



Destrehan High School

Phase X
2023-2027

Year Four (4) of Four (4)
2026-2027

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 Our mission at Destrehan High School is to provide a nurturing community of teaching and learning in which all students will continuously improve to become responsible contributing members of society.
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 Students of Destrehan High School experience a firm commitment from all stakeholders to create life-long learners who are future ready.
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 Statement Destrehan High School believes... ● in consistently holding high expectations, professionalism, and expecting quality work from ourselves and our students. ● in keeping the lines of communication open to encourage stakeholders to be positively involved in our students' education ● in providing a safe and welcoming environment where everyone feels emotionally and physically secure and free to learn. A personalized community where every student has a sense of belonging and at least one adult advocate in the school. ● in fostering a school culture where all stakeholders teach and model trustworthiness, respect, responsibility, fairness, caring, and citizenship.

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>	Ancillary Services - 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
	Student Support **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	
	Student Services - Enhancing children’s wellbeing & belonging through comprehensive assessments and appropriate behavioral interventions - Implementing programs and services that support children academically, socially, emotionally & physically	
	Student Opportunities 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 and varying communication with stakeholders • Increasing educational access and opportunity within the community • Enhancing the English Language Learner Program	Ellis Alexander Angelle Babin David Schexnaydre

School Governance

Destrehan Leadership Team			
Name	Title/Role	Name	Title/Role
Jason Madere	Principal	Amanda Bourgeois	Student Support Chair
Marci Fullilove	Assistant Principal	Bill Plasse	English Chair
Jessica Glass	Assistant Principal	Janell Levet	Math Chair
Frank Harding	Assistant Principal	Dr. Shannon Niceley	Science Chair
Dr. Ami Houston	Assistant Principal	Lauren Matherne	Social Studies Chair
Kurt Menyweather	Assistant Principal	Kelsey Rosales	Fine and Applied Arts Chair
Corey Weeks	Assistant Principal	Chris Mire	Special Education Co-Chair
Leigh Baltazar	Staff Development Coordinator/DLT Chair	Josh Bordelon	Electives Chair
Carolyn Berger	School Office Specialist	Wayne Sentilles	Performance Based Chair
Carmen Robichaux	High School Programs Coordinator	George McGovern	CTED Chair
Jessica Hayes	Faculty Representative	Sherry Ward	Mental Health Counselor

Destrehan High School Support Committees	
Goal A Student Achievement	Chair: Lauren Matherne Jason Madere, Corey Weeks, Leigh Baltazar, Jessica Glass, Lauren Matherne, Bill Plasse, Dr. Shannon Niceley, Janell Levet
Goal B Student Well-Being and Belonging	Chair: Amanda Bourgeois Jason Madere, Dr. Ami Houston, Leigh Baltazar, Sherry Ward, Marci Fullilove, Jeanette Belton, Kelsey Rosales
Goal C Diverse, Effective, and Engaged Employees	Chair: Chris Williams Jason Madere, Leigh Baltazar, Carolyn Berger, Chris Williams, Carmen Robichaux, Farianne Mott
Goal E Facilities Management (Safety and Athletics)	Chair: George McGovern Jason Madere, Leigh Baltazar, Chris Mire, George McGovern, Wayne Sentilles, Tabitha Tabb, Josh Bordelon
Goal F Stakeholder Investment	Chair: Kelsey Rosales Jason Madere, Leigh Baltazar, Carmen Ishaq, Jessica Glass, Kelsey Rosales, Jessica Hayes
Advisory Committee	Chair: Dr. Ami Houston Sherry Ward, Lauren Matherne, Sarah Owen, Kelsey Rosales, Monique Guidry, Amy Schexnaydre, Leigh Baltazar, Tahheerah Britton, Rosa Sanchez, Students
ACT Committee	Chair: Carmen Robichaux Jason Madere, Leigh Baltazar, Debbie Ulrich, Carmen Robichaux, Jordyn Vicknair, Jessica Glass, D’Otta Sniezak
Guiding Coalition	Administrative Team and PLT Leads

