

SCHOOL IMPROVEMENT PLAN
Holston High School
2015-2016

- A. *Work to improve one of the four core areas as outlined in Objective 2 under Curriculum & Instruction in the Comprehensive Plan*

OBJECTIVE: Holston High School will implement strategies to improve student learning and meet state requirements in mathematics, specifically the following strands within the standards of learning.

Algebra 1: Determine the values of a range for given values of the domain Model and make predictions for a set of data using the curve of best fit
Analyze and compare box and whisker plots, especially when a data point is added or removed
Find the curve of best fit for a set of data

Geometry: Analyze and complete a proof table to prove triangles congruent
Solve a problem involving secants and tangents
Interpret/construct logical arguments

Strategies

- Teachers will analyze prior year SOL data to identify weaknesses within reporting categories.
- Teachers will analyze prior year(s) SOL Student Performance by Question report to determine if item weakness is a trend from year to year.
- Teachers will use Benchmark or Interactive Achievement (or similar assessment) results to develop lessons that address students' strength and weaknesses with specific standards.
- Teachers will use diagnostic, formative, and summative assessments throughout the course to determine strengths and weaknesses of students in targeted objectives of individual students and the class as a whole. This data will be used to guide instruction, remediation and tutoring efforts.
- Teachers will follow the curriculum framework, scope and sequence, and testing blueprints provided by the VDOE.
- Teachers will follow the pacing guide per course provided by Washington County Schools.
- Teachers will develop annual goals that include annual measureable growth for students.
- Shared best instructional practices and strategies will be discussed and demonstrated at faculty meetings.
- Tutoring will be provided before and after school to any student needing extra help.
- Tutoring will also take place during school for one period.
- Project graduation tutoring will be provided during school for those students who have been recognized as needing extra help to master mathematics state standards.

- Teachers will utilize resources provided by the state including informative Power Point presentations, test data, technology enhanced items, released practice questions, and released SOL tests.
- Teachers will utilize the Comprehensive Instructional Program offered for Region 7 as a resource.
- Teachers will attend professional development opportunities pertaining to standards of learning, increasing rigor, vertical alignment, using data to drive instruction and effectively using formative and summative assessments.
- Teachers will contact parents concerning students who are struggling with specific topics and/or performing poorly or failing the course.
- Teachers will meet monthly to discuss items concerning the mathematics department. This includes teachers sharing ideas, strategies, lessons, materials and resources that have been successful for them.
- Teachers will be encouraged to perform peer observations in and out of their content area to enhance professional growth and instructional strategies.

Indicators

- Data collected from Algebra I & Geometry SOL end-of-course test scores and scores by question to identify weak areas needed for improvement
- Data collected from Benchmark testing results and lesson plans guided by the data.
- AMO requirements (Subgroup Data)
- Data collected from Interactive Achievement (or similar assessment) utilization (Administration of tests and evidence of data disaggregation to improve student achievement)
- Documentation of professional development opportunities attended related to math
- Documented lesson plans utilizing Bloom's Taxonomy format
- Documented student tutoring/remediation sessions
- Documented use of formative and summative assessments
- Documented evidence of use of data to drive instruction
- Classroom observations with relevant and appropriate feedback
- Parent contact logs
- Evidence in lesson plans of resources used to enhance instruction and student engagement

B. Select one of the remaining five categories of the Comprehensive Plan and incorporate it into the School Improvement Plan. (Improve Student Achievement)

OBJECTIVE: Holston High School will implement strategies to improve student learning and meet state requirements in VA & US History, specifically the following strands within the standards of learning.

VA & US History: Analyze events during Reconstruction
 Identify presidential policy
 Identify major event in US foreign policy history

Strategies

- Teachers will analyze prior year SOL data to identify weaknesses within reporting categories.
- Teachers will analyze prior year(s) SOL Student Performance by Question report to determine if item weakness is a trend from year to year.
- Teachers will use Benchmark or Interactive Achievement (or similar assessment) results to develop lessons that address students' strength and weaknesses with specific standards.
- Teachers will use diagnostic, formative, and summative assessments throughout the course to determine strengths and weaknesses of students in targeted objectives of individual students and the class as a whole. This data will be used to guide instruction, remediation and tutoring efforts.
- Teachers will follow the curriculum framework, scope and sequence, and testing blueprints provided by the VDOE.
- Teachers will follow the pacing guide per course provided by Washington County Schools.
- Teachers will develop annual goals that include annual measureable growth for students.
- Shared best instructional practices and strategies will be discussed and demonstrated at faculty meetings.
- Tutoring will be provided before and after school to any student needing extra help.
- Tutoring will also take place during school for one period.
- Project graduation tutoring will be provided during school for those students who have been recognized as needing extra help to master history state standards.
- Teachers will utilize resources provided by the state including test data, technology enhanced items, released practice questions, and released SOL tests.
- Teachers will utilize the Comprehensive Instructional Program offered for Region 7 as a resource.
- Teachers will attend professional development opportunities pertaining to standards of learning, increasing rigor, vertical alignment, using data to drive instruction and effectively using formative and summative assessments.
- Teachers will contact parents concerning students who are struggling with specific topics and/or performing poorly or failing the course.
- Teachers meet monthly to discuss items concerning the history department. This includes teachers sharing ideas, strategies, lessons, materials and resources that have been successful for them.
- Teachers will be encouraged to perform peer observations in and out of their content area to enhance professional growth and instructional strategies

Indicators

- Data collected from VA & US History end-of-course test scores and scores by question to identify weak areas needed for improvement
- Data collected from Benchmark testing results and lesson plans guided by the data
- AMO requirements (Subgroup Data)

- Data collected from Interactive Achievement (or similar assessment) utilization (Administration of tests and evidence of data disaggregation to improve student achievement)
- Documentation of professional development opportunities attended related to history
- Documented lesson plans utilizing Bloom's Taxonomy format
- Documented student tutoring/remediation sessions
- Documented use of formative and summative assessments
- Documented evidence of use of data to drive instruction
- Classroom observations with relevant and appropriate feedback
- Parent contact logs
- Evidence in lesson plans of resources used to enhance instruction and student engagement

C. Choose one goal based on providing professional development in your building

OBJECTIVE: Provide opportunities for professional development in all areas of instruction to enhance teacher professional growth.

Strategies

- Professional development opportunities will be communicated and provided to all teachers and resources made available.
- Encourage teacher collaboration, peer observation, and engagement in critical dialog to enhance professional growth and efficacy.
- Various meetings for shared best practices and instructional strategies will be utilized.
- Teachers will use Benchmark or Interactive Achievement (or similar assessment) results to develop lessons that address students' strength and weaknesses with specific standards.
- Increase the frequency and impact of observations in order to provide quality feedback about current instructional strategies.

Indicators

- Budget funding for professional development will provide ample opportunities for teachers to take advantage of professional development conferences/workshops and other resources to enhance professional growth
- Evidence of Benchmark or Interactive Achievement (or similar assessment) data used to gain information and data that will strengthen teacher's instructional strategies based on students' strengths and weaknesses with specific standards
- Teachers will participate in peer observations and give feedback on observed instructional strategies that could be used or manipulated to enhance their personal professional growth
- Observed use of trending instructional strategies in the classroom provided by professional development opportunities.

D. Meet all local, state, regional, and federal accreditation standards.