

# **Twin Springs High School**

## **Schoolwide Plan**



**Every child. Every opportunity.**

# Virginia Department of Education Every Student Succeeds Act of 2015 Title I Schoolwide Plan Template

**Division Name:** Scott County Public Schools

**School Name:** Twin Springs High School

**Date:** August 31, 2022

**Select One:**  **Initial Plan**  **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
  - Parents;
  - Other members of the community to be served;
  - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
  - The local education agency;
  - To the extent feasible, tribes and tribal organizations present in the community; and
  - If appropriate
    - Specialized instructional support personnel;
    - Technical assistance providers;
    - School staff; and
  - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

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The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that are related to the schoolwide components.

**Directions: Complete each of the four components by following these steps:**

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

**Resources:**

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs*, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

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**Stakeholders:**

List the name and title of each stakeholder who participated in developing this plan.

<b>Name of Stakeholder</b>	<b>Title</b>
Jordan Mullins	Principal
Keith Warner	Assistant Principal
Robin Tiller	Teacher
Dustin Collier	Teacher
Makayla Jaramillio	Teacher
Travis Pierson	Teacher
Bridgett Rose-Barnette	School Counselor
Samantha Jones	Title 1 Teacher
Tina Gilmer	Parent
Jennifer Wallace	Community Member
Kayli Dunn	Student
Alivia Gibson	Student
Ian Mullins	Student
Katlin Castle	Student

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## **Component 1 §1114(b)(6):**

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

## **Narrative:**

Staying true to our school's vision we, the faculty and administration of Twin Springs High School, desire an educational structure that works to provide for every child, every opportunity. Our staff strives each and every day to encourage, assist, and enable Twin Springs students to achieve the highest academic standards, lead ethical lives, and become responsible citizens. Our goal, through a sustained commitment to education, is to establish a community of respectful, cooperatives, and compassionate learners.

Our staff is determined, giving consistent effort and guidance to Twin Springs students, to best prepare our young people for success outside of these school walls. Twin Springs is blessed with passionate, highly-qualified teachers driven to instill curiosity for knowledge and love of learning in each of our students. WE understand that today's educators are so much more than individuals who present facts to be remembered. The faculty and staff of Twin Springs is the best part of their day.

Through cooperative endeavors of our students, parents, teachers, administrators, and all other stakeholders, the Twin Springs community strives each day to achieve excellence in all facets of our young people's lives. We desire that, upon leaving Twin Springs, students realize that their staff and community value them and recognize their potential for great things. The staff of Twin Springs High School is extremely proud to be associated with such a wonderful community. We feel that, together with all of our stakeholders, we can and will continue to solidify the foundations necessary for student success as they pursue higher education, careers, and achievement in the world as young adults.

The 2021-2022 school year was definitely one for the books. From starting the school year under strict Covid guidelines to finishing with some easing, 2021-2022 was certainly a roller coaster. We navigated the school year with most students learning on-site, but some still gaining instruction in a virtual platform. In looking at our test scores in years past we continually target several areas in which the faculty of

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Twin Springs High School are constantly working to improve. With this, we set Goal 1 to improve the combined English 8 SOL tests (Reading 8 and Writing 8) to an unadjusted 70 percent pass rate. We accomplished, and exceeded, this goal as we improved our unadjusted pass rate to over 74 percent. We also accomplished Goal 3 that we had set for our school is 2021-2022. We sought to improve our learning climate by encouraging multiple collaboration endeavors among teachers of various disciplines and schools. Unfortunately, we were somewhat limited with all we wanted to do resulting from Covid guidelines and procedure. We were able to conduct our departmental collaboration meetings within our building and collaboration with our feeder schools, however we were limited when it came to country-wide departmental meetings. Hopefully, with the potential for increased normalcy, we can accomplish this in the 2022-2023 school year. Unfortunately, we were not able to accomplish Goal 2, which called for us to improve our unadjusted Science 8 score to at or above 70%. Science 8 continues to be a point of emphasis for us and we are continually working to improve scores on this test. An emphasis on Science 8 will be at the center of our goals for the 2022-2023 school year.

The faculty and students of Twin Spring High School had a successful school year in 2021-2022, acquiring passing scores on the following Standards of Learning (SOL) test: 100 percent EOC Writing, 93 percent Algebra I, 75 percent Biology I, 100 percent Earth Science, 100 percent World History, 90 percent Math 8, 85 percent EOC Reading, 84 percent Reading 8, 57 percent Science 8, 61 percent World Geography, and 65 percent for Writing.

