fulfilling a workforce need.

Identified Areas of Need:

- Deepening Leadership Teams ability to utilize, monitor, and support all TAP processes to respond and impact the needs on each campus.
- Deepening teachers' content knowledge of tier I curriculums and a tiered support system that meets student needs.
- Developing and supporting strategic instruction focused on student needs.
- Consistent tracking of student progress as a way to monitor growth towards mastery.

GOALS	ACTION STEPS
I Increase each TAP school's % proficient using the ESSA standards that report Advanced and Mastery as proficient by 2022.	District TAP team will increase the knowledge of master teachers in the areas of K-12 Literacy and numeracy and the ability to lead and coach all content areas. The team will also increase Leadership Teams and Master Teachers ability to strategically track, monitor, and respond to data. The team will monitor goals and provide support and feedback.
II All TAP schools will increase their growth index to minimize gaps in achievement levels.	The District TAP team will set out a process with Master Teachers for identifying the most significant student need assuring a responsive approach to impacting the need while aligning to and meeting the overall school goals.
III All TAP schools will obtain a TAP school review score of 3.75 or higher indicating effective TAP practices aligned to student achievement.	Deepen the ability of Leadership Teams to monitor and support all TAP processes, while deepening Master Teachers' ability to both implement best practices but also use best practices to increase the quality of cluster transfer to the classroom. TAP schools will use student growth data to both refine and guide teacher support. Master teachers will track individual student data through clusters and follow-up to keep a focus on clean TAP implementation.
IV By 2023, the District TAP team will support the CIR schools in deepening the quality of both their conceptual and procedural TAP structures and processes to remove the CIR status by 2023.	Through the partnership with NIET, additional onsite coaching and support will be provided to ensure work is of the quality needed to impact and move a CIR school! The District Team will also increase recruiting and quality of the TAA program to provide passionate teachers to work with our students.



GOALS	ACTION STEPS
V By 2023, Teach Ascension Academy will increase the retention and certification rate.	Align hiring process to meet the criteria of the following components on a rubric: growth-mindset, critical thinking, collaboration, commitment to high poverty schools and belief that all students can achieve. Provide ongoing accountability support of TAAs who are undercertified.
By 2023, all year 1 and 2 Teach Ascension candidates will score a 3.0 or higher on the NJET Teaching and Learning Standards.	The District TAP team will provide ongoing support of TAA candidates through classroom observations, co-teaching, model lessons, feedback, job-embedded weekly and monthly professional development.
VII The Teach Ascension Academy alternative certification program will increase its overall program review score to a 4 by the end of the 2022-23 school year. The program will produce high quality teacher candidates and retain 80% of its teachers.	The Feeder System Master Teacher's scope of work shifted to a Teach Ascension focus in 2019-20. Since we were able to recruit and retain 15 candidates and have 14 candidates for 2022-23, the TAA Master Teacher will continue to be a huge source of innovation and support.

OPERATIONS DIVISION

2022-23

**CHAD LYNCH,
CHIEF OPERATIONS
DIRECTOR**

**DR. LEUNA JOHNSON,
SUPERVISOR OF CHILD
NUTRITION**

**TIM AMEDEE,
SUPERVISOR OF MAINTENANCE**

**JEFF PARENT,
SUPERVISOR OF PLANNING &
CONSTRUCTION**

**AMBER MILLER,
SUPERVISOR OF SUPPLY CHAIN**

**AUBREY YATES,
SUPERVISOR OF
TRANSPORTATION**



Ascension Public Schools Child Nutrition Programs

2022 Long Term/Strategic Plan

Area Goal: Provide nutritious, high quality, low cost meals to all students with the highest levels of food preparation and customer service.

Identified Challenges:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> I. Examine trends in meal participation annually. II. Analyze data around labor retention and recruitment. | <ol style="list-style-type: none"> I. Manager Internship inaugural year. II. Increase in breakfast and lunch participation by 10% and 3%, respectively. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Challenge I: Examine trends in meal participation annually.

