

History Log

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - WEST HARRISON HIGH SCHOOL (2400055) Public School - School Plan - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
11/8/2023 8:41:05 AM	Stephanie Schepens	Status changed to 'LEA School Plan Reviewer Approved'.	S
11/8/2023 8:08:54 AM	Michael Weaver	Status changed to 'School Plan Reviewer Approved'.	S
11/7/2023 12:21:44 PM	Caitlin Holley	Status changed to 'Draft Completed'.	S
10/27/2023 8:20:28 AM	Caitlin Holley	Status changed to 'Draft Started'.	S
4/3/2023 9:24:49 AM	MCAPS Administrator	Status changed to 'Not Started'.	S

School Planning Team

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - WEST HARRISON HIGH SCHOOL (2400055) Public School - School Plan - Rev 0

Please identify all school planning team members, including titles. Section 1114(b)(2)

School Planning Team:	
Dr. Michael Weaver	Principal
Denise Briggs	Assistant Principal
Erin Cates	Assistant Principal
Caitlin Holley	Instructional Literacy Coach (Title I funded)
Elizabeth Dingman	Instructional Literacy Coach (Title I funded)
Megan Brooks	Biology Teacher
Mason Sullivan	Algebra Teacher
Julia Speed	History Teacher
Heather Serpas	English Teacher
Jennifer Abshire	Counselor
Jamie Rhodes	Counselor
Emily Thomas	Counselor

Matthew Emecheta	Assistant Teacher
Nicole Jefferson	ESL Teacher/Representative
Billy Dingman	Parent
Peter Blake	Parent
Lisa Northrop	Parent
Jack Mann	Student
Macey Davis	Student
Marley Freeman	Student
Landon Blake	Student
Melissa Garrison	Director of Federal Programs for Harrison Co. Schools
Rick Weaver	Community Member

School Planning Summary

HARRISON CO SCHOOL DIST (2400) Public District - FY 2024 - WEST HARRISON HIGH SCHOOL (2400055) Public School - School Plan - Rev 0

Briefly describe the process the planning team used to develop the Schoolwide Plan or Targeted Assistance Plan based upon a comprehensive needs assessment. Include the process that the school will use to regularly monitor and revise, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards. For a Targeted Assistance Plan, please include the process for selecting students. Section 1114(b)(1, 3 and 6) and Section 1115(b)(1)

We met in the spring to develop a plan, but few were in attendance. At this meeting, the schoolwide planning team reviewed the comprehensive needs assessment (CNA) data. One of the data points in the CNA, is the survey. This survey is completed by parents, teachers, and students. The survey is used to both obtain input on the plan and as one of the tools of evaluation of the plan. The strengths and weaknesses are identified, and priorities are established. After a review of the evidence-based data, goals, strategies and action steps are determined. To review and update the plan, the schoolwide planning team and the leadership team meet at established times (see timeline) to review the plan and check progress towards goals. The plan is revised as necessary. The CNA data and the ongoing school data is used to evaluate the effectiveness of the plan. Changes are made to the plan in MCAPS by the administrator as needed. The plan and any changes are shared with all staff members at a faculty meeting, provided a link to the plan in MCAPS, and placed on the school's website.

Process to Monitor and Revise Plan:

In addition to the quarterly SWP meetings, a leadership team meets frequently to review on-going school data. These teams review a variety of data points (state test scores, progress monitoring data, discipline, survey results, attendance, teacher evaluation data, etc.). Progress toward goals is checked. School plans are monitored and revised, as necessary, based upon student needs ensuring all students are provided opportunities to meet the challenging State academic standards.

Planning Time Frame for FY24 SWP

TIME FRAME	ACTIVITY
Spring 2023	Administer surveys to parents, teachers, students
September 2023	Schoolwide Planning Team Reviews CNA data
September 2023	Plan shared and approved by Staff/Parents, Annual Title I Meeting
November/ December 2023	Plan approved by Federal Programs Office and shared with all stakeholders (Website/Facebook/Schoolology, etc.)

January 2024	Schoolwide Team reviews quarterly data/Revise SWP as needed
March 2024	Schoolwide Team reviews quarterly data/Revise SWP as needed
Aug-Sept 2024	Plan shared with all stakeholders at Annual Title I Meeting

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Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hawaiian Pacific	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless	Foster Children	Military Children	
2020-21																			
2021-22																			
2022-23																			

School Data - Grid

Year	Students' Attendance Rate (%)	Teachers' Attendance Rate (%)
2020-21		
2021-22		
2022-23		

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

West Harrison High was created to be a hurricane shelter when needed due to hurricane activity on the Mississippi Gulf Coast. The school's groundbreaking occurred on July 26, 2009. WHHS is close to Interstate 10 and is also close to the Harrison County Fairgrounds. It is located roughly five miles from the coast of Mississippi. West Harrison High School is in the Harrison County Public School District in the city of Gulfport, Mississippi. The school serves students in Grades 9th – 12th. There are currently 1149 students enrolled at West Harrison High School. There are 553 (48%) Males and 596 (52%) Females enrolled at the school.

The subgroups are as follows:

- 642 (55.9%) White;
- 59 (5.1%) Hispanic;
- 14 (1.2%) Asian;
- 368 (32%) Black;
- 57 (5%) two or more races;
- 5 (<.44%) American Indian or Alaskan Native
- 4 (<.35%) Native Hawaiian or Other Pacific Islander;

Of these students, 692 (60%) live below the poverty level and qualify for free or reduced meals through the Child Nutrition Program. 127 (11%) have an Individual Education Plan (IEP). 5 (<.45%) are in foster care, 65 (5.7%) are considered Homeless. The average daily attendance is 93%. There are approximately 105 faculty/staff members at the school including cafeteria workers and support staff.

Students in West Harrison High School have traditionally scored above the state average on the criterion-referenced assessment developed by the State of Mississippi Department of Education. The school has been classified as an 'A' school (the highest academic designation given) by the Mississippi State Department of Education. In 2018-2019, in the state of Mississippi, West Harrison was ranked 3rd in the state for outstanding academic achievement. In the 2021-2022 school year, WHHS was ranked 1st in the state of Mississippi. In the 2022-2023 school year, we held the title as being the number 1 ranked high school in the state. WHHS offers a variety of accelerated classes not limited to: Advanced Placement US History, Chemistry, English 3 and US History, as well as, Dual Credit, English Composition I and II, College Algebra, College Biology I and II, College Psychology, College CCR, Calculus, Biology, Psychology and World Civilization. WHHS offers a wide variety of in school and after school activities for students, not limited to: football, basketball, volleyball, band, art, archery, and a plethora of clubs, such as National Honor's Society, National Science Honor's Society, etc.

