



Harry Hurst Middle School

Phase X
2023-2026

Year Three (3) of Three (3)
2025 - 2026

District Mission Statement 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.	School Mission Statement “Be Better than Yesterday” by ensuring that everyone grows and learns at high levels.
District Vision Statement 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.	School Vision Statement We will become the highest performing middle school in the state of Louisiana by providing a high quality education, social emotional learning, and extracurricular opportunities for all.
District Belief Statements We believe... ● 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.	School Belief Statements/Collective Commitments ☐ We take responsibility for the learning of all and will serve as positive, contributing members of our content and grade level teams in order to ensure it.\ ☐ We will provide a safe and caring environment of mutual respect and demonstrate the Hurst Core Values: Honor, Unity, Respect, Self-Motivation, Tolerance, Cooperation, Assertion, Responsibility, Empathy, Self-control. ☐ We will use data to provide an equitable, challenging learning environment, which supports student achievement by meeting the diverse needs of all students. ☐ We will collaborate, reflect, and continuously learn and improve, in order to grow as a professional learning community. ☐ We will encourage a sense of belonging for all by providing social-emotional learning. ☐ We will equip families with tools to support student learning at home. ☐ We will “Be Better than Yesterday” by cultivating a growth mindset in all.

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.

St. Charles Parish Public Schools District Goals and Priorities

Goal	Priorities	System-Based Team Facilitators
Goal A – Student Achievement <i>To prepare students for success in postsecondary education, careers, and life</i>	- 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	Becky Weber Erin Granier
Goal B – Student Well-Being and Belonging <i>To support the academic, social, emotional, nutritional, and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being & belonging</i>	<i>Ancillary Services</i> - Providing safe and efficient transportation - Providing appealing and nutritious meals that foster healthy eating habits in aesthetically pleasing environments	Karen Boudreaux Jerry Smith Teresa Brown Tamika Green Kade Rogers
	<i>Student Support</i> - 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	
	<i>Student Services</i> - Enhancing children’s wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions - Implementing programs and services that support children academically, socially, emotionally & physically	
	<i>Student Opportunities</i> Identifying and implementing proactive and responsive processes and practices to enhance athletic programs for students and employees	
Goal C – Diverse, Effective, and Engaged Employees <i>To employ and develop high quality staff and provide resources to support employee success</i>	- 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	John Smith Scott Cody Tresa Webre

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

Goal D – Resource Allocation <i>To identify and maintain resources in an equitable manner that support and enhance student success and employee growth</i>	Finance • 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 Technology • Providing equitable technology resources that enhance student learning and administrative efficiencies • Protecting district networks and data • Supporting stakeholders with current and future technology endeavors	Al Suffrin Ray Gregson Ronald White Stephanie Steib
Goal E – Facilities Management <i>To build and maintain psychologically and physically safe, clean, and supportive learning environments</i>	Facilities • Designing and maintaining facilities to support student and employee success • Developing and implementing standards and processes for effective and efficient operations Safety • Identifying and implementing proactive and responsive processes and practices to enhance the safety of students and employees Athletics • Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees	Art Aucoin Ellis Alexander John Rome
Goal F – Stakeholder Investment <i>To promote and develop meaningful engagement between students, families, business community and the school system.</i>	• Increasing the English Language Learner Program	Ellis Alexander Angelle Babin David Schexnaydre

School Governance

School Success Team			
Name	Title/Role	Name	Title/Role
Sean Dwyer	Administration	Mary-Lynn Detillier	8th Grade Team Leader
Nicole Hall	Administration	Karen Nagele	8th Grade Co-Leader
Tiffany Landrum	Administration	Loretta Gant	Dept. Chair (Special Education)
Waco Bickham	Administration	Sally Goodman	Dept. Chair (Math)
Megan Calogne	Dean of Students	Rosa Delpidio	Dept. Chair (ELA)
Katie Martinez	Chairperson/Staff Development Coordinator	Ericker Jackson	Dept. Chair (Social Studies)
Lauren Waguespack	Co-Chairperson/Dept. Chair (Science)	Lindsay Maxie	Enrichment Co-Leader
Brandy Dufrene	6th Grade Team Leader	Tina Chaisson	Counselor
Chelsea Schexnaydre	6th Grade Co-Leader	Meghan Duplessis	Counselor
Jessica Matherne	7th Grade Team Leader	Sarra Harville	Recorder
Emily Nauck	7th Grade Co-Leader	Jordan Morvant	Leadership Pipeline