Destrehan High School

Goal A: Student Achievement

Comprehensive Needs Assessment

District Priorities	School Strengths	School Challenges
Goal A: Student Achievement - Support K readiness - Ensuring each student learns at high levels - Develop pathways to college, career, and workforce	- College credit earned via AP and DE courses - Teachers are committed to continuing their own education. - Principal’s Student Advisory Board to discuss campus culture and solutions to issues - College-bound ACT students’ ACT composite is 22. - Students made substantial gains in LEAP subject area performance.	- On average we are not at the TOPS eligible ACT average - Percentage of Workkeys testers earning a gold or above - Equitable performance among all demographics on LEAP exams - Faculty and student attendance and tardiness - Continue to grow all LEAP and non-Leap students in growth to mastery
Supporting Data Advanced Placement 60.37 % of students earned scores of 3+ on AP Exams. 56 students were recognized by the College Board as AP Scholars. 23 students were recognized as AP Scholars with Honor. 33 students were recognized as AP Scholars with Distinction. \$19 million in scholarship offers for the class of 2026. On average, 30% of AP testers were of diverse backgrounds. A minimum of 1,152 college credits were earned through AP courses in May of 2026. *Scores of 4 and 5 will earn students multiple, additional hours (6-9 more per child, per test) pending the university they attend. Dual Enrollment/CLEP 2914 college credit hours earned through DE courses in the 2025-2026 school year. 97% passing rate for DE courses. \$1,254,656 dollars saved in tuition expenses. Testing Data: 2026 ACT composite: 19.22; College-bound ACT students’ ACT composite is 22. 2026: 306 students took at least 1 AP exam in high school and earned a minimum of 1,152 credit hours. *Scores of 4 and 5 will earn students multiple, additional hours (6-9 more per child, per test) pending the university they attend. Graduation Cohort Rate: 86.1 9.1% of Workkeys testers earned a gold or above Students who scored Mastery & Advanced on LEAP exams: Algebra I: 57.8% Geometry: 56.4% English I: 54% English II: 61.5% Biology: 45% US History: 37.5% Civics: 47.7% IBCs 483 students attempted IBCs in the 2025-2026 school year. 604 IBCs earned with 815 attempts. Teacher Data: 48% of teachers have at least a Master’s Degree, professional learning, multiple certifications, and LDOE Mentors and Content Leaders.		

Goal A – Student Achievement				
District Goal		District Objective(s)		
To prepare students for success in postsecondary education, careers, and life.		Ensuring each student learns at high levels.		
School Goal		School Objective(s)		
To prepare students for success in postsecondary education, careers, and life.		Students and teachers are provided with and engage in high quality, robust educational experiences. Students will gain Advanced and Mastery: Algebra I: 57.8%. Year 4 target is 60% Geometry: 56.4%. Year 4 target is 56%. English I: 54%. Year 4 target is 55%. English II: 61.5%. Year 4 target is 62%. Biology: 45%. Year 4 target is 41%. US History: 37.5%. Year 4 target is 50%. Civics: 47.7% Year 4 target is: 49%		
		Year 4		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1.Build the capacity of the DHS faculty to engage in Professional Learning Teams: - Attend PLT professional learning events and conduct turn-around training during allocated professional development time(s). - Build capacity for more staff to serve as PLT coaches. - Work with C&I coaches and staff to establish model PLTs. - Utilize the online PD library to build capacity for growth mindset.	School District	a. On going, throughout the school year	Faculty Administration Staff Development ILT Guiding Coalition	
		b. Weekly PLT meetings with agendas, work samples, data and sign in sheets with guiding coalition and administrative support.		
2.Maintain an effective Instructional Leadership Team: - Composed of Administration and SDC. - Include opportunities for faculty to join necessary instructional cycles. - Meet weekly. - Create a Long Range Strategic Action Plan to increase teacher and student successes. - Conduct turn-around professional development training to the GC to support learning and best practices.	School District	a. On going, throughout the school year	Administration Staff Development Faculty	
		b. Weekly meetings, agendas, data from instructional cycles		
3.Maintain an effective Guiding Coalition: - Composed of PLT Leads, ILT, and select faculty. - Meet a minimum of once a month during allocated professional development time. - Analyze data to communicate effectively with all PLTs and to increase our students’ capacity for success.	School District	a. On going, throughout the school year	DLT ILT Staff Development PLT Coaches Guiding Coalition	
		b. Determining guiding coalition norms		