In the 2022-2023 school year there were 65.3 full time equivalent certified teachers at WHHS. All teachers are certified in the area they teach. WHHS has employees who are certified with an A, AA, and AAA diplomas. In 22-23, 77.7% of teachers were experienced and 4.5% were provisional. 98.5% of all teachers were "in-field" teachers. In 22-23, 91.2% of students graduated within four years and had a 52.8% post-secondary enrollment (according to the 2019-2020 MS Succeeds Report Card).

Currently, Niche ranks WHHS #6 out of 63 Standout Mississippi High Schools. #25 out of 238 for Most Diverse Public High Schools. #28 of 233 Best Public High Schools in Mississippi, and #31 out of 340 for Most Diverse Public High Schools in Mississippi. There is roughly a 19 to 1 student to teacher ratio.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

WHHS serves a broad area that encompasses inner city housing projects to rural farms. Students come from all walks of life to our school.

Currently, the median household income is \$51,590, median rent in this area is \$958 and the median home value is \$162,400 according to Niche. The same source rates this area as a B for cost of living, a B- for housing and an A as good for families.

Gulfport has an unemployment rate of 3.9%. The US average is 3.8%. Gulfport has seen the job market decrease from 4.1% over the last year. Future job growth over the next ten years is predicted to be 27.1%, which is lower than the US average of 33.5%.

The students of West Harrison High have many needs beyond the academic needs (environmental, social, medical, etc.). It is the desire of the faculty and staff to serve those students and the families in the greatest areas of need with support from local agencies.

Since West Harrison is located on the MS Gulf Coast, we are prone to experiencing tropical weather, additionally there are concerns of rising rivers (flooding) in low lying areas.

Check the box that reflects your school accountability designation

Three-Year School Accountability Designation

Year	CSI	TSI	ATSI
2020-21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2021-22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2022-23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elementary and Middle Schools

	Language Arts			Mathematics			Science			Participation Rate		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency												
Growth All Students												
Growth Low 25%												
Accountability Grade	2020-21			2021-22			2022-23			2022-23		
Total Points	[Select...]			[Select...]			[Select...]			[Select...]		

High Schools

	English			Algebra			Biology			US History			Acceleration			Participation Rate			Graduation Rate			College & Career Readiness		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Proficiency	53.60	71.40	79.30	62.80	95.00	90.40	60.20	88.10	84.00	87.30	71.90	76.20	74.60	100.00	100.00	100.00	89.60	88.70	91.20	46.60	48.40	68.30		
Growth All Students																								
Growth Low 25%																								
Accountability Grade	2020-21			2021-22			2021-22			2021-22			2022-23			2022-23			2022-23			2022-23		
Total Points	[A]			[A]			[A]			[A]			[A]			[A]			[A]			[A]		

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Reading/Language Arts/Literacy (Progress Monitoring Instrument)

Please provide the percentage of students for each administration that did **NOT** meet at/or above the benchmark. If there are no grade levels represented by the school, please leave the appropriate box blank.

Name of assessment tool used:

Year	Kindergarten		1st Grade		2nd Grade	
	BOY*	EOY*	BOY	EOY	BOY	EOY
2020-21	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2021-22	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2022-23	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

* BOY means Beginning of the Year and EOY means End of the Year

English/Language Arts (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English II
	2020-21	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2021-22	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="28.60"/>
2022-23	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="24.70"/>

Mathematics (MAAP)

Please provide the percentage of students who did **NOT** meet proficiency or above. If there are no grade levels represented by the school, please leave the appropriate box blank.

Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

in the state for the 2021-2022 school year. In 2022-2023 our average scale score was number 2 in the state, and our growth and proficiency showed much improvement. **The underlying cause** for this is due to consistent and cohesive English I and II instruction.

Students scoring in the proficiency range increased in Biology from 17-18 to 18-19 also. Scores for the 2019-2020 school year were on track to increase, until the Covid pandemic closures. Despite **the challenge** of attendance issues and student work ethic, proficiency scores are expected to be competitive again. We believe this is due to strong PLC's in the Biology department that have lead our Biology teachers to create their own curriculum that is closely aligned to the state assessment as well as using the testlets that allow students to practice test every few weeks. For the 2021-2022 school year and again in the 2022-2023 school year, the Biology scores were close to 90% proficient.

The underlying cause for students doing well and exceling is scheduling/course planning based on previous student data and progress monitoring throughout the course.

Algebra teachers are working closely together to determine student achievement levels for the 2022-2023 school year. With a gap in learning, they are working to bridge the gap in the foundations to algebra classes. The 2022-2023 school year saw our students proficiency remain in the 90s percentages with growth surpassing 100%. The Leadership team hopes to aid in bridging the gap with the at-risk students by presenting teaching and leadership strategies and other ways to help students deal with emotional and social issues while in school. This may include times for professional development, including food and lodging, opportunities for teachers and leadership team.

Progress is also being made with the addition of Title I funds to purchase equipment and supplies that allows the classroom teacher access to more resources for students. We have hired an Instructional Coach, whose job is to deal with technology, testing, along with curriculum, and instruction. This instructional coach was hired to intercept with any technology issues that might arise on WH's campus, as well as serving teachers with curriculum and support needs. We have purchased web cameras for grading common assessments. The math department now has new calculators, and a new laptop cart has been purchased. We are providing some of our students with an alternate ACT assessment—the ACT WorkKeys. We also attribute our success to strong "Bridge" classes, ACT Bellringers, teacher run "Jam/Cram" sessions, in addition, we changed the order of classes students take prior to US History, Algebra, and Biology to better align to the state assessment. **The underlying cause** for students who are continually below grade level academically are due to lack of content knowledge which leads to a lack of reading proficiency - most of which has occurred prior to entering our school. Another cause is the transiency of the student. Due to transiency in the secondary level a student may not be able to recover "seat time" to earn enough credits to graduate on time.

Challenges for the school:

- Reading levels of some students significantly below grade level.
- Students out of school or missing school – Some examples would be students attending alternative school, alternative treatment facilities, and students moving often throughout the school year (transiency). A tangent problem that always occurs is students moving during a testing window, for example, they could take a class and move prior to the assessment. Then, they move back into our school prior to graduation and they have to take the assessment they missed even though there could have been two years between taking the class and taking the assessment.
- Excessive absences- This causes a gap in the student's learning. Some students have missed 15-20 days consecutively. In high school, this is damaging to their success in their classes because seat time and learning the material is important for passing the course.
- Technology enhancements— Not only is excessive absenteeism posing an issue, but so is learning online. Many of the students, even after being given a laptop provided by the district, are not completing work online when they are absent. This can be due to a lack of motivation; however, it can also be due to the lack of understanding. A lot of students had to learn how to use the laptop, how to use the learning platform Schoology, and how to connect with their teachers while absent. Lack of internet has also caused issues in the past. We would like to see an increase in technology enhancement opportunities for our campus and curriculum licenses for our teachers and students.