Harry Hurst Middle School Support Committees

Guiding Coalition	Student Achievement	Student Well-Being and Belonging	Diverse, Effective, and Engaged Employees	Facilities Management (Safety and Athletics)	Stakeholder Investment
Joelle Adams Waco Bickham Kelly Burford Rosa Delpidio Brandy Dufrene Sean Dwyer Jordan Eslick Nicole Hall Tiffany Landrum Jassica Matherne Lindsay Maxie Katie Martinez* Karen Nagele Emily Nauck Lisa Rednour Chelsea Schexnaydre Lauren Waguespack* Mindy Williams	Loretta Gant Katie Martinez* Jessica Matherne Lindsay Maxie	Tina Chaisson Rosa Delpidio Meghan Duplessis Sarra Harville	Mary-Lynn Detillier Brandy Dufrene Ericker Jackson*	Jordan Eslick Sally Goodman Karen Nagele	Emily Nauck* Chelsea Shexnaydre* Lauren Waguespack

*Indicates chairperson(s)
Harry Hurst Middle School - July 2025

Harry Hurst Middle School
Goal A: Student Achievement
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement • <i>Support K readiness</i> • <i>Ensuring each student learns at high levels</i> • <i>Develop pathways to college, career, and workforce</i>	• 7th grade Science • 6th grade Math • All cohort data indicates growth in English, Math, and Social Studies. • ELA- highest in district in 6th and 7th • Math- highest in district across all grades • Science- highest in district in 6th and 7th. • 6th Grade ELA Y1 average increased significantly • 100% of 7th grade Adv. Math scored an A or B for Year 1 avg. • 7th & 8th science showed a lot of growth • 11% or lower failed in any content area	• Cohort data decreased for Science with 23-24 6th and 8th graders • No where near district goal (all schools) • Improving growth data • 7th grade math didn't reach the goal-math kids being pulled into adv. classes change overall data and show more struggle in regular math • Overall grades in all subjects decreased from 7th-8th, but improved in 6-7
Supporting Data		
23-24 LEAP 2025 Scores 24-25 LEAP 2025 Scores 2024-2025 Promotion/ retention data		

Goal A – Student Achievement			
District Goal		District Objective(s)	
Ensuring each student learns at high levels			
School Goal		School Objective(s)	
Ensuring each student learns at high levels.		• Increase the number of students earning 80% or higher as their Y1 grade in each core subject area by 5%-7%. • Increase the percentage of students scoring Mastery or Advanced on LEAP2025 in each core subject area by 5%-7%. • Objective Table with individual goals based on above for each grade level and subject area	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Build capacity of teacher leadership to support the implementation of Professional Learning Communities - Engage in ongoing professional learning. - Refine the roles of the school's guiding coalition. - Guiding Coalition members and PLT leaders will partner with school based professional learning teams to establish clear parameters, priorities, and milestones; systems for monitoring progress, and sustained focus.	Local District	a. Ongoing	Guiding Coalition, Administration, C&I Staff, PLT Leaders
		b. Agendas, sign in sheets, observation notes, schedule/summaries of visitations, mission, vision, group norms, SMART goals, meeting minutes, School Success Plan, Professional Learning Team observations using tools.	
2. Implement and measure the identified essential learning through the PLC process based on standards-aligned curricula - Implement standards-aligned curricula - Unpack/internalize new/existing standards and curricula - Develop common assessments - Determine success criteria - Analyze student work in order to - determine strengths and weaknesses in teacher practice - learn from one another - Identify areas of curriculum proving problematic for students - Improve collective capacity to help all students learn - Identify students in need of intervention/acceleration or	Local	a. Ongoing	Guiding Coalition, Administration, teachers, C&I staff, and PLT Leaders
		b. Tracking of students proficiency of essential learning via CFAs (curriculum-embedded assessments and/or team developed assessments).	

