

White Hall High School

School-Level Improvement Plan (SLIP)

August 1, 2018

2018-2019

Mission: The mission of White Hall High School is to provide a safe learning environment while promoting the success of all students in a post information global community by requiring student engagement in a functional, technology-focused 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.

Vision:

Goals:

Every student’s academic achievements will begin with a motivated faculty. The WHHS Leadership Team will work to build and facilitate a chain of communication between teachers and building administration in order to maintain a positive work environment, solve problems, and create a mindset of growth.

Every student will take ownership of their own educational experience. The WHHS Leadership Team will collaborate with a small group of student leaders in order to bridge the communication gap, increase positive leadership in the student body, and monitor success and failures.

All students will exhibit growth on standardized assessments by participating in remedial and/or enhancement courses provided through Edmentum.

All teachers will use standardized test scores to drive instruction, design activities and assessments, and provide supplemental resources inside the classroom.



! = Past Due Objectives

KEY = Key Indicator

Core Function:	School Leadership and Decision Making
Effective Practice:	Establish a team structure with specific duties and time for instructional planning

ID08		The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team is creating a chain of communication in order to solve problems.	Limited Development 09/26/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		When the leadership team has fully implemented a plan to serve as a conduit of communications to and from the faculty and staff, the following protocol will be established: 1. Leadership team regularly asks for feedback from the faculty regarding successes and things that need improvement. 2. The Leadership team will discuss feedback, consolidate issues to be addressed and discuss solutions to the problems. 3. The leadership team will relay information to the building administrators. 4. Feedback will be provided to the faculty in a timely manner.	Objective Met 10/25/17	Tracey Powell	10/31/2017
Action(s)	Created Date				
1	9/28/17	Create, distribute, and analyze a building-wide survey to establish a baseline for issues and morale.	Complete 10/11/2017	Tracey Powell	10/16/2017
<i>Notes:</i>					
<i>Implementation:</i>			10/25/2017		
<i>Evidence</i>		10/24/2017 One-half of the faculty responded to the survey. The results are compiled in a report showing scaled results as well as teacher comments.			
<i>Experience</i>		10/24/2017 At the meeting on 10/9/2017, the leadership team formed questions to be included in the survey. The questions were as follows: 1. On a scale of 1 (extremely low) to 10 (extremely high), how would you rate teacher morale at WHHS? In your opinion, what actions could be taken to improve teacher morale at White Hall High School? 2. On a scale of 1 (extremely low) to 10 (extremely high), how would you rate administrative support at WHHS? In your opinion, what actions could administrators take to demonstrate their support of teachers? 3. On a scale of 1 (extremely ineffective) to 10 (extremely effective), how would you rank the efforts of WHHS faculty to address student needs?			

			Zach Winfield, teacher and leadership team member, created a survey using google forms where faculty members were able to share their thoughts and remain anonymous. He emailed a link to the faculty on 10/16/2017 with a due date for responses on 10/20/2017. Results were printed and will be discussed at the next leadership team meeting.			
		Sustainability	10/24/2017 We plan to administer a similar survey every 9-weeks in order to monitor the progress of our goals, set by the responses received on the initial survey.			
		ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	The leadership team, counselors, and teachers are working together to dis-aggregate ACT Aspire test scores from the 2017-18 school year. These scores will be used to personalize instruction and remediation.	Limited Development 08/22/2018		
		<i>How it will look when fully met:</i>	When fully met: <ul style="list-style-type: none"> Each student will be pre-assessed through Edmentum The leadership team will evaluate the data and compare to ACT Aspire test scores All classroom teachers will receive detailed information regarding skill-specific strengths and weaknesses. 		Charity Spann	09/04/2018
		Action(s)	Created Date			
			<i>Notes:</i>			
		ID12	Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	The leadership team meets 2 times per month for one hour to work towards achievement of team goals and discuss indicators in action.	Full Implementation 08/22/2018		

Core Function:	Curriculum, Assessment, and Instructional Planning
Effective Practice:	Assess student learning frequently with standards-based assessments

IID03		Teachers receive timely reports of results from standardized and objectives-based tests.(101)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		ACT Aspire test scores are distributed to classroom teachers in an effort to personalize instruction.	Limited Development 08/22/2018		
<i>How it will look when fully met:</i>		When Fully Met: <ul style="list-style-type: none"> Each classroom teacher has access to standardized test scores Curriculum decisions are based upon standards as they relate to skills tested 		Charity Spann	09/28/2018
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Every teacher will use the same weekly lesson plan template created and utilized in google drive. Lesson plans must be completed each Monday by 8:00 am. Feedback will be provided by administration.	Full Implementation 09/28/2017		

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
FE07		The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items.(5501)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In January 2018, the White Hall School District transitioned from School World to full implementation of Blackboard. There is a section entitled "Parents and Students." It contains the following information: <ul style="list-style-type: none"> Handbook and Attendance policies Current Bulldog Bulletin which is our school-wide newsletter generated each month and sent to parents. Information about school clubs and organizations 	Full Implementation 04/18/2018		