- Establish milestones, timelines, and/or benchmarks for PLTs. - Conduct turn-around professional development training to support learning and best practices.			
4.Develop common assessments to: - Increase best practices in creating assessments. - Provide PLTs with model assessment items. - Promote reflection during post-administration analysis.	School District	a. On going, throughout the school year	PLTs Instructional Coaches Staff Development Administration
		b. Use of PEAR Assessment, LEAP Data, and CFA/CSA data	
5.Analyze student work to respond to evidence of student learning: - Strengths and opportunities to grow students' knowledge and abilities. - Collaborate on best teaching strategies and lesson development: what worked/what didn't. - Implement standard-based remediations OR extensions after identifying student need. - Ensure teachers have all available and needed resources.	School District	a. Ongoing throughout the school year	PLTs Instructional Coaches Staff Development Administration
		b. At designated PLT meetings; use of PEAR Assessment, LEAP reports, and other CFA/CSA data.	

Goal A – Student Achievement				
District Goal		District Objective(s)		
To prepare students for success in postsecondary education, careers, and life.		Develop strong pathways to college, career, or the workforce.		
School Goal		School Objective(s)		
To prepare students for success in postsecondary education, careers, and life.		Develop strong pathways to college, career, or the workforce. 60.37% of students earned scores of 3+ on AP Exams. (previous year: Year 4 target is 70%. 2026 ACT composite: 19.22. Year 4 target is: 19.3 2026 9.1% of WorkKeys testers earned a gold or above. Year 4 target is: 14% Graduation Cohort Rate: 86.1. Year 4: target is 100% 2026 passing rate for DE courses: 97%. Year 4 target: 100%.		
		Year 4		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1. Provide opportunities for students to earn college credit through: - AP and DE course offerings. - Testers who earned 2 high school credits through AAPPL are eligible to take the CLEP.	School District	a. On going, throughout the school year	Administration Faculty Staff Development Technology Coordinators	
		b. Test results, data analysis, enrollment		
2. Increase enrollment in AP and DE courses: - Promote student and parent awareness of opportunities via community informational nights. - DE informational night during the summer. - Intentional scheduling to avoid conflicts between AP and DE courses to maximize student enrollment. - Facilitate regular conversations among teachers to identify and recruit students for DE and AP, ensuring they understand the benefits and requirements of these courses/programs.	School District	a. On going, throughout the school year	Administration Counselors Faculty	
		b. Calendar dates and attendance, community feedback		
3. Build capacity for schools to maximize student opportunities through scheduling: - Seek ongoing input from stakeholders relative to potential new course offerings, course eligibility, and progression. - Share updated TOPS and JumpStart requirements with faculty, students, and community. - Maintain communication with counselors to provide clarity of course progression and requirements.	School District	a. On going, throughout the school year	Administration Counselors Faculty	
		b. Sign in sheets, surveys, make students more aware of graduation requirements through: the Rising Senior event, advisory, scheduling conversations with counselors, JumpStart pathways, Parent Nights, and open house/scheduling fair		
4. Monitor attainment of advanced college credits and IBC Credentials - Support and remediation through TLC. - Recognition of students who achieve certain IBC/College credit benchmarks.	School and district	a. On going, throughout the school year	Administration Faculty STC Coordinator Counselors DLT	
		b. IBC teachers track data through Google Sheets, rosters of those recognized at designated events		

5. Use ACT prep resources to provide ACT instruction in identified core courses (this includes Honors, DE, and AP): - English - Math - Chemistry - English III - English IV - Physical Science - US History - World Geography - World History - Seniors will receive ACT assistance via Boot Camp or Tutoring	School District	a. On going, throughout the school year	Faculty Administration Staff Development ACT Committee
		b. Lesson plans, admin pop-ins, student data, ACT bootcamp	
6. Provide students with opportunities for Career readiness through IBCs, Workkeys, Naviance, Google Classroom etc. - Students having the opportunity to job shadow. - Rising Senior Event.	School District	a. On going, throughout the school year	Administration Faculty STC Coordinator Counselors
		b. Advisory days, job shadow data, feedback from students, survey results	

