

ANNUAL SCHOOL EVALUATION  
Abingdon High School  
2012-2013

Abingdon High School presented a Comprehensive Plan for school improvement as it related to Washington County Schools' Comprehensive Plan. The objectives for the 2012-2013 school year included the following: (1) Improve student achievement, focus on benchmark testing, and encouraging students to do their best. (2) Provide professional development based on needs assessment, staff input and available data to enhance student growth and achievement. (3) Promote a safe and nurturing school environment by reducing the number of incidents of law violations, violence, bullying and personal injury accidents. (4) Develop a plan to meet all state and federal accreditation AMO standards.

Abingdon High School continually strives to meet the needs of every student. Differentiation within classrooms for students with various learning styles is practiced in all academic areas. Project graduation tutors and teachers provide remediation and tutoring for any student in need. Local elective classes, modified schedules, and longer class periods have also been implemented to help students be successful. Professional development opportunities have been provided to all teachers so they may attend conferences and enhance their skills in order to become more effective in the classroom with expectations toward student achievement and academic success. Administrators and staff have developed a working relationship with local law enforcement and School Resource Officers to identify areas of concern and to be aware of where and how to report incidents of bullying and/or other safety concerns.

The goals for the 2013-2014 school year are the following: (1) Reach competencies in core areas and meet national and state standards with a focus on standardized tests and encouraging students to do their best. (2) Improve student achievement in the areas of Career and Technical Education and show improvement in the areas of credentialing and completer status. (3) Provide opportunities for activities that enhance the development of the whole child through character education. (4) Meet all state and federal accreditation AMO standards. The administration and the school improvement team are to be commended for creating C3 (Core Competency, CTE, and Character Education).

The administration and staff at Abingdon High School are to be commended for maintaining high standards in academics, extracurricular activities, and all areas of student education. Differentiation, remediation and tutoring are implemented in all academic areas to strengthen weaknesses and to coincide with regular classroom instruction. Administrators, faculty, and staff monitor halls, front entrances, restrooms, cafeteria, ball games, and all school activities to ensure student safety and well-being. Abingdon High School students have continually increased their Industry Certifications from 122 in 2011, 183 in 2012, and to 370 in 2013. Credentials achieved increased from 213 in 2011, 441 in 2012, and to 473 in 2013. Professional development and training were provided to teachers which allowed for the full implementation of the new teacher evaluation instrument.

## CURRICULUM & INSTRUCTION

### Abingdon High School

### 2012-2013

For the 2012-2013 school year, Abingdon High School concentrated improvement of one of the four core areas as outlined in Objective 2 under Curriculum & Instruction in the Comprehensive Plan. This goal and objective is outlined as follows:

**OBJECTIVE:** Improve Student Achievement – Reach competencies in core areas/meet national and state standards. Focus will be on Benchmark Testing and encouraging students to do their best.

#### Indicators:

- SOL-Aligned Benchmark tests were updated and utilized by teachers for assessment and planning. These tests were given every nine weeks during the school year. Following the tests, each core department reviewed the data from the test by question and by SOL strand to help determine student weaknesses. Areas where students scored lowest were reviewed and students were offered remediation in these instances.
- SOL scope and sequence, blueprints, and pacing guides were utilized in all areas of the school's curriculum. Nine-week and weekly pacing guides were developed for each subject area correlated to the Department of Education's scope and sequence. This data was used to develop the benchmark tests. Observations were made on a continual basis by the school's administration to ensure that each teacher within each subject/department was on track with the curriculum pacing guides.
- Tutoring was offered to students who failed Benchmark Tests. This was provided through Project Graduation. This program was communicated to students/parents via web site, teacher contact, guidance, and individual notifications. AHS utilizes a schedule outlining all services offered that includes subject tutoring, test make-up and homework catch-up, SOL review and preparation, and pull-out assistance for individual subjects.
- Local math/Algebra I and Local English/English 9 classes were offered on a 1<sup>st</sup> semester-2<sup>nd</sup> semester basis to provide success in an academy setting, working toward graduation requirements. These classes enhanced student abilities in Benchmark Testing for math and English.
- Differentiation within classrooms was continued for students with different learning styles. Each teacher utilized various methods for classroom instruction that allowed for differentiation in the curriculum areas. Each method used gave emphasis on achievement of the daily lesson plan objectives, the desired learner outcomes, methods of measuring success, and individual instruction by additional teaching staff, where applicable. Student success on SOL tests was evidence of this instructional technique. Local subject classes and inclusion teams were a successful component of this goal.