	<ul style="list-style-type: none"> • Daily Announcements • Gifted and Talented program information • Home Access Center link • Online Resources for students and parents • SEARK Digital Learning Courses • Testing Schedules • Student Handbook 			
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Core Function:		High School: Opportunity to Learn			
Effective Practice:		Ensure content mastery and graduation			
	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)	Implementation Status	Assigned To	Target Date
Initial Assessment:		WHHS has a CAPS program, utilizes a career coach to guide students in college and career readiness, administers kuder career interests assessments to all students and uses that data to guide curriculum structure, hosts in and out-of-state college representatives on a continuous basis during school lunches, employs a competent guidance staff, hosts financial aid workshops open to all students, and constantly seeks to implement more programs and initiatives that will improve student access to college and career readiness activities.	Limited Development 11/10/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		It is recommended that high schools engage students in career exploration activities that provide hands-on experience with a career or occupation. A high school can design a sequence of career exploration activities that identify students' career interests and provide a variety of activities that inform and build on these interests (Kemple, Poglinco, and Snipes, 1999). For example, career or interest inventories can be used to help students identify the type of work or career that interests them. High schools can use this information to invite local professionals from these career fields to speak about their education and career paths (Kemple, 2004; Mehan, 1996). Students can then be matched to job-shadowing opportunities that allow them to follow an adult	Objective Met 09/27/17	Karen Pender	08/15/2016

throughout the day and experience the day-to-day work of a professional that matches their area of interest (Hamison and Deke, 2003; Hershey et al., 1999; Kemple Poglinco, and Snipes, 1999; MacAllum et al., 2002). By developing relationships with local employers, high schools can link students to job-shadowing activities and help interested students obtain short-term internships. According the research, WHHS is very close to full implementation of this indicator!

<i>Action(s)</i>	<i>Created Date</i>				
1	11/10/15	Continue to seek programs and initiatives that will enhance the current college and career readiness programs in place at WHHS.	Complete 08/16/2016	Mark Jelks	08/22/2016
<i>Notes:</i> Continue for 2016-2017 school year.					
2	6/8/16	Career Coach will make regular visits to student classes and make sure that every senior has been guided through the process of 1)completing the online application process for at least one college or vocational school and 2) completed the FAFSA	Complete 03/29/2017	DJ Stacey	06/05/2017
<i>Notes:</i>					
3	11/29/16	Every junior will be guided through the college application process by career coach.	Complete 03/29/2017	DJ Stacy	05/30/2018
<i>Notes:</i> This will happen every year.					
Implementation:			09/27/2017		
Evidence		9/27/2017			
Experience		9/27/2017			
Sustainability		9/27/2017			
	HS06	The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.(5516)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Credit recovery courses are offered online through Virtual Arkansas. Students that are in need of credit recovery have a scheduled class period during the regular school day. These courses are offered during all 7 periods of the school day.	Full Implementation 09/28/2017		

Core Function:	High School: Opportunity to Learn
Effective Practice:	Prepare students for post-secondary options

	HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		White Hall High School currently offers a rigorous and comprehensive curriculum. This includes 6 concurrent credit courses, 10 Advanced Placement courses, and Pre-AP courses. In order to provide students with as many opportunities as possible to complete advanced courses, White Hall High School offers a master schedule that requires students to take 7 academic courses.	Full Implementation 04/18/2018		

Core Function: High School: Opportunity to Learn

Effective Practice: Extend learning opportunities for students

	HS11	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5521)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>White Hall High School seeks to meet the needs of every student by providing traditional and non-traditional instruction options. A wide offering of elective courses is offered to students of all learning levels through Virtual Arkansas. These courses are facilitated by a trained lab specialist. These courses include:</p> <ul style="list-style-type: none"> • Medical Terminology 495360 • Medical Procedures 495330 • Introduction to Medical Professions 495340 • Pathology 495290 • International Travel 492230 • Introduction to Hospitality • Criminal Law 494610 • Introduction to Criminal Justice 494620 • Forensic Science and the Law 590100 <p>Additionally, White Hall High School partners with Jefferson Area Technical Career Center to offer vocational training and certifications in the following areas:</p> <ul style="list-style-type: none"> • Welding • Criminal Justice • Medical Assistant • Clinical Nursing Assistant • Emergency Medical Technician 	Full Implementation 04/18/2018		

	<ul style="list-style-type: none"> Computer Engineering Tech 			
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Core Function:	High School: Opportunity to Learn
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Effective Practice:	Assist students with transitions
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HS13	The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).(5523)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	DJ Stacey, the career coach has planned a career fair to be held on campus March 7, 2018. During this career fair, students will be able to circulate and gain information about various career opportunities.	Full Implementation 02/07/2018		
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Core Function:	Student-Focused Learning
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Effective Practice:	Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path
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BL04	All teachers enable students to place selected work into a digital portfolio that is updated throughout the student’s school experiences and provides a picture of interests, skills, competencies, and growth over time.(5529)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	Each teacher has been provided a Chromebook and extensive training in Google Classroom. WHHS has added laptop labs so that more students can have access to digital portfolios in the classroom.	Limited Development 08/22/2018		
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How it will look when fully met:				
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Action(s)	Created Date			
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