Destrehan High School
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>	• The 7 Mindsets curriculum is utilized through AA lessons and via other instructional opportunities. • An AA Student Committee has been implemented to promote the 7 Mindsets and make these components visible throughout the school with the goal of increasing student buy-in. • Students feel a strong sense of community at DHS. • The counseling department, using Panorama data, implements small groups targeting SEL competencies (student well-being). • The implementation of a school mentoring program will be continued. • Our Access Health counselor has a waiting list; DHS has two counselors to meet students’ needs. • The Principal's Student Advisory Council elevates the student body’s voice at the school level and the DHS students on the Superintendent’s Advisory Council elevate the student body’s voice at the district level. • Various culture clubs are viable organizations at DHS. • ROARS awards are announced quarterly for students who exemplify school expectations. • The counseling suite provides opportunities for students to schedule visits and to engage in small groups, and for counselors to be present in classrooms. • Relationship mapping connects at-risk students with a trusted adult at school.	• Emotional Support: ~Decreased from 32% to 21% as a result of offering mental health check-ins monthly to students who want emotional check-ins and empathetic responses from staff. • Considering feedback, DHS will reintroduce a variety of grade-level team celebrations to celebrate students’ successes. • Emotional Regulation remains an area of concern with persistently high numbers of students in the low strength category. • School counselor availability, although improving, continues to be requested. • According to Panorama screening, a significant amount of students report not having a trusted adult on campus
• Provide safe and efficient transportation services • Provide safe and well-maintained bus fleet • Develop strong relationships with all internal stakeholders		
• Provide nutritious and appealing meals • Develop effective student engagement nutrition programs • Recruit, train, and retain a skilled workforce • Provide modern kitchen facilities and dining environments		
Student Support		
• Provide all students with social-emotional learning • Increase School Counselor availability • Increase the timeliness of FAFSA completion • Provide students with resources, lessons and partnerships		
Student Services		
• Enhance children’s wellbeing & belonging • Implement programs and services that support children academically, socially, emotionally & physically		
Student Opportunities		
• Identify and implement proactive and responsive processes and practices to enhance athletic programs		
Supporting Data		
UpBeat Survey Data: • 69 % of students indicated that they feel like they do belong at their school. • 73% of students and 85% of parents reported feeling safe on campus. • 39% of students agreed that “My school counselor meets with me on a regular basis to assist me with my academic, personal/social, career needs.” • 72% of students indicated that administrators at my school actively work towards creating an inclusive school culture. • 74% of students and 79% of parents agreed that there is an adult in my school I can turn to when I am having a difficult time. • 80% of parents indicated that in my child’s school, staff members respect students and families of all backgrounds.		

- 74% of students report that teachers care about the well-being of students.
- 77% of students feel staff members respect students and families of diverse backgrounds.
- 40% say that counselors formed small groups to support them with academic, social, and career development needs.
- 77% of parents and 68% of students report that teachers go above and beyond to support students.

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		Develop SEL competencies within our students.	
School Goal		School 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		Develop SEL competencies within our students.	
		Year 4	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Elevate student voice and representation - Identify methods and means to celebrate cultural diversity. - Continue to welcome and form cultural groups on campus representative of our diverse population. - Explore through the clubs other cultures, languages, and other traditions to build empathy and stronger cross-cultural relationships. - Host Cultural Diversity programs/events.	School District	a. Ongoing, throughout the year	Counselors Faculty Sponsors Administration
		b. Club rosters, sign-in sheets, and agendas.	
2. Equal recognition of all grade levels for academic and prosocial behaviors. - ROARS. - Honor Roll and Principal's list awards. - FAFSA support. - Social Media recognition for student accomplishments. - Grade level team celebrations to promote students' successes.	School	a. Ongoing, throughout the year	Counselors Faculty Administration
		b. Code of Conduct rubric through each letter of ROARS, rosters of ROARS accolades recipients, log of honor roll and Principal's list scholars, FAFSA completion rate updates, logging social media postings	
3. Enhance children's wellbeing & belonging - Increase the availability of small group counseling sessions focused on emotional regulation, stress management, and peer support. - Increase the presence of counselors in AAs to conduct SEL Chats. - Monthly virtual mental health check-ins within grade-level Google Classrooms as a proactive tool for identifying students experiencing emotional distress and connecting them to appropriate supports. - Monthly teacher support meetings to discuss restorative practices and relationship building.		a. Ongoing, throughout the year	Counselors Faculty Administration
		b. Panorama screener results, small group counseling group enrollment, monthly mental health check-in results, sign in sheets from restorative practices BOY professional development, monthly PD sign-in sheets; SEL Chats will occur second semester over the course of 12-14 weeks, as needed.	