- Assessment for Learning (AFL) was continued as discussions in faculty meetings. Teachers continued implementation for assessment of content knowledge.
- Remediation and tutoring were offered to strengthen weaknesses. Project Graduation was reviewed for needed offerings and services under this program heading were continued for the 2012-13 school year. Services, free-of-charge, for the students under Project Graduation include the following components. Tutoring before and/or after school in the four core subject areas. Students were referred by teacher recommendation, self-initiative, and/or parent suggestion. A test make-up/homework program was offered whereby students could go to designated teachers after school to make up a missed test or other graded work, giving them a second chance to get work done. Review and remediation study halls were offered during the school day for students identified for this resource. Staff was employed during the school day to provide Project Graduation assistance to students who could be pulled out and placed in the necessary curriculum areas for additional one-on-one assistance. SAT preparation classes are offered during the evening for two six-weeks' period to provide students with the knowledge and materials needed for success on taking the SAT. Also, teachers offer individual tutoring to their students upon individual requests.
- Independent study projects included APEX seats which were purchased for students to achieve success and have opportunities for independent study projects. This program proved to be a tremendous success. Additionally, teachers worked with students in some curriculum areas with a focus on independent study projects, etc. Special needs students were provided differentiated instruction to insure comprehension of presented materials within curriculum. Inclusion resources were considered and placed specifically as to each individual student's needs and requirements. SOL testing review was given and students experienced much success on their SOL EOC tests.
- Awards incentives were given to students on various occasions. These included Student-of-the-Month recognitions, individual recognitions and awards, and classroom/group incentives and awards. Various rewards were given throughout the year.
- SOL scores are shown in the table below:

Accreditation Pass Rates*					
Subject	2008-2009	2009-2010	2010-11	2011-12	2012-13
English	93	93	94	94	87
Mathematics	85	90	85	75	77
History	94	92	87	91	92
Science	90	95	96	98	83

\*Pass rates may include a minimal point variance due to the average of individual subjects within core subject areas.

**PROFESSIONAL DEVELOPMENT**  
**Abingdon High School**  
**2012-2013**

A second goal was chosen based selecting one of the remaining five categories of the Comprehensive Plan and incorporating it into the School Improvement Plan. This goal was to provide professional development within the building.

**OBJECTIVE:** To enhance faculty and staff capacity through professional development – to provide professional development based on needs assessment, staff input, and available data to enhance student growth and achievement. Concentration will be on the new teacher evaluation instrument via TalentEd.

Indicators:

- The new teacher evaluation instrument, TalentEd, was implemented and utilized to provide administration with full documentation and data on teacher goals, evaluations, modifications, and required areas of focus and attention.
- Teacher training enabled them to have a full focus on this new instrument. They were provided with knowledge of its use, benefits, and resources for their own areas of achievement and/or needed improvements.
- Teachers came to expect the requirements of the instrument, the documentation content and time frame for completions in each area/component involved. They worked individually with their assigned administrator on complete compliance and full expectations of this process.
- Teachers were given ample opportunities to learn and become familiar with this evaluation program. The outcome provided them an enhancement of their skills in the classroom with expected student achievement and academic success outcomes.

**PROMOTE A SAFE AND NURTURING SCHOOL ENVIRONMENT**  
**Abingdon High School**  
**2012-2013**

A third category selected from the Comprehensive Plan and incorporated into the School Improvement Plan for the 2012-13 school year and includes the following:

**OBJECTIVE:** Promote a safe and nurturing school environment. Focus will be on reduction of the number of incidents of law violations, bullying, and personal injury accidents.

Indicators:

- Abingdon High School continued to develop and maintain a good working relationship with local law enforcement which was evident with classroom programs, school assemblies, and one-on-one assistance from these officers.
- Law enforcement officers and officials were available for participation in various programs and invited into classrooms and the school to provide knowledge on prevention programs for bullying and general dangers within the school environment. Billy the Bulldog program was implemented with student awareness through assemblies, t-shirts, posters in every area/classroom, and other communication.
- The Schools Safe/Hero program was emphasized and promoted throughout the year. Students were encouraged to report, and did report, incidents of bullying and other threats.
- Administration and school resource officer worked jointly to ensure monitoring of school areas for safety issues. Proper placement of staff was made for hall monitoring, cafeteria duties, restroom monitoring, school activities, and all other areas for monitoring of student and staff safety and well-being.
- Safety was continually stressed to faculty, staff, and students in regard to potential hazards or conditions that may cause injury and prevention methods. The school nurse incorporated programs for awareness of a safe and healthy learning and work environment.
- Proper discipline was taken toward students with infractions of violations of rules pertaining to violence, bullying, etc.
- Motivational speakers were utilized in assembly program/classroom presentations.