

Hahnville High School



Hahnville High School



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<p style="text-align: center;">District Mission Statement</p> <p>The mission of St. Charles Parish Public Schools is to develop empathetic, involved, productive, and responsible citizens by providing every student high-quality educational opportunities that empower each to become enthusiastic life-long learners.</p>	<p style="text-align: center;">School Mission Statement</p> <p style="text-align: center;">Hahnville High School exists to ensure that all students learn and achieve at high levels (grade level or above).</p>
<p style="text-align: center;">District Vision Statement</p> <p>In pursuit of excellence and equity, St. Charles Parish Public Schools provides a high-quality education that prepares students with the knowledge, skills, and values required to become productive global citizens.</p>	<p style="text-align: center;">School Vision Statement</p> <p style="text-align: center;">HHS will operate as a PLC where all stakeholders are committed to preparing students for future opportunities.</p>
<p style="text-align: center;">District Belief Statements</p> <p>We believe...</p> <ul style="list-style-type: none"> ● education is society's first Goal. ● all students can learn. ● open and honest communication and collaboration between school, home, and community build trust. ● it is imperative to educate the whole child academically, socially, and emotionally to be future ready. ● engaging in challenging and relevant work allows students and staff to meet high expectations and achieve success. ● embracing diversity fosters a culture of acceptance. ● in providing inclusive and equitable opportunities for all. ● excellence is worth the cost. 	<p style="text-align: center;">School Belief Statements</p> <p>We believe...</p> <ul style="list-style-type: none"> ● that all students will demonstrate consistent academic, athletic, artistic and social emotional growth. ● that all students can demonstrate integrity through their words and actions. ● that all students can demonstrate pride in themselves and their school.

Hahnville High School

District Customer Excellence Standards

You and I...

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

Hahnville High School

St. Charles Parish Public Schools District Goals and Priorities

Goal	Priorities	System-Based Team Facilitators
<p>Goal A – Student Achievement</p> <p><i>To prepare students for success in postsecondary education, careers, and life</i></p>	<ul style="list-style-type: none"> Ensuring kindergarten readiness so students enter school ready to learn Ensuring each student learns at high levels Develop strong pathways to college, career, and workforce 	<p>Becky Weber Erin Granier</p>
<p>Goal B – Student Well-Being and Belonging</p> <p><i>To support the academic, social, emotional, nutritional, and physical needs of all students in a welcoming learning environment that fosters a sense of well being and belonging.</i></p>	<p>Ancillary Services</p> <ul style="list-style-type: none"> Providing safe and efficient transportation Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments 	<p>Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers</p>
	<p>Student Support</p> <ul style="list-style-type: none"> Develop SEL competencies within our students Provide support for students through the Comprehensive School Counseling Program Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through post – secondary options 	
	<p>Student Services</p> <ul style="list-style-type: none"> Enhancing children’s wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions Implementing programs and services that support children academically, socially, emotionally & physically 	
	<p>Student Opportunities</p> <ul style="list-style-type: none"> Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees 	
<p>Goal C – Diverse, Effective, and Engaged Employees</p> <p><i>To employ and develop high quality staff and provide resources to support employee success</i></p>	<ul style="list-style-type: none"> Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce Developing an effective workforce focused on continuous improvement Retaining a diverse, engaged, and effective workforce Increase employee health and wellness 	<p>John Smith Scott Cody Tresa Webre</p>

Hahnville High School

St. Charles Parish Public Schools District Goals and Priorities (continued)

<p>Goal D – Resource Allocation</p> <p><i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i></p>	<p>Finance</p> <ul style="list-style-type: none"> ● Maintaining responsible fiscal stewardship at the District and school level ● Providing competitive employee salaries, consistent with the needs for recruitment and retention, and fiscal prudence ● Providing a cost-effective employee benefit package ● Maintaining sufficient fund balance to address financial contingencies and uncertainties ● Reduce property and workers’ compensation insurance costs <p>Technology</p> <ul style="list-style-type: none"> ● Providing equitable technology resources that enhance student learning and administrative efficiencies ● Protecting district networks and data ● Supporting stakeholders with current and future technology endeavors 	<p>Al Suffrin Ray Gregson Ronald White Stephanie Steib</p>
<p>Goal E – Facilities Management</p> <p><i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i></p>	<p>Facilities</p> <ul style="list-style-type: none"> ● Designing and maintaining facilities to support student and employee success ● Developing and implementing standards and processes for effective and efficient operations <p>Safety</p> <ul style="list-style-type: none"> ● Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees <p>Athletics</p> <ul style="list-style-type: none"> ● Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees 	<p>Art Aucoin Ellis Alexander John Rome</p>
<p>Goal F – Stakeholder Investment</p> <p><i>To promote and develop meaningful engagement between students, families, business community and the school system.</i></p>	<ul style="list-style-type: none"> ● Increasing and varying communication with stakeholders ● Increasing educational access and opportunity within the community ● Enhancing the English Language Learner Program 	<p>Ellis Alexander Angelle Babin David Schexnaydre</p>