Community partnerships with state agencies to provide specific transition skills building for SPED/504 students.			
4. EL Support: - Professional development for faculty/staff. - Teacher of ELs to bolster communication among faculty, students, and guardians. - Multilingual signs/labels throughout campus. - ELL students will be participating in a reading intervention program.		a. Ongoing, throughout the year beginning with August PD week	Counselors Faculty Administration Staff Development
		b. Professional development presentations and sign-in artifacts, School Status transcriptions, evidence of multilingual signs throughout campus	
5. Online Counselor Appointment Scheduling: - Students will schedule via Google Forms for more immediate service. - Knowledge of need provided by students via Google form will assist in prioritizing need in order to provide the best care.		a. Ongoing, throughout the year	Counselors Counselors' SOS
		b. Google Forms	

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.		Implementing programs and services that support children academically, socially, emotionally & physically.	
School Goal		School Objective(s)	
To support the academic, social, and emotional needs of all students in a welcoming learning environment that fosters a sense of well-being and belonging.		Implementing programs and services that support children academically, socially, and emotionally.	
		Year 4	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Multicultural awareness: - Survey students to determine interests. - Monthly celebrations of diverse cultures to raise awareness.	School	a. Ongoing, throughout the year	Counselors Administration
		b. Presentation artifacts, calendars, survey results, programs	Faculty Sponsors
2. Help students find a sense of belonging and their niche at DHS: - Survey to determine their wishes for club/group offerings - Fall club and sports sign up day. - Counselor programs that serve our students in need.	School	a. Fall semester and ongoing, throughout the year	Counselors Administration
		b. Survey results, club sign-up day artifacts, attendance at club meetings	Faculty Sponsors
3. Day with the Fighting Wildcats and New Student Orientation: - Welcoming new students and showcasing all opportunities at DHS: academics, arts, athletics, and extracurricular. - Familiarizing parents of new students with DHS at the evening session.	School	a. Fall and Spring semester events	Administration Counselors
		b. Attendance rosters, schedule, and agendas	Faculty Staff Development Coordinator 9th Grade GLT and Leads
4. Hosting Parent Nights to educate and showcase: - Advanced Placement and Dual Enrollment guidelines, expectations, and opportunities. - Grade Level nights presented by counselors. - Graduation Exposition.	School	a. Fall and spring designated evenings	Administration Counselors
		b. Sign in sheets, presentation artifacts, enrollment data	Faculty

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.		Provide support for students through the Comprehensive School Counseling Program	
School Goal		School Objective(s)	
To support the academic, social, and emotional needs of students in a welcoming environment that fosters a sense of well-being and belonging.		Provide support for students to foster a sense of community and belonging.	
		Year 4	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Incorporation of the 7 Mindsets curriculum for all advisories to promote social and emotional wellbeing: - All faculty received training and continued support via PD opportunities during the PD Week in August and throughout the year. - SEL Champions attend PD sessions throughout the year and conduct turn-around training.	District	a. August training; ongoing throughout the year	Executive Director of Equity and Student Support Counseling and Student Support Specialist Counselors Advisory Committee SEL Champions Administration Faculty
		b. Sign-in sheets, 7 Mindsets hub; sign-in sheets; agendas	
2. Implement an MTSS Committee to strengthen schoolwide systems of support that promote positive student behavior, social-emotional well-being, academic engagement, and overall student success. - Support freshmen in their transition to high school. - Support seniors in their transition to postsecondary education, employment, and other pathways. - Collaborate with Grade-Level Team Leads to provide activities and events that promote student connection, community, and belonging. - Provide targeted SEL groups focused on developing emotional regulation skills and healthy strategies for managing challenging emotions.	School District	a. Ongoing, throughout the school year	Mental Health Professional Counselors Faculty Administration
		b. Sign-in sheets, Panorama Achievement groups, PLT agendas, GLT agendas	