In reflection, we have considered and now will be implementing the Bridge to English II class because of the gap in learning, lack of knowledge, lack of the 1 to 1 instruction lost, and new technology challenges. We have had issues with technology issues and a lack of connectivity.

Instructional materials, such as workbooks, textbooks, teacher guides, etc. may need to be purchased throughout the school year to aid in the classroom. We have hired a second instructional coach to intercept with those issues as much as possible. Now we are working to teach the students how to use the technology and remain connected with their classes and teachers while absent. The Leadership team and teachers **hope, if available**, to aid in bridging the gap with at-risk students by attending conferences and then presenting teaching and leadership strategies and ways to help students deal with emotional and social issues while in school. Professional development opportunities--such as but not limited to, ways to reach hard to reach students, ways to engage motivation and management for disruptive or at-risk students, ways to deal with social and emotional trauma (and how that affects discipline), and ways to promote student success—are ways we plan to aid our teachers. The professional development opportunities may require food and lodging for each participant.

LAS Links—EL Las Links English Proficiency scores and the MAAP EL sub-scores have an impact on the EL instructional program. The school team and EL teacher **reviews and analyzes the data** from the Las Links proficiency test, as well as the subgroup data from the MAAP and screeners. This data is then used to develop the learning plans for the ELs students. These learning plans drive the instructional program in the classroom and in any pull-out instruction. We had three students test in the 2020-2021 school year. One student tested out to monitored status and the reading score went from a 2 to a 4. Another student went from a 2 to a 3, with no reading growth. Our final student tested remained a 4 in all areas except reading; the student remained a 2 in reading. For the 2021-2022 school year, we saw a growth in our EL department and had 12 students test: 3 Arabic, 1 Portuguese, 1 Spanish/Mandarin, and 7 Spanish. Two of the students went from a 1 to a 4; one went from a 1 to a 3. We had one student go down from a 2 to a 1, while one student stayed a 2. We had a couple other students stay a 1. We did not get growth from some of these students because it was their first year. For the 2022-2023 school year, we had less than 10 test. We currently have 7 students who are level 1-4.

Describe the evidence-based strategies that will be implemented to provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards. How will the identified challenges be addressed to ensure that students meet the challenging State academic standards? Section 1114(b)(7)(A)(i-ii)

Explicit Instruction is used. According to John Hattie (1992) in Visible Learning, the use of explicit instruction can yield a 0.82 effect size (strong) on improving academic achievement with demographics similar to ours.

Differentiated Instruction is also used. According to John Hattie (1992) in Visible Learning Differentiated Instruction, has a .72 effect size.

One of the school's evidence-based strategies is the MTSS process. **According to What Works Clearinghouse**, with **demographics** similar to ours, the strategy has a **moderate** level of effectiveness for screening and **strong** evidence for intensive systematic instruction in small groups.

An Instructional Coach is also used to aid teachers in ongoing, on-demand professional development as needed. The Instructional Coach is also used to help students that are not progressing toward mastery as needed. The Instructional Coach also facilitates the Professional Learning Communities (PLC's) throughout the school. Our school has hired an additional Instructional Coach to aid in this undertaking. Bruce Joyce and Beverly Showers (2002) found that peer coaching produces an effect size of 1.42 (equivalent to an improvement of 42 percentile points) when all four components of PD were included in a professional development program. (Retrieved from: ED588635.pdf) In John Hattie's Effect Size List (Killian, 2017) notes that Collective Teacher Efficacy has a 1.57 effect size. He also notes that Estimates of Student Achievement have an effect size of 1.62. These huge effect sizes point to the need for a collective

professional learning community (PLC). (Citation: Killian, S. (2017, September 24). Hattie's 2017 Updated List of Factors Influencing Student Achievement. Retrieved from <http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>).

Tutoring services are used to provide individualized instruction to small groups of students and/or for more one-on-one instruction. Tutoring, an intervention for learning needs, has an effect size of .77 and a response to intervention has an effect size of 1.29 according to "Hattie Ranking: 252 Influences and Effect Sizes Related to Student Achievement" (Source: www.visiblelearningplus.com/content/250-influences-student-achievement (Retrieved 28 March 2018 / PDF).

WHHS uses a variety of means to remediate and extend time students spend engaged in content. Some of these programs include, but are not limited to: Edgenuity, College & Readiness Class (MDE new course) and tutoring. For the 22-23 school year, we hope to offer afterschool tutoring for students beginning in August. McRel commissioned a metaanalysis student published in July of 2014 that stated, "Numerous evaluations have tested the effects of such programs on students' academic knowledge, study skills, social skills, and motivation to learn. This meta-analysis examined more than 7,000 studies, sorted them by scientific rigor, and identified 30 that used research designs capable of yielding strong evidence about the outcomes of increased learning time. In some cases the 30 studies found that increased learning time programs had a **positive effect on student outcomes**; in other cases the studies found no positive effect. This suggests that no single increased learning time program fits the needs of all students." As such, WHHS uses available data, outside research about a product and knowledge of students to choose what programs work for their students each year. (Citation: https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf)

Mitigating Challenges for the school:

- Content Knowledge –We changed the order of classes taken prior to US History and Algebra to allow more time for content to be fully understood prior to sitting for the state exam. For students that are weaker academically we have created "bridge" courses that are used to prepare students by ensuring the basic prerequisite knowledge is learned prior to taking the state tested course. It also allows students to hear the same content from someone different - taught in a different way. We also host Jam/Cram sessions, tutoring session as needed.
- Reading levels of some students significantly below grade level - For students that are weaker academically we have created "bridge" courses that are used to prepare students by ensuring the basic prerequisite knowledge is learned prior to taking the state tested course. It also allows students to hear the same content from someone different - taught in a different way. We also host Jam/Cram sessions, tutoring session as needed. Tutoring will be offered after school, also.
- Students out of school or missing school – Counselors, Dropout Specialists and the Registrar track students (as best they can) to ensure students are getting what they need to succeed. Counselors meet with their students at least once each year (if not more) to ensure that they are on track to graduate. Dropout Specialists focus their time and resources on the homeless and disadvantaged population to ensure that these students have the playing field leveled so they can access quality academic content. Parents of students that miss school are contacted each time their child is absent through our running program PowerSchool. Conferences are had with parents prior to absences or tardies becoming chronic to make sure parents are aware of the problem.
- School supplies and necessities—We have seen an increased need for school supplies and backpacks, for our homeless population, as well as all our students. We plan to offer those school needs to our students, as needed, throughout the school year.