Hahnville High School

Hahnville High School Governance

School Success Team					
Guiding Coalition Focus: Academics		Hahnville Advisory Team (HAT) Focus: Policies and Procedures		Committees Focus: School Culture	
Jose Gonzales	Principal	Jose Gonzales	Principal	ACT/ACT Work Keys Committee	Admin Rep: Victoria Preau
Shawn Heiden	Assistant Principal	Shawn Heiden	Assistant Principal		Chair(s): Jeanne Nouri and Aimee Beske
Victoria Preau	Assistant Principal	Victoria Preau	Assistant Principal		Faculty and Staff Members:
Kendell George	Assistant Principal	Kendell George	Assistant Principal		
Jennifer Foss	Assistant Principal	Jennifer Foss	Assistant Principal	Equity Committee	Admin Rep: Shawn Heiden
Gerard Nugent	Admin Monitor	Gerard Nugent	Admin Monitor		Chair(s): Cecelia Giliam
Melanie Seal	Staff Development Coordinator	Melanie Seal	Staff Development Coordinator		Faculty and Staff Members:
Rachael Authement	HSPC/Attendance PLT Leader	Rachael Authement	HSPC		
Pamela Breaux	SBLC Intervention PLT Leader	Rosemary Ahearn	Counseling Representative	Faculty Engagement Committee	Admin Rep: Jennifer Foss
Allison Cranford	Algebra I PLT Leader		Counseling Representative		Chair(s): Krystn Charlie
Amy Crochet	Intensive Algebra PLT Leader	Chris Henning	CTE Dept Representative		Faculty and Staff Members:
Beth Parrino	Algebra II PLT Leader	Marc Gonzales	CTE Dept Representative		
Victoria Kaltenbacher	Geometry PLT Leader	Karen Baudry	Cultural Enrichment Dept Representative	Future Ready Committee	Admin Rep: Jose Gonzales
Angelle Lambert	Algebra III PLT Leader	Alessandra Nugent	Cultural Enrichment Dept Representative		Chair(s): Hope Barnhill
Karlie Castellanos	English I PLT Leader	Ali Adams	English Dept Representative		Faculty and Staff Members:

Hahnville High School

Destiney Martin	English II PLT Leader	Randi Elliot	English Dept Representative		
Jeanne Nouri	English III PLT Leader	Maria Cancienne	Math Dept Representative	Safe Schools Committee	Admin Rep: Kendall George
Brittany Gauthier	English IV PLT Leader		Math Dept Representative		Chair(s): Daniel Luquet
Natalie Adams	Intensive English PLT Leader	Gene Moll	PE/ROTC Dept Representative		Faculty and Staff Members:
Amy Waters	Business State PLT Leader	Lindsey Reynolds	PE/ROTC Dept Representative		
Hank Cologne	Industry PLT Leader	Julie Viguerie	Science Dept Representative		School Spirit Committee
Craig Mender	Non-State PLT Leader	Justin Hochhalter	Science Dept Representative	Chair(s):	
Maggie Corzo	Foreign Language PLT	Richard Abarr	Social Studies Dept Representative	Faculty and Staff Members:	
Daniel Terrebonne	Music PLT Leader		Social Studies Dept Representative		
Todd Schulz	Art PLT Leader	Ali Porche	SOS Dept Rep	SEW Committee	
Megan Harms	Talented Arts PLT Leader		SOS Dept Rep		Chair(s): Marquita George and Pam Breaux
Sammi Taylor	Fitness PE/Sports Med PLT Leader	Shelly Fontenot	SPED Dept Representative		Student Rep(s): Jennifer Huerta and Maddison Thomas
Erica Randolph	PE/Health PLT Leader	Joshua Dunmiles	SPED Dept Representative		Parent Rep(s): Patricia Tanchez and Shalonda Hill
Richard Lochren	ROTC PLT Leader	Shana Pitts	Support Staff Rep		SSC Committee
Leah Deloch	PLTW Leader		Support Staff Rep	Chair(s): Allison Cranford	
Cecelia Gillam	Environmental Science PLT Leader			Faculty and Staff Members:	
Chelsie Jurado	Biology PLT Leader				
Linda Thibodaux	Chemistry PLT Leader				

Hahnville High School

Skylar Houston	Civics PLT Leader				
Megan Bush	US History PLT Leader				
David Baudry	World Geography PLT Leader				
Nick Binet	PB PLT Leader				
Elizabeth Folse	SPED PLT Leader				
	WorkKeys PLT Leader				
	Student Rep(s)				
	Parent Rep(s)				

