School Strategic Plan History Log

Cabell County Schools (012) Public District - FY 2024 - Huntington High School (012-560) Public School - School Strategic Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
8/31/2023 11:11:53 AM	Heather Scarberry	Status changed to 'School Strategic Plan Approved by County'.	S
8/31/2023 11:11:43 AM	Heather Scarberry	Status changed to 'School Strategic Plan Completed'.	S
5/17/2023 9:29:00 AM	Mary Davidson	Status changed to 'School Strategic Plan Started'.	S
1/17/2023 11:24:04 AM	Elizabeth Younis	Status changed to 'School Strategic Plan Not Started'.	S

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* Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.

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* What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.

Huntington High School, in collaboration with our families and community, will set high expectations for each student in HTOWN by:

- Providing tiered systems of support
- Cultivating relevant learning opportunities both inside and outside of the classroom
- Assisting in the development of critical thinking and effective communication
- Establishing lifelong team players on and off The Hill

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School Strategic Plan - Demographic Data

Student Groups	State (2022-23)	County (2022-23)	School (2022-23)
	% of Students	% of Students	% of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	51.28	53.17	56.74
English Learners	0.87	0.94	1.41
Foster Care	1.46	1.67	1.52
Homeless	3.09	2.88	3.99
Military Connected	0.17	0.02	--
Students with Disabilities	18.05	21.53	21.28
Race			
American Indian or Alaska Native	0.25	0.52	0.59
Asian	0.99	1.41	1.17
Black or African American	7.23	11.78	20.46
Hispanic or Latino Native	2.20	1.54	2.70
Multi-Racial	0.43	1.02	0.41
Native Hawaiian or Other Pacific Islander	0.14	0.13	0.29
White	88.57	82.60	74.21
Gender			
Female	48.35	48.02	46.54
Male	51.65	51.98	53.46

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,

EL screener data and supports the EL students, methods of stakeholder communication and involvement, staff/parent trainings, results of parent and family engagement opportunities, enrollment/transient/out of area transfers, retention data, related staff/parent trainings, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Data collected from ZoomWV-e May 16, 2023

1645 enrolled students 862 males, 783 females, 188 Black/African American, 194 are Multi-Racial, 45 are Hispanic or Latino, 1202 are White, 10 are Asian, 309 have IEPs

- 395 12th grade 197 males, 198 females, 48 Black/African American, 33 are Multi-Racial, 10 are Hispanic or Latino, 300 are White, 3 are Asian, 87 have IEPs
- 340 11th grade 178 males, 162 females, 46 Black/African American, 39 are Multi-Racial, 11 are Hispanic or Latino, 239 are White, 3 are Asian, 57 have IEPs
- 419 10th grade 225 males, 194 females, 39 Black/African American, 56 are Multi-Racial, 10 are Hispanic or Latino, 310 are White, 1 are Asian, 68 have IEPs
- 491 9th grade 262 males, 229 Females, 55 Black/African American, 66 are Multi-Racial, 14 are Hispanic or Latino, 353 are White, 3 are Asian, 97 have IEPs

957 **Economically Disadvantaged** – of these, 511 are males, 446 are females, 232 have IEPs.

- 214 12th grade, of that 103 are male and 111 are female, 33 are African American, and 21 are Multi-Racial, 62 have an IEP
- 171 11th grade, of that 88 are male and 83 are female, 34 are African American and 24 are Multi-Racial, 42 have an IEP
- 247 10th grade, of that 137 are male and 110 are female, 30 are African American and 38 are Multi-Racial, 50 have an IEP
- 325 9th grade, of that 183 are male and 142 are female, 45 are African American and 43 are Multi-Racial, 78 have an IEP

56 Homeless
31 in Foster Care
73 being raised by a grandparent(s)

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The data summarized here was obtained from ZoomWV and WVEIS.

Huntington High School services an impoverished community that continues to be in decline. 58% of our students live in economically disadvantaged homes. Many of the older houses and buildings in the city and surrounding area have become rental property. One of the components that affects our school's higher percentage of economically disadvantaged students, is the accessibility of rental property and public housing within our school district. The number of students serviced as homeless at Huntington High School over the past year was 56, although this number does not include 31 students in foster care or 73 being raised solely by their grandparents. This is only what has been reported to us, however, we know that a larger portion of our students do not live in

stable households; some with someone other than their biological parents, and many with a single parent. In order to retain and support all students at Huntington High School the following services are provided to the students and families of those that attend the school.

We use Title I funding to fund or partially fund six positions to help meet the needs of our at-risk population. Those positions include: Academic Coach (focused on instructional support, intervention, and data analysis), a full-time, school-based Social Worker, a full-time Counselor, Attendance Specialist, 1/2 of the On-Site Coordinator for the Communities in Schools Program, 1/4 of a school-based social worker for the Crossroads Academy (alternative school), 1 Title I Parent Partner and 1 Behavior Interventionist (to focus on discipline for at-risk students along with classroom needs).

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School Strategic Plan - Academic Data

Color Reference Guide	
Exceeds Standard	🟩
Meets Standard	🟦
Partially Meets Standard	🟨
Does Not Meet Standard	🟥
Below Cell Size	⬜

Due to the Assessment Waiver received by WVDE for the 2019-20 school year, there will be no Assessment data or Scorecard Ratings in the GPS data tables.

2030 Annual English Language Arts (ELA) Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	43.04	45.23	47.42	47.42	49.61	51.80	53.99	56.18	58.38	60.57	62.76	64.95	67.14	69.33	71.52

NOTE: To review subgroup target information, please visit ZoomWV for Educators

ELA Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	50.68	49.81	🟨	46.40	41.83
Status						
Economically Disadvantaged	--	34.23	36.01	🟥	32.78	31.26
English Learners	--	50.00	33.33	🟥	26.32	11.70
Foster Care	--	40.00	21.05	🟥	25.34	24.08
Homeless	--	41.67	42.11	🟥	36.78	26.23

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Student Groups				2021-22 Scorecard Rating	County	State
Military Connected	--	--	--		0.00	52.94
Students with Disabilities	--	11.36	14.14		13.23	11.06
Race						
American Indian or Alaska Native	--	0.00	--		12.50	28.26
Asian	--	100.00	66.67		76.92	70.21
Black or African American	--	18.18	29.04		22.92	26.27
Hispanic or Latino Native	--	62.50	40.00		48.24	36.45
Multi-Racial	--	35.48	59.09		41.29	36.93
Native Hawaiian or Other Pacific Islander	--	--	--		--	45.28
White	--	58.94	51.30		48.27	42.67
Gender						
Female	--	42.96	54.58		52.06	46.48
Male	--	57.23	45.85		41.04	37.43

ELA Academic Progress

Student Groups	School (2021-22) % of Students	2021-22 Scorecard Rating	County (2021-22) % of Students	State (2021-22) % of Students
All	--		48.87	46.05
Status				
Economically Disadvantaged	--		43.86	41.93
English Learners	--		36.84	37.91
Foster Care	--		39.97	36.98
Homeless	--		48.21	41.82
Students with Disabilities	--		36.53	33.10
Race				
American Indian or Alaska Native	--		25.00	26.79
Asian	--		78.95	67.70
Black or African American	--		43.26	37.93
Hispanic or Latino Native	--		42.86	45.70
Multi-Racial	--		48.17	44.54

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Native Hawaiian or Other Pacific Islander	--		--	39.13
White	--		49.33	46.34
Gender				
Female	--		--	--
Male	--		--	--

Reading Lexile Distribution - School (2021-22)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Proficiency Rate for whole group

- 50% are proficient in ELA, 15% are proficient in Math, 27% are proficient in Science

- Males - 46% are proficient in ELA, 17% are proficient in Math, 28% are proficient in Science

- Females -55 % are proficient in ELA, 13% are proficient in Math, 26% are proficient in Science

- African- Americans-29% are proficient in ELA, 5% are proficient in Math, 10% are proficient in Science

- Multi-Racial-30% are proficient in ELA, 7% are proficient in Math, 18% are proficient in Science

- White-51% are proficient in ELA, 14% are proficient in Math, 27% are proficient in Science

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Proficiency Rate for Economically Disadvantaged

- 36% are proficient in ELA, 6% are proficient in Math, 19% are proficient in Science

- Males - 46% are proficient in ELA, 17% are proficient in Math, 23% are proficient in Science

- Females – 55% are proficient in ELA,13 % are proficient in Math, 20 % are proficient in Science

- African-Americans-12% are proficient in ELA, 4 % are proficient in Math, 4% are proficient in Science

- Multi-Racial- 28% are proficient in ELA, 6% are proficient in Math, 11% are proficient in Science

- White- 44 % are proficient in ELA, 20 % are proficient in Math, 29% are proficient in Science

Foster Care Proficiency Rate

- 21% are proficient in ELA, 21% are proficient in Math, 0% are proficient in Science

