

Twin Springs High School

2021-22

School Improvement Plan

Committee Members

Faculty

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Philosophy of Twin Springs High School

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, cooperative, 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 a 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 has worked tirelessly to make our school an oasis for so many of our students and a place where students feel safe, comfortable, and protected. We feel that this is an absolute necessity to make our school conducive to student learning, and we realize that, for some, their time at 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.

Executive Summary

The 2020-21 school year was definitely one for the books. With the COVID-19 pandemic halting our normalcy in March of 2020, we knew that 2020-21 was going to be a roller coaster. We navigated the school year with remote/virtual learning and quarantines. The only consistent aspect in the whole year was the inconsistency. In looking at our test scores in years past we continually target several areas in which the faculty of Twin Springs High School are constantly working to improve. Among these are our Writing 8, Reading 8, and Science 8 scores. Before COVID hit, we were successful in accomplishing two of our highlighted measurable goals during the 2018-19 school year. We achieved our goal of improving the pass rate on the Reading 8 SOL to at or above 75 percent, finishing the school year with an 84 percent pass rate. We accomplished our goal of attaining a Science 8 SOL average to at or above 75 percent, finishing the school year with an 84 percent pass rate. There was one specific measurable goal that was not achieved in the 2018-19 school year. We fell short of improving our Writing 8 scores to at or above a 75 percent pass rate, finishing 2018-19 at 57 percent. Although we did not meet our goal of 75 percent in Writing 8, we did improve by 6% from the 2017-18 school year. However, in 2020-21 our unadjusted pass rates for Reading 8, Writing 8, and Science 8 were 43, 47, and 41 respectively. Between the inconsistency of being onsite or virtual, the “no scores” from parent refusal to allow kids to test, and, specific to Science 8 students, the inability to build toward Science 8 in the 6th and 7th grades throughout the pandemic, we knew we were in for a major uphill battle.

The faculty and students of Twin Springs High School had an extremely successful school year in 2018-19 (prior to the pandemic), acquiring passing scores on the following Standards of Learning (SOL) tests: 100 percent US History, 100 percent Algebra II, 98 percent EOC Writing, 98 percent Algebra I, 97 percent Biology I, 96 percent Earth Science, 95 percent World History, 93 percent Math 8, 91 percent EOC Reading, and 88 percent Geometry. With the 2020-21 VDOE adjustment of a 350 or greater resulting in an SOL pass, our adjusted pass rates for SOL testing in 2020-21 resulted in

the following: 100 percent Geometry, 100 percent Chemistry, 100 percent World History, 100 percent US History, 98 percent EOC Writing, 97 percent Reading 8, 96 percent EOC Reading, 96 percent Biology, 95 percent Science 8, 95 percent Algebra I, 94 percent Math 8, 90 percent World Geography, and Writing 8 47 percent. However, unadjusted scores adhering to the traditional 400 passing score, our 2020-21 pass rates were World History 100 percent, 98 percent EOC Writing, 80 percent EOC Reading, US History 75 percent, Biology 75 percent, Algebra I 71 percent, Math 8 56 percent, World Geography 55 percent, Chemistry 50 percent, Geometry 50 percent, Writing 8 47 percent, Reading 8 43 percent, and Science 8 41 percent.

Overall, our students performed very well on their SOL tests for the 2018-19 school year and, naturally, struggled throughout 2020-21. The adjusted passing score substantially increased our pass rates for the year and allowed our students to gain their verified credits, but we know what we are up against in 2021-22. Our teachers have always worked tirelessly in an attempt to meet our goals. All involved in this process have done a wonderful job. We will continue to work in 2021-22 to meet our new goals and will push toward the continual progress and achievement of all of our students.

Twin Springs High School
Goals, Strategies, and Assessments

Goal 1:

To improve the combined English 8 SOL tests (Reading 8, and Writing 8) unadjusted pass rate to 70 percent or above.

Strategies:

- ❖ Principal will maintain the highest level of visibility in all English 8 classes, frequently observing strategies, lessons, and assignments.
- ❖ Ensure that all English 8 teachers are provided with current VDOE SOL objectives and guidelines.
- ❖ Require all English 8 teachers to correlate their lesson plans with their required SOLs.
- ❖ Discuss any and all needs with English 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.
- ❖ Implement school and county-wide departmental meetings that allow teachers in common subject areas to share strategies for teaching SOL objectives.
- ❖ Review and individualize class schedules of 8th grade classes in order to maximize each student's opportunity for success on the English SOL tests.

Assessments:

- ❖ 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 Mrs. Jaramillo's English classes.

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Goals, Strategies, and Assessments

Goal 2:

To improve the unadjusted pass rate on the Science 8 SOL to 70 percent or above.

Strategies:

- ❖ 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 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.

Assessments:

- ❖ 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.

Twin Springs High School
Goals, Strategies, and Assessments

Goal 3:

Improve on the school learning climate by encouraging collaborative endeavors among teachers of various disciplines.

Strategies:

- ❖ Communicate and collaborate with Nickelsville Elementary and Dungannon Intermediate administration, guidance, and teachers prior to the beginning of the 2021-22 school year in order to prepare for the individual needs, both educational and emotional, of all incoming 8th grade students, prepare schedules, and place students in optimal learning environments.
- ❖ Implement and conduct departmental collaboration meetings for Twin Springs staff four times per year (September, November, February, and April).
- ❖ Implement and conduct Twin Springs/Dungannon/Nickelsville collaboration meetings each semester during the 2021-22 school year.
- ❖ Implement county-wide departmental meetings that allow teachers to share strategies for teaching SOL objectives.
- ❖ Require English, social studies, math, and science teachers to attend all county-wide departmental meetings.

Assessments:

- ❖ Documentation of minutes and agendas for Twin Springs departmental collaboration meetings.
- ❖ Documentation of minutes and agendas for Twin Springs, Dungannon, and Nickelsville collaboration meetings.
- ❖ Documentation of sign-ins and agendas for county-wide departmental meetings for the 2021-22 school year.