extension/enrichment f. Use data management platforms to develop, administer, and analyze results of assessments			
3. Respond to evidence of student learning (intervention/acceleration) a. Develop structures, identifying/developing resources, and building instructional capacity to provide interventions to all students not mastering essential learning i. Support the implementation of small groups in all core content classes ii. Support faculty members in determining differentiated formats to intervene in/accelerate learning iii. Support in determining flexible grouping of students iv. Support teachers in identifying where interventions should occur (the most opportunistic times) b. Monitor effectiveness of interventions/accelerations i. Support faculty members in gathering and tracking student data for intervention/acceleration c. Support students in tracking and learning from their own data	Local	a. Ongoing	Guiding Coalition, Administration, teachers, C&I staff, and PLT Leaders
		b. Administration will support teachers by using Instructional Practice Guide; track student proficiency of essential learning via curriculum-embedded assessments and/or team developed assessments; PLC at Work continuum; Turning Data into Information	
4. Respond to evidence of student learning (extension) a. Develop structures, identifying/developing resources, and building instructional capacity to provide extension to all students mastering essential learning i. Support faculty members in determining differentiated formats to extended learning ii. Support in determining flexible grouping of students b. Support students in tracking and learning from their own data	Local	a.Ongoing	Guiding Coalition, Administration, teachers, C&I staff, and PLT Leaders
		b. Administration will support teachers by using Instructional Practice Guide; track student proficiency of essential learning via curriculum-embedded assessments and/or team developed assessments; PLC at Work continuum; Turning Data into Information	

Goal A – Student Achievement			
District Goal		District Objective(s)	
Ensuring each student learns at high levels			
School Goal		School Objective(s)	
Ensure that student achievements are celebrated.		Continue student celebrations each quarter in the 2025-2026 school year to highlight student achievement.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Honor Roll celebrations will be held each quarter to highlight students’ academic success.	Local	a. Quarterly throughout the year	Student Achievement Committee
		b. Honor Roll and Principal’s Lists	
2. Grade-level celebrations will be organized for grade-levels exhibiting HURST CORE VALUES.	Local	a. Monthly throughout the year	Student Achievement Committee
		b. Core Value Slip Tally Sheet for each grade level	
3. The Student Achievement committee will come up with and organize a celebration/recognition for students who are making progress in their learning/academics.	Local	a. Ongoing throughout the year	Student Achievement Committee
		b. TBD	

School Name
Goal B: Student Well-being and Belonging
Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal B: Student Well-being and Belonging Ancillary Services <i>(Transportation and Child Nutrition)</i>	86% of students reported that they have an adult at school that they trust. (Counselor One Minute Meeting Data) 97% of students reported that they have a friend(s) at school. (Counselor One Minute Meeting Data) 80% of students reported that their school year was going “pretty good” or “great” in the spring of 2023. (Counselor One Minute Meeting Data)	37% of students reported that they need/ want academic assistance due to failing grades. (Counselor One Minute Meeting Data) 32% of students reported that they struggle with feelings of anxiety and emotional regulation. (Panorama/Counselor One Minute Meeting Data) 4% of students reported that they want more information on the dangers of vaping, drinking or drugs. (Counselor One Minute Meeting Data)
• <i>Provide safe and efficient transportation services</i> • <i>Provide safe and well-maintained bus fleet</i> • <i>Develop strong relationships with all internal stakeholders</i>		
• <i>Provide nutritious and appealing meals</i> • <i>Develop effective student engagement nutrition programs</i> • <i>Recruit, train, and retain a skilled workforce</i> • <i>Provide modern kitchen facilities and dining environments</i>		
Student Support		
• <i>Provide all students with social emotional learning</i> • <i>Increase School Counselor availability</i> • <i>Increase the timeliness of FAFSA completion</i> • <i>Provide students with resources, lessons and partnerships</i>		
Student Services		
• <i>Enhance children’s wellbeing & belonging</i> • <i>Implement programs and services that support children academically, socially, emotionally & physically</i>		
Student Opportunities		
• <i>Identify and implement proactive and responsive processes and practices to enhance athletic programs</i>		

