

WHITE HALL HIGH SCHOOL
White Hall School District
2024-25 School Improvement Plan

Our Mission:

- The mission of White Hall High School is to provide a safe learning environment while promoting the success of all students by requiring student engagement in a functional learning environment; fostering respect and understanding of diverse societal and world cultures; providing a rigorous and relevant academic curriculum; and instilling a sense of pride in self, school, community, and country.

Our Vision:

- The shared vision of White Hall High School is to foster a safe, inclusive, and encouraging environment where students and faculty are challenged to meet high expectations. The faculty of White Hall High School will work collaboratively to prepare students for the next phase of their lives, therefore, becoming a leader in the state of Arkansas in college and career readiness.

• Our Values:

- Academic achievement
- College and career readiness
- Rigorous and structured curriculum across all content areas that is aligned both vertically and horizontally
- Self, school, and community pride
- Student attendance and engagement

** To be revised after school and community visioning process, October 2024*

Priority #1 Literacy

Improvement Plan Focus Area: Targeted literacy instruction for under performing readers.

Building Level Data

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| ACT Aspire 9th Grade English <ul style="list-style-type: none"> • 2021-22: 52% met benchmark • 2022-23: 50% met benchmark ACT Aspire 9th Grade Reading <ul style="list-style-type: none"> • 2021-22: 35% met benchmark • 2022-23: 39% met benchmark ATLAS 9th Grade Reading <ul style="list-style-type: none"> • 2023-24: NOT YET AVAILABLE | ACT Aspire 10th Grade English <ul style="list-style-type: none"> • 2021-22: 52% met benchmark • 2022-23: 45% met benchmark ACT Aspire 10th Grade Reading <ul style="list-style-type: none"> • 2021-22: 29% met benchmark • 2022-23: 34% met benchmark ATLAS 10th Grade Reading <ul style="list-style-type: none"> • 2023-24: NOT YET AVAILABLE | 11th Grade ACT English <ul style="list-style-type: none"> • 2021-22: 19.3 • 2022-23: 16.3 • 2023-24: 15.3 11th Grade ACT Reading <ul style="list-style-type: none"> • 2021-22: 19.6 • 2022-23: 19.3 • 2023-24: 17.2 11th grade ACT composite mean score <ul style="list-style-type: none"> • 2021-22: 19.5 • 2022-23: 17.7 • 2023-24: 16.6 |
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Priority Area: Based on the identified focus area, what issue needs to be addressed to achieve the goal?

- Implement curriculum based on the Science of Reading in all content areas
- Targeted intervention based on individual student deficiency
- On-time credit in English courses in grades 9-12

Team Member(s) Responsible:

- Building Principal: Nathan M Sullivan
- Building Assistant Principals: Angie Looney, Skip Carr
- Building Level Counselors: Tracey Powell, Eric Lunsford, Lori White
- Assistant Superintendent: Debbie Jones
- Dyslexia Interventionist: Weldon
- Michelle Burchett and Mary Beth Passmore
- English Collaborative Team Leader: Bradley Boast
- English Collaborative Team Members: Leigh Eggleton, Leandra Roberts, Vanessa Fratesi, Tiffany Jackson, Katherine James-Holland, Beth Carter, Rebecca Story

Desired Outcome: When fully implemented, what will be different as a result of addressing this priority?

- Strengthen comprehension skills in all students across all grade levels
- Targeted intervention for students in need of support in literacy
- Increased number of students receiving on-time credits in English

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| <ul style="list-style-type: none"> Morphology instruction will give students the tools to encounter, decode, and comprehend unknown words | |
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| Priority #1 Actions | | | | |
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| Action to Address the Root Cause & Outcomes | Team Member(s) Responsible | Timeline | Resources and/or Funding(include fund source) | Progress Monitoring Data |
| Identify low performing readers using STAR Reading scores, CFA, and ATLAS Data. | English Collaborative Team: Bradley Boast, Leigh Eggleton, Leandra Roberts, Vanessa Fratesi, Tiffany Jackson, Katherine James-Holland, Beth Carter, Story | Summer 2024: Analyze Data, Assign to Courses August: Target lowest 75 not receiving Dyslexia or Special Education Services. | STAR Data (8th Grade) ATLAS Scores Common Formative Assessments Take Flight Curriculum | If students are identified with having characteristics of dyslexia, they will receive dyslexia (tier 3) intervention. |
| Students will be assessed to determine individual interventions needed using the <u>Diagnostic Decision Tree</u> . | English Department Chair: Bradley Boast Dyslexia Interventionist: | 1st Quarter: Assess progress of at-risk students and provide intervention to aid in on-time credit for 1st term 3rd Quarter: Place students with 1st term failures in credit recovery for English Ongoing as Need Arises (Assess based on warning signs) | ORF- DIBELS Word Level- San Diego Quick Check Decoding- Really Great Reading Diagnostic Decoding Surveys Phonology- <i>Equipped for Reading Success</i> (PAST) | Classroom Observations and Walkthroughs Common Formative Assessment scores Assessment data for individualized interventions. ATLAS interim assessments |
| Targeted students will receive strategic Reading interventions utilizing curriculum aligned with | Assistant Superintendent: Debbie Jones Building Assistant | August 2023 (Ongoing)- Implementation of curriculum | Comprehension: 95% Group Comprehension Vocabulary: 95% Group | Common Formative Assessment scores Assessment data for |