Hahnville High School

Goal A: Student Achievement

District Goals	District Priorities	School Goals	PLTs or Committee School Success Plans (SSPs) that are Focused on Specific Priorities
GOAL A: Student Achievement - To prepare students for success in postsecondary education, careers and life.	2. Ensuring each student learns at high levels.	<ul style="list-style-type: none"> ● Increase passing rate and advanced and mastery scores in all LEAP assessments <ul style="list-style-type: none"> ○ Focus on growth to mastery ○ Subgroup foci - EL, SPED, 504 ● Implementing the PLC process in all classes with in class interventions and extensions for essential learning. 	<ul style="list-style-type: none"> ● Guiding Coalition ☰ Guiding Coalition 23-24 SSP <ul style="list-style-type: none"> ● Content Professional Learning Teams SSPs (Click on Link above to go to bookmark of all SSPs for Content Learning Teams)
	3. Develop strong pathways to college, career, and workforce.	<ul style="list-style-type: none"> ● Increase exposure to ACT starting in 9th grade and increase average ACT scores ● Increase exposure to ACT WorkKeys and percent of students scoring silver and above ● Increase student passing rate of State Basic and Advanced IBCs ● Increase percent of students earning college credit through AP, CLEP and DE classes ● Subgroup foci of all assessments - EL, SPED, 504 	<ul style="list-style-type: none"> ● Content Professional Learning Teams SSPs (Click on Link above to go to bookmark of all SSPs for Content Learning Teams) <ul style="list-style-type: none"> ● Future Ready Committee ☰ Future Ready Committee 23-24 SSP <ul style="list-style-type: none"> ● ACT and ACT Work Keys Committee ☰ ACT and Work Keys Committee 23-24 SSP

Comprehensive Needs Assessment - Data Hub for SSP

Data Sources	School Strengths	School Challenges
ACT Work Keys	<ul style="list-style-type: none"> ● Szush as ACT Work Keys Lead of Workkeys team <ul style="list-style-type: none"> ○ Student Awareness and Motivation through Class Info Sessions ○ Work Keys Intervention Sessions before retesting ○ Repeated Work Keys Testing Sessions 	<ul style="list-style-type: none"> ● Sharing of ACT Work Keys Data with Teachers and Admin to support process ● 74 graduating students did not achieve silver on Work Keys or 18 on ACT

Hahnville High School

<p>ACT</p>	<ul style="list-style-type: none"> ● Composite score of Class of 2024 is higher (18.3) (Growth = 0.32) (22-23 Goal Not Achieved - 19) ● ACT Support <ul style="list-style-type: none"> ○ Establishing ACT BootCamp ○ ACT Intervention Teachers and Sessions <ul style="list-style-type: none"> ■ 3 ACT interventionists (2 math & 1 English) ■ 74 students were supported in math and showed an average growth in ACT math score of 3.5 pts. ○ ACT Prep Station at Lunches ○ ACT Publicity through Social Media Awareness 	<ul style="list-style-type: none"> ● 165 Seniors with 18+ or below ● 53 students were not able to achieve the 18 on the ACT or silver on Work keys ● TOPS Class ACT Preparation (9-12 Grade) ● Exposing kids to ACT in early grades and all classes <ul style="list-style-type: none"> ○ Reference Posters for each class room ○ Advertisements and information in the hallways ○ ACT Hub in the Main Building - wall with information and dates and help ● Attendance at ACT Bootcamp ● 27 graduating students did not have an ACT score on file <ul style="list-style-type: none"> ○ Possibly replace test grades with 18 on ACT ● Relevance of ACT in life and career
<p>IBCA Data</p>	<ul style="list-style-type: none"> ● Increased additional opportunities for students through the addition of new regional certification courses and state certification courses, which include <ul style="list-style-type: none"> ○ Introduced in the '22-'23 school year <ul style="list-style-type: none"> ■ Intro to Java Script Course (state certification opportunity) ■ Business of retail certification opportunity added to the Principles of Business course (state certification option) ○ Being introduced in the '23-'24 school year <ul style="list-style-type: none"> ■ Cyber Security Course (regional certification opportunity) ■ Advanced Java Script Course (state certification opportunity) ● The addition of new additional opportunities for students, in '22-'23 HHS students earned 59 additional state certifications that were not available the previous school year. ● As of Fall 2022, 108 have received a basic or advanced state credential (Spring data still being calculated) (22-23 Goal - 56%) 	<ul style="list-style-type: none"> ● Issues with tracking and scheduling students who are on the Jump Start 1.0 pathway vs. the students who are on the Jump Start 2.0 pathway (i.e. Issues for 2.0 students who took classes with 1.0 class codes). ● There was a significant percentage (39%) of students in the NCCER General Tech. course who did not earn the CORE certification, causing a two-fold issue: <ul style="list-style-type: none"> ○ It costs the students an extra carnegie credit they can use towards graduation ○ It prevents the students from moving on in the NCCER level I courses for the industry pathways. ● There was a significant percentage of students not earning the ServeSafe certification which puts the JumpStart students (1.0 and 2.0) in jeopardy of falling short of their pathway requirements.
<p>LEAP</p>	<ul style="list-style-type: none"> ● Increase in Advanced/Mastery on the English I LEAP from 49% in 2021 - 2022 to 52% in 2022-2023. (22-23 Goal Achieved - 52%) ● Increase in Advanced/Mastery on the Algebra I LEAP from 23% in 2021-2022 to 41% in 2022-2023. (22-23 Goal Achieved - 26%) ● Increase in Advanced/Mastery on the English II LEAP from 46% in 2021-2022 to 48% in 2022-2023. (22-23 Goal Not Achieved - 49%) ● Increase in Advanced/Mastery on the US History LEAP from 29% in 2021-2022 to 30% in 2022-2023. (22-23 Goal Not Achieved - 32%) 	<ul style="list-style-type: none"> ● Decrease in Advanced/Mastery on the Biology LEAP from 39% in 2021-2022 to 33% in 2022-2023. (22-23 Goal Not Achieved - 40%) ● Decrease in Advanced/Mastery on the Geometry LEAP from 43% in 2021-2022 to 42% in 2022-2023. (22-23 Goal Not Achieved - 46%) ● SPED Unsatisfactory <ul style="list-style-type: none"> ○ Eng II: 72% ○ USH: 83% ○ BIO: 51%