Overall, our students performed well on their SOL tests for the 2021-2022 school year. There are definitely areas where we need to focus attention. Those areas are: Science 8, World Geography, and Biology I. This focus will be visible in our goals this year and our strategies will be specific to improving both our students' understanding of these subjects and their success on the SOLs. Our teachers have always worked tirelessly in an attempt to meet our goals. All involved in this process have traditionally done a wonderful job. We will continue to work in 2022-2023 to meet our new goals and will push toward the continual progress and achievement of all our students.

Twin Springs High School is located in Nickelsville, Virginia. Twin Springs High School has 239 students that are composed of students in grades 8-12. Twin Springs serves 45 students with disabilities, while one student is offsite. Twin Springs High School has 114 male students and 125 female students. There are 227 students classified as White and 12 students classified as African American, Black, Hispanic, or Other.

### **Budget Implications:**

N/A

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**Benchmark/Evaluation:**

Twin Springs High School uses end of semester SOL test scores, end of year SOL scores in Algebra 1, benchmark scores, 9 week test scores, and teacher created assessments to determine students that are at-risk for falling behind. Attendance is also recorded and reviewed to identify students that might need additional help in maintaining academic success.

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#### **Component 2 §1114(b)(7)(A)(i):**

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

#### **Narrative:**

Science 8, World Geography, and Biology I SOLs are all areas that showed low performance levels or were identified as a weakness at Twin Springs High School. For the 2022-2023 school year, Twin Springs High School has set to do the following:

1. To improve the pass rate of the Science 8 SOL to 70 percent or above.
  - Principal will maintain the highest level of visibility in Science 8 classes, frequently observing strategies, lessons, and assignments.
  - Ensure that Science 8 teachers are provided with current VDOE SOL objectives and guidelines.
  - Require Science 8 teachers to correlate their lesson plans with their required SOLs Discuss any and all needs with Science 8 teachers and provide adequate funding to each teacher for the purchase of all needed SOL materials.
  - Evaluate previous years SOL assessments to identify strengths and areas of needed improvement.
  - Discuss issues and concerns with the school's previous Science 8 teacher and seek guidance from other teachers in the system more familiar with the Science 8 SOL.
  - Implement school and county-wide science departmental meetings that allow teachers in common subject areas to share strategies for teaching SOL objectives.
  - Assign Title I teacher for focused instruction and remediation.
  - Lesson plans to provide evidence of correlation with SOLs. Documentation of spending, specific to funding for SOL support and resources. Documentation of principal visits to Dr. Collier's classes.
2. To improve the pass rate on the World Geography SOL to 70 percent or above.
  - Principal will maintain the highest level of visibility in World Geography classes, frequently observing strategies, lessons, and assignments
  - Ensure that the World Geography teacher correlates lesson plans with the required SOLs.



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- Discuss any and all needs with the World Geography teacher and provide adequate funding for the purchase of all needed SOL materials.
  - Evaluate previous years SOL assessments to identify strengths areas of needed improvement.
  - Require the World Geography teacher to attend all county-wide departmental meetings that allow teachers of Social Studies to share strategies for teaching SOL objectives.
  - Assign Title teacher for focused instruction and remediation.
  - Lesson plans to provide evidence of correlation with SOLs.
  - Documentation of spending, specific to funding for SOL support and resources.
  - Documentation of principal visits to English 8 classes.
3. To improve the pass rate on the Biology I SOL to 80 percent or above.
- Principal will maintain the highest level of visibility in Biology I classes, frequently observing strategies, lessons, and assignments.
  - Ensure that the Biology I teacher is provided with current VDOE SOL objectives and guidelines.
  - Require the Biology I teacher to correlate lesson plans with the required SOLs.
  - Discuss any and all needs with the Biology I teacher and provide adequate funding for the purchase of all needed SOL materials.
  - Evaluate previous years SOL assessments to identify strengths and areas of needed improvement.
  - Implement school and county-wide departmental meetings that allow teachers of Biology I to share strategies for teaching SOL objectives.
  - Assign Title teacher for focused instruction and remediation.
  - Lesson plans to provide evidence of correlation with SOLs.
  - Documentation of spending, specific to funding for SOL support and resources.
  - Documentation of principal visits to Biology I classes.
4. To improve upon achievement gaps in English for students with disabilities.
- Principal will maintain the highest level of visibility in all English 8 classes, frequently observing strategies, lessons, and assignments.

