

ANNUAL SCHOOL EVALUATION
Abingdon High School
2011–2012

Abingdon School presented a Comprehensive Plan for school improvement as it related to Washington County Schools' Comprehensive Plan. The objectives for the 2011-2012 school year included the following: 1) Improvement of Student Achievement-reach competencies in core areas. 2) Provide opportunities that enhance the development of the "whole child." 3) Establish a support system for teachers in expanding block scheduling knowledge. 4) Meet all local, state, regional and federal accreditation standards.

A variety of achievement opportunities for students were developed though curriculum aligned benchmark test, online credit recovery classes, local Math and English electives and differentiation in instruction. Various elective opportunities have enhanced course offering ranging from fitness/wellness to the arts. A series of professional development opportunities of teaching on the block were offered to all instructional staff. Abingdon High School will develop a plan to meet the sub-category deficiencies as defined by the State and Federal standards.

The goals for the 2012-2013 school year are the following: 1) Improve Student Achievement – Focus on Benchmark testing and encouraging students to do their best. 2) To provide professional development to enhance student growth and achievement with emphasis on the new teacher evaluation instrument. 3) Promote a safe and nurturing school environment with a reduction of student incidents through "Safe Schools/Hero" program. 4) Develop a plan to meet all local, state, regional, and federal accreditation AMO standards.

This year Abingdon High School has worked hard to "provide something for everyone." This is exemplified though the ATz program with 300 plus members in the club and Artist in Residency to list a few.

CURRICULUM & INSTRUCTION

Abingdon High School

2011–2012

For the 2011-12 school year, Abingdon High School concentrated on improving student achievement to reach competencies in core areas, meeting national and state standards under Curriculum & Instruction in the School Improvement. This goal is outlined as follows:

OBJECTIVE: Improve student achievement – reach competencies in core areas/meet national and state standards.

Indicators

- SOL-Aligned Benchmark tests were 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.
- The freshman transition block classes for identified students was successful in the core areas and health/physical education classes ensuring their being on target for graduation. The block classes in English, math, science, and health/physical education classes provided the students a successful opportunity in student achievement. This was the second year for this program with outstanding results.
- 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. Block classes and inclusion teams were a successful component of this goal.
- 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 2011-12 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.

- APEX seats were purchased for students to achieve success and have opportunities for independent study projects. This program proved to be a tremendous success.
- 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.
- SOL scores are shown in the table below

Accreditation Pass Rates					
Subject	2007-08	2008-09	2009-10	2010-11	2011-12
English	92	93	93	94	94
Mathematics	85	85	90	85	75
History	90	94	92	87	91
Science	91	90	95	96	98

ENHANCE THE DEVELOPMENT OF THE WHOLE CHILD
Abingdon High School
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The second category selected from the Comprehensive Plan and incorporated into the School Improvement Plan for the 2011-12 school year includes the following:

OBJECTIVE: To enhance the development of the whole child:

- A. Co-curricular and extracurricular activities offered
- B. Incorporate multi-cultural activities
- C. Enhance communication, interaction, and collaboration between schools and parents

Indicators

- Additional electives were offered for the 2011-12 school year that included small animal, AFDA, more economics and personal finance classes, speech, creative writing, humanities, and intro to theater.
- Students have the ability for numerous on-line classes to obtain college and other credits not otherwise available.
- The Barter Theatre Artist in Residency program gave many students an opportunity for an outlet for their creative talents.
- The school offers many co-curricular and extracurricular activities. These include 23 VHSL sanctioned activities in academics and athletics in both girls' and boys' levels at junior varsity and varsity levels.
- Other activities include intra-mural events that include powder puff football games, basketball, etc.
- Many service and academic clubs are offered for students.
- The school has a successful band and chorus programs that include performances for the public and student body. Both groups win awards at all levels including district, region, and state.
- Six students attended the national OAKE event in chorus.
- The AT2 club has broadened its services to the community to include assistance in many projects to better our community, as well as many other clubs who donate much time and resources to local food pantries, nursing homes, etc.
- Multi-cultural activities are spearheaded through our foreign language offerings. Students are able to travel abroad on trips throughout the summer. They experience cultural food, customs, and language through extensive projects throughout the year. These include formal dinners, recreating holidays of other countries, posters and other projects that help the entire school become familiar with these customs.

- Optional videos are presented at night at the school in languages whereby students may participate and translate.
- The A Team was established for minority groups here at the high school. Guest speakers come into the school to present various opportunities available for minority groups.
- The Parent Portal system allows parents to monitor student grades, discipline, and attendance.
- An automated message system sends out texts, e-mails, and phone calls alerting parents to pertinent information and/or emergency information.
- The school regularly e-mails parents and keeps them informed of happenings and items on a need-to-know basis.
- The school's web page keeps parents informed. This includes a Daily Announcements segment that posts the announcements the students hear daily.
- One-on-one meetings are held with parents, administration, and/or faculty on matters pertaining to academics, discipline, attendance, etc.
- School booster clubs provide communication between school and parents via many projects, meetings, activities, etc.
- Each sport holds a meeting with parents to ensure open and clear communication in regard to expectations, etc.

PROFESSIONAL DEVELOPMENT
Abingdon High School
2011–2012

A third goal was chosen based on providing professional development within the building.

OBJECTIVE: Establish a support system for teachers in expanding their knowledge of block scheduling preparation and professional development to enhance teacher knowledge in this area. Also, professional development will be offered to expand teacher knowledge in general for increased opportunities for student learning and achievement.

Indicators

- Education and training about block scheduling was continued for each teacher to continue with a smooth transition for teachers and students into block scheduling. Teachers gained additional confidence into the components of block scheduling. Continual resources and training was provided to help with the transition.
- Peer assistance continued to be provided to give faculty members a sense of support on teaching in a block setting. Departments shared ideas, and departments encouraged each other in support and recommendations.
- Activities focused on relieving stress and improvement on their general well-being. These included get-togethers during lunch, after school, and drawings at faculty meetings for donated meal coupons, etc.
- Teacher attendance at ballgames, student activities, and other extracurricular events was increased.
- Student self-worth and self-esteem was promoted throughout the year with a continued emphasis placed on an overall sense of personal motivation and pride.
- Teachers were encouraged to attend various professional development opportunities throughout the year. Numerous conferences, workshops, etc. were attended by a record number of faculty members.
- Teachers developed an overall sense of personal motivation and pride in their increased level of curriculum development. Their students experienced an increase in productivity in the classroom and academic achievement as a result of these professional development opportunities.
- The master schedule was adjusted to decrease the number of preparations for the teachers. An overall sense of respect and understating of their needs was the focus and outcome of this adjustment.