Hahnville High School

	<ul style="list-style-type: none"> ● Increase from 40% in 2021-2022 to 83% in 2022-2023 in the percentage of students scoring at or above goal on the ELA LEAP Connect Assessment. ● SPED Unsatisfactory <ul style="list-style-type: none"> ○ Alg I: 33% (22-23 Goal Achieved - 65%) ○ Eng I: 34% (22-23 Goal Achieved - 40%) ○ Geometry: 0% 	
AP (2022 - Lag Data)	<ul style="list-style-type: none"> ● Opportunities for students to earn credit ● W. Hist: 50% earned credit 	<ul style="list-style-type: none"> ● 28% earned a 3 or above earning college credit: <ul style="list-style-type: none"> ○ Bio: 31% ○ Language: 39% ○ Literature: 28% ○ Env. Sci.: 17% ○ Physics: 0% ○ Psych: 18% ○ USH: 31%
CLEP	<ul style="list-style-type: none"> ● 32 college credits were earned in College Algebra, College Composition, and College Composition Mod. 	<ul style="list-style-type: none"> ● 29% earned college credit ● Several opportunities to give high-performing students the opportunity to take and pass the CLEP were not capitalized on. <ul style="list-style-type: none"> ○ 10 ELL students not tested in Spanish CLEP ○ 53 Algebra II H students who earned an “A” were not tested in College Algebra CLEP ○ 68 Chemistry students who earned an “A” were not tested in Chemistry CLEP ○ 81 English III students who earned an “A” were not tested in CLEP ○ 74 English IV students who earned an “A” were not tested in CLEP
PLC Process	<ul style="list-style-type: none"> ● Using the <i>Critical Issues for Team Consideration</i> tool, the average end-of-year teacher self-assessment of the PLC process was 8.84, an overall increase of 1.35 (22-23 Goal Achieved - 8.0) ● Using the <i>Principal Leadership actions</i> tool, the average end-of-year teacher assessment was 3.4 (22-23 Goal Not Achieved - 3.51) 	

Hahnville High School

Goal B: Student Well-being and Belonging

District Goals	District Priorities	School Goals	PLTs or Committee School Success Plans (SSPs) that are Focused on Specific Priorities
GOAL B: Student Well Being and Belonging - To support the academic, social, emotional, nutritional, and physical needs of all students in a welcoming learning environment that fosters a sense of well being and belonging.	1. Student Support: Develop SEL competencies within our students.	<ul style="list-style-type: none"> Increase exposure to SEL competencies through learning for faculty, staff and students during advisory sessions. 	<ul style="list-style-type: none"> SEW Committee SEW Team 23-24 SSP SSC Committee SSC Committee 23-24 SSP
	2. Student Support: Provide support for students through the Comprehensive Counseling Program.	<ul style="list-style-type: none"> Create a plan to Increase school day counselor and student interactions. 	<ul style="list-style-type: none"> Counselor PLT
	3. Student Support: Provide students with resources, lessons and partnerships to increase their persistence as they matriculate through postsecondary options.	<ul style="list-style-type: none"> Increase the number of students with planned post secondary pathways and the percent of students who successfully complete those pathways. 	<ul style="list-style-type: none"> Future Ready Committee Future Ready Committee 23-24 SSP
	4. Student Services: Enhancing children’s well being and belonging through comprehensive assessments and appropriate behavioral interventions.	<ul style="list-style-type: none"> Increasing utilization of Tier 1 and 2 behavioral interventions in the classroom and the utilization of the SSC intervention, SBLC and teaming process for Tier 3 interventions. 	<ul style="list-style-type: none"> Attendance/SBLC PLT Attendance/SBLC PLT 23-24 SSP Guiding Coalition Guiding Coalition 23-24 SSP
	5. Student Services: Implementing programs and services that support children academically, socially, emotionally, and physically.	<ul style="list-style-type: none"> Increasing utilization of Tier 1 and 2 academic interventions in the classroom and the utilization of the SSC intervention, SBLC and teaming process for Tier 3 interventions. Implementing an advisory program designed to increase SEL learning, positive relationships, and opportunities. Creation of an Attendance/SBLC PLT to find root causes and create a plan of support for students 	<ul style="list-style-type: none"> Guiding Coalition Guiding Coalition 23-24 SSP HAT HAT 23-24 SSP Attendance/SBLC PLT Attendance/SBLC PLT 23-24 SSP SSC Committee SSC Committee 23-24 SSP SEW Committee