Supporting Data
Counselor One Minute Meeting Data

Goal B – Student Well-being and Belonging

District Goal		District Objective(s)	
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging			
School Goal		School Objective(s)	
To increase the percentage of students that report that they have an adult at school that they trust from 82% to 100%.		To increase the percentage of students that report that they have an adult at school that they trust from 82% to 90%.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Implement lessons from the SEL Program Seven Mindsets		a. Aug. 2025-May 2026	Counselors/Advisory Teachers
		b. Student and teacher feedback	
2. Counselor one minute meetings in the fall and spring semester		a. Semesters 1 and 2	Counselors
		b. Student responses	
3. Targeted Counselor meetings with students who replied “no” on the fall semester 1 minute meetings.		a. Aug. 2025-May 2026	Teachers/ Counselors
		b. Student responses	
4. Check-ins with students in ISS by teacher and/or counselor to provide restorative actions		a. Aug. 2025-April 2026	Teachers/Counselors
		b. Visitor book in ISS room	
5. Resources on counselor Google classrooms		a. Aug. 2025-May 2026	Counselors
		b. Frequency of students viewing	

Goal B – Student Wellbeing and Belonging

District Goal		District Objective(s)	
To support the academic, social, emotional, nutritional and physical health needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging			
School Goal		School Objective(s)	
To increase SEL competencies in our students from ? to ? in each category.			
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Students will take the SEL competencies pretest. (Data will be entered once the survey is given and an accurate percentage increase is determined.)		a. August 2025	Counselors/ Advisory Teachers
		b. Survey completion by 90% of students. The committee will analyze data to complete action step one and set growth targets.	
2. Implement lessons from the SEL Program Seven Mindsets.		a. Aug. 2025-May 2026	Advisory Teachers
		b. Observations; student work; student comments; advisory charts	
3. SEL competency resources on counselor Google Classrooms		a. August 2025-May 2026	Counselors
		b. Counselor Google Classroom resources	
4. DASH Groups based on competency needs.		a. August 2025-May 2026	Counselors
		b. Counselor Google Request	
5. Students will take the SEL competencies posttest.		a. April/May 2026	Counselors/ Advisory Teachers
		b. Survey completion by 90% of students.	

School Name
Comprehensive Needs Assessment
Goal C: Diverse, Effective and Engaged Employees

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees <i>Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce</i> <i>Developing an effective workforce focused on continuous improvement</i> <i>Retaining a diverse, engaged, and effective workforce</i> <i>Increasing employee wellness</i>	Upbeat Survey- Question 4- 91% Agree that the work environment at my school supports teachers' ongoing professional growth. Upbeat Survey- Topic 4. Principal/Teacher Trust is at 87%. Upbeat Survey Question 41 - 96% Agree that my school is a welcoming community for newly hired teachers. Upbeat Survey - Question 44 - 92% Agree that my school proactively recruits teachers from diverse backgrounds. Upbeat Survey Topic 17 - Equal Opportunities is at 96% Upbeat Survey Topic 20 - Satisfaction & Purpose is at 93% Upbeat Survey Topic 22 - Future Commitment is at 98%	Upbeat Survey Topic 7 - Appreciation - Only 68% of teachers feel appreciated. Upbeat Survey Topic 9 - Work/Life Balance had an average score of 75%. Upbeat Survey Topic 2 - Professional Development had an average score of 82% Question 7 on student and parent survey concerning staff diversity: students 61.59% ; parents 76.97%
Supporting Data		
Upbeat survey Parent Survey Student Survey		

Goal C – Diverse, Effective, and Engaged Employees				
District Goal		District Objective(s)		
To employ and develop high quality staff and provide resources to support employee success				
School Goal		School Objective(s)		
To recruit and develop high quality staff and provide necessary resources to support employee success		Improve quality and diversity of school staff.		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Participate in PLTs (2-3 days weekly) & attend content specific pull-outs/trainings Data review		a. Daily in content/grade level teams	Guiding Coalition, Admin, Teachers, C & I	
		b. Observation from Admin		
2. Partner with Rising Educators/STAR to create a pipeline by inviting 10 STAR students on campus through observations and shadow teaching - Communicate with Mrs. Caillouet - interest in continuing - Set up observations for all students in the program - Identify teachers on campus that would have STAR students observe the planning process and the lesson being taught.		a. August-May	Admin, Caillouet, Teachers participating	
		b. Email, semester check ins (number of students attended), Google Form interest survey for teachers		
3. Build relationship with SUNO, Xavier, and Dillard - Establish a point of contact within the education department at each school - Set up student observations during the first week of school in August/January if able. - Set up live or virtual tours/lesson observations of HMS (3-5 students participate) - Create and distribute a flyer to attract students to observe and tour HMS (those with transportation).	Refreshments for tour (General Funds)	a. June-May (already contacted Xavier and emailed SUNO)	HR, Admin, Teachers, College Correspondence	