- Males - 50% are proficient in ELA, 25% are proficient in Math, 25% are proficient in Science

- Females - 60% are proficient in ELA, 20% are proficient in Math, 20% are proficient in Science

Homeless Proficiency Rate

- 42% are proficient in ELA, 42% are proficient in Math, 21% are proficient Science

- Males 57% proficient in ELA, 14% are proficient in Math, 29% are proficient Science

- Females 17% proficient in ELA, 0% are proficient in Math, 0% are proficient Science

ELA Proficiency Rates

2016-2017: 42%

2017-2018: 51%

2018-2019: 44%

2019-2020: --

2020-2021: 51.28%

2021-2022: 55.2%

SAT School Day Testing Results-April 2022
Seniors
School Mean Score 900
279 participants

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13% Met both Benchmarks
48% Met ERW
14% Met Math
51% Met None
Juniors
School Mean Score 868
320 participants
24% Met both Benchmarks
53% Met ERW
25% Met Math
46% Met None
Sophmores
School Mean Score 800
386 participants
19% Met both Benchmarks
49% Met ERW
20% Met Math
50% Met None

Benchmark Placement April 2022

2023 Cohort

	School Mean	Difference	Met Both Benchmarks	ERW	Math
SAT 2022	900	-10	13%	48%	14%
PSAT/NMSQT (Fall 2021)	910	+32	18%	60%	19%
PSAT 10 (Spring 2021)	878		20%	59%	22%

2024 Cohort

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	School Mean	Difference	Met Both Benchmarks	ERW	Math
PSAT 10 (2022)	868	+72	24%	53%	18%
PSAT 8/9 (2021)	796		18%	50%	25%

AP Exam	Total Students Taking Exam	Passed	Failed
Art History	3	1	2
Biology	25	19	6
Calculus AB	16	6	10
Chemistry	10	2	8
English Language & Composition	37	27	10
English Literature and Composition	20	18	2
Environmental Science	3	3	0
European History	13	3	10

Human Geography	14	8	6
Physics I	8	3	5
Psychology	47	21	26
Spanish Language and Culture	1	1	0
Statistics	31	11	20
United States Government and Polotics	57	20	37
United States History	37	16	21
World History: Modern	1	0	1

Dual Credit Enrollment``

Class	2019-2020	2020-2021	2021-2022	Projected 2022-2023
ENG 101	21 (down from a projection of 27)	19	11 (HHS); 4 (JumpStart)	25
COM 103	24 (down from a projection of 27)	Not Offered	15 (HHS); 3 (JumpStart)	12

Honors English Classes Enrollment

Class	2019-2020	2020-2021	2021-2022	Projected 2022-2023

English 9 Honors	93	104	97 (incl. 1 virtual)	
English 10 Honors	104	68	108 (incl. 4 virtual)	

Co-Taught Classes

Class	English 9 (CT)	English 10 (CT)	English 11 (CT)	English 12 (CT)
2019-2020	X	X	X	X
2020-2021	X	X	X	X
2021-2022	X	X	X	X
2022-2023	X	X	X	X

Summer School Graduates 21.22 - 17

AP Dual Credit Class - 22.23 - We had 158 students take AP courses and 286 courses taken in total.

Just based off of class enrollment, we had 113 students take dual credit courses. However, this does not count the approximate 45 students that attended jumpstart.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Weekly Targeted SAT Practice	We have a goal in place of 30 minutes of weekly targeted SAT practice on Khan Academy this year. This will be utilized in Compass.

180 Days Curriculum Implementation	This initiative has not been fully implemented in the English Department. Some teachers are using the program, but not all. Additional monies from both Title I school funds and from the district were provided to expand classroom libraries for students.
Student Support (After-School Tutoring)	Students have access to after-school tutoring in all four core subjects.
Advanced Course Offerings (Co-Taught, Pull-out)	Students have access to more advanced courses including two AP classes: AP Language and AP Literature; Honors English 9 and Honors English 10; and Dual Credit for English 101/102 and Comm 103 from Marshall University
Paid Collaboration Time for Teachers	Small group ELA teachers meet multiple times in order to discuss best practices, plan and collaborate on how to improve instruction.
ELA Interventionist	Interventionist teaches two retake sections of ELA 10, and two sections of ELA Intervention.
Assistance from ICLE, Solution Tree, and CSI-ATS	Consultants from multiple agencies are assisting administration and educators on improvement strategies for English.

ELA Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The interventions, programs, and strategies we have in place appear to be working as our students' ELA achievement has been climbing steadily toward our 2030 targets. We are also seeing increased enrollment in Honors, AP, and Dual Enrollment courses. It is our recommendation to continue all current programs to continue to see improvement.

2030 Annual Mathematics Goal Targets

	2017 (Base)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Target	18.77	21.89	25.02	25.02	28.14	31.27	34.39	37.52	40.64	43.76	46.89	50.01	53.14	56.26	59.38

NOTE: To review subgroup target information, please visit ZoomWV for Educators

Mathematics Proficiency

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	25.85	15.19		36.07	32.69
Status						
Economically Disadvantaged	--	14.09	5.54		23.95	22.95

Student Groups		School		2021-22 Scorecard Rating	County	State
English Learners	--	50.00	0.00		31.58	15.82
Foster Care	--	20.00	0.00		23.39	17.01
Homeless	--	8.33	0.00		19.66	18.52
Military Connected	--	--	--		0.00	50.27
Students with Disabilities	--	6.82	3.14		12.76	10.11
Race						
American Indian or Alaska Native	--	0.00	--		25.00	22.83
Asian	--	100.00	66.67		79.49	67.72
Black or African American	--	4.55	7.26		13.62	16.66
Hispanic or Latino Native	--	37.50	20.00		29.41	25.76
Multi-Racial	--	9.68	27.27		31.12	26.94
Native Hawaiian or Other Pacific Islander	--	--	--		--	35.85
White	--	31.40	14.15		37.86	33.58
Gender						
Female	--	20.74	13.26		35.15	31.40
Male	--	30.19	16.79		36.94	33.92

Math Academic Progress

Student Groups	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students		% of Students	% of Students
All	--		45.73	44.43
Status				
Economically Disadvantaged	--		38.88	39.18
English Learners	--		36.84	35.58
Foster Care	--		40.41	59.74
Homeless	--		43.39	38.25
Students with Disabilities	--		35.76	31.65
Race				
American Indian or Alaska Native	--		25.00	42.11

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Asian	--		68.42	72.01
Black or African American	--		35.94	35.26
Hispanic or Latino Native	--		41.82	40.82
Multi-Racial	--		40.91	41.35
Native Hawaiian or Other Pacific Islander	--		--	41.67
White	--		46.95	44.86
Gender				
Female	--		--	--
Male	--		--	--

Mathematics Performance Distribution - School (2021-22)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3					
4					
5					
6					
7					
8					
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA21, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Proficiency Rates

2016-2017: 34%

2017-2018: 28%

2018-2019: 26%

2019-2020: --

2020-2021: 25.64%

Benchmark Placement

Assessment	Benchmark	Current Score	Difference
PSAT 8/9	430	376	-54
PSAT 10	480	424	-56

Average HHS Sophomore's Performance on PSAT 10 based on SAT Benchmark Score Progression

Average HHS Freshman's Performance on PSAT 8/9 based on SAT Benchmark Score Progression

AP Scores for Math Courses

	2018 AP Test Mean Score	2019 AP Test Mean Score	2020 AP Test Mean Score	2021 AP Test Mean Score
AP Stats	2.19 (26 testers)	3.1 (10 testers)	1.89 (18 testers)	
AP Calculus AB	2.82 (11 testers)	4 (11 testers)	2.53 (17 testers)	

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AP Classes

Class	2019-2020	2020-2021	2021-2022	Projected 2022-2023
AP Statistics	18	27 (incl. 3 virtual)	32	20
AP Calculus	18	16 (incl. 1 virtual)	18	6

Dual Credit

Class	2019-2020	2020-2021	2021-2022	Projected 2022-2023
MTH 122	30	18	2	
MTH 127	31	20	10	12

Honors Math Classes

Class	2019-2020	2020-2021	2021-2022	Projected 2022-2023
Geometry Honors	93	65	70	
Algebra II Honors	97	76	86 (incl. 1 virtual)	57

Trigonometry Honors* (MTH 122)	28	26	46	33
Pre-Calculus Honors* (MTH 127)	36	51	59	52

Co-Taught Class Offerings

Class	Algebra I	Geometry	Algebra II	Transitional Math	Financial Algebra
2019-2020	X	X	X	X	X
2020-2021	X	X	X	X	X
2021-2022	X	X	X	X	X
2022-2023	X	X	X	X	X

Mathematics Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Student Support (After-School Tutoring)	Students have access to after-school tutoring.
ALEKs	Using a self-paced computer program, students are able to work on strengthening their weaknesses (as identified in a pre-test). This program is a companion to the textbook series currently adopted by the Math Department.