Hahnville High School

		with attendance issues.	SEW Team 23-24 SSP
	6. Student Opportunities: Identifying and implementing proactive and responsive processes and practices to enhance the learning environment for students and employees.	<ul style="list-style-type: none"> Increasing opportunities for diverse student, faculty, and staff involvement in school policies, procedures and events. Increase leadership roles and active involvement in school and district governance for faculty, staff and students. Increasing implementation of Developmental Designs and Restorative Practices to decrease the number of first time and repeat offenses. 	<ul style="list-style-type: none"> Equity Committee Equity Committee 23-24 SSP <ul style="list-style-type: none"> HAT HAT 23-24 SSP <ul style="list-style-type: none"> SEW Committee SEW Team 23-24 SSP <ul style="list-style-type: none"> School Spirit Committee School Spirit Committee 23-24 SSP

Comprehensive Needs Assessment - Data Hub for SSP

Data Sources	School Strengths	School Challenges
Attendance Data	<ul style="list-style-type: none"> For the 2022-2023 school year, the vast majority (81.2%) were in attendance for their classes, indicating that HHS can target focussed groups of students for attendance interventions. 670 credits lost due to attendance issues were restored due to successful completion of attendance recovery. The majority of the students who did not complete attendance recovery either did not attend or they averaged 10+ hours per credit to make up. 	<ul style="list-style-type: none"> 18.8% of students are chronically absent (5 or more days). In the 2022-2023 school year, there were 5,285 first period absences. In the 2022-2023 school year, there were 1,073 course credits earned by students' passing the courses that could have been lost due to excessive absences (5 + for full credit courses and 2.5+ for half credit courses). Of those potential lost credits, 670 credits were earned back through the students' successful completion of credit recovery. <ul style="list-style-type: none"> 405 course credits that were earned through the HHS students' academic achievements were removed due to issues with excessive absences
Discipline Data	<ul style="list-style-type: none"> Fighting Data <ul style="list-style-type: none"> From 9th grade to 12th grade the number of students engaged in fights went from 27 down to 4 	<ul style="list-style-type: none"> Fighting Data <ul style="list-style-type: none"> 13 Female 9th graders were in a fight (11 black students; 2 white students) 5 Female 10th graders were in a fight (5 black students; 0 white students) 7 Female 11th graders were in a fight (3 black students; 4 white students) 1 Female 12th grader was in a fight (1 black student) 14 Male 9th graders were in a fight (9 black students; 5 white students)

Hahnville High School

		<ul style="list-style-type: none"> ○ 6 Male 10th graders were in a fight (4 black students; 2 white students) ○ 5 Male 11th graders were in a fight (5 black students; 0 white students) ○ 3 Male 12th graders were in a fight (3 black students; 0 white students) ● Total of 54 students were involved in a fight in 22-23
Counselor Needs Assessment		HHS students accounted for approximately 17 preliminary responses to the 22-23 SCPPS Counselor Needs Assessment.
FAFSA	FAFSA completions rate was high (100% by the end of the year)	
Parent Student Stakeholder Survey	<ul style="list-style-type: none"> ● 50.96% (a total of 186 respondents) Agreed or Strongly Agreed to the question, “My child’s school counselor meets with him/her on a regular basis to assist with his/her academic, personal/social, and career development needs.” ● 68% of parents replied that teachers at my child’s school go above and beyond to support students. ● No. of collected responses on Parent Stakeholder Survey increased by 180 to 452 (22-23 Goal Not Achieved - 750) 	<ul style="list-style-type: none"> ● 49% of Parents (3.35 overall score) replied as neutral or disagree that the child’s school counselor meets with him/her on a regular basis to assist with his/her academic, personal/social, and career development needs.
Student Stakeholder Survey	<ul style="list-style-type: none"> ● 46.85% of students agreed or strongly agreed to feeling safe at school. (22-23 Goal Not Achieved - 46.13%) ● 58.33% of students agreed or strongly agreed that staff members treat students and families of all backgrounds with respect (22-23 Goal Achieved - 37.75%) ● 61% of students agreed or strongly agreed that there is an adult to whom they can turn during difficult times (22-23 Goal Achieved - 44.46%) 	<ul style="list-style-type: none"> ● 51.15% of HHS students responded Neutral to Strongly Disagree to “I feel like I belong at my school.” ● 19.52% increase in Neutral to Strongly Disagree (for a total of 71.56% of HHS students) for the question “My school counselor meets with me on a regular basis to assist me with my academic, personal/social, and career development needs.” ● Only 35% of students agree or strongly agree that the school is preparing them to face issues in the future ● Only 28.44% of students agree or strongly agree that their individual counselor meets with them regularly to assist with academic, personal/social, and career development needs. ● 19.82% of students agreed or strongly agreed that students treat adults with respect (-1.75% decline) (22-23 Goal Not Achieved - 21.57%)
SSC EOY Progress	<ul style="list-style-type: none"> ● At least six(6) SSC lessons contained an SEL component in the presentation materials. ● Allowed us a venue to administer the Screeners and pilot SEL Lessons ● Able to revamp SSC grouping into relational groups with mentors embedded based on feedback from students and teachers ● Teachers and students were able to regularly provide feedback to SSC committee on the effectiveness of SSC sessions 	<ul style="list-style-type: none"> ● No real way to capture the effect of the SEL components during SSC ● SEL piece in every lesson to get mindset prepared for SSC lessons ● SSC committee responsible for the trainings to allow for streamlined trainings and vetting of materials - maybe during planning period meetings

