

SCHOOL IMPROVEMENT PLAN  
Holston High  
2017-2018

A. Two school-wide instructional goals indicated by Data.

OBJECTIVE 1: 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.

Strategies

- Set the School goal pass rate in Algebra I to 80% proficiency that reflects the Algebra I Division goal pass rate.
- Disaggregation of 2016-17 Standards of Learning (SOL) results; noting areas of weaknesses identified by Reporting Categories and Student Performance by Question Data.
- Require curriculum alignment with Algebra I frameworks as an instructional priority and focus for this school year.
- Require CIP bench mark testing using Interactive Achievement. Data results will be used to strategically identify areas of weakness and students struggling in those areas.
- Provide Project Graduation tutors for small group and individual tutoring before SOLs for students with identified needs and expedited retake remediation for students who failed SOL on first attempt.
- Utilize math instructors within the department that do not instruct Algebra I to remediate students for expedited retakes.
- Encourage observation, collaboration and tutoring between the Math Department teachers to improve and refine teaching strategies and practices that are aligned with the Standards of Learning.
- Vertically align math curriculum and instruction through collaboration with Damascus Middle School teachers.
- Encourage professional development opportunities that focus on Math instruction that is directly aligned with Standards of Learning.
- Facilitate the use of Interactive Achievement to promote efficiency in assessments and data disaggregation to ensure quality, efficient instruction that is aligned to the Standards of Learning.
- Require a pre-approved midterm benchmark assessment, preferably using Interactive Achievement, to identify struggling students.
- Require the implementation of the Comprehensive Instructional Program as a tool to enhance instructional strategies.
- Require differentiation of instructional strategies to address varied learning styles and ability levels.

Indicators

- Increased SOL pass rates as well as pass advanced rates in Math, especially Algebra I.
- Increased Algebra I percentile rank in the Division and the Region.

- Reduction in the number of expedited retakes.
- Improved benchmark testing results.
- Documented Interactive Achievement utilization for bench mark testing.
- Documented professional development opportunities that emphasize Math instruction attended.
- Documented lesson plans, instruction and assessments that utilize Bloom's Taxonomy higher order critical thinking skills and are aligned to the Standards of Learning.
- Documented classroom observations showing evidence of best instructional strategies and practices; incorporating digital technologies, mobile devices and application software into instruction.
- Documented Project Graduation tutoring/remediation hours and sessions for small groups and individual instruction.

OBJECTIVE 2: Provide an instructional program in Science that leads to opportunities for student success in all Science areas, especially Biology, in accordance to local, state and federal mandates.

#### Strategies

- Set the School goal pass rate in Biology to 85% proficiency that reflects the Biology Division goal pass rate.
- Disaggregation of 2016-17 SOL results; noting areas of weaknesses identified by Reporting Categories and Student Performance by Question Data.
- Require curriculum alignment with Biology frameworks as an instructional priority and focus for this school year.
- Require CIP bench mark testing using Interactive Achievement. Data results will be used to strategically identify areas of weakness and students struggling in those areas.
- Encourage observation and collaboration of lead teachers within departments and from outside of department to improve and refine teaching strategies and practices that are aligned with the Standards of Learning.
- Encourage professional development opportunities that focus on Biology instruction aligned with Standards of Learning.
- Facilitate the use of Interactive Achievement to promote efficiency in assessments and data disaggregation to ensure quality, properly aligned assessments.
- Implementation of instructional technology, mobile devices (Chromebooks and cell phones) and application software to enhance instruction.
- Encourage the implementation of the Comprehensive Instructional Program as a tool to enhance instructional strategies.
- Require differentiation of instructional strategies to address varied learning styles and ability levels.

#### Indicators

- Increased SOL pass rates as well as pass advanced rates in Science, especially Biology.
- Increased Biology percentile rank in the Division and the Region.

- Reduction in the number of expedited retakes.
- Improved benchmark testing results.
- Documented Interactive Achievement utilization for bench mark testing.
- Documented professional development opportunities that emphasize Science instruction attended.
- Documented lesson plans, instruction and assessments that utilize Bloom's Taxonomy higher order critical thinking skills that are aligned with the Standards of Learning.
- Documented classroom observations showing evidence of best instructional strategies and practices; incorporating digital technologies, mobile devices and application software into instruction that are appropriately aligned to the Standards.
- Documented after school tutoring/remediation sessions for small groups and individual instruction.

B. Professional Development goal to support instructional goals.

**OBJECTIVE:** Provide professional development opportunities that focus on curriculum alignment ensuring that instruction and assessments are properly aligned to the essential knowledge and skills framework of the Virginia Standards of Learning.

Strategies

- Increase observation and evaluation frequency by Administration and Leadership Team focusing on instructional strategies, instructional content, and assessments to ensure alignment with the Virginia Standards of Learning for those deficient areas.
- Provide Professional Development opportunities with Data Specialists and Divisional and Regional Teachers that demonstrate high pass rates and percentile ranks in those particular areas.
- Analyze assessment data to ensure alignment and to determine which students are at risk for failing the Virginia Standards of Learning.

Indicators

- Documented observations (both formal and informal), that show evidence of instructional strategies, and assessments that are properly aligned with Standards of Learning.
- Increased scores on benchmark assessments that reflect properly aligned learning goals, indicating potential performance on the Standards of Learning Assessment.
- PLC and faculty meeting agendas will include professional development activities focused on curriculum alignment.