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Advanced Course Offerings (AP, Dual Credit, Honors)	Students have access to more advanced courses including: Honors Geometry, Honors Algebra II, Honors Trigonometry, and Honors Pre-Calculus; AP Statistics and AP Calculus; and Dual Credit MTH 122 and MTH 127 with Marshall University.
Specialized Course Offerings (Co-Taught, Pull-Out)	Students can be placed in Math courses with varying levels of support as appropriate for their individual needs. Specifically, in the 9th grade students who require additional support are provided with an extra period of support.
Paid Collaboration Time for Math Teachers	Math teachers meet multiple times in order to discuss best practices, plan, and collaborate on how to improve instruction.
All Things Algebra Resources	These resources are being used to complement our existing curriculum.
Math Pilot Program	As of 5.12.22, 226 students were served during the fall semester; 128 were served in the spring for a total of 354. New numbers for 2023 will be added once obtained.
Assistance from ICLE, Solution Tree, and CSI-ATS	Consultants from multiple agencies are assisting administration and educators on improvement strategies for Math.
Math Interventionist	Interventionist teaches 1 retake sections of Algebra I and 2 Algebra I Labs, and three sections of Math Intervention.

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The above data illustrates the struggle our students are experiencing in Math. Our proficiency rates are well below our 2030 Learning Targets and enrollment in advanced progression Math courses are declining. We believe that continued emphasis on specialized PD and programs for Math teachers is essential. The continuation of the Math Intervention Program is needed to help provide additional support to struggling students

English Language Proficiency Assessment Results (ELPA21)

	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA21 (Reading, Writing, Speaking & Listening)	38.46	33.33	12.50	26.51	39.49

Detailed data by domain is available at ZoomWV for Educators

English Language Proficiency Assessment Results for the Reading Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	5	3	1	14	348
Level 2	3	0	3	10	346

Level 3	2	5	5	29	596
Level 4	0	0	0	14	207
Level 5	4	0	0	11	166

English Language Proficiency Assessment Results for the Writing Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	2	1	0	15	382
Level 2	4	2	3	12	335
Level 3	4	5	6	34	672
Level 4	1	0	0	10	162
Level 5	3	0	0	7	112

English Language Proficiency Assessment Results for the Speaking Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	2	1	0	13	254
Level 2	1	1	3	16	274
Level 3	8	2	2	21	507
Level 4	1	1	1	11	299
Level 5	2	3	3	17	329

English Language Proficiency Assessment Results for the Listening Domain

ELPA21 Performance Level	School 2019-20	School 2020-21	School 2021-22	County 2021-22	State 2021-22
Level 1	1	1	0	6	131
Level 2	3	0	0	4	125
Level 3	6	5	5	21	524
Level 4	0	1	2	23	470
Level 5	4	1	2	24	413

☐ **Not Applicable if EL cell size is 0**

EL Improvement Practices/Strategies Currently Implemented (One Practice / Strategy Per Box)	Brief Description of Success
Student Support/Intervention	Students are provided with varying levels of support in their most appropriate environment from in-class (push in) support to pull-out individualized support as appropriate.

EL Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

This year, HHS screened 18 students; 28 students at HHS receive direct services from our ESL staff, and an additional student who identifies as EL (who haven't tested out yet), but whose parents have opted out of services. Two additional students were monitored due to testing out. We will continue to provide support to our ELL students, utilizing ESL educators and the SIOP (Sheltered Instruction Observation Protocol) model.

7 of our ELL students came to HHS with "emerging" level in reading and writing.

11th & 12th graders who took ELPA21 beat the state average of reading proficiency (10%) with a 17% proficiency rate.

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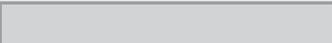
School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide	
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

▬ ☐ **Not Applicable (Elementary and Middle Schools)**

On Track

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	84.38	73.00	66.36		72.43	76.86
Status						
Economically Disadvantaged	80.29	62.72	50.90		54.96	64.95
English Learners	83.33	100.00	100.00		100.00	66.66
Foster Care	70.00	75.00	25.00		14.28	42.94
Homeless	50.00	78.57	57.14		48.14	61.64
Military Connected	--	--	--		--	92.85
Students with Disabilities	84.26	65.75	54.41		60.90	65.03
Race						
American Indian or Alaska Native	--	--	--		--	57.14
Asian	100.00	87.50	100.00		100.00	81.35
Black or African American	82.61	54.29	71.73		73.46	71.16
Hispanic or Latino Native	90.00	100.00	62.50		54.54	68.63

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	School	School	School	County	State
Multi-Racial	83.87	68.97	62.85		65.85	68.80
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	84.48	75.62	65.67		72.86	77.53
Gender						
Female	87.15	72.64	68.32		76.85	80.73
Male	82.08	73.33	64.45		68.56	73.13

10th Graders with Twelve Earned Credits

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
All	90.22	78.27	79.20	85.13	88.56
Status					
Economically Disadvantaged	86.85	69.23	66.06	72.69	80.63
English Learners	100.00	100.00	100.00	100.00	88.46
Foster Care	70.00	87.50	50.00	28.57	64.10
Homeless	50.00	85.71	71.42	62.96	77.53
Military Connected	--	--	--	--	92.85
Students with Disabilities	90.74	71.23	64.70	73.63	82.47
Race					
American Indian or Alaska Native	--	--	--	--	64.28
Asian	100.00	100.00	100.00	100.00	95.76
Black or African American	86.95	62.85	84.78	85.71	85.16
Hispanic or Latino Native	100.00	100.00	87.50	90.90	83.85
Multi-Racial	93.54	79.31	80.00	80.48	82.23
Native Hawaiian or Other Pacific Islander	--	--	--	--	100.00
White	90.08	79.75	77.54	85.15	88.99
Gender					
Female	93.75	77.70	80.12	86.72	90.60
Male	87.28	78.78	78.31	83.73	86.61

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10th Graders with two or more credits in English, Math, Science, and Social Studies

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
All	78.54	67.73	67.88	73.30	77.63
Status					
Economically Disadvantaged	73.71	56.21	53.33	56.73	66.03
English Learners	66.66	100.00	100.00	100.00	66.66
Foster Care	70.00	62.50	25.00	14.28	42.94
Homeless	50.00	71.42	57.14	48.14	62.19
Military Connected	--	--	--	--	92.85
Students with Disabilities	77.77	60.27	60.29	65.45	66.79
Race					
American Indian or Alaska Native	--	--	--	--	57.14
Asian	100.00	75.00	100.00	100.00	81.35
Black or African American	78.26	45.71	71.73	73.46	72.00
Hispanic or Latino Native	80.00	100.00	62.50	54.54	69.25
Multi-Racial	74.19	58.62	62.85	68.29	70.45
Native Hawaiian or Other Pacific Islander	--	--	--	--	100.00
White	78.87	71.48	67.79	73.72	78.28
Gender					
Female	80.55	67.56	69.56	77.46	81.49
Male	76.87	67.87	66.26	69.64	73.91

2030 4-Year Cohort Graduation Rate Goal Targets

Base 2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
77.92	79.23	80.55	81.86	83.18	84.49	85.80	87.12	88.43	89.74	91.06	92.37	93.69	95.00

Graduation 4-Year Cohort

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students

	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
All	86.13	83.10	79.95	 	85.94	91.17
Status						
Economically Disadvantaged	80.81	--	72.31	 	76.40	85.32
English Learners	100.00	100.00	50.00	 	72.73	80.56
Foster Care	--	72.73	--	 	--	--
Homeless	--	66.67	--	 	--	--
Military Connected	--	--	--	 	--	--
Students with Disabilities	78.08	73.68	71.01	 	72.88	83.06
Race						
American Indian or Alaska Native	50.00	50.00	100.00	 	100.00	95.24
Asian	100.00	100.00	60.00	 	77.78	96.72
Black or African American	92.16	90.91	83.93	 	84.75	86.94
Hispanic or Latino Native	77.78	91.67	70.00	 	77.78	85.53
Multi-Racial	84.85	87.88	86.84	 	86.79	89.45
Native Hawaiian or Other Pacific Islander	--	--	--	 	--	90.00
White	85.62	80.89	78.91	 	86.23	91.51
Gender						
Female	87.50	87.94	80.87	 	87.37	92.82
Male	84.93	78.73	79.19	 	84.65	89.64

Graduation 5-Year Cohort

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	83.87	88.05	85.71	 	90.84	92.65
Status						
Economically Disadvantaged	63.86	--	79.32	 	84.72	87.80
English Learners	100.00	100.00	100.00	 	92.86	95.63
Foster Care	--	--	--	 	--	--
Homeless	--	--	--		--	--