Hahnville High School

<p>Universal Screener</p>	<ul style="list-style-type: none"> ● Number of Students Classified as having High Strength in SEL increased by 3% and Strength increased by 7% ● Well Being High Strength increased by 5% and Strength by 3% ● Number of Students identified as Low Strength decreased from the Fall from 218 to 86 in the spring 	<ul style="list-style-type: none"> ● Low Strength remained the same on SEL and Well Being ● 20 Students with Challenging Feelings, 15 with low positive feelings, 32 with low supportive relationships, 16 with low strength on emotion regulation
<p>Attendance Questionnaire</p>		<ul style="list-style-type: none"> ● 51.15% of HHS students responded Neutral to Strongly Disagree to “I feel like I belong at my school.”

Hahnville High School

Goal C: Diverse, Effective and Engaged Employees

District Goals	District Priorities	School Goals	PLTs or Committee School Success Plans (SSPs) that are Focused on Specific Priorities
GOAL C: Diverse, Effective and Engaged Employees - To employ and develop high quality staff and provide resources to support employee success.	1. <u>Recruiting and hiring</u> a diverse, qualified, and prepared professional and classified workforce.	<ul style="list-style-type: none"> ● Recruit and hire certified teachers if possible ● Create a plan for certification for uncertified teachers or for teachers who are teaching out of certification area ● Create a plan for resource allocation to allow for advanced trainings for faculty and staff 	<ul style="list-style-type: none"> ● Guiding Coalition ☰ Guiding Coalition 23-24 SSP
	2. Developing an effective workforce focused on continuous improvement.	<ul style="list-style-type: none"> ● Increase faculty and staff learning through professional development both at school site and through professional organizations. ● Increase number of faculty and staff with add on certifications or degrees. 	<ul style="list-style-type: none"> ● HAT ☰ HAT 23-24 SSP ● Guiding Coalition ☰ Guiding Coalition 23-24 SSP
	3. Retaining a diverse, engaged, and effective workforce.	<ul style="list-style-type: none"> ● Increase support for new, minority and struggling teachers. ● Increase leadership roles and active involvement in school and district governance ● Increase faculty interactions and connections to school and community. 	<ul style="list-style-type: none"> ● HAT ☰ HAT 23-24 SSP ● Guiding Coalition ☰ Guiding Coalition 23-24 SSP ● School Spirit Committee ☰ School Spirit Committee 23-24 SSP ● Faculty Engagement Committee ☰ Faculty Engagement Committee 23-24 SSP
	4. Increased employee health and wellness.	<ul style="list-style-type: none"> ● Increase on and off campus health and wellness learning and activities for faculty and staff 	<ul style="list-style-type: none"> ● Faculty Engagement Committee ☰ Faculty Engagement Committee 23-24 SSP ● SEW Committee ☰ SEW Team 23-24 SSP

Hahnville High School

Comprehensive Needs Assessment - Data Hub for SSP		
Data Sources	School Strengths	School Challenges
UpBeat Survey	<ul style="list-style-type: none"> ● 58% of students and 73.68% of parentsIn my school, staff members respect students and families of all backgrounds. ● ● 	<ul style="list-style-type: none"> ● 30% of parents and 48.47% of students replied that diversity of staff members at my child’s school is representative of the diversity of students
School Employee Data		
AP and DE Courses		AP and DE Courses <ul style="list-style-type: none"> ● No time to network and PLT with AP and DE teachers of same content or even just as AP and DE teachers <ul style="list-style-type: none"> ○ AP and DE Pull out Days to work as a PLT

Hahnville High School

Goal E: Facilities Management

District Goals	District Priorities	School Goals	PLTs or Committee School Success Plans (SSPs) that are Focused on Specific Priorities
<p>GOAL E: Facilities Management - To build and maintain psychologically and physically safe, clean, and supportive learning environments.</p>	<p>Facilities:</p> <ol style="list-style-type: none"> 1. Designing and maintaining facilities to support student and employee success. 2. Developing and implementing standards and processes for effective and efficient operations. <p>Safety:</p> <ol style="list-style-type: none"> 3. Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees. <p>Athletics:</p> <ol style="list-style-type: none"> 4. Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees. 	<ul style="list-style-type: none"> Creation of process for efficient communication of facility resource and maintenance needs and of completion of said tasks. Creating, implementing and keeping record of proactive and responsive steps to enhance the safety in and around the school for students, employees and families. Creating, implementing and keeping record of proactive and responsive steps to enhance the safety in athletics. 	<ul style="list-style-type: none"> Safe Schools Team <p>Safe Schools Team 23-24 SSP</p>

