SCHOOL IMPROVEMENT PLAN

Holston High School

2016-2017

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 Geometry, in accordance to local, state and federal mandates.

Strategies

- Disaggregation of 2015-16 SOL results; noting areas of weaknesses identified by Reporting Categories and Student Performance by Question Data.
- 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.
- Require utilization of TestNav 8 to practice SOL multiple choice/technology-enhanced test items.
- 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.
- Provide an elective Math class for remediation and recovery for at-risk students.
- Provide an additional Math teacher for at least one period for remediation, recovery and individualized instruction.
- Encourage observation and collaboration of lead teachers within departments to improve and refine teaching strategies and practices.
- Vertically align math curriculum and instruction through collaboration with DMS teachers.
- Encourage professional development opportunities that focus on Math instruction.
- Facilitate the use of Interactive Achievement to promote efficiency in assessments and data disaggregation to ensure quality, efficient instruction.
- Implementation of instructional technology, mobile devices (Chromebooks and cell phones) and application software to enhance instruction.
- Implementation of the Comprehensive Instructional Program as a tool to enhance instructional strategies.
- Require a classroom grading management system, such as Google Classroom, to ensure effective, efficient management, instructional and assessment practices.
- Differentiate instructional strategies for students with different learning styles and ability level.

Indicators

- Increased SOL Pass Rates as well as Pass Advanced Rates in Math, especially Geometry.
- Reduction in the number of expedited retakes as a result of Project Graduation tutoring.
- Improved benchmark testing results that correlate into improved SOLs scores.

- Documented results of the multiple-choice/technology enhanced practice test item sets using TestNav 8.
- Documented Interactive Achievement utilization for bench mark testing.
- Documented professional development opportunities that emphasize Math instruction attended.
- Documented lesson plans and instruction that utilize Bloom's Taxonomy higher order critical thinking skills.
- 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 sessions for small groups and individual instruction.

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

Strategies

- Disaggregation of 2015-16 SOL results; noting areas of weaknesses identified by Reporting Categories and Student Performance by Question Data.
- Require Bench Mark Testing; using result data to strategically identify areas of weakness and students struggling in those areas.
- Utilize Criterion to identify weak areas and students struggling in those areas.
- Utilize the Work Keys Writing Assessment as an alternative to the SOL for those students identified as "high-risk" for failing the SOL. Criteria used in identification of high-risk students include but are not limited to: past performance on 8th grade Writing SOL, course grade obtained in 9th grade English, Criterion pre-assessment and Interactive Achievement Bench Mark assessments.
- 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.
- Encourage observation and collaboration of lead teachers within departments to improve and refine teaching strategies and practices.
- Encourage professional development opportunities that focus on Writing instruction.
- Facilitate the use of Interactive Achievement to promote efficiency in assessments and data disaggregation to ensure quality, efficient instruction.
- Implement instructional technology, mobile devices (Chromebooks, cell phones) and application software (Criterion) to enhance instruction.
- Implement the Comprehensive Instructional Program as a tool to enhance instructional strategies.
- Require a classroom grading management system, such as Google Classroom, to ensure effective, efficient management, instructional and assessment practices.
- Implement Read 180, remedial reading course, for students identified in the Tier 2-3 reading levels in the 8th grade.

- Differentiate instructional strategies for students with different learning styles and ability level.

Indicators

- Increased SOL Pass Rates as well as Pass Advanced Rates in English, especially Writing.
- Reduction in the number of failures on Writing SOLs as a result of providing the Work Keys Alternative Assessment.
- Reduction in the number of expedited retakes as a result of Project Graduation tutoring.
- Improved benchmark testing results that correlate into improved SOLs scores.
- Documented Interactive Achievement utilization to bench mark test.
- Documented professional development opportunities that emphasize Writing instruction attended.
- Documented lesson plans and instruction that utilize Bloom's Taxonomy higher order critical thinking skills.
- Documented Project Graduation tutoring/remediation sessions.
- Documented classroom observations showing evidence of best instructional strategies and practices; incorporating digital technologies, mobile devices and application software into instruction.

B. *Professional Development goal to support instructional goals.*

OBJECTIVE: Increase the number of students and teachers that effectively use digital learning tools, mobile technology and application software to enhance instructional strategies in all content areas, including Geometry and Writing.

Strategies

- Increase the number of Chromebooks purchased to address the gap between freshmen ownership of Chromebooks and upperclassmen. By the end of the 2016-17 year, all core departments will house one mobile cart with 20 Chromebooks to be used in their department.
- Professional Learning Communities (PLCs-Departments) will meet monthly to share and create lessons using digital learning tools, mobile technologies and application software.
- Professional development training specific to student use of digital learning tools, mobile technologies, and application software in the classroom will be completed as a whole staff group and in PLCs.
- Spotlight use of digital learning tools, mobile technology and application software during faculty meetings by PLCs.
- Lead teachers required to observe and evaluate teachers in their content area pertaining to school improvement goals and use of digital learning tools, mobile technologies and application software.

Indicators

- Each PLC Lead Teacher will submit minutes and student work samples from monthly meetings.
- Administrators and Lead Teachers will monitor through observations (both formal and informal), evidence of the use of digital learning tools, mobile technologies and application software.
- Attendance logs will be collected from various relevant professional development sessions.
- PLC and Faculty Meeting Agendas will include professional development activities focused on utilizing digital learning tools, mobile technology and application software.