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Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
Military Connected	--	--	--		--	--
Students with Disabilities	72.06	79.45	75.32		81.68	85.66
Race						
American Indian or Alaska Native	0.00	50.00	100.00		100.00	100.00
Asian	100.00	100.00	100.00		100.00	100.00
Black or African American	82.46	92.16	92.59		93.33	88.53
Hispanic or Latino Native	100.00	77.78	91.67		85.00	91.80
Multi-Racial	84.62	84.85	87.88		87.50	92.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	83.79	88.14	83.81		90.85	92.82
Gender						
Female	88.50	89.53	90.95		94.66	94.60
Male	79.91	86.76	81.00		87.01	90.83

Post-Secondary Achievement Data

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All						
Status						
Economically Disadvantaged						
English Learners						
Foster Care						
Homeless						
Military Connected						
Students with Disabilities						
Race						
American Indian or Alaska Native						
Asian						
Black or African American						

Hispanic or Latino Native	
Multi-Racial	
Native Hawaiian or Other Pacific Islander	
White	
Gender	
Female	
Male	

College Readiness (AP/IB)

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
All					
Status					
Economically Disadvantaged					
English Learners					
Foster Care					
Homeless					
Military Connected					
Students with Disabilities					
Race					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino Native					
Multi-Racial					
Native Hawaiian or Other Pacific Islander					
White					
Gender					
Female					
Male					

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College Readiness (Dual Credit)

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
All	27.30	26.95	16.86	32.20	30.68
Status					
Economically Disadvantaged	15.08	17.93	8.13	16.16	17.29
English Learners	66.67	0.00	0.00	57.14	14.11
Foster Care	0.00	50.00	0.00	0.00	18.84
Homeless	0.00	18.75	0.00	25.80	16.19
Military Connected	--	--	--	--	64.28
Students with Disabilities	0.00	7.41	7.69	8.69	5.11
Race					
American Indian or Alaska Native	0.00	0.00	--	0.00	10.52
Asian	0.00	75.00	75.00	75.00	49.15
Black or African American	28.89	17.39	15.09	16.07	19.88
Hispanic or Latino Native	16.67	16.67	10.00	16.66	20.23
Multi-Racial	21.43	24.14	18.75	20.00	21.72
Native Hawaiian or Other Pacific Islander	--	--	--	--	37.50
White	28.20	28.67	16.31	34.59	31.57
Gender					
Female	32.35	33.69	21.47	40.00	38.69
Male	22.47	20.11	13.22	25.12	22.97

Career Readiness (CTE Completer and Advanced Courses)

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students	% of Students	% of Students
All	29.31	25.61	18.34	21.33	38.24
Status					
Economically Disadvantaged	30.17	33.15	20.93	28.61	38.91
English Learners	0.00	50.00	0.00	0.00	20.00

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Foster Care	25.00	50.00	0.00	0.00	34.78
Homeless	16.67	43.75	23.07	29.03	32.99
Military Connected	--	--	--	--	42.85
Students with Disabilities	0.00	27.78	3.84	7.60	39.18
Race					
American Indian or Alaska Native	0.00	0.00	--	0.00	31.57
Asian	0.00	0.00	0.00	0.00	19.49
Black or African American	24.44	32.61	20.75	19.64	26.14
Hispanic or Latino Native	33.33	25.00	0.00	11.11	23.21
Multi-Racial	25.00	24.14	15.62	15.55	25.05
Native Hawaiian or Other Pacific Islander	--	--	--	--	0.00
White	30.83	25.09	19.24	22.57	39.72
Gender					
Female	23.53	22.99	16.77	20.00	33.06
Male	34.83	28.26	19.57	22.53	43.23

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, current graduation rates, supplemental programs/services, benchmarks, walkthrough data, pass/failure rates, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Graduation Rates

	5-year Cohort	4-year Cohort
2016-2017	77.9%	74.2%
2017-2018	74.2%	74.5%
2018-2019	75.6%	82%

2019-2020	83.9%	86.1%
2020-2021	83.87%	86.13%
2021-2022	88.05%	83.1%

Number of Students Receiving PROMISE Scholarship: (2021-2022): 56

AP Passage Rates (Percentage of Scores of 3 or Higher)

Course	2017	2018	2019	2020
Art History	0%	0%	0%	66.6%
Biology	69%	36%	58%	51%
Calculus AB	46%	54.5%	91%	47%
Chemistry	7.6%	21.4%	40%	36%
Language	54%	61.6%	69%	67.8%
Literature	82%	53.3%	52%	89%
Environ. Science		0%	50%	53%
European History	20%	0%	21.4%	18%

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Human Geography	50%	40%	43.1%	
Physics I	15%	22%	2%	25%
Physics II	0%	0%		100%
Psychology	48.3%	53%	42.5%	59%
Statistics	37%	42%	80%	27.8%
Studio Art (2-D)	66%	70%	83%	100%
US Government	35%	42%	38%	37.5%
US History	49%	50%	21.7%	66.7%
Comparative Gov & Politics				100%

AP College Credit Projections (Percentage of Scores of 4 or 5)

Course	2017	2018	2019	2020
Art History	0%	0%	0%	66.6%
Biology	25%	7%	27%	22%
Calculus AB	38%	27%	64%	29%

Chemistry	7%	0%	0%	18%
Language	25%	22%	36%	42%
Literature	41%	21%	29%	52.6%
Environ. Science		0%	37%	46.7%
European History	0%		7%	5.3%
Human Geography	50%	17.5%	20%	
Physics I	8%	0%	0%	12.5%
Physics II	0%	0%		50%
Psychology	19%	26%	28%	24%
Statistics	11%	15%	30%	5.6%
Studio Art (2-D)	33%	40%	50%	25%
US Government	9%	14%	14%	14.3%
US History	20%	20%	13%	25.9%
Comparative Gov& Politics				100%

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FAFSA Completion Results

TABE Examination

· Approximately 35students tested

· 10 passed

· 28.5% passage rate

CTE Completer Data								
Program of Study	2015	2016	2017	2018	2019	2020	2021	2022
Careers in Education	9	6	7	7	14	23	2	9
Personal Fitness and Wellness	NA	3	6	3	11	10	4	4
Therapeutic Services Health Sciences	2	2	3	4	21	21	8	13
JROTC	19	14	11	9	12	16	5	16
Project Lead the Way	14	3	8	20	9	14	11	7
Business/Marketing	22	6	9	10	9	4	1	5
Health Informatics	NA	NA	NA	NA	2	4	N/A	N/A

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Aerospace	NA	NA	NA	NA	NA	5	5	6
ProStart	7	3	NA	NA	NA	8	2	4
Total	**73**	**37**	**44**	**53**	**78**	**105**	**38**	**64**

Grad Coach Data

Edgenuity Data

	Total Enrollment	Total Classes	Total Credit Recovered
9th Grade	35*	56	6
10th Grade	125	374	38
11th Grade	138	785	89
12th Grade	120	655	135
5th Year + Senior	10		

Note: Freshman are not usually enrolled in Recovery.

Communities in Schools

CIS Facilitator has worked with 97 students during the year; organized family engagement events; provided food, clothing, and referrals to resources for students.

Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Credit Recovery: Night School	Only a "handful" of credits have been recovered during Night School, despite many students signing up and indicating that they would participate. After initial sessions, attendance drops starkly and few students finish.
Credit Recovery: Back on Track	Back on Track Credit Recovery is a weekly session offered for all content courses that allows students to recover credit from the previous grading period, as well as receive tutoring as needed.
Credit Recovery: Embedded Credit	There continues to be a significant learning curve with Edgenuity. The program is much more rigorous than previous platforms and our completion/credits recovered numbers are not nearly as high as they have been in the past.
Truancy Prev- Diversion	As of 5.12.22, 88 students were taken to Pre-Diversion; of those, 24 were placed on school-based probation, 26 had truancy petitions filed, and 7 withdrew to be HOme-Schooled. 26 of 88 had improved attendance after Pre-Diversion.
College & Career Exploration & Preparation Activities	Events are hosted throughout the year to help students prepare for pursuing post-secondary education including: FAFSA preparation, Voter Registration, FInancial Aid exploration and support. Apply on the Spot events for local institutions, Campus visits to MU and MCTC, and College Decision Day.
Course Exploration	Through the use of Major Clarity, CFWV resources, and events like Academy Showcase, students are given opportunities to explore and learn about different course offerings that are available at our school.
Advanced Course Offering (AP, Dual Credit, Honors)	We offer 18 Advanced Placement courses, Honors courses, and Dual Credit Courses, providing students with challenging academically rigorous course options.
Specialized Support Course Offerings	We offer co-taught and pull-out options for all core classes (Math, English, Science, Social Studies).
Community-Family Engagement Events	Community events were hold at off-site locations, as well as at HHS.