Action Steps	Responsibility/Accountability	Evidence/Monitoring	Timeline
1. Maintain Grab & Go breakfast meal service/breakfast in the classroom and breakfast extra sales.	Managers, Area Managers, Leuna Johnson	MCS Reports	Monthly/Annually
2. Monitor individual menus for student acceptance participation, requests and survey results	Area Managers & Leuna Johnson	Survey Monkey & MCS Reports	Monthly/Annually
3. Explore new extra sales items based on new/revised Smart Snacks in School legislation and student preferences.	Area Managers & Leuna Johnson	MCS Reports	Monthly/As needed
4. Work to identify, adapt and respond to actions that negatively affect meal service and participation.	Managers, Area Managers, Leuna Johnson	MCS Reports	Daily/As needed
5. Constantly adjust to new and revised USDA regulations.	Area Managers & Leuna Johnson	USDA & LDOE	Daily/As needed

Challenge II: Analyze data around labor retention & improve recruitment

Action Steps	Responsibility/Accountability	Evidence/Monitoring	Timeline
1. Research & explore Central Kitchen Food Preparation Model	CNP Supervisor, Area Managers, CNP Secretaries (Accounting & Purchasing) and Warehouseman	Maintenance of scratch menu items with less skilled labor	Ongoing
2. Based on salary study, analyze competitiveness of salaries and benefits, specifically clerical staff, and review current CN organizational structure	Leuna Johnson	Salary Study, Salary Schedules & Benefits Package	Ongoing/Annual
3. Explore options to decrease absenteeism. Monitor misuse of sick days, LWOP	Area Managers, Wendy Molliere, Leuna Johnson	NOVAtime	Ongoing
4. Recognize employees.	Area Managers, Wendy Molliere, Leuna Johnson	NOVAtime	Monthly

Challenge III: Employee Training

Action Steps	Responsibility/Accountability	Evidence/Monitoring	Timeline
1. Continue to create training modules for new CNP Employees	Area Managers, Wendy Molliere, Leuna Johnson	Training Modules	Annually
2. Revision of Manager Certification Courses – Customized to APS CNP	Area Manager, Leuna Johnson	Increased knowledge, test scores and certified managers	Annually
3. CNP Employee Technology Training	Area Managers, Wendy Molliere, Leuna Johnson	Increased technological proficiency.	Annually

Ascension Public Schools Maintenance

Departmental Long-Term Plan

Organizational Area: Maintenance

Area Leader(s): Tim Amedee, Supervisor

Area Goal: Ensure that Facilities and grounds are properly maintained and updated as necessary to support and serve the education of APSB Students.

Identified Challenges:

- I. Implement Practices for Preventive Maintenance for District based and School based Equipment
- II. Implement Maintenance Grading Protocol for Schools and District Facilities

Challenge I: Implement Practices for Preventive Maintenance for District based and School based Equipment

Action Steps	Responsibility/Accountability	Timeline
1. Continue Implementation School Dudes Asset Essentials capabilities for prescribe Preventative Maintenance Work Orders	Energy Manager/ Formen/ Supervisor	August 2020 to June 2024 and ongoing
2. Utilize maintenance programs to tag equipment and import into the school dudes data base	Energy Manager/ Formen/ Supervisor	August 2020 to June 2024 and ongoing
3. Track whether frequency of repairs and/or cleaning results in energy savings	Energy Manager/ Formen/ Supervisor	August 2020 to June 2024 and ongoing
4. Implement repairs/replacements based on results of findings above.	Energy Manager/ Formen/ Supervisor	August 2020 to June 2024 and ongoing

Challenge II: Implement Maintenance Grading Protocol for Schools and District Facilities

Action Steps	Responsibility/Accountability	Timeline
1. Establish Custodial Google Documents to better track work performed at school level on a daily basis	Facility Foreman/Supervisor	July 2022 and ongoing
2. Establish Google Document for Facility Leadership and other school personnel to grade performance of Custodial Practices on a periodic basis	Facility Foreman/Supervisor	July 2023 and ongoing
3. Establish Google Document or Survey Monkey for Facility Managers and other school personnel to grade performance of each Trade on a periodic basis	Facility Foreman/Maintenance Foreman/Supervisor	July 2023 and ongoing
4. Establish a matrix to combine data compiled above with other checklists and matrixes to provide a Grade for School Cleanliness and Operation from a Maintenance department perspective.	Facility Foreman/Supervisor	July 2024 and ongoing