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| the Science of Reading during the daily intervention/acceleration period | Principal: Angie Looney Tiffany Jackson and Michelle Burchett | | Vocabulary Surge | individualized interventions. ATLAS interim assessments |
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Priority #2 (Math)

Improvement Plan Focus Area: Review and reform curriculum to increase proficiency on end of course exams.

Building Level Data

ACT Aspire 9th Grade Math

- 2021-22: 26% met benchmark
- 2022-23: 27% met benchmark

ATLAS 9th Grade Math

- 2023-24: NOT YET AVAILABLE

ACT Aspire 10th Grade Math

- 2021-22: 31% met benchmark
- 2022-23: 20% met benchmark

ATLAS 10th Grade Math

- 2023-24: NOT YET AVAILABLE

11th Grade ACT Math

- 2021-22: 19.0
- 2022-23: 17.7
- 2023-24: 16.3

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Identify Essential Standards per course (reevaluate as needed)
- Create Common Formative Assessments
- Align curriculum vertically and horizontally

Team Member(s) Responsible:

- Building Principal: Nathan M Sullivan
- Building Assistant Principals: Angie Looney, Skip Carr
- Building Level Counselors: Tracey Powell, Eric Lunsford, Kaitlin Raines
- Assistant Superintendent: Debbie Jones
- Math Team Leader: Holly Robinson
- Math Collaborative Team Members: Cherie Bridgforth, Michelle Kirkley, Nikki Coffel, Lane Cochran, Anna Claire Pullman, Williams, and Malory Roberts

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- By identifying essential standards and aligning curriculum vertically and horizontally, students will be prepared for each math course in successive order
- Common Formative Assessments will allow teachers to identify gaps in learning and reteach if necessary
- Increased number of students receiving on-time credits in Math courses

| Priority #2 Actions | | | | |
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| Action to Address the Root Cause & Outcomes | Team Member(s) Responsible | Timeline | Resources and/or Funding(include fund source) | Progress Monitoring Data |
| Work in Collaborative Team Meetings (CTM's) to identify essential standards in alignment with curriculum | Math Team Leader: Holly Robinson Math Collaborative Team Members: Cherie Bridgforth, Michelle Kirkley, Nikki Coffel, Lane Cochran, Anna Claire Pullman, Williams, and Malory Roberts | Monthly and as needed Spring 2025: High school math collaborative team will meet with middle school math teachers to insure vertical alignment | Arkansas State Standards Unwrapping Document CTM Agenda Template | CTM Agendas Curriculum Documents Unwrapped Standards |
| Work in CTM to create Common Formative Assessments (CFA's) | White Hall Admin Team: Sullivan, Looney, Carr, Hart Math Team Leader: Holly Robinson Math Collaborative Team Members: Cherie Bridgforth, Michelle Kirkley, Nikki Coffel, Lane Cochran, Anna Claire Pullman, Williams, and Malory Roberts | Monthly in CTM's | Arkansas State Standards Curriculum Documents Unwrapped Standards Curriculum Materials • Savvas | CTM Agendas CFA's per module Student Data/Evidence of Learning |
| Work in grade level team meetings to monitor students at risk of failure or losing credit | Building Principal: Nathan Sullivan Counselors: Tracey Powell, Eric Lunsford, Lor White | August: Grade level teams assigned Quarterly Grade level team meetings 1st Quarter: Assess | | CTM Agendas CFA's per module Student Data/Evidence of Learning |

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| | <p>Grade level team members: TBD in August 2024</p> | <p>progress of at-risk students and provide intervention to aid in on-time credit for 1st term</p> <p>3rd Quarter: Place students with 1st term failures in credit recovery for math</p> <p>Ongoing as Need Arises (Assess based on warning signs)</p> | | |
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Priority #3 (Social Emotional)

Improvement Plan Focus Area: Reduce discipline referrals regarding classroom disruptions and bullying and increase student engagement.

Building Level Data

Total Office Referrals 2023-24

- 9th grade:
- 10th grade:
- 11th grade:
- 12th grade:
- Total Referrals: 1404

Office Referrals of Students with an IEP

- 168 referrals
- 54 individual students
- 9th grade: 36 referrals
- 10th grade: 45 referrals
- 11th grade: 60 referrals
- 12th grade: 44 referrals

Priority Area: Based on the identified focus area, what issue needs to be addressed to achieve the goal?