High School Graduation and Student Success Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

The data shows us that while students are very successful (with college going rate, AP scores, and CTE Completer rates increasing), our struggling students continue to struggle. Most alarming are the numbers of students who are enrolled in a Recovery class (26.75% of the student population); that data, along with the low number of actual credits recovered, we have a major problem getting students back on track after they've struggled. We would recommend Professional Development and/or exploration of ways to intervene and support our students who struggle while still enriching the educational experience for those students who are at above level.

Cabell County Schools (012) Public District - FY 2024 - Huntington High School (012-560) Public School - School Strategic Plan - Rev 0

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

Exceeds Standard	🟩
Meets Standard	🟦
Partially Meets Standard	🟨
Does Not Meet Standard	🟥
Below Cell Size	⬜

Attendance - Percent of students chronically absent

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	32.94	29.12	45.78	🟥	28.42	29.08
Status						
Economically Disadvantaged	42.71	39.86	57.56	🟥	39.21	38.44
English Learners	6.67	21.43	61.54	🟥	23.86	24.03
Foster Care	30.77	25.81	42.11	🟥	37.62	36.88
Homeless	66.67	46.03	53.13	🟥	47.16	42.27
Military Connected	--	--	--	⬜	50.00	16.50
Students with Disabilities	37.95	35.06	51.05	🟥	33.76	34.90
Race						
American Indian or Alaska Native	50.00	33.33	50.00	🟥	42.86	29.34
Asian	15.38	14.29	41.67	🟥	20.00	12.16
Black or African American	34.76	32.06	51.55	🟥	36.54	29.90
Hispanic or Latino Native	24.14	22.86	45.95	🟥	36.81	30.28
Multi-Racial	33.61	31.94	46.25	🟥	31.52	31.13

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Native Hawaiian or Other Pacific Islander	--	--	0.00	█	0.00	19.42
White	32.93	28.60	44.79	█	27.43	29.05
Gender						
Female	38.58	29.62	50.21	█	29.93	29.59
Male	27.87	28.67	41.99	█	27.03	28.61

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

Student Groups	School (2019-20)	School (2020-21)	School (2021-22)	2021-22 Scorecard Rating	County (2021-22)	State (2021-22)
	% of Students	% of Students	% of Students		% of Students	% of Students
All	--	--	--		97.58	95.56
Status						
Economically Disadvantaged	--	--	--		96.57	94.15
English Learners	--	--	--		100.00	97.49
Foster Care	--	--	--		97.14	89.30
Homeless	--	--	--		94.15	93.70
Military Connected	--	--	--		100.00	99.07
Students with Disabilities	--	--	--		96.16	92.96
Race						
American Indian or Alaska Native	--	--	--		88.89	96.97
Asian	--	--	--		100.00	98.53
Black or African American	--	--	--		94.76	89.69
Hispanic or Latino Native	--	--	--		99.03	96.16
Multi-Racial	--	--	--		97.44	94.10
Native Hawaiian or Other Pacific Islander	--	--	--		--	100.00
White	--	--	--		97.77	95.85
Gender						
Female	--	--	--		98.76	97.56
Male	--	--	--		96.49	93.68

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Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

	Chronic Absence Rate (School-Wide)	CAR 9th grade	CAR 10th grade	CAR 11th grade	CAR 12th grade
2020-2021	24.34%	25.26%	22.22%	21.98%	27.30%
2021-2022	46.81%	45.18%	46.38%	46.03%	50%

Communities-in-Schools

On-site facilitator has worked with 97 students over the course of the year, connecting them to community resources to help address and eliminate obstacles to attendance and student success.

Behavior Data

3,083 behavior incidents in WVEIS 2.0 and an additional 300 from Microsoft Forms Spreadsheet that was used when WVEIS 2.0 was not functioning at the beginning of 22-23SY.

31.2% of reports were related to Failure to Obey Rules/Authority

40.6% of reports were related to Tardiness or Truancy

	Failure to Obey Rules/Authority	Tardiness/Truancy
2019-2020	37.68 or 1,385 Reports	27.78% or 1,058 Reports

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2020-2021	43% or 548 Reports	32.6% or 413 Reports
2021-2022	31.2% or 1201 Reports	40.6% or 1561 Reports

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Truancy Pre-Diversion	Students who have missed ten or more days of school are called to a meeting with the Attendance Interventionist, Graduation Coach, Counselor, Social Worker, Probation Officer, Prosecuting Attorney, Prestera (mental health services), and DHHR to identify reasons for their absences and to come up with ways to address their concerns.
In-School Suspension, After-School Detention, Saturday School	Provides a structured, alternative environment to out of school suspensions for students with behavior issues.
Mental Health Services	On-campus services include: Prestera, school-based psychologist, counseling staff, and graduation coach. Risk assessments are conducted on an as-needed basis to ascertain the need for additional services both in and outside of the school. A working relationship exists between the school and Interchange, a short-term alternative instructional environment that includes behavioral and mental health support.
School-based Social Workers	We have two on-campus social workers who regularly see members of our student population, in addition to providing support to staff as well as needed crisis counseling. These positions are an invaluable resource for our building.

The Social Workers see average 6-10 students daily with approximately 3-5 being students that are seen on a daily basis. |
| Behavior Interventionist | We have added an additional position to assist administration and students with behavior issues and to work on alternatives to decrease them. |

Attendance and Behavior Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Attendance/on-time attendance is a major issue in our building, which has not improved over the last year. With Chronically Absent rate of over 45% and more than 1500 discipline referrals for tardies and despite the resources we have in place to combat obstacles to faithful attendance (student support, Communities in Schools, social workers, etc.) it appears that our students do not value their time at school. Schoology allows assignments to be submitted virtually and students use this as an alternative to coming to school as well. We have to find a way to make school matter to our students.

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School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2021-22)	County (2021-22)	State (2021-22)
Performance Level	**% of Teachers**	**% of Teachers**	**% of Teachers**
Distinguished			
Accomplished			
Emerging			
Unsatisfactory			

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found here, under Strategic Planning Tool Resources.

Nearly 59% of staff members hold an advanced degree (MA or higher).

Certified Teacher Rate: All permanent staff members taught within their areas of certification this year; 5 positions were staffed with long-term substitutes.

16% of staff members were new to their positions within the building for the 2021-2022 school year.

Huntington High School Professional Development Plan 2023-2024

HHS' PD Team (including teachers, support staff, and administrators) will meet regularly to assess, identify, and plan relevant and engaging Professional Development for our faculty and staff.

Note: Additional topics may be added after the Leadership Team Summer Work Sessions and as needed throughout the year.

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Month	Professional Development to be Offered
July No Scheduled PD Time	- Freshman Academy Work Sessions - CLIMB PD - County Principal Institute
August 7th, 8th, 9th, 10th, 11th, 14th, 15th	- Monthly Paid Teacher Collaboration - Collaborative Teaming - District PD - Beginning of Year PD - Classroom Management - Co-Teaching Best Practices & Modeling - Instructional Best Practices & Modeling - CSI-ATS IEP Compliance Check - PBIS Training - PLCs
September	- Monthly Paid Teacher Collaboration - Classroom Management - Classroom Technology Support

No scheduled PD Time	- CSI-ATS IEP Compliance Check - PBIS: Review Action Plan/ Behavior Data/ Survey Results - PLCs
October 24th	- Monthly Paid Teacher Collaboration - Instructional Best Practices & Modeling - CSI-ATS IEP Compliance Check - PBIS: Review Action Plan/ Behavior Data/ Survey Results - PLCs
November No scheduled PD Time	- Monthly Paid Teacher Collaboration - Self-Care & Support for Teachers - CSI-ATS IEP Compliance Check - PBIS: Review Action Plan/ Behavior Data/ Survey Results - PLCs
December 21st (½ day)	- Monthly Paid Teacher Collaboration - Potential Attendance Innovative Schools Summit - CSI-ATS IEP Compliance Check - PBIS: Review Action Plan/ Behavior Data/ Survey Results - PLCs

January 2nd & 3rd	- Monthly Paid Teacher Collaboration - District PD - School-based PD (topics TBD) - CSI-ATS IEP Compliance Check - Admin: writing behavior plans - PBIS: Review Action Plan/ Behavior Data/ Survey Results - PLCs
February 13th	- Monthly Paid Teacher Collaboration - Classroom Management - CSI-ATS IEP Compliance Check - PBIS: Review Action Plan/ Behavior Data/ Survey Results - PLCs
March No scheduled PD Time	- Monthly Paid Teacher Collaboration - Potential Attendance ASCD 2023 - CSI-ATS IEP Compliance Check - PBIS: Review Action Plan/ Behavior Data/ Survey Results - PLCs
April	- Monthly Paid Teacher Collaboration - Potential Attendance ASCD 2023 - CSI-ATS IEP Compliance Check

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12th (½ Day)	■ PBIS: Review Action Plan/ Behavior Data/ Survey Results ■ PLCs
May 24th (½ Day)	■ Monthly Paid Teacher Collaboration ■ Leadership Team Summer Work Sessions ■ CSI-ATS IEP Compliance Check ■ PBIS: Review Action Plan/ Behavior Data/ Survey Results ■ PLCs

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Our Math scores are indicative of the need for renewed focus and prioritization of the initiatives in these areas in order to increase proficiency. Our entire building will need to adopt the same focus and work together to support the work of those departments and the goals of the school as a whole. Our students are coming to HHS significantly below grade-level so continuation of the Freshman Academy, interventions, and support are essential to remedying those issues.