Previously Completed Items:

1. **Maintain ratio of employees adequate to support growth** - Added a Safety and Security Assistant Foreman position to support district efforts to implement issues identified by Planning and Construction's Safety and Security Coordinator. We also repurposed 2 technicians roster spots from HVAC (vacant for over 18 months) to other trade needs (Carpentry and Child Nutrition Equipment Technicians) to fulfill work orders more expeditiously.
2. **Ensure Professional Growth for all Employees** – We requested and were approved to adjust Custodial Leadership Salaries in line with “sister” positions in Trade Leadership. Employee reviews will begin soon.
3. **Implement Service Training and Maintain Safety Practices** – We are reinstating School Based Safety training related to IPM, AHERA Manuals, and Monday Morning Safety Meetings. We are also establishing a set of Google Document Check lists to ensure that all Maintenance Personnel are reminded of all basic accident prevention protocols.
4. **Establish and Implement Lifecycle replacements** – Completed replacement of our leased van leased fleet. We are also begun planning
5. **Implement Practices for Preventive Maintenance for HVAC Equipment** – We have begun the process of an RFP to perform and energy audit of all of our campuses with the opportunity of proceeding through to a Performance Contract if ESCO warrants. We have identified several plants still running on R22 refrigerant that need to be modernized since r22 refrigerant is no longer manufactured.
6. **Implement Maintenance Grading Protocol for Schools and District Facilities** – Have begun developing Google Documents to transition from handwritten custodial checklists and priorities to searchable document to aid in accumulation useable data. We hope to roll this out system wide by the end of summer.

**Ascension Public Schools
Planning & Construction, Safety & Security**

**Departmental Long-Term Plan
2022-2023**

Organizational Area: Planning & Construction, Safety & Security

Area Leader(s): Jeff Parent, Supervisor

Area Goal: Provide Adequate quantity of Effective School Buildings, Instructional Spaces and Ensure Safety & Security Protocols for the District

Identified Challenges:

- I. Identify and Secure Funding Sources for Facilities Growth
- II. Implement Growth Plans
- III. Monitor/Plan for Growth

Challenge I: Identify and Source Funding Sources for Facilities Growth

Action Steps	Responsibility/Accountability	Timeline
1. Close Fund 92 (2016 Bond)	Jeff/DPC Staff/Vendors	Monthly
2. Implement Fund 108 (2020 Bond)	Jeff/DPC Staff/Vendors	Monthly
3. Facilitate District Safety & Security Plan	Jeff/DPC Staff/Local LEA	Monthly
4. Mileage Renewals	Chad/Jeff/DPC Staff/Board	Annually

Challenge II: Monitor/Plan for Growth

Action Steps	Responsibility/Accountability	Timeline
1. Complete 2016 Flood Reimbursements	Chad/Jeff/Program Managers	Monthly
2. Prairieville High Boundary Planning	Jeff/DPC Staff/SPC/Consultant/Board	Monthly
3. District Safety & Security Implementations	Chad/Jeff/SS coord/Maint Spv/Local LEA	Monthly
4. Mileage Renewals	Chad/ Jeff/DPC Staff/Board	Monthly
5. Purchase Available Property	Jeff/DPC Staff/SPC	Annually

Challenge III: Implement Growth Plans

Action Steps	Responsibility/Accountability	Timeline
1. Develop Next Capital/Maj. Maintenance List	Chad/Jeff/Tim/Program Managers	Monthly
2. Monitor Current Safety & Security Plan	Jeff/SS Coord/Board	Monthly
3. Identify Available Property	Chad/Jeff/DPC Staff/SPC	Annually
4. Continue Monitoring District Growth Numbers	Jeff/DPC Staff	Monthly

Previously Completed Items:

- 1. Facilitated the Kick-Off of the 2020 Bond
- 2. Funded Prairieville High and Starting the Project
- 3. Moved School Drills to Pre-COVID-19 Protocols
- 4. Completed Board Member Reapportionment
- 5. Started Prairieville High Boundary Studies with Demographer

Ascension Public Schools Supply Chain Department

Departmental Long-Term Plan 2022-2023

Organizational Area: Supply Chain Department

Area Leader(s): Amber B. Miller, Supervisor

Area Goal: Research, purchase and deliver the highest quality materials at the best prices to all of our locations in the district.