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

District Priorities	School Strengths	School Challenges
Goal C: Diverse, Effective and Engaged Employees - 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 - Increasing employee wellness	- Staff is dedicated to continued education and professional development. - Year I, II, III/Residents program and mentoring of new teachers/residents is effectively retaining teachers in our school. - Administrative support through observations, feedback, guidance, and mentorship is strong.	- Diversity of teachers, especially in honors, DE, and AP courses. - Continued implementation of PLTs and introduction of a formal Guiding Coalition. - Rebuilding school culture to where many sponsor, coach, and attend wide varieties of events to support student endeavors beyond the classroom. - Increasing employee wellness - how to find balance between work and life
Supporting Data		
- Upbeat survey results revealed 80% of parents agree that faculty diversity is representative of the diversity of their students. 48% of teachers have at least a Master's Degree, professional learning, multiple certifications, and LDOE Mentors and Content Leaders. - UpBeat survey results revealed 88% of faculty and staff found purpose and meaning in collaborating in teams. - UpBeat survey results revealed 94% of faculty and staff trust and value administration.		

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		Recruiting and hiring a diverse, qualified, and prepared professional and classified workforce.	
School Goal		School Objective(s)	
To employ, develop, and retain high quality, engaging, and diverse staff.		Recruiting and retaining a diverse, qualified, and prepared professional and classified workforce.	
		Year 4	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Mentor and support new teachers to our school through the continued implementation of the Year I, II, III program and a separate Resident's Program: • New Teacher Onboarding, • Monthly meetings:one-on-one and group, • School-based learning walks, • Book studies and Accountable Talks via the online professional development library, • Observations and reflections, • Exploration of their classroom teaching skills and opportunities to be involved on campus and to become a leader. • Mentor/Mentee Accountability.	School District	a.Ongoing, throughout the school year.	Staff Development Coordinator Curriculum and Instruction Administration Mentors Mentees
		b.New Teacher Onboarding district and school presentation artifacts and rosters, DHS Year I/II Google classroom, feedback from Year I/II teachers, data from HR partnership, utilization of Professional Development online library	
2. Recruit, hire, and retain a diverse teaching staff in order to have a teaching force that reflects the demographics of the student population of the school. • Seek input for hiring/recruiting from faculty. • Have HR assist in hirings by providing a semesterly list of district graduates. • Use social media to recruit diverse candidates. • Job Fairs. • Culturally diverse mentors along with content mentors. • Use networking with HBCUs. •	District	a.Ongoing, throughout the school year	Human Resources Administration Staff Development Coordinator Faculty
		b.Roster of interview candidates, social media posts and data	

3. Encourage diverse faculty members to assume leadership roles on campus in order to support minority students in their quest for success.	School	a.Ongoing, throughout the school year	Administration Staff Development Coordinator
		b.Professional development offerings and sign in sheets, faculty feedback	
4. Celebrate and include teachers by: • Having students and community members nominate teachers who exemplify ROARS expectations. • Hosting faculty nights at athletic events, performances, etc.		a.Ongoing throughout the year; monthly ROARsaward	Administration Coaches Sponsors ROARS Representative
		b. ROARS rosters; faculty participation at events	

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.		Developing an effective workforce focused on continuous improvement.	
School Goal		School Objective(s)	
To employ, develop, and retain high quality, engaging, and diverse staff.		Developing an effective workforce focused on continuous improvement.	
		Year 4	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Provide feedback on effective teaching strategies through pop-in observations, ILT/GC/PLT Learning Walks, and PLT partner observations.	School District	a.Ongoing, throughout the school year	Administration Staff Development Coordinator ILT GC PLTs
		b.Observation feedback artifacts, Learning Walk schedules and data collection, Partner Observation Feedback, lesson plans	
2. Review data in PLTs to measure effective teaching strategies to implement best practices for teaching and learning and for continuing to foster a growth mindset.	School	a.Ongoing, throughout the school year	Administration Staff Development Coordinator Curriculum and Instruction Faculty
		b.PLT data and agendas	
3. Offer professional development opportunities at the school and beyond for educators to effectively implement: • PLTs. • RPs. • IEPs and IAPs. • SchoolStatus. • Testing platforms like Edulastic. • Online PD library.	School District	a.Ongoing, throughout the school year	Administration Staff Development Coordinator Curriculum and Instruction Faculty
		b.PD schedule and sign in sheets, observations, lesson plans, School Status transcripts, discipline data	