Due to issues of attendance, behavior, low-achievement, etc., HHS is a difficult place to teach. Reteaching, review, and flexibility are essential to daily life as a teacher. It is important that we work to support our teachers as we seek to address these issues. Providing additional opportunities for teacher leadership and appreciation may help with this.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.

We recommend professional development on Collaborative Learning and Best Practices for engagement, instruction, and support of student social-emotional wellness. There will be content-related professional development needs for Math and ELA teachers to support our focus goals of ELA and Math performance. Our Recovery programs are in need of Professional Development on best practices in Credit Recovery and student support.

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Plan Items

G 1 Integrating Family & Community Engagement

Description:

Huntington High School will improve family and community engagement by increasing communication and offering additional family engagement events to directly impact at least 160 families, 10% of our student population, during the 2022-2023 school year, as evidenced by participation rates and contact logs.

PM 1.1 Sign-in Sheets and Contact Logs

Description:

None

S 1.1.1 Create Intentional Family Engagement Events

Description:

Huntington High Student Support PLC will collaborate to create intentional family engagement events that help families support student learning.

Component	Item Name
Title I Schoolwide	Parent and family engagement
Title I TAS	Parent and family engagement

AS 1.1.1.1 Monthly Title I Family Engagement Events

Description:

Huntington High will host monthly Title I family engagement events.

Person Responsible:

Parent Partners

Estimated Begin Date:

8/9/2023

Estimated Completion Date:

5/30/2024

AS 1.1.1.2 Resource Fair

Description:

Huntington High will hold an offsite, collaborative Resource Fair with feeder schools each semester.

Person Responsible:

CIS Site Coordinator, Student Support PLC, Support Staff from feeder schools

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

S 1.1.2 Collaboration between various groups

Description:

Huntington High will facilitate collaboration between existing athletic, academic, and extra-curricular family groups.

AS 1.1.2.1 Identify Existing Groups

Description:

Identify existing athletic, academic, and extra-curricular family groups.

Person Responsible:

Parent Partners, Athletic Director, Music Directors, Boosters

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 1.1.2.2 Invite representatives from existing athletic, academic, and extra-curricular family groups to an informational meeting about opportunities and resources available throughout the school.

Description:

Invite representatives from existing athletic, academic, and extra-curricular family groups to an informational meeting about opportunities and resources available throughout the school.

Person Responsible:

Parent Partners

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/23/2024

AS 1.1.2.3 Collaborative Meetings

Description:

Host biannual meetings of identified representatives of family groups to collaborate, share information, and work together to support student growth.

Person Responsible:

Parent Partners

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

S 1.1.3 Increase Communication

Description:

Huntington High will increase communication with the student body, families, and stakeholders.

AS 1.1.3.1 Digital Newsletter and Callout

Description:

HHS (Huntington High School) will produce a digital newsletter and a weekly callout sharing pertinent school information regarding events, opportunities, resources, and student celebrations.

Person Responsible:

Chris Hughes, Counseling Department, Joedy Cunningham

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 1.1.3.2 Post to Social Media

Description:

HHS staff will frequently, weekly at a minimum, post events, opportunities, resources, and student celebrations on the school's social media accounts.

Person Responsible:

HHS Staff, Amy Nolte, Parent Partner

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 1.1.3.3 Pamphlet of Offerings and Opportunities

Description:

    HHS Student Support PLC will create a pamphlet for families and students showcasing available courses, extra-curricular activities, and engagement opportunities to be distributed at the beginning of the year or upon enrollment.

Person Responsible:

    Student Support PLC

Estimated Begin Date:

    8/16/2023

Estimated Completion Date:

    5/30/2024

AS 1.1.3.4 Hallway TV Monitors

Description:

    HHS will use television monitors in various hallways to update students on events, opportunities, resources, and student celebrations.

Person Responsible:

    Chris Hughes, HHS Staff

Estimated Begin Date:

    8/16/2023

Estimated Completion Date:

    5/30/2024

G 2 Achievement & Growth

Description:

    Huntington High School's overall achievement results will raise by 7.61% to 55.61% proficiency in English and by 14.27% to 33.27% proficiency in Math by 2024 State Summative Testing.

PM 2.1 Students will take the PSAT/SAT exam, link their CollegeBoard accounts to Khan Academy, and receive recommended practice based on their individual weaknesses. Prior to the PSAT 9th graders and new students will take the Khan Academy diagnostic exams to receive recommended practice. Students will use the adaptive Khan Academy SAT practice during COMPASS to meet their individual needs and improve test scores. Compass teachers will monitor Khan and meet with students to discuss progress.

Description:

    None

S 2.1.1 Data Analysis

Description:

    COMPASS PLC (Professional Learning Community) DATA Meetings: Description: Teachers will meet in PLC groups during COMPASS weekly. These PLC meetings will have a collaborative structure, agenda will be focused on student achievement (data outcome).

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups
	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time
	Provide an enriched and accelerated curriculum
	Address the needs of at-risk learners
Title I TAS	Opportunities for all children including subgroups
	Minimize pull-out instruction

AS 2.1.1.1 CollegeBoard/Khan Academy

Description:

Students will enroll in CollegeBoard and create an account to link their results with Khan Academy. Prior to testing in 9th grade and new students will take the diagnostic testing on Khan Academy.

Person Responsible:

COMPASS Teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 2.1.1.2 Develop Skill-Based Lesson

Description:

Once a month, teachers will analyze results during PLCs (PROFESSIONAL LEARNING COMMUNITIES) to determine common skill deficiencies and develop action plans for skill-based lessons to address learning loss.

Person Responsible:

Math Teachers, Academic Coach, County Academic Specialist

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 2.1.1.3 Student-Teacher Conferences

Description:

Khan Academy will be used in COMPASS for forty minutes each week. Individual student goals and progress will be discussed bimonthly during teacher-student conferences during COMPASS.

Person Responsible:
  COMAPASS Teachers
Estimated Begin Date:
  8/16/2023
Estimated Completion Date:
  5/23/2024

AS 2.1.1.4 Math teachers address learning loss
Description:
  Math teachers will rotate through 11th grade COMPASS to provide math instruction based on student data, commonly missed questions on SAT, and lessons to address learning loss. Huntington High will work towards a whole school model.
Person Responsible:
  Math Teachers, County Academic Specilaist
Estimated Begin Date:
  8/16/2023
Estimated Completion Date:
  5/30/2024

S 2.1.2 Use of school-wide programs
Description:
  In addition to Khan Academy, students will use school-wide programs, ALEKS and Achieve3000 Literacy, to address deficiencies and increase test scores.

AS 2.1.2.1 Achieve3000 Literacy
Description:
  To improve SAT and Lexile scores, students must complete six activities per month on Achieve3000 Literacy.
Person Responsible:
  Language Arts and Social Studies teachers
Estimated Begin Date:
  8/9/2023
Estimated Completion Date:
  5/30/2024

S 2.1.3 Math and ELA Interventionist
Description:
  Interventionists will address learning loss through cotaught and small group instruction.

AS 2.1.3.1 Small groups

Description:

Interventionists will work with small groups of students who score below proficiency to address learning loss and increase academic achievement.

Person Responsible:

Math and ELA Interventionist

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 2.1.3.2 Coteach

Description:

Interventionist will be scheduled to coteach in Math General Education classes through small group instruction to meet individual needs of struggling students.

Person Responsible:

Math Interventionist

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 2.1.3.3 Khan Academy and Achieve 3000 Literacy

Description:

Interventionist will continually use Khan Academy and Achieve 3000 Literacy data to form small groups and check student progress.

Person Responsible:

Math and ELA Interventionist

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

§ 2.1.4 Additional Resources and Support

Description:

Additional resources and support will be provided for staff and students.

AS 2.1.4.1 After-school tutoring

Description:

After-school tutoring will be provided to students voluntarily. Students struggling or failing in a particular class will be referred to tutoring sessions based on midterm and quarterly reports. Parent contact will be made for referred students.

Person Responsible:

Teachers, Students, Counselors

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 2.1.4.2 Resources to promote literacy and numeracy

Description:

Additional resources will be provided upon request to promote literacy and numeracy across the curriculum.

Person Responsible:

Joedy Cunningham, Teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 2.1.4.3 Additional Support Staff

Description:

Additional support staff will be hired to meet the needs of the whole child. Support staff will include: Academic Coach, Attendance Specialist, Academy Coordinator, Behavior Specialist, Counselor, Social Worker, Communities in Schools facilitator, Graduation Coach, Parent Partners, & a Social Worker at Crossroads Academy.