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Not Applicable

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2020-21	20	19	19	20	20
2021-22	19	19	18	19	19
2022-23	19.00	19.00	18.00	19.00	19.00

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each. Describe how the school will address those challenges.

Graduation Year	Total Tested-School	English-School	English-State	Math-School	Math-State	Reading-School	Reading-State	Science-School	Science-State	Composite-School	Composite-State
2015	175	19.8	18.7	19.1	18.3	19.7	19.3	19.7	19	19.7	19
2016	220	19.8	17.9	19.3	18.0	20.6	18.7	19.8	18.5	20	18.4
2017	197	20.4	18.2	19.8	18.1	19.8	18.8	20.3	18.8	20.2	18.6
2018	242	19.8	18.2	19.1	18.1	20.6	18.9	20.1	18.6	20	18.6
2019	274	19.1	18.1	18.6	17.9	19.7	18.9	19.4	18.4	19.4	18.4

2020	270	18.7	16.8	18.7	17.4	19.3	17.8	20.1	17.9	19.3	17.6
2021	217	18.9	16.8	18.5	17.5	20.2	17.9	19.7	18.2	19.5	17.7
2022	222	19.3	16.5	18.4	17.2	19.1	17.7	19.1	17.7	19.1	17.4
2023	263	19.3	16.5	18.5	17.2	19.0	17.7	19.1	17.7	19.1	17.4

ACT Challenges:

In General:

Students are not familiar with the test.

Reason: Many of the students come from families of poverty who cannot afford to pay for the ACT and/or any ACT preparation classes.

English: Grammatical Skills

Reason: When the shift was made from MCT3 to MAAP, we moved away from the grammatical portion of ACT for English. This shift doesn't allow teachers to focus on these skills in isolation but requires teacher to teach these skills in conjunction with writing and reading literature. This confuses the focus of English instruction in the middle and high schools, which impact the English ACT.

Due to this, our teachers will focus on reviewing and using these skills in ACT "Bellringers" in the teacher's content area. In addition, we also do an ACT Boot Camp course (students grouped by sub-scores to target their specific needs).

Reading/LA: One of the biggest challenges is that students run out of time.

Reason: Strategies for time management will be emphasized and focusing on text structure of the prompts and passages.

Science: Students might not have completed courses with content knowledge required for ACT.

Reason: Students are not familiar with questioning styles or use of graphics.

Math - Geometry is a weakness.

Reason: Geometry is an area in math that has historically not received much emphasis in math classes, so the deficit is greater. We changed the structure and timeline that students take math courses so that students take Geometry their Junior year.

ACT Progress:

·Reading: In 2019, our subscore was 19.7. It slightly decreased to 19.3 in 2020. Despite students having to overcome school closures in the spring of 2020 and excess absences brought on by quarantining and sickness, the reading subscore grew in 2021 to a 20.2. For the 2022 graduating students, the subscore decreased to a 19.1, staying in the 19-20 range. The score stayed a 19.1 for the 2023 graduating students. Our students are looking to average a 20 or higher for the 2024 graduating class.

Reason: ACT Boot Camp and a concerted effort of teachers to focus on the Reading Skills on ACT as they apply in their classrooms.

·English: The graduating class of 2020's English subscore declined from the English subscore of the 2019 class—from a 19.1 to an 18.7. The 2021 subscore rose to an 18.9. For the 2022 graduating class, the subscore rose to a 19.3. The score remained around a 19.3 for the 2023 graduating students. Our students are looking to average a 20 or higher for the 2024 graduating class.

·Reason: ACT Boot Camp and a concerted effort of teachers to focus on the English Skills on ACT as they apply in their classrooms.

·Math: From 2019-2020 the subscore slightly increased; however, these are not the most recent data points. In 2021 the subscore dropped slightly to an 18.5. The graduating class of 2022 declined to an 18.4. This is the same for the class of 2023. Our students are looking to average between a 19-20 for the 2024 graduating class.

·Reason: ACT Boot Camp and a concerted effort of teachers to focus on the Reading Skills on ACT as they apply in their classrooms.

·Science: From 2019-2022 the subscore slightly increased from a 19.4 to a 20.1, however, these are not the most recent data points. The score has declined to a 19.7 and then to a 19.1 for the 2021, 2022, and 2023 graduating classes. Our students are looking to average between a 19-20 for the 2024 graduating class.

·Reason: ACT Boot Camp and a concerted effort of teachers to focus on the Reading Skills on ACT as they apply in their classrooms.

Overall Reasons:

- The high school has an emphasis on ACT Bellringers and an ACT Bootcamp course that reaches down to the junior high level.
- Reading- Overall students have good reading comprehension skills.
- Students are being given more opportunities to take ACT and are being given more ACT style questions.

Reasons:

- The district is using Title IV funds to pay for all 10th graders to take the ACT and to receive score reports that are used during instruction.
- The district is also using Title funds to pay for the ACT WorkKeys test as an alternate testing opportunity for students.
- *The school has taken a great focus on making parents more aware of ACT waivers and test dates.*

For FY22 the ACT scores and the graduation rate both grew from the previous school year. The graduation rate grew from an 89.6 to an 91.23, and both remain above the state's average. For the FY23, the graduation rate was 91.2%. High school's ACT goal is to increase the number of students scoring 18 or above by 10%. The school has the goal of achieving an ACT school composite score of 21 by 2024.

The high school graduation rate is 91.23. The **progress** for the graduation rate has risen from the FY21 and has remained the same from the FY22 school year. Much progress has been made to ensure a clear pathway to graduation for all students. Through the bridge courses and tutoring we have created a pathway for every kind of student that we believe ensures success. The **challenge** to raise the graduation rate again is transiency and the special populations at our school and their unique situations.

WHHS and the district are addressing the ACT challenges through an emphasis on ACT Boot Camps from junior high through high school and reviewing/remediating in individual subject areas as needed. The District uses federal funds to pay for all 10th graders to take the ACT and to receive grade reports. This information is analyzed and used to provide supports for students before taking the ACT in 11th grade. These strategies should help increase subgroup scores, as well.

Not Applicable

Postsecondary Preparation Opportunities for Students

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2020-21					
2021-22					
2022-23					

From the data in the above charts, how has the school addressed these areas ensuring that all students are prepared for and aware of opportunities for postsecondary education and the workforce. This may include career and technical education programs and programs that broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools). Section 1114(b)(7)(A)(iii)(II)

Year	Advanced Placement	International Baccalaureate	Dual Enrollment	Early College High School	Career and Technical Programs
2018-2019	4	0	6	5	16
2019-2020	4	0	8	5	18
2020-2021	3	0	9	5	17

2021-2022	3	0	10	7 (graduates)	17
2022-2023	1	0	10	11 (graduates)	17
2023-2024	1	0	10	12 (graduates)	17

*Chart represents total number of classes offered each year.

