CURRICULUM AND INSTRUCTION
Holston High School
2013-2014

OBJECTIVE: Provide an instructional program in Mathematics that leads to opportunities for student success in all math areas, especially Algebra I, in accordance to local, state and federal mandates.

- Extended use of part-time tutors for individual preparation and review for SOL math tests in collaboration with Project Graduation
- Identified students who were performing below average in Algebra I and Geometry through benchmark tests and academic performance
- Utilized previous SOL failure data, teacher recommendations and assessments.
- Before and after school tutoring as well as tutoring during teacher planning times for students.
- Pairing of inclusion teacher with classroom teacher during inclusion classes to meet IEP accommodations for special education students
- Utilized Virginia Department of Education resources for SOL test preparation.
- Continued a "No Zeros policy referred to as "GRAD" – Greatly Reducing Academic Delinquency. This program focuses on reducing the number of failures caused by missing assignments.
- Hired a part-time Alternative Learning Lab instructor that enabled teachers to be free during their non – teaching assignment in order to provide additional student tutoring.
- More emphasis was placed on AFL strategies and higher order thinking skills in the classroom.
- Focused on best practices of teaching through observation critiques.
- Disaggregated data of students failing the SOL to determine specific areas/questions that were being consistently answered incorrectly. This enabled teachers to focus on problem areas.
- Unpacked the SOL standards by analyzing the essential skills and knowledge section of each SOL to align Bloom's Taxonomy of higher order thinking skills to the SOL standard.

<u>Results:</u>

- Overall math SOL pass rates increased from 70% in 2011-12; to 73% in 2012-13; to 80% in 2013-14.
- AMO Gap Group 1 math scores increased from 62.83% in 2012-13 to 75.24% in 2013-14.
- Economically Disadvantaged Group math scores increased from 65.71% in 2012-13 to 77.55% in 2013-14.
- Students with Disabilities Group math scores increased from 24.32% in 2012-13 to 43.75% in 2013-14.
- Math AMO result – 73; HHS met all Federal AMOs
- Algebra I scores increased from 59% in 2012-13 to 92% in 2013-14.
- Geometry scores decreased from 73% in 2012-13 to 70% in 2013-14.