

2021-2022 State of the School Report

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| William A. Hough High School |  |
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| Principal Name | David Farley |
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

| EOC | | All | Black | Hispanic | White | English Learners | Students with Disabilities |
|------------|-----|------|-------|----------|-------|------------------|----------------------------|
| Biology | GLP | 63.7 | 32.3 | 57.6 | 68.9 | 23.1 | 21.1 |
| | CCR | 56.8 | 24.6 | 49.2 | 62.8 | 23.1 | 13.2 |
| English II | GLP | 80.4 | 63.8 | 62.8 | 85.7 | 20.0 | 36.6 |
| | CCR | 59.7 | 37.7 | 46.5 | 64.6 | 5.0 | 19.5 |
| Math I | GLP | 47.2 | 42.4 | 35.9 | 50.6 | 10.0 | 20.0 |
| | CCR | 12.8 | 9.1 | <5 | 17.1 | 5.0 | <5 |
| Math III | GLP | 61.8 | 34.3 | 64.8 | 65.9 | 33.3 | 15.8 |
| | CCR | 40.8 | 20.9 | 42.3 | 43.1 | 13.3 | 10.5 |
| School | GLP | 66.0 | 43.6 | 56.1 | 71.1 | 20.6 | 24.5 |

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|-------------------------------|-----|------|------|------|------|------|------|
| | CCR | 47.2 | 25.2 | 36.4 | 52.3 | 10.3 | 10.5 |
| ACT | All | | | | | | |
| | | 77.8 | 34.5 | 60.4 | 85.8 | 33.3 | 35.3 |
| 4-Year Cohort Graduation Rate | All | | | | | | |
| | | >95 | 94.4 | 90.8 | >95 | 81.5 | 84.4 |
| EOC School Composite 2020-21 | | 66.0 | | | | | |
| School Letter Grade* | | B | | | | | |

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

PLC leaders and the administrative team will ensure that all instruction, activities, and assessments are tightly aligned to state standards and that are designed to address academic levels of all students. Assignments will be on grade level and require students to think deeply and be engaged. This work will result in 90% of students demonstrating mastery on course work and 80% of students will demonstrate GLP and 72% of students will demonstrate CCR on EOC's. A 2.04 Instructional teams develop standard aligned units of instruction for each subject and grade level.

The MTSS team and staff will use research based strategies to ensure that the academic needs of all students are met by consistently differentiating instruction and resources for students. This will be documented in lesson plans. This will result in a 10% decrease for our subgroups not demonstrating mastery in courses across the school. A 4.01 The school implements a tiered instructional system that allows teachers to deliver evidence based instruction aligned with the individual needs of students across all tiers.

Staff will support the work of Sources of Strength, EOS, and 7 Mindset curriculum that promote self advocacy and GRIT. This will result in a 20% decrease in suicide assessments by

counselors and increase in 20% of students who identify a positive adult in our school. Staff will support the SEL block by providing weekly lessons that help students understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. A 4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.

The administrative team will use the Get Better Faster model to provide consistent, specific feedback to all teachers. Teachers will receive regular walkthroughs and feedback with administrators. This will result in a 10% increase in Insight data on the number of teachers who agree that the feedback they receive improves their instruction. B 3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Staff will maintain consistent, ongoing contact with parents about their students progress, resources to support their students and opportunities to expand learning. The student services and administrative team will offer regular discussions and education sessions on topics requested by parents. This will result in a 10% increase in parents who respond they feel valued and connected to the school on surveys. E 1.06 The school regularly communicates with the parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support students learning)

III. CHIEF CHALLENGES

- Learning and implementing new curricula in Math 1 and English 1: It has been challenging for teachers to implement the new curricula because of extra duties, including covering classes, which impedes their ability to collaboratively plan with colleagues and participate in trainings to internalize and learn to deliver the new content.
- HR: There has been an increase in staff turnover this year and it has taken longer to find qualified staff and execute the hiring process.
- Student and staff safety: There has been an increase in behavior and safety issues as a result of the pandemic and students' loss of socialization skills. Additional personnel are needed to be able to respond to issues and provide proactive support to maintain a safe and positive learning environment for students and staff.

IV. PLANS FOR THE YEAR: SIP ACTIONS

LC's schoolwide have common planning and are meeting weekly to unpack standards, create common assessments, review assessment data, and plan for opportunities to reloop for standards that students have not demonstrated mastery. Teachers self identify areas for improvement based on Get Better Fasters scope and sequence. Administration provides coaching and feedback in these targeted areas while checking for alignment to the standard during walkthroughs and observation. An Equity Committee was created to ensure all students feel welcomed at Hough High School and includes leaders from the Huskies Against Hate student group, Hough Parent Task Force, Equal Opportunity School's team, and Global Minds United supporting staff professional development. Teachers are supporting students' social and emotional learning with weekly lessons from the 7 Mindsets curriculum. Hough HS is a Sources of Strength school and we have monthly themes and lessons to support social and emotional self regulation. Students have the opportunity every Tuesday and Thursday to attend Husky Time which is a school wide tutoring block during the school day.