The school is providing equitable access to all students to participate in postsecondary preparation classwork. For the FY23 school year, 1 AP class was offered, 10 dual enrollment classes, 8 CTE classes offered at high school. 13 students enrolled in AP courses and 285 students enrolled in dual credit courses. All students have equitable access and are provided opportunity to participate in these classes.

WHHS encourages students to enroll in these courses by having the counselors meet with parents and student personally. In addition, scheduling is often discussed throughout the school year.

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Out-of-School Suspensions

	2020-21		2021-22		2022-23	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All						
IEP						
EL						
Asian						
BLK/AA						
His/Lat						
NAM						
NH/PI						
White						

1. What specific discipline issues, if any, impact student achievement/growth?

In the area of discipline, there are very few major referrals to the office at WHHS. We believe this is because of the proactive approach of the administration and teachers to focus on student achievement.

In the past, the only notable discipline issues facing West Harrison are sleeping in class and dress code violations. However, this year we are seeing a rise in vape usage being the main issue. Although absences are not a discipline problem, we also battle loss of instructional time due to student absences. Continuing this school year, time lost for instruction can be made up by going online to our LMS (Schoology) to access the content.

The Leadership team hopes to aid in decreasing the behavioral issues. The admin team hopes to ease the transition from middle school to high school and curb discipline referrals. Professional development that focuses on ways to help students deal with emotional and social issues while in school is on-going and necessary for reaching students. Changes in district policy dealing with vapes will decrease the number of students suspended or expelled.

2. Name specific steps to be taken to reduce the loss of instructional time. Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

1. If student is asleep in class, one of the admin, while walking through campus walks into the class and escorts the sleeping student out of class to discuss the importance of staying awake during class hours. Depending on the outcome of the conversation, we either send the student back to class for another try or send the student to alternative placement until the class is over. While in alternative placement, the teacher is instructed to send that days work or the student is allowed to work on Schoology during that time period.

2. Dress code (specifically, piercings) remains to be a huge problem at West Harrison. When a student is stopped for dress code, depending on the outcome of the conversation, the student is either given demerits, sent to alternate placement for the day or sent home. Due to district policy, if the offense is severe, West Harrison is forced to either send the student home or put them in ISS until the issue is resolved. This does cause a significant impact on learning, however, students can access classroom content online through our LMS (Schoology).

3. Cell phone usage and technology violations have remained a problem, but are not a major problem. Before a student is seen by a principal or assistant principal for a discipline referral regarding a cellphone or technology violation, they have been warned an ample amount of times by the teacher. This causes a significant impact on learning because the students are more worried about their electronic device than anything. Students are either sent to ISS or are given OSS, depending on the severity of the referral. If it is a technology violation, depending on the severity, electronic privileges may be revoked.

4. Vape usage has been an issue for a couple of years now. The students used to be sent straight to a district hearing if caught with one. This was a major problem because students are sent home until a district hearing. Now, students are given more opportunities. If students are caught with a vape, they report to ISR (In School Reassignment) to complete a safety course on vapes. Students are still able to complete schoolwork on campus. Many warnings are given to the students at the beginning of the school year and continue throughout the school year; however, students are continuing to bring them to school. This causes a significant impact on learning because the students are removed from the classroom; however, now the students have more chances before they are sent to a district hearing.

5. To help chronic absenteeism, the school uses School Messenger and now Parent Square to automatically call parents when a student is marked absent from a class. Notes are also sent to parents when a student gets to the "halfway mark" of absences. Also, students are able to be connected to their teachers and classwork at all times now with Schoology and Parent/Student Square.

3. Describe the implementation of a schoolwide tiered model and/or early intervening services to prevent and address problem behavior coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) Section 1114(b)(7)(A)(iii)(III) and Section 1115(b)(2)(B)

Pursuant to IDEA, if a student shows repeated misbehaviors over a period of time, WHHS builds a Behavior Plan for that student. They do this by working with the student, parent, and teacher to identify the misbehaviors that need to be curbed. They then take data over a six-week period to determine if their behavioral interventions are working or not. By continuing to work on the specific behaviors, they have been very successful in curbing any unwanted behaviors. In the rare instance the Behavior Plan does not work, the MTSS RTI process is initiated, and the data previously take informs the next step of the Response to Intervention process. If necessary, the school works with our Special Education Department to determine if any other services are needed for the students.

The school coordinates all discipline activities and strategies with those carried out under IDEA. One way this is done is through IEP meetings. Whenever, a student covered by IDEA encounters a disciplinary infraction which results in OSS, a manifestation determination review is held through an IEP meeting. In addition, all IEP students' OSS dates are closely monitored to ensure the student's academic needs are being met. The IEP outlines both student academic and behavioral goals and activities. Students with ongoing behavioral and disciplinary actions have updated IEP meetings to determine the appropriate action steps.

We also have an SRO, School Resource Officer, on campus always. Their job is to connect with the students, make their presence known, and provide safety and security to the faculty, staff, and students. His presence encourages the students to always be well-behaved.

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1. Describe the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and/or quality of learning time, and/or help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Section 1114(b)(7)(A)(ii) and Section 1115(b)(2)(B).

The school strengthens the academic program in the school through a variety of instructional strategies and methods. One of these strategies utilized is the Lesson Line model of instructional presentation. This method is based on Madeline Hunter's evidence-based method of instruction. The school also uses a variety of research and evidence-based strategies such as differentiated instruction, Marzano's instructional strategies, and graphic organizers. The school follows the District's Instructional Plan composed of the MS College and Career Readiness Standards which includes the blueprints, scaffolding documents, exemplars, and other resources provided by MDE and are directly correlated with the national standards based on student learning, growth, and development. The recommended strategies provided to teachers are evidence-based strategies supported by assessment data. These programs of sequenced instruction include scientifically evidence-based instructional strategies and activities to promote the core academic program.

The school increases the amount and quality of learning time through the Bridge program. This program provides students with focused academic instruction in subject area assessment courses that show significant weaknesses. In addition, the school offers **additional opportunities for increased learning time or quality of learning** through Schoology, our LMS.

Enriched and accelerated curriculum is offered to students through differentiated instruction in the classroom and accelerated classes. Students are offered Advanced Placement, Dual Credit, Collegiate Academy (AKA Middle College) and Career Technical courses.

The school offers the following **well-rounded education programs**, activities, and courses not limited to: a variety of clubs, PE, sports (football, basketball, soccer, volleyball, archery, fishing, etc.), drama, band, art, JROTC, etc. In addition students are provided access to a state of the art Library/Media Center with physical and virtual resources/books.

2. Describe the evidence-based strategies that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Please provide the activities to be implemented which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Section 1114(b)(7)(A)(iii)(I) and Section 1115(b)(2)(C).