Person Responsible:

Joedy Cunningham

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

G 3 Becoming a Model Continuous Improvement Organization

Description:

Huntington High School will improve academic success through data-driven, evidence-based decision-making for structure implementation, evidenced by a 10% increase in attendance and a 5% increase in graduation rates.

PM 3.1 College Board Data, Khan Academy Data, Common Formative Assessments, Attendance Data, Walkthrough Data

Description:

College Board Data, Khan Academy Data, Common Formative Assessments, Attendance Data, Walkthrough Data

S 3.1.1 PLC Schedule

Description:

Huntington High will develop and implement a PLC schedule to address the needs of all students.

AS 3.1.1.1 Freshman Academy Content Planning

Description:

Freshman Academy will develop a schedule to include days for content planning, addressing attendance issues, PBIS (Positive Behavior Interventions and Supports) implementation, student interventions, student success, and grade level communication.

Person Responsible:

Travis Baker, Freshman Academy

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.1.2 Common Planning/Professional Learning Communities

Description:

Huntington High will create a Master Schedule that incorporates allotted time for Professional Learning Communities (PLCs) during COMPASS for all content areas.

Person Responsible:

Joedy Cunningham

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.1.3 Common Formative Assessments

Description:

During PLCs teachers will analyze data and develop rigorous CFAs (Common Formative Assessments) for instructional planning to establish consistent grading methods and assessment protocols. This will allow teachers to find content gaps in student learning and

differentiate as needed.
Person Responsible:
   Travis Baker, Freshman Academy
Estimated Begin Date:
   8/16/2023
Estimated Completion Date:
   5/30/2024

AS 3.1.1.4 Accommodation Documentation Review
Description:
   At the beginning of each month, during PLC time, monitoring teachers will review and update accommodation documentation logs.
Person Responsible:
   Special Education Monitoring Teachers
Estimated Begin Date:
   8/8/2023
Estimated Completion Date:
   5/31/2024

S 3.1.2 PBIS Framework
Description:
   Huntington High School will implement PBIS with fidelity to increase positive school culture.

AS 3.1.2.1 "ABCs and 123s of Huntington High School".
Description:
   Huntington High School will develop a tiered intervention action plan called the "ABCs and 123s of Huntington High School". This plan will outline all support for students at each of the three tiers in the areas of attendance, behavior, and coursework.
Person Responsible:
   School Improvement Committee, Administration, Academic Coach, Counselors
Estimated Begin Date:
   8/16/2023
Estimated Completion Date:
   5/30/2024

AS 3.1.2.2 Tier I Acknowledgement
Description:

Tier 1 Attendance and Behavior: The School Improvement Committee (SIC) along with the Attendance/Behavior PLC will setup a reward system to encourage and acknowledge students weekly, at midterm, and through quarterly celebrations. Expected behaviors and a calendar of midterm and quarterly events will be established, shared, and promoted from the beginning or the year so that students know what they are working towards and how to achieve those. All teachers will acknowledge students weekly in their classroom based on attendance, behavior, and participation.

Person Responsible:

School Improvement Committee, Administration, Academic Coach

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.2.3 Tier II Recognition

Description:

Tier II: HHS staff will identify and recognize Tier II students quarterly (the next 15% of students with the most office referrals and attendance percentage). Students will complete an SEL (Social Emotional Learning) check, reflection, and restorative conference, meet with counselors/social workers, and engage in a peer mentor program. HHS student support staff, including counselors, social workers, behavior inerventionist, and CIS coordinator will meet weekly with a group of identified students during COMPASS to check in and encourage expected behaviors.

Person Responsible:

School Improvement Committee, Behavior Interventionist, Administration, Academic Coach

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.2.4 Tier III Focus

Description:

Tier III Student Focus: HHS teachers and Support Staff will identify Tier III students (less than 90%) and provide a referral for intervention. HHS counselors, social workers and CIS supervisor will call home when students are absent, make home visits, and encourage student participation in reflection and restorative conversations. HHS student support staff, including counselors, social workers, behavior inerventionist, and CIS coordinator will meet weekly with a group of identified students during COMPASS to check in and encourage expected behaviors.

Person Responsible:

SIC, Behavior Interventionist, Administration, Social Workers, Counselors, CIS Facilitator, Teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.2.5 Sibme Coaching Cycles

Description:

Using Sibme, coaching cycles will be provided to teachers to increase engagement and classroom management.

Person Responsible:

Academic Coach, Behavior Inerventionist

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.2.6 Behavior Data Resolutions

Description:

Monthly, the PBIS/Leadership Team will review behavior data to identify trends. Action plans will be made and if need training provided, during PLCs, to teachers on new/adjusted school-wide approache(s) to resolve and/or prevent current behavior issues.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2023

Estimated Completion Date:

5/31/2024

S 3.1.3 High Expectations

Description:

Huntington High School will set and sustain high expectations to ensure rigorous instruction is aligned to improved outcomes, state standards, and teaching expectations during collaborative planning and all school environments.

AS 3.1.3.1 ICLE (International Center for Leadership in Education) Consultant

Description:

ICLE (International Center for Leadership in Education) Consultant will consult/mentor administration to create and support an academic culture and collaboratively establish collective commitments that support the school's mission, vision, values and goals.

Person Responsible:

Administration

Estimated Begin Date:

1/1/2023

Estimated Completion Date:

6/2/2023

AS 3.1.3.2 Walkthroughs

Description:

Administration will complete 7 instructional walkthroughs and 1 PLC walkthrough weekly. Administrators will provide feedback and conference with teachers regarding rigor, relevance, and student engagement. Student engagement data will be delivered to teachers bi-monthly through the staff newsletter.

Person Responsible:

Administration

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.3.3 Effective Co-Teaching

Description:

Administration will monitor the effectiveness of co-teaching models in co-taught classes through classroom walk-throughs and observations to ensure quality of practice.

Person Responsible:

Administration, Teachers, Special Education Teachers

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.3.4 Targeted Professional Development

Description:

Based on walkthrough data and student achievement data, targeted professional development will be delivered to teachers during COMPASS, PLC's and/or coaching cycles.

Person Responsible:

Academic Coach, Behavior Interventionist, County Academic Specialists, ICLE Consultant

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.3.5 Professional development will be provided to teachers on the implementation of interventions/accommodations as they apply to SAT/IEP's/504's.

Description:

Professional development will be provided to teachers on the implementation of interventions/accommodations as they apply to SAT/IEP's/504's.

Person Responsible:

Special Education Teachers

Estimated Begin Date:

8/9/2023

Estimated Completion Date:

9/8/2023

AS 3.1.3.6 IEP Compliance

Description:

Administration and the Special Education Department Chair will use a Service Verification Checklist to review five IEP files monthly. Files will be reviewed and if needed changes will be made to ensure we are in compliance. Once a semester administration will conduct a school wide Special Education audit using a compliance checklist to ensure IEP services are being met with 100% compliance.

Person Responsible:

Administration, Shawn Persinger

Estimated Begin Date:

8/1/2023

Estimated Completion Date:

6/1/2024

AS 3.1.3.7 Decrease Teacher Turnover

Description:

Administration will aim to decrease teacher turnover by developing a support system through mentorship. (NBCT (National Board-Certified Teacher) applicants, TIP (Teacher Induction Program) teachers, GROW teachers)

Person Responsible:

Teacher Mentors, NBCT Mentors, Academic Coach

Estimated Begin Date:

8/16/2023

Estimated Completion Date:

5/30/2024

AS 3.1.3.8 Assessment and Recommendations of Existing Systems

Description:

HHS staff will evaluate data from various sources (culture/climate survey, leadership survey, family/community survey, achievement data, discipline and attendance data) to develop an overall assessment of existing systems and make recommendations for the next semester/school year.

Person Responsible:
Administrative Team, Leadership Team
Estimated Begin Date:
8/16/2023
Estimated Completion Date:
5/30/2024

Title I Schoolwide

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☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	**Component Met**

1) Opportunities for all children including subgroups ☑
Address strategies to create opportunities for all children including subgroups

Explanation
With such a diverse population (culturally, economically, and ability-levels), our school does a wonderful job of providing for the needs of all of our students. We provide activity buses for students who wish to participate in after-school clubs, academic opportunities, as well as other events and activities. Additionally, we provide meeting times during COMPASS for students to participate in clubs and groups-- where many of our students who don't traditionally 'fit in' find their niche.FLEX also allows for targeted intervention for Math classes.