Goal C – Diverse, Effective, and Engaged Employees

District Goal		District Objective(s)	
To employ and develop high quality staff and provide resources to support employee success			
School Goal		School Objective(s)	
To employ strategies for teachers to better balance their work/life balance.		Increase teacher wellness through work-life balance.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Promote the teacher's mindfulness room when feeling overwhelmed. (move to C Building Teacher's workroom with partition)		a. Incorporate time (make a norm) Planning; team meeting and on PLT meeting days	Admin, teachers, support staff
		b. Flyers, announcements, emails, and suggestions for teachers to utilize at their discretion.	
2. Set a time for work email/texts to be sent during PLT time to keep time at home sacred.		a. First Week of School	Admin, teachers, support staff
		b. Team meetings, committee meetings	
3. Create a monthly email/flyer with tips to help teachers manage the workweek		a. On Going	Lindsay Maxie
		a. Monthly check ins during committee	

Goal C – Diverse, Effective, and Engaged Employees

District Goal		District Objective(s)	
To employ and develop high quality staff and provide resources to support employee success			
School Goal		School Objective(s)	
To increase the cultural competency amongst faculty and staff.		The committee will present information about 6 under represented groups.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
In order to increase cultural awareness, various information will be presented to students through school wide assemblies and activities. Cultural groups may include Black History, Hispanic Heritage, Native American, and Women’s History.		a. Activities for students to complete to make them aware of other cultures Examples may include - Advisory poster contest; Guest speaker; Partner with SCPP Library	
		b. Monthly check ins during School Success Team Meetings and /or Committee Meetings , agendas etc/	

School Name
Comprehensive Needs Assessment
Goal E: Facilities Management

District Goals/Priorities	School Strengths	School Challenges
Goal E: Facilities Management Facilities - Design and maintain facilities to support student and employee success - Develop and implement standards and processes for effective and efficient operations Safety - Identify and implement proactive and responsive processes and practices to enhance the safety of students and employees Athletics - Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees	- Student survey “I feel safe at school” increased from 55% to 61% from 23-24 to 24-25 (trending in right direction) - Student survey states “My school ensures that the facilities support student learning” is 77% Agree or Strongly Agree. - Parent survey- 84% believe that the school provides a safe learning environment	- Went down 6% from on teacher Upbeat survey for “School Safety and Order” (Q #16) - Student survey “I feel safe at school” Neutral, Disagree or Strongly Disagree is at 40% (Target neutral at 25%)
Supporting Data		
2024 spring Upbeat survey 2024 spring Student Stakeholder Survey 2024 spring Parent Stakeholder Survey		

District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments			
School Goal		School Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments within the facilities and athletic events.		1. According to Upbeat survey results, 47% of teachers surveyed agree and strongly agree that “rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.” Our desired result is to increase this percentage to 54%. In 2023-2024, we increased from 47% to 53%. Our new desired result is to increase this percentage to 54% 2. According to district student stakeholder survey results, 61% of students surveyed agree and strongly agree that “rules are applied equally to all students” In 2023-2024, we increased from 61% to 63%. Our desired result is to increase this percentage to 66%. 3. According to the district’s student stakeholder survey results in the 2022-2023 school year, 59% of students agree or strongly agree that “I feel safe at school” In 2023-2024, we decreased from 59% to 55%. Our desired result is to increase this percentage to 64%.	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. All school personnel will fully implement and model SEL - 7 Mindsets practices to enforce school wide expectations through Advisory.	SEL - 7 Mindsets	a. August- May	-All Faculty and staff - Counselors -SEL Champions
		b. Beginning of the year PD (or reminders)- August Student concerns/problem solving of concerns in team meetings/PLC. Monthly emails focused on one area. Ex: August: Clear Expectations, September: Consistency, October: Compassion etc.	
2. Teams will review weekly discipline reports to identify individuals and areas of concern that need to be addressed. Identified concerns will be addressed using the following proactive strategies: a. Wellness Check ins with teachers b. RAP process (loop in Dean of Students) i. Reports of referral data for each grade level team to review (number of infractions/referrals, type and	None	a. August-May	Safe Schools Admin. Faculty Dean of Students
		b. Weekly reports in team meetings	