Explicit Instruction is used. According to John Hattie (1992) in Visible Learning, the use of explicit instruction can yield a 0.82 effect size (strong) on improving academic achievement with demographics similar to ours.

Differentiated Instruction is also used. According to John Hattie (1992) in Visible Learning Differentiated Instruction, has a .72 effect size.

One of the school's **evidence-based strategies** is the MTSS process. According to What Works Clearinghouse, with demographics similar to ours, the strategy has a moderate level of effectiveness for screening and strong evidence for intensive systematic instruction in small groups.

Tutoring services are provided for individualized instruction for small groups and/or one-on-one instruction. Tutoring, an intervention for learning needs, has an effect size of .77 and a response to intervention has an effect size of 1.29 according to "Hattie Ranking: 252 Influences and Effect Sizes Related to Student

Achievement" (Source: www.visiblelearningplus.com/content/250-influences-student-achievement (Retrieved 28 March 2018 / PDF).

Two Instructional Coaches are also used to aid teachers in ongoing, on-demand professional development as needed. The Instructional Coaches are also used to help students that are not progressing toward mastery as needed. The Instructional Coaches also facilitate the Professional Learning Communities (PLC's) throughout the school. Bruce Joyce and Beverly Showers (2002) found that peer coaching produces an effect size of 1.42 (equivalent to an improvement of 42 percentile points) when all four components of PD were included in a professional development program. (Retrieved from: ED588635.pdf) In John Hattie's Effect Size List (Killian, 2017) notes that Collective Teacher Efficacy has a 1.57 effect size. He also notes that Estimates of Student Achievement have an effect size of 1.62. These huge effect sizes point to the need for a collective professional learning community (PLC). (Citation: Killian, S. (2017, September 24). Hattie's 2017 Updated List of Factors Influencing Student Achievement. Retrieved from <http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>)

Counseling is one of the **evidence-based strategies** that address the needs of all children in the school. The counselor's host FAFSA days to help seniors seek financial aid for college and tech programs a student might be interested in. They complete each student's schedule to make sure the student is on track for graduation. They also intercept behavioral issues to help with classroom instruction.

In addition, the school has a nurse who provides medical assistance and screeners. Both the counselors and nurse positions help us keep students in school and lower our chronic absenteeism rate.

WHHS uses a variety of means to remediate and extend time students spend engaged in content. Some of these programs include, but are not limited to: Edgenuity, College & Readiness Class (MDE new course) and tutoring. McRel commissioned a metaanalysis student published in July of 2014 that stated, "Numerous evaluations have tested the effects of such programs on students' academic knowledge, study skills, social skills, and motivation to learn. This meta-analysis examined more than 7,000 studies, sorted them by scientific rigor, and identified 30 that used research designs capable of yielding strong evidence about the outcomes of increased learning time. In some cases the 30 studies found that increased learning time programs had a positive effect on student outcomes; in other cases the studies found no positive effect. This suggests that no single increased learning time program fits the needs of all students." As such, WHHS uses available data, outside research about a product and knowledge of students to choose what programs work for their students each year. (Citation: https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf)

3. Describe the evidence-based strategies that will be implemented for assisting preschool children in the transition from early childhood education programs to local elementary school programs. If it is not applicable, indicate "n/a" in the text box. Section 1114(b)(7)(A)(iii)(V).

West Harrison serves grades 7th to 12th grades so, the transition we focus on is between the middle school to the high school and the high school to post secondary.

Middle to High School transition begins in the spring with 8th grade visits. The High School Principal and a Counselor will visit the middle school and help students with their schedules, answer questions and provide information to students about the day to day running of the high school. In the summer parents and students are invited for Freshman Orientation. Students and parents are given the child's schedule and allowed to find all of the classrooms and meet their teachers. In addition at orientation we also provide students and parents information about programs, clubs, sports, classwork and even graduation! We believe this will lead to positive student outcomes for years to come.

High School to Post Secondary transition

West Harrison begins with Freshman orientation providing opportunities for post-secondary learning or work force training. As a course of action for each incoming freshman class a Remind 101/School Messenger and email account is set up so that information can be pushed out to parents and students as needed about these opportunities. In the spring the school holds a College and Career Fair in which students are allowed to visit booths from various colleges,

universities, career/technical centers, etc. In addition, the different divisions of the armed forces are also present to potentially answer questions about the different branches of service. Counselors host FAFSA days that invite senior parents to the school to fill out FAFSA information with the help of a Get2College mentor or the counselors.

School Plan - Professional Development

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School Year	Number of Teachers	Number of Certified Teachers	Number of Non-Certified Teachers	Number of Out of Field Teachers	Number of Inexperienced Teachers (0-3 years)	Professional Growth System Number of Teachers Scoring			
						1	2	3	4
2020-21	67	67	4	0	4	0.00	0.00	40.00	27.00
2021-22	66	66	0	0	6	0.00	2.00	33.00	31.00
2022-23	68	78	4	0	5	3.00	4.00	60.00	11.00

1. Describe the evidence-based professional development that will be implemented to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

PD Activity Description For At Risk Students	Time-Line	Likelihood of Positive Impact on Student Achievement	Likelihood of Impact on Teacher/Leader Capacity
Professional Learning Communities focusing on student data	Weekly	Strong	Strong
ACT Prep	Monthly	Strong	Strong
ACT Educator Training	One time -- various training dates	Strong	Strong
Professional Development Conferences for Leadership	Various Training	Strong	Strong

<p>Team (including principal, assistant principals, instructional coaches—Title I staff, and counselors) and teachers: teaching and leadership strategies, technology, etc. Professional development to include cost, fees, lodging, travel, and food.</p>	<p>Dates</p>		
<p>Professional and Consultant Services</p>	<p>Various</p>	<p>Strong</p>	<p>Strong</p>
<p>ACT Educator Certification/Advanced Placement Certification Opportunities—may include the purchase of software licenses and training involved.</p>	<p>Various</p>	<p>Strong</p>	<p>Strong</p>

2. What activities will be implemented for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

<p>PD Activity Description</p>	<p>Time-Line</p>	<p>Likelihood of Positive Impact on Student Achievement</p>	<p>Likelihood of Impact on Teacher/Leader Capacity</p>	<p>Need Identified in Needs Assessment</p>
<p>Professional Learning Communities focusing on student data</p>	<p>Weekly</p>	<p>Strong</p>	<p>Strong</p>	<p>Content knowledge</p>

ACT Prep	Monthly	Strong	Strong	ACT Exposure
ACT Educator Certification/Advanced Placement Certification Opportunities—may include the purchase of software licenses and training involved.	One time – various training dates	Strong	Strong	ACT Exposure AP content knowledge and exposure (funded through the district's Title II fund)
Professional Development Conferences for Leadership Team (including principal, assistant principals, instructional coaches —Title I staff, and counselors) and teachers: teaching and leadership strategies, technology, etc. Professional development to include cost, fees, lodging, travel, and food.	Various Training Dates	Strong	Strong	Content knowledge, classroom management, leadership, remediation

3. What activities will be implemented to recruit and retain effective teachers, particularly in high-need subjects? Section 1114(b)(7)(A)(iii)(IV) and Section 1115(b)(2)(D)

Our school has implemented the following **strategies to support new teachers**: ongoing trainings/meetings with one of the Instructional Coaches, a peer mentor is assigned to them, they participate in weekly Professional Learning Community meetings and they participate in a districtwide new teacher orientation.

