

Twin Springs High School

2022-23

School Improvement Plan

Committee Members

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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 2021-22 school year was definitely one for the books. From starting the school year under strict Covid guidelines to finishing with some easing, 2021-22 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 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 in 2021-22. 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 county-wide departmental meetings. Hopefully, with the potential for increased normalcy, we can accomplish this in the 2022-23 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 2022-23 school year.

The faculty and students of Twin Springs High School had a successful school year in 2021-22, acquiring passing scores on the following Standards of Learning (SOL) tests: 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 Writing 8 65 percent.

Overall, our students performed well on their SOL tests for the 2021-22 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 of 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 2022-23 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 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.
- ❖ Assign Title teacher for focused instruction and remediation.

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 2:

To improve the pass rate on the World Geography SOL to 70 percent or above.

Strategies:

- ❖ Principal will maintain the highest level of visibility in World Geography classes, frequently observing strategies, lessons, and assignments.
- ❖ Ensure that the World Geography teacher is provided with current VDOE SOL objectives and guidelines.
- ❖ Require the World Geography teacher to correlate lesson plans with the required SOLs.
- ❖ 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 and areas of needed improvement.
- ❖ Require 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.

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 English 8 classes.

Twin Springs High School
Goals, Strategies, and Assessments

Goal 3:

To improve the pass rate on the Biology I SOL to 80 percent or above.

Strategies:

- ❖ 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.

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 Biology I classes.

Twin Springs High School
Goals, Strategies, and Assessments

Goal 4:

Improve upon achievement gaps in English for students with disabilities.

Strategies:

- ❖ Principal will maintain the highest level of visibility in all English 8 classes, frequently observing strategies, lessons, and assignments.
- ❖ 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 toward 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.
- ❖ Implement IXL focusing on skills aligned with the standards.

Assessments:

- ❖ Using lesson plans to provide evidence of correlation with SOLs, use of Performance Matters, IXL, 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.