Comprehensive Needs Assessment - Data Hub for SSP

Data Sources	School Strengths	School Challenges
Safe School Data	<ul style="list-style-type: none"> We have clear procedures for signing in visitors and ensuring they have badges and visible IDs Drills are conducted on regular basis Key access and documentation is closely monitored Security checks are done on each building and in each area before custodians leave each day 	<ul style="list-style-type: none"> Fair amount of classrooms left unlocked during the school day Some students don't wear their IDs during the school day Bathrooms - cleanliness not always good. Also vaping and fighting occurs in different bathrooms on campus At times, adult supervision during class exchanges is not always present
UpBeat Survey Data	<p>Parent Survey:</p> <ul style="list-style-type: none"> 70.82% Positive Response: My child's school provides a safe learning environment. 	<p>Student Survey:</p> <ul style="list-style-type: none"> 46.85% Positive Response: I feel safe at school. 27.66% Positive Response: My school is clean and well-maintained.

Hahnville High School

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| | <ul style="list-style-type: none">● 81.96% Positive Response: My child's school is clean and well-maintained. <p>Faculty and Staff Survey:</p> <ul style="list-style-type: none">● 82% Positive Response: I feel physically safe at my school.● 89% Positive Response: The school building is clean and well maintained.● 96% Positive ResponseL The school ensures that the facilities support student learning.● 93% Positive Response: The buildings and grounds are clean and provide a healthy place for learning. | |
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Hahnville High School

Goal F: Stakeholder Investment

District Goals	District Priorities	School Goals	PLTs or Committee School Success Plans (SSPs) that are Focused on Specific Priorities
GOAL F: Stakeholder Investment - To promote and develop meaningful engagement between students, families, business community and the school system.	1. Increasing and varying communication with stakeholders.	<ul style="list-style-type: none"> All teams will create a plan of communication for actions and results to all stakeholders - team, students, parents, school, district and community. 	<ul style="list-style-type: none"> All Teams
	2. Increasing educational access and opportunity within the community.	<ul style="list-style-type: none"> All teams will create and enact a communication plan to increase access and participation. 	<ul style="list-style-type: none"> All Teams
	3. Enhancing the English Language Learner Program.	<ul style="list-style-type: none"> All teams will create and enact a plan to focus on ELL subgroups in all action steps of their part of the SSP. Increased awareness of and encouraged participation in school programs through the EL and Spanish Honors Society Advisory group. 	<ul style="list-style-type: none"> All Teams SSC Committee <div style="background-color: #D9E1F2; padding: 2px; border: 1px solid #000; display: inline-block;"> SSC Committee 23-24 SSP </div>

Comprehensive Needs Assessment - Data Hub for SSP

Data Sources	School Strengths	School Challenges
Faculty and Staff Up Beat Survey Data	<ul style="list-style-type: none"> 75% Positive Response: The school proactively involves all families in our school community. 	<ul style="list-style-type: none"> 62% Positive Response: Parents and Teachers work together as partners.
Parent UpBeat Survey Data	<ul style="list-style-type: none"> 74.01% Positive Response: The principal at my child's school communicates a clear vision for teaching and learning. 66.85% Positive Response: My child's school administrators are accessible to address student and parent concerns. 	<ul style="list-style-type: none"> 55.21% Positive Response: Teachers at my child's school build trusting relationships with parents. 50.96% Positive Response: My child's school counselor meets with him/her on a regular basis to assist with his/her academic, personal/social, and career development needs.

Hahnville High School

Student Upbeat Survey Data		<ul style="list-style-type: none">● 48.71% Positive Response: My school offers opportunities for my family to be involved in the school and my learning.● 28.44% Positive Response: My school counselor meets with me on a regular basis to assist me with my academic, personal/social, and career development needs.● 43.44% Positive Response: My school administrators are available to address student concerns.● 42.82% Positive Response: Administrators at my school actively work towards creating an inclusive school culture.●
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Hahnville High School