> **G** 2 Achievement & Growth
>
> > **PM** 2.1 Students will take the PSAT/SAT exam, link their CollegeBoard accounts to Khan Academy, and receive recommended practice based on their individual weaknesses. Prior to the PSAT 9th graders and new students will take the Khan Academy diagnostic exams to receive recommended practice. Students will use the adaptive Khan Academy SAT practice during COMPASS to meet their individual needs and improve test scores. Compass teachers will monitor Khan and meet with students to discuss progress.
> >
> > > **S** 2.1.1 Data Analysis

2) Activities that strengthen a well-rounded educational program ☑
Address strategies that strengthen a well-rounded educational program

Explanation
At our school, we work to meet the academic, physical, and socio-emotional needs of our students through variety of academic support programs and student support staff/initiatives.

> **G** 2 Achievement & Growth
>
> > **PM** 2.1 Students will take the PSAT/SAT exam, link their CollegeBoard accounts to Khan Academy, and receive recommended practice based on their individual weaknesses. Prior to the PSAT 9th graders and new students will take the Khan Academy diagnostic exams to receive recommended practice. Students will use the adaptive Khan Academy SAT practice during COMPASS

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to meet their individual needs and improve test scores. Compass teachers will monitor Khan and meet with students to discuss progress.

§ 2.1.1 Data Analysis

3) **Increase the quality and amount of learning time** ☑
Address strategies that increase the quality and amount of learning time

Explanation
At Huntington High School, we strive to provide professional development and support services to maximize the instructional time we have with our students in addition to encourage our teachers to conduct their classes from a data-informed collaborative perspective.

G 2 Achievement & Growth

PM 2.1 Students will take the PSAT/SAT exam, link their CollegeBoard accounts to Khan Academy, and receive recommended practice based on their individual weaknesses. Prior to the PSAT 9th graders and new students will take the Khan Academy diagnostic exams to receive recommended practice. Students will use the adaptive Khan Academy SAT practice during COMPASS to meet their individual needs and improve test scores. Compass teachers will monitor Khan and meet with students to discuss progress.

§ 2.1.1 Data Analysis

4) **Provide an enriched and accelerated curriculum** ☑
Address strategies that provide an enriched and accelerated curriculum

Explanation
At Huntington High School we offer 15 AP courses and numerous Dual Credit classes in addition to a rigorous Honors program, which allow students who wish to participate to enroll in academically challenging courses. Students who may not initially believe that these accelerated courses are for them (low SES, minorities, etc). are encouraged to participate in these opportunities. We also have a large offering of CTE courses.

G 2 Achievement & Growth

PM 2.1 Students will take the PSAT/SAT exam, link their CollegeBoard accounts to Khan Academy, and receive recommended practice based on their individual weaknesses. Prior to the PSAT 9th graders and new students will take the Khan Academy diagnostic exams to receive recommended practice. Students will use the adaptive Khan Academy SAT practice during COMPASS to meet their individual needs and improve test scores. Compass teachers will monitor Khan and meet with students to discuss progress.

§ 2.1.1 Data Analysis

5) **Address the needs of at-risk learners**
Address strategies that address the needs of at-risk learners that may include the following:
- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation
By implementing a large number of academic support and remedial programs at our school, we are helping to provide a multitude of avenues for students to be successful in fields of their choice that align with their interests. It is our goal to provide students with the skills needed to become successful and to provide our teachers with professional development to enhance the strategies and methodologies used in their classrooms. We have on-site medical providers, psychologists, social workers, Attendance director and graduation coach to help address the needs of our students. We plan to provide more intentional professional development to our teachers to help equip them to work effectively with students who have suffered trauma.

> **G** 2 Achievement & Growth
>
> > **PM** 2.1 Students will take the PSAT/SAT exam, link their CollegeBoard accounts to Khan Academy, and receive recommended practice based on their individual weaknesses. Prior to the PSAT 9th graders and new students will take the Khan Academy diagnostic exams to receive recommended practice. Students will use the adaptive Khan Academy SAT practice during COMPASS to meet their individual needs and improve test scores. Compass teachers will monitor Khan and meet with students to discuss progress.
> >
> > > **S** 2.1.1 Data Analysis

6) **Parent and family engagement**
Address strategies that increase the parent and family engagement

Explanation
In order to help facilitate an increase in parent and family engagement at our school, we have chosen to develop several Strategic Planning goals including the development and implementation of a monthly publication from the school to stakeholders. Additionally, the school will be developing and hosting events off campus to better engage our families.

> **G** 1 Integrating Family & Community Engagement
>
> > **PM** 1.1 Sign-in Sheets and Contact Logs
> >
> > > **S** 1.1.1 Create Intentional Family Engagement Events

Cabell County Schools (012) Public District - FY 2024 - Huntington High School (012-560) Public School - School Strategic Plan - Rev 0

☐ **Not Applicable**

Required Items [Expand All] [Collapse All]	Component Met

1) Identify students to be served ☑
Address strategies to identify students to be served

Explanation
Through the use of intervention programs, the work of our graduation coach & counselors, and academic diagnostic tools, we are able to identify students who are at-risk and make an effort to provide appropriate services and interventions.

2) Opportunities for all children including subgroups ☑
Address strategies to create opportunities for all children including subgroups

Explanation
Our school makes a concerted effort to provide for the needs of all students. We offer support services before and after school to help accommodate the needs of our individual students.

> **G** 2 Achievement & Growth
>
> > **PM** 2.1 Students will take the PSAT/SAT exam, link their CollegeBoard accounts to Khan Academy, and receive recommended practice based on their individual weaknesses. Prior to the PSAT 9th graders and new students will take the Khan Academy diagnostic exams to receive recommended practice. Students will use the adaptive Khan Academy SAT practice during COMPASS to meet their individual needs and improve test scores. Compass teachers will monitor Khan and meet with students to discuss progress.
> >
> > > **S** 2.1.1 Data Analysis

3) Activities that strengthen a well-rounded educational program ☑
Address strategies that strengthen a well-rounded educational program

Explanation
At Huntington High, we offer traditional academics, support classes, advanced course work, humanities/arts classes and CTE courses to provide the best-possible education for our students.

4) Increase the quality and amount of learning time ☑

Address strategies that increase the quality and amount of learning time

Explanation
By providing teachers with professional development on best-practice as well as providing extra tutoring time for students before and after school, we are able to increase the quality and amount of instruction teachers are able to provide to their students.

5) **Provide an enriched and accelerated curriculum** ☑
Address strategies that provide an enriched and accelerated curriculum

Explanation
We offer 15 AP classes, numerous Dual Credit courses and many Honors options for students. Additionally, we provide students with the opportunities to explore Arts and Humanities and CTE courses in addition to traditional curriculum.

6) **Address the needs of at-risk learners** ☑
Address strategies that address the needs of at-risk learners that may include the following:
   - Student support services
   - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
   - PBIS
   - Professional development and teacher recruitment
   - Preschool transition

Explanation
We have copious offerings of student services at Huntington High, with everything from laundry services to mental health, medical, and psychological services. We train our teachers to be equipped to handle behavioral issues, issues stemming from student-trauma, and are working to institute a PBIS that will encourage appropriate behaviors from students.

7) **Parent and family engagement** ☑
Address strategies that increase the parent and family engagement

Explanation
We plan to increase the number of parent/family events hosted on campus during the school year and to provide more intentional communication to parents, the community, and stakeholders.

> **G** 1 Integrating Family & Community Engagement
>
> > **PM** 1.1 Sign-in Sheets and Contact Logs
> >
> > > **S** 1.1.1 Create Intentional Family Engagement Events

8) **Coordination of program** ☑
Address strategies that coordinate program services

Explanation

Our Title I Committee will meet to monitor the coordination of program services for all students, but particularly for our at-risk population.

9) **Minimize pull-out instruction** ✔
Address strategies that minimize pull-out instruction

Explanation
By providing support courses as well as professional development on classroom management, behavioral intervention, and working with students who have suffered trauma, we are able to proactively address the needs of our at-risk students before they become an issue for the classroom.

> **G** 2 Achievement & Growth
>
> > **PM** 2.1 Students will take the PSAT/SAT exam, link their CollegeBoard accounts to Khan Academy, and receive recommended practice based on their individual weaknesses. Prior to the PSAT 9th graders and new students will take the Khan Academy diagnostic exams to receive recommended practice. Students will use the adaptive Khan Academy SAT practice during COMPASS to meet their individual needs and improve test scores. Compass teachers will monitor Khan and meet with students to discuss progress.
> >
> > > **S** 2.1.1 Data Analysis

10) **Review progress of children served under the program** ✔
Address strategies to review the progress of children served under the program

Explanation
We have multiple committees and programs in place to review the progress of our at-risk students.

School Strategic Plan Related Documents

Cabell County Schools (012) Public District - FY 2024 - Huntington High School (012-560) Public School - School Strategic Plan - Rev 0

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

Cabell County Schools (012) Public District - FY 2024 - Huntington High School (012-560) Public School - School Strategic Plan - Rev 0

Checklist Description (Collapse All   Expand All)

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