Our school has also put into place **strategies to promote growth among new teachers** by their participation in departmental PLC's and ongoing training with the Instructional Literacy Coach and administrators. We have an ELA specialist from Kids First who meets with Instructional Coach and teachers to analyze data, analyze the standards, and create lessons from data retrieval.

For those teachers who have demonstrated high levels of performance, the following **retention practices, incentive programs, or growth opportunities** are in place: Title IV incentive pay for hard-to-find teacher positions (if funds are available), competitive pay scale and the use of a free clinic for medical and dental needs.

Our school reviews and analyzes student and teacher data to determine whether low income and minority students are being taught by ineffective, inexperienced, or out of field teachers at a higher rate than other students by continuing to look at the student's data and rearrange the master schedule to suit the needs of the students.

We ensure equitable access to highly effective teachers and address identified disparities by continuing to review student data and teacher data. This ensures the best fit for all students and teachers, as well as, providing equitable instruction for all.

Our school will implement field trips for educational purposes, such as bringing students on college visits, etc.

School Plan - Parent and Family Engagement

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1. Describe how the school will involve parents and family members in the development and evaluation of this plan. Section 1116(c)(3) and Section 1115(b)(2)(E)

The following chart details the school's family and community engagement activities for the 2023-2024 school year.

Name of Activity	Description	Time-line	Has Academic Focus	Engages EL Families	Virtual or In-Person
Orientation/Academic Plan	Welcome each class to the school and orient them to the campus and include information about state assessments	1 st semester	Yes	Yes	In-person and Virtual
Annual Title I Parent Meeting	Share tips for success with parents and students; inform parents of Title I information and parental rights	1 st semester	Yes	Yes	In-Person and Virtual
Senior Get2College Meeting	A discussion with parents on financial aid, senior year information, FAFSA, etc.	1 st semester	Yes	Yes	In-Person and Virtual
State Assessment Preparation Meeting	A discussion regarding student academic achievement and requirements.	1 st semester	Yes	Yes	In-Person and Virtual
ACT Readiness and Resources	Share ACT readiness skills and resources	2 nd semester	Yes	Yes	In-Person and Virtual

EL Parent Meeting	Discuss EL resources and upcoming assessments	2 nd semester	Yes	Yes	In-Person and Virtual
Collegiate Academy Parent Meeting	Discuss information regarding Collegiate Academy Opportunities	2 nd semester	Yes	Yes	In-Person and Virtual
Senior Information Meeting	Discuss all important academic information regarding dates and events	2 nd semester	Yes	Yes	In-Person and Virtual
State Assessment Parent Information Meeting	Discuss all state assessments, how to prepare for them, ways to help at home, etc.	2 nd semester	Yes	Yes	In-Person and Virtual

*All parents and students have access to resources given on the Schoology platform, Facebook, and Parent Square.

2. Describe the process used to develop, implement, and evaluate parent and family engagement activities to improve student academic achievement and school performance. Section 1116(d) and Section 1115(b)(2)(E)

The administrators and teachers met to determine a plan based on available data and surveys. Parents were also consulted by phone or in personal conversations to create the first Family Engagement plan, as well as in person at Title meetings. In addition, the draft of the Family Engagement Plan was posted to social media for comments. Going forward the parent and family engagement plan will be developed and updated with parental input through the parent and family planning meetings, Comprehensive Needs Assessment, other surveys and data. This committee is composed of three or four parents, the principal, and other school personnel. The committee will meet during the year review the activities, analyze the parent surveys and other data, and revise the plan as necessary. The school works with this team to implement the programs throughout the year. Evaluation and the method for determining progress takes place after each meeting through parent surveys, tracking of parent attendance, and any parent and staff comments (due to meetings being virtual attendance will be evaluated differently). The procedure for making revisions is to meet in the spring and evaluate the year's activities and review the Comprehensive Needs Assessment (CNA) data. Ineffective activities are removed, and new activities are added as necessary. The Parent and Family Engagement Plan is revised and submitted to the District Office.

3. Describe how the school will provide programs that reach parents and family members at home, in the community, as well as at school. Section 1116(3)(D)(ii) and Section 1115(b)(2)(E)

Since most of our students are economically disadvantaged, all of the parent and family engagement activities are designed to meet the needs of those who are economically disadvantaged. Our school is handicapped accessible to accommodate the disabled and/or those in wheelchairs. Student academic progress reports are usually provided to the student and parents will be alerted to this. If needed, the Instructional Literacy Coach will explain the data individually and in small groups, as one means of making those with limited literacy feel included. Reports and other information are presented in parent-

friendly language. Activities for the inclusion of families with limited English include translation and individual review of the student's progress. Mailings, pamphlets, or brochures of information on important dates, important testing dates and activities will be implemented, as needed. Our school will implement field trips for educational purposes, such as bringing students on college visits, etc. This is a way to involve family members, students, and the community.

4. Describe how the school will ensure that the schoolwide plan/targeted assistance plan is in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand. Section 114(b)(4), Section 116(e)(5) and Section 115(b)(2)(E)

The schoolwide plan will be in a uniform format following the format provided by MDE. It will be written in parent-friendly language and shared verbally during the annual Title I Meeting. Other academic information will be disseminated to parents and families in an understandable format. Care is taken to write the information in parent-friendly terms. In addition, this information is often offered during a parent meeting. Important data results and other information are often translated into the home language of the student.

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1. Summarize successes your school has experienced and why.