Identified Challenges:

- I. Communication
- II. Safety: Physical
- III. Train to be the Best

Challenge I: Communication

Action Steps	Responsibility/Accountability	Timeline
We will collaborate with Business Services to keep their trainer up to date with all purchasing/warehouse procedures. We will present at the Annual Secretary Training.		
Communicate any changes made to the Supply Chain processes and identify any training/issues that we see are needed to the Business Services trainer.	Supply Chain Supervisor Senior Buyers	Yearly meeting and ongoing support
Keep open communication with all stakeholders to help improve our department.		

Challenge II: Safety: Physical

Action Steps	Responsibility/Accountability	Timeline
Improve physical safety and working conditions to lower the risk of injury and damage to equipment.		
Identify areas that need safety training (driving, forklift, housekeeping, etc.). Set up training dates (individual or group) that work with the whole department.	Supply Chain Supervisor Materials Coordinator	Continuous

Challenge III: Train to be the Best

Action Steps	Responsibility/Accountability	Timeline
Encourage each buyer to become a member of an organization that helps and educates procurement professionals (i.e. LANIGP, NPI, etc.).		
Attend one conference to expand knowledge and create a network of other professionals.	Supply Chain Supervisor	Continuous

Ascension Public Schools Transportation Departmental Long-Term Plan 2022-2023

Organizational Area: Transportation

Area Leader(s): Aubrey Yates, Supervisor

Area Goal: Provide Safe, Efficient Transportation for Students

Identified Challenges

1. Preventable Accidents, Injuries and Liabilities
2. Student Behavior on School Bus

Challenge 1: To Decrease Number of Preventable Accidents, Injuries and Liabilities

1. Provide Drivers more Support and Training
 - a. Aubrey/Jared/Driver Coordinators
 - b. Annually
2. Develop a recognition/incentive program
 - a. Aubrey/Jared/Driver Coordinators
 - b. Annually
3. Increase bus safety equipment technology
 - a. School Board / Superintendent/ Chad / Aubrey
 - b. 3-5 years
4. Strictly enforce accountability procedures
 - a. Aubrey/Jared
 - b. Daily
5. Hire a Bus Attendant for every bus
 - a. School Board / Superintendent/ Chad / Aubrey
 - b. 3-5 Years

Challenge 2: To Improve Student Behavior and Accountability on School Buses

1. Develop a student bus behavior contract for Handbook
 - a. Aubrey/Chad/District Leaders
 - b. 1-3 years
2. Develop a bus behavior PBIS program
 - a. Tran Dept/Driver/School Admin
 - b. 1-3 years
3. Provide Drivers with more Support and Training
 - a. Tran Dept/School Admin
 - b. Daily
4. Revise Current School Bus Discipline Policy
 - a. Superintendent/ Chad / Aubrey
 - b. 1-3 years

ABOUT US

Ascension Public Schools is one of the largest school districts in Louisiana, and the largest to consistently maintain an "A" rating in the Louisiana Department of Education's accountability system. The district is the largest employer in the parish with approximately 3,100 employees, including 2,000 teachers. It enrolls 24,000 students in 31 schools and 3 programs. An A-rated school district since letter grades were introduced in 2011-12, Ascension Parish currently ranks 4th in Louisiana for District Performance Scores and 1st for Progress Index.

The district is governed by the Ascension Parish School Board, comprised of 11 elected members.

SCHOOL BOARD

Taft Kleinpeter, Board President

District 5, Seat B

Troy J. Gautreau, Sr., Board Vice President

District 7, Seat A

Robyn Penn Delaney

District 1

Scott Duplechein

District 2

Julie Blouin

District 3

Marty Bourgeois

District 4, Seat A

John D. Murphy

District 4, Seat B

John DeFrances

District 5, Seat A

Jared "Boo" Bercegeay

District 6, Seat A

Louis Lambert

District 6, Seat B

Patricia Russo

District 7, Seat B



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