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		Retaining a diverse, engaged, and effective workforce.	
School Goal		School Objective(s)	
To employ, develop, and retain high quality, engaging, and diverse staff.		Retaining a diverse, engaged, and effective workforce.	
		Year 4	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)	
1. Support teachers through observations and coaching: • Bi-weekly pop-in observations. • PLT peer observations. • ILT/GC learning walks. • Formal and Informal observations.	School District	a.Ongoing, throughout the school year	Administration Staff Development Coordinator ILT GC Faculty
		b.Observation feedback in Frontline, observations, learning walk artifacts and data collection	
2. Welcome teacher input to be shared at DLT meetings so that all voices have the opportunity to be heard.	District	a.Ongoing, throughout the school year	Administration Staff Development Coordinator DLT Faculty
		b.DLT meeting agendas and sign in sheets	
3. Hosting after-school Faculty Forums for teachers to share questions, comments, and concerns about solving campus challenges.	District	a.Monthly	Administration Faculty
		b.Sign in sheets and agendas	
4. Encourage diverse faculty members to assume leadership roles on campus in order to support minority students in their quest for future success: • Open doors to colleges/universities for lunch visits with a focus on HBCUs. • Share student testimonies: college readiness. • Ask faculty members who are graduates of HBCUs to share their education experience with students. • Engage students in the recruitment of diverse teachers in AP, DE, etc.	School District	a.Ongoing, throughout the school year	Administration Staff Development Coordinator Faculty
		b.Schedule visits, meeting agendas and sign in sheets, professional development schedules	

Destrehan High School
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	- Numerous facilities that support student and employee success. - Processes in place for effective and efficient operations of facilities. - Implementation of proactive and responsive processes and practices to enhance safety of students and employees. - Implementation of proactive and responsive processes and practices to enhance athletic programs for students and employees.	- Due to the amount of turnover year to year, we have to make sure all policies and procedures are presented to new employees. - Maintain upkeep of facilities and equipment used around campus. - Implement crisis plans in unforeseen emergencies at extracurricular activities. - Improve yearly presentations to all coaches, no matter the years of experience, and include off-campus coaches.
Supporting Data		
- Upbeat survey results revealed 93% of stakeholders commend a clean and well-kept school. - Upbeat survey comments from stakeholders expressed that DHS provides a wonderful, safe, clean environment. - Upbeat survey results revealed 85% of stakeholders expressed how safe all are at school. - Upbeat survey comments from stakeholders expressed that DHS provides a clean environment with nice, open facilities.		

Goal E – Facilities Management			
District Goal		District Objective(s)	
To build and maintain psychologically and physically safe, clean, and supportive learning environments		Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees.	
School Goal		School Objective(s)	
Maintain facilities, establish proactive and responsive procedures, and streamline communication chains of command in order to support student and employee success.		Identify and implement proactive and responsive processes and practices to enhance athletic programs for students and employees.	
		Year 4	
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)Mainta	
1. Monthly & bi-monthly checks by administrator/ADs to ensure facilities are being maintained.	School District	a.Monthly	Director of Safe Schools Administration Athletic Directors Coaches Custodians
		b.Monthly checks of facilities.	
2. Professional development regarding expectations and guidelines for all meetings, practices, and events.	School	a.Ongoing, throughout the year b.Sign in sheets, agendas, observations	Administration Athletic Directors Staff Development Coordinator
3. Create a chain of command to maintain the upkeep of the facilities: - Utilize DLT members to follow-up/communicate about FMX. - Implement a tracking/logging system of facility needs.	School	a. Ongoing, throughout the year	Director of Safe Schools Administration Athletic Directors Coaches Custodians
		b. Communication records; Log System documentation	