Team Member(s) Responsible:

- Building Principal: Nathan M Sullivan

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| <ul style="list-style-type: none"> • Capturing Kids' Hearts will be implemented campus-wide • New classroom teachers will be trained in facilitating Executive Functioning Skill information to assist IEP student discipline • Increase student engagement and achievement by addressing patterns in student behavior | <ul style="list-style-type: none"> • Building Assistant Principals: Angie Looney, Skip Carr • Charity Hart • Building Level Counselors: Tracey Powell, Eric Lunsford, Lori White • Assistant Superintendent: Debbie Jones |
| <p>Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i></p> <ul style="list-style-type: none"> • Discipline referrals requiring consequences beyond a warning within the general student population will decrease • Discipline referrals specific to students with an IEP will decrease as classroom teachers focus on other intervention strategies • Student behavior will be managed by the classroom teacher(s) who will collaborate with counselors and parents before being referred to the office for discipline | |

| Action to Address the Root Cause & Outcomes | Team Member(s) Responsible | Timeline | Resources and/or Funding (include fund source) | Progress Monitoring Data |
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| Capturing Kids' Hearts will be implemented campus-wide to create an environment of mutual respect between students and staff | Building Principal: Nathan Sullivan | Initial Training: August 2024 | Capturing Kids' Hearts curriculum and professional development | Classroom Observations Office Referrals Counselor referrals |
| New teachers will be trained in Executive Functioning Skills to assist in behavior management within the SPED population | Special Education Collaborative Team Leader: Allison Young | 2024-25 School Year | Executive Functioning Skills Book | Monitoring office referrals at 4.5 week and 9 week intervals in the general student population and students with IEPs Classroom Observations |

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| Students who exhibit a pattern of negative behavior will receive behavior intervention. Students with an IEP will be considered for a behavior modification plan | White Hall Admin Team: Sullivan, Looney, Carr, Hart Counselors | 2024-25 School Year | Eschool data | Office referrals Grade Level team meeting data Feedback from counselors and parents |
| Social/emotional instruction will be implemented during weekly CAPS meetings. | Charity Hart | Each Monday during 2024-25 School Year | Jostens' Renaissance Capturing Kids' Hearts curriculum Guest Speakers | Office referrals Grade Level team meeting data Feedback from counselors and parents |

Priority #4 (School Culture and Climate)

Improvement Plan Focus Area: Implement strategies to create a relationship-driven culture that values all students, faculty, and staff and places value on learning.

Building Level Data

2024 Student Value Survey Results

- 522 student responses were collected
- 25% of students surveyed reported that they felt undervalued by staff
- 28% of students surveyed reported that they felt undervalued by peers
- Individual students responded that they wanted to have a voice in decisions made that affect their school experience

Priority Area: Based on the identified focus area, what issue needs to be addressed to achieve the goal?

- Shared vision and mission statements derived from collaboration between staff, students, parents and community members
- Intensive support for new teachers and staff regarding

Team Member(s) Responsible:

- Building Principal: Nathan M Sullivan
- Building Assistant Principals: Angie Looney, Skip Carr
- Charity Hart
- Building Level Counselors: Tracey Powell, Eric Lunsford, Lori White

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| classroom, task, and time management | <ul style="list-style-type: none"> The Learner Collective Core Team Members: Katherine James-Holland, Michelle Kirkley, Charity Hart Assistant Superintendent: Debbie Jones |
| Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> | <ul style="list-style-type: none"> All students and staff will value the learning process. The culture of White Hall High School will be relationship-driven where the social-emotional well-being will be monitored and maintained by students and staff. |

| Action to Address the Root Cause & Outcomes | Team Member(s) Responsible | Timeline | Resources and/or Funding (include fund source) | Progress Monitoring Data |
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| Collaborate with community members, students, parents, and ALL staff to create a shared vision. | Building Principal: Nathan Sullivan The Learner Collective Core Team Members: Katherine James-Holland, Michelle Kirkley, Charity Hart | Summer 2024: School Visioning Survey given to all stakeholders August 13: WHHS staff luncheon to brainstorm core values and vision statements August 27: Open House, gather data from parents, students, and community members September 1: Add students to Pizza with the Principal Group | The Learner Collective Grant | |
| Add Guiding Coalition members to the Learner Collective group and add new members to the Pizza with the Principal student group in order to | Building Principal: Nathan Sullivan The Learner Collective Core Team Members: Katherine James-Holland, | August 2024 (Loop 1) January 2025 (Loop 2) | The Learner Collective 2 Revolutions Capturing Kids Hearts | Classroom Observations Office Referrals Survey Results |

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| increase student and teacher agency | Michelle Kirkley, Charity Hart | | | |
| New teachers will receive professional development and mentorship in classroom management and other areas as needed on an individual basis | Building Principal: Nathan Sullivan The Learner Collective Core Team Members: Katherine James-Holland, Michelle Kirkley, Charity Hart | Ongoing 2024-25 School Year | The Learner Collective 2 Revolutions Capturing Kids Hearts | Classroom Observations |