1. Summarize successes your school has experienced and why.

What's Working PROGRESS	Root Cause
<i>Behavior</i>	<i>Administration and Teacher focus is on student achievement; tight schedule forces students to get to class; the culture of the school is student achievement; career fairs & other activities that focus students on life after high school</i>
<i>Teacher Cadre</i>	<i>Teachers want to work at schools that are high achieving and have few discipline problems</i>
<i>Overall Achievement of School</i>	<i>Overall the achievement of the school has been exceptional in comparison to the rest of the state (work still needs to be done in subgroups and certain pockets of achievement and administration strives each year to keep this momentum going)</i>

2. Summarize challenges your school has experienced and why.

What's NOT Working CHALLENGE	Root Cause	Action Taken to Address Weakness
<i>Previous Content Knowledge</i>	<i>Inconsistent schooling; Transiency; Students did not have time to fully absorb content prior to high school</i>	<i>Bridge courses: rearranged schedule to create pathways for all students to succeed; tutoring services before or after school</i>

Reading Levels of a Subsection of Students	Inconsistent schooling; Transiency; Students did not have time to fully absorb content prior to high school	Bridge courses: rearranged schedule to create pathways for all students to succeed; tutoring services before or after school
Students Out of School; Transiency	Homelessness; Inconsistent stream of funding for families; Students moving between parents; Families moving to find better housing, etc.	Counselors, Dropout Specialist and Registrar track students to ensure they are getting what they need to succeed.
Teacher/Student Lack of Access to Equipment and Supplies to Supplement Student Learning	Constraints of current district budget; some students do not have funds to purchase school supplies	Purchase educational technology and supplies for teachers and students; We will have a school store created to supply teachers and students with needed materials.

3. List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies for (if not applicable indicate "n/a"):

- a. Student Achievement Data
 - Instructional Leadership assistance for principals and teachers
 - Educational technology for teachers and students
 - Educational supplies, software, curriculum licenses, and subscriptions teachers and students
 - Educational coaching and professional development
 - Educational field trips
 - Educational materials such as workbooks, textbooks, teacher guides, etc.
 - Educational workshops for parents and students
 - Tutoring before or after school
- b. College and Career Readiness
 - ACT Readiness
 - Exposure to ACT question stems
 - Exposure to post-secondary opportunities for students: college, armed forces, career, trade school, etc.
 - Educational field trips to visit colleges and job opportunities
 - ACT WorkKeys/Readiness curriculum and certifications

c. School Climate and Culture

- Students sleeping in class, dress code
- Other small infractions that steal instructional minutes
- School supplies and resources

d. Curriculum and Instruction

- Instructional Leadership assistance for principals and teachers
- Educational technology for teachers and students
- Educational supplies, software and subscriptions teachers and students
- Educational coaching and professional development
- Educational field trips
- Educational materials such as workbooks, textbooks, teacher guides, etc.
- Educational workshops for parents and students
- Tutoring before or after school
- Educational endorsements for teachers—ACT Certification, AP Certification, etc.

e. Professional Development

- Instructional Leadership assistance for principals and teachers
- Educational technology for teachers and students
- Educational supplies, software and subscriptions teachers and students
- Educational coaching and professional development
- Professional Development for principals, instructional coaches, counselors, teachers and staff-- Including cost, fees, travel, lodging, and food (as necessary) on teaching and leadership strategies for all teachers
- ACT instruction

f. Parent and Family Engagement

- Orientation to campus
- ACT Readiness and resources
- FAFSA and College application
- EOC resources and assistance for Algebra I, English II, Biology and US History
- Virtual Learning/Schoolology
- Parent workshops and food for parental involvement activities and meetings

4. Describe how Title I funds and services are coordinated and integrated with other federal, state, and local services and programs. These programs include any supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and

technical education programs, and school improvement activities. Section 1114(b)(5) and Section 1115(b)(2)(F).

The school coordinates and integrates all funding sources available to meet the needs of our students. The school works closely with our Food and Nutrition Department to provide healthy meals during the day and to meet additional needs of our students through the provision of after-school snacks when necessary, sack lunches for field trips, and educational information. The school works with the middle schools to ease any transition issues and in turn also works with post-secondary campuses and entities. For example, we coordinate with the Armed Forces, trades schools and in state and out of state colleges and universities. In addition, we also work with our CTE program by busing students to the CTE building, ensuring that the staff is aware of any state assessments and the counselors coordinate with CTE to ensure that students are ready for CTE courses. In addition, we coordinate with CTE so that they can recruit students for their programs throughout the year. The school braids state and local funds with federal and special education funds to meet the academic needs of our students. Student needs are identified, and these needs are discussed with the District Office to determine all funds available that can be used to address these needs and improve the core academic program of the school. The funding sources available to the school and which will be used to support goals, strategies, and action steps are Title I funds.

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Plan Items ()

1) District-Level: Content Area Instruction - School-Level: Content Area Instruction

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in state-tested subject areas. Students who are proficient as defined by MAAP will increase for state-tested subject areas, and the performance gap between subgroups of students as defined by ESSA will be reduced.

Performance Measure:

District-Level: Students attaining proficiency will increase by 2% in grades 3-12 on state-tested subject areas.

AS 1.1) District-Level: Address teaching and learning needs related to academic problems of low achieving students. - School-Level: Address teaching and learning needs related to academic problems of low achieving students.

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process.

AS 1.1.1) Target teaching and learning needs related to academic problems of low achieving students.

Description:

Fund Educational employees, such as ILCs and Tutors to help with teaching and learning needs that are related to academic problems. Supplies, educational software and subscriptions, and equipment will be purchased to help teachers and students meet their academic goals.

Benchmark Indicator:

1% increase in number of students at or above proficiency level on EOC MAAP as compared to the previous year.

Person Responsible:
Principal

Estimated Completion Date:
9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Employees, Supplies, Subscriptions & Equipment	\$282,000.00

AS 1.3) District-Level: Parent Education Involvement (Reading & Mathematics) - School-Level: Parent Education Involvement (Reading & Mathematics)

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children improve in reading and mathematics.

AS 1.3.1) Family Engagement

Description:

Increase two way, ongoing communication with parents for the purpose of providing them information about how to help their student succeed at home and at school.

Benchmark Indicator:

1% increase in number of parent meetings/recordings from the previous year

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	supplies	\$3,915.24

2) District-Level: Professional Development - School-Level: Professional Development

Description:

District-Level: All students will be taught by state certified teachers receiving high quality professional development.

Performance Measure:

District-Level: Increase by 2% of teachers scoring 3 or higher on the Teacher Growth Rubric

5) 2.1) District-Level: High quality professional development of instructional staff - School-Level: High quality professional development of instructional staff

Description:

District-Level: Address sustained (not stand-alone, one-day, or short - term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused teacher needs, as identified by teacher evaluation, administrator feedback and state assessment results.

AS 2.1.1) Incoming and outgoing professional development

Description:

Fund incoming and outgoing professional development for staff.

Benchmark Indicator:

1% increase in number of students at or above proficiency level on EOC MAAP as compared to the previous year.

Person Responsible:

Principal

Estimated Completion Date:

9/30/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Incoming and outgoing PD travel and registration	\$40,000.00

Required Documents

This page is currently not accepting Related Documents.