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- Maintain consistent communication between administration, regular ed., special ed., and Title teachers in order to identify struggling students and pinpoint major areas of struggle.
- Schedule year-long English 8, attempting to bridge the achievement gap, particularly as a result of coming out of the pandemic and increased loss of face to face instruction.
- Ensure that all English teachers (regular and special education) are provided with current VDOE SOL objectives and guidelines.
- Require all English teachers (regular and special education) to correlate their lesson plans with their required SOLs.
- Discuss any and all needs with English and special education teachers and provide adequate funding to each teacher for the purchase of all needed SOL materials
- Evaluate previous years SOL assessments to identify strengths and areas of needed improvement.
- Set up and oversee various collaboration sessions/meetings (starting in Summer '22 and continuing throughout the 2022-23 school year) between English teachers, special education teachers, and specialists in the area of teaching English to students with disabilities.
- Focus remediation on English using our school's Title teacher.
- Provide multiple after school tutoring opportunities weekly, specifically geared towards English students.
- Requiring English and special education teachers to implement "Mechanic Instruction That Sticks" (MITS) for grammar curriculum in English 8.
- Require and oversee collaboration with 6th and 7th grade English, ELA, and special education teachers, implementing MITS in these grades, as well (elementary teachers start with Level A on MITS and students go to Level B in the 8th grade.)
- Implement the use of Performance Matters Assessments aligned to specific SOLs.
- Implementing IXL focusing on skills aligned with the standards of learning.
- Using lesson plans to provide evidence of correlation with SOLs, use of Performance Matters, and implementation of MITS.
- Document spending, specific to funding for SOL support and resources.
- Document principal visits to English classes.
- Document weekly tutoring.
- Use of master schedule to reflect year-long English 8.
- Document meetings of collaboration between Twin Springs teachers and those at Dungannon Elementary and Nickelsville Elementary.
- Document meetings between administration, English teachers, special education teachers, and Title teacher.

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**Budget Implications:**

N/A

**Benchmark/Evaluation:**

By the end of the school year, June 2023, Twin Springs High School will improve the pass rate of the Science 8 SOL to 70 percent or above.

The pass rate of the World Geography SOL will improve to 70 percent or above by June 2023.

The pass rate of the Biology I SOL will improve to 80 percent or above.

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**Component 3 §1114(b)(7)(ii):**

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

**Narrative:**

Twin Spring High School offers an after school remediation program for any student that might need help on a lesson. Also, all teachers are available before school for remediation, if needed.

Students also have opportunities to participate in Band, community service projects, FCA Club, FCCLA Club, VHSL activities,, and many other various activities throughout the school year

**Budget Implications:**

N/A.

**Benchmark/Evaluation:**

The Title I teacher will keep a log of student assessment and performance growth for each student served. The Title I teacher will keep documentation of parent involvement and communication log. Also, the Title I teacher and classroom teacher will keep a record for documentation of remediation of the student served.

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## **Component 4** §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

## **Narrative:**

Twin Springs High School has one guidance counselor who is available to students as needed. If requested the guidance counselor is available to go into the classroom, serve small groups, or even one on one.

Career and Technical classes, Career Investigations, and Leadership classes are available to students in grades 9-12 as electives. Each student with IEPs are given transition services.

Twin Springs High School has a schoolwide set of rules and expectations for students that is used throughout the school by each teacher. Scott County Public Schools have Student Policy Manuals, which are given to each student to read. Then the students must sign and return

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to school. There is a behavior specialist that serves in all of Scott County Schools to help create behavior plans for students with specific needs. A school psychologist is available to all of Scott County Schools to address psychological issues with students and staff.

Professional development opportunities are available for faculty and staff at Twin Springs High School. These include book studies, classroom management, go guardian, goal setting, Google Classroom, newline panel boards, special education and 504 training, and other various professional development opportunities.

The guidance counselor meets with each upcoming ninth grade student to provide assistance in determining a path that better suits each students' success in his/her future.

**Budget Implications:**

N/A

**Benchmark/Evaluation:**

For the 2022-2023 school year faculty and staff at Twin Springs High School will focus on improving student learning in all areas. Classroom teachers and the Title I teacher will work together to focus on increasing student learning with students that are, and to improve SOL scores in Science 8, World Geography, and Biology I.