frequent flyers)			
3. To create a physically safe environment within the school setting, the random search and Temp ID process will be reviewed, revised, and implemented. a. ID expectations and importance reviewed w/ Faculty/Staff/and Students b. safe school monthly emails - Dean of Students i. Roady to the Rescue	None	August - May	Safe Schools Admin. Faculty Dean of Students
		b. Temp ID tracking, random search tracking	
4.To create a physically safe environment within the athletic setting. a. SRO at all athletic events b. clear bag policy c. monthly athletic meeting d. athlete/parent code of conduct	None	a. August-May	Safe Schools Admin. Coaches Waco Bickham Alexis Keightley Zach Barton
		b.	
5. To ensure a clean and well-maintained school campus a. Monthly custodian meetings b. Advisory chart check ins on school cleanliness (Survey) i. During progress report time 1. Add optional- “explain”	None	a. Progress Report time	Tiffany & Jordan
		b.	

School Name
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment <i>Increase and vary communication with stakeholders</i> <i>Increase educational access and opportunity within the community</i> <i>Enhance the English Language Learner (ELL) Program</i>	Met goal #1-> increased to 83.4% Met goal #2 →increased to 82% Teachers go above and beyond Enjoyed family events Admin is accessible to student and parent concerns Loved extracurriculars available to students School culture and climate “Rules applied equally” increased 1 point to 64%	Hosting events to include families with 700 students. Reaching families with social media vs those who don’t have social media. “Rules consistently enforced” decrease by 7 points to 47% Communication between coaches and parents Parent teacher conferences - getting more parents in and doing a better job of follow up
Supporting Data		
Parent Survey Student Survey Upbeat Survey		

Goal F – Stakeholder Investment				
District Goal		District Objective(s)		
To promote and develop meaningful engagement between students, families, business community and the school system				
School Goal		School Objective(s)		
To engage families, community members, and business partners, school personnel will educate and involve stakeholders.		1. According to survey results, 83% of parents surveyed agree and strongly agree that “My child’s teachers help me to understand my child’s progress.” Our desired result is to increase this percentage from 83% to 88% 2. According to survey results, 82% of parents surveyed agree and strongly agree that “Our school provides opportunities for stakeholders to be involved in the school.” Our desired result is to increase this percentage from 82% to 87%. 3. According to survey results, 77% of students surveyed agree and strongly agree that “My school offers opportunities for my family to become involved in school activities and my learning.” Our desired result is to increase this percentage from 77% to 82%.		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. To assist parents in understanding their student's progress, teachers will communicate through school status and/or powerschool.		a. August- May	Teachers	
		b. Comments in Powerschool, Inviting parents to join google classroom, progress reports, and Data Review (bring “F” comments), administrative check-ins		
2. A monthly social media spotlight for tech, yardsticks, other learning, study skills supports for families. Progress report time too. a. one sheeter for conferences b. attach to emails from Sean		a. August-May	Committee, Larry Spencer	
		b. HMS web page, parent feedback, facebook, Instagram		
3. To help guardians understand their student’s progress, the school will: a) Conduct parent surveys from Back to school night and parent teacher conferences. b) Implement an expectations for communications and involvement document, which will be distributed to parents, teachers, and shared at back to school night. c) During team meetings, monitor that all Google Classrooms are consistently setup following schoolwide expectations		a. August-May	Teachers, Admin, Team Leaders	

d) Designate a time during back to school night where each grade level will inform parents of academic and behavioral expectations. Simultaneously, content-specific rotations addressing curriculum strategies and resources will be held.		b. Google Classrooms, team meetings, parent feedback, meeting agendas	
4. To increase family involvement, family members and other guests will be invited to participate in various opportunities on campus. a. Fall Fest b. Breakfast with a Buddy c. Movie Night d. Jazz Fest Friday e. Student of the Week/Month Celebrations f. 5th Grade VIP Night g. Field Day???			
5. Quarterly meetings with the PTO will be scheduled to plan events that foster relationships between all stakeholders.			