HHS PLT AND COMMITTEE MEETING SCHEDULES AND AGENDAS	HHS PLT AND COMMITTEE SCHOOL SUCCESS PLANS
<p>Committee and School Team Meeting Info and Schedules:</p> <ul style="list-style-type: none"> • ACT and Work Keys Committee 23-24 Agenda • Attendance/SBLC Committee 23-24 Agenda • Counselor Weekly Meeting Agenda_SY 23-24 • Equity Committee 23-24 Agenda • Faculty Engagement Committee 23-24 Agenda • Future Ready Committee 23-24 Agenda • Guiding Coalition 23-24 Agenda • HAT 23-24 Agenda • Safe Schools Team 23-24 Meeting Agenda • School Spirit Committee 23-24 Agenda • SEW Team 23-24 Agenda • SSC Committee 23-24 Agenda 	<p>Committee and School Team SSPs:</p> <ul style="list-style-type: none"> • ACT and ACT Work Keys Committee 23-24 SSP • Attendance/SBLC Committee 23-24 SSP • Counselor's PLT 23-24 SSP • Equity Committee 23-24 SSP • Faculty Engagement Committee 23-24 SSP • Future Ready Committee 23-24 SSP • Guiding Coalition 23-24 SSP • HAT 23-24 SSP • Safe Schools Team 23-24 SSP • School Spirit Committee 23-24 SSP • SEW Team 23-24 SSP • SSC Committee 23-24 SSP
<p>PLT Meeting Info and Schedules: PLT Members (23-24)_ Updated 7_14</p> <ul style="list-style-type: none"> • Algebra I PLT 23-24 Meeting Agenda • Algebra II PLT 23-24 Meeting Agenda • Algebra III PLT 23-24 Meeting Agenda • Algebra Intensive PLT 23-24 Meeting Agenda • Art PLT 23-24 Meeting Agenda • Biology PLT 23-24 Meeting Agenda • Business English PLT 23-24 Meeting Agenda • Business Non-State PLT 23-24 Meeting Agenda • Business State PLT 23-24 Meeting Agenda • Chemistry 23-24 PLT Meeting Agenda • Civics PLT 23-24 Meeting Agenda • English I PLT 23-24 Meeting Agenda • English II PLT 23-24 Meeting Agenda • English III PLT 23-24 Meeting Agenda 	<p>PLT SSPs:</p> <ul style="list-style-type: none"> • Algebra I PLT 23-24 SSP • Algebra II PLT 23-24 SSP • Algebra III PLT 23-24 SSP • Algebra I Intensive PLT 23-24 SSP • Art PLT 23-24 SSP • Biology PLT 23-24 SSP • Business English PLT 23-24 SSP • Business Non-State PLT 23-24 SSP • Business State PLT 23-24 SSP • Chemistry PLT 23-24 SSP • Civics PLT 23-24 SSP • English I PLT 23-24 SSP • English II PLT 23-24 SSP • English III PLT 23-24 SSP

Hahnville High School

- [English IV PLT 23-24 Meeting Agenda](#)
- [English I Intensive PLT 23-24 Meeting Agenda](#)
- [Environmental Science PLT 23-24 Meeting Agenda](#)
- [Fitness PE/Sports Medicine PLT 23-24 Meeting Schedule and Info](#)
- [Foreign Language PLT 23-24 Meeting Agenda](#)
- [Geometry PLT 23-24 Meeting Schedule and Info](#)
- [Industry PLT 23-24 Meeting Schedule and Info](#)
- [Music PLT 23-24 Meeting Schedule and Info](#)
- [Performance Based PLT 23-24 Meeting Schedule and Info](#)
- [PE/Health PLT 23-24 Meeting Schedule and Info](#)
- [Physics/Physical Science 12th PLT 23-24 Meeting Schedule and Info](#)
- [Project Lead the Way PLT 23-24 Meeting Schedule and Info](#)
- [ROTC PLT 23-24 Meeting Schedule and Info](#)
- [Tuesday's SPED PLT 23-24 Meeting Schedule and Info](#)
- [Thursday's SPED 23-24 Meeting Schedule and Info](#)
- [LEAP Connect PLT 23-24 Meeting Schedule and Info](#)
- [Talented Arts PLT 23-24 Meeting Schedule and Info](#)
- [US History PLT 23-24 Meeting Schedule and Info](#)
- [Work Keys PLT 23-24 Meeting Schedule and Info](#)
- [World Geography PLT 23-24 Meeting Schedule and Info](#)
- [AP US and World History 23-24 Meeting Schedule and Info](#)

- [English IV PLT 23-24 SSP](#)
- [English I Intensive PLT 23-24 SSP](#)
- [Environmental Science PLT 23-24 SSP](#)
- [Fitness PE/Sports Medicine PLT 23-24 SSP](#)
- [Foreign Language PLT 23-24 SSP](#)
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- [Project Lead the Way PLT 23-24 SSP](#)
- [ROTC PLT 23-24 SSP](#) [NewCopyROTC PLT 23-24 SSP](#)
- [Special Education 1st Hour PLT 23-24 SSP](#)
- [Special Education 2nd Hour PLT 23-24 SSP](#)
- [Special Education 3rd Hour PLT 23-24 SSP](#)
- [Special Education 4th Hour PLT 23-24 SSP](#)
- [Special Education LEAP Connect PLT 23-24 SSP](#)
- [Talented Arts PLT 23-24 SSP](#)
- [US History PLT 23-24 SSP](#)
- [Work Keys PLT 23-24 SSP](#)
- [World Geography PLT 23-24 SSP](#)
- [AP History PLT 23-24 SSP](#)