Destrehan High School
Comprehensive Needs Assessment
Goal F: Stakeholder Investment

District Priorities	School Strengths	School Challenges
Goal F: Stakeholder Investment ● Increase and vary communication with stakeholders ● Increase educational access and opportunity within the community ● Enhance the English Language Learner (ELL) Program	● Social Media: Facebook, X, Instagram ● Connect-Ed ● Daily Bulletins via PowerSchool ● Collaboration with Teacher of ELLs and advocates with DHS faculty to support all ● Strong relationship with our Partner in Education ● Strong partnership with industry representatives for workplace development.	● Need support for the growing ELL population which is currently at 2.3%. ● Lack of parent/stakeholder involvement in campus events ● Parents seek stronger relationships with educators
Supporting Data		
● Upbeat survey results revealed 79.4% of parents feel children have an adult to whom they can turn in times of need. ● Upbeat survey results revealed 86.49% of parents feel that teachers challenge students to grow academically. ● Upbeat survey results revealed 80.18% of parents feel administration communicates a clear vision of teaching and learning. ● Upbeat survey results revealed 81.54% of parents feel that teachers care about the well-being of children. ● Upbeat survey comments from parents expressed that DHS provides a wonderful, safe, clean environment. ● Upbeat survey comments from parents expressed that DHS continues to grow leaps and bounds with providing effective communication about events and school news.		

Goal F – Stakeholder Investment				
District Goal		District Objective(s)		
To promote and develop meaningful engagement between students, families, business community and the school system		Increasing and varying communication with stakeholders.		
School Goal		School Objective(s)		
To promote and develop meaningful engagement between students, families, the community, and DHS.		Increasing and varying communication with stakeholders.		
		Year 4		
Action Steps	Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible	
		b. Method for Monitoring (include weekly, monthly, quarterly, etc.)		
1.Continue to grow social media, and all forms of communication among DHS, students, parents, and the community: • X. • Instagram. • Facebook. • PowerSchool. • DHS website. • Connect-Ed emails and calls. • SchoolStatus.	School	a.Ongoing, throughout the school year	Administration Faculty	
		b.Feedback, social media data collection		
2.Principal’s Student Advisory Committee: • Engage in school business discussions with a diverse group of students across all grade levels. • Address questions, comments, concerns directly from student representatives.	School	a.Ongoing, throughout the year	Administration Student Representatives	
		b.Agendas, artifacts, sign- in sheets		
3.Educate parents/guardians about the components and utilization of: • Google Classroom. • School Status. • PowerSchool.	School	a.Ongoing, throughout the year	Administration Faculty School Office Specialists	
		b.Data collection, transcriptions of communication, feedback		
4. Continued increase in positive messages sent to parents/guardians through SchoolStatus by teachers and administration.	School	a.Implementation and data collection by the end of each semester	Administration Faculty	
		b.Data collection from SchoolStatus, transcriptions of communication		

5. Community Outreach: - Continued opportunities for community members to nominate faculty/staff for ROARS-going to the community member. - Open House in addition to Back to School Night that includes club sign up and sports. - More club sign up days/options, spotlight clubs on social media. - Send positive messages home through SchoolStatus giving options about how and when to do it. - Hispanic Heritage Night and Mosaic Art Show specifically invite and showcase diverse communities at DHS.	School	a. Ongoing, throughout the year	ROARS team Faculty Administration Committees
		b. SchoolStatus broadcasts, ROARS team data; attendance logs, Social Media posts	
6. Impact positive public relations within St. Charles Parish by hosting community engagement events at DHS, as well as DHS clubs volunteering at St. Charles Parish community events. - Annual District Hispanic Heritage Night hosted at DHS, continues to expand. - Annual Trunk or Treat, continues to expand and welcomed nearly 1,000 trunk-or-treaters last year. - DHS clubs volunteer at East Bank community events and feeder schools to continue to increase positive public relations. - School-to-Career hosts industry professionals for workplace development and networking quarterly at DHS with ever-growing industry representatives. - Increase job shadowing with industry professionals to connect students to greater community and vice versa.	School	a. Ongoing, throughout the year	Administration Club Sponsors Coaches School-to-Career
		b. Social Media broadcasts, artifacts, sign-in sheets	