



Twin Springs High School 2016-17 School Improvement Plan

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PHILOSOPHY, VISION, AND PURPOSE

Staying true to our school's vision, we, the faculty and administration of Twin Springs High School, desire an educational structure that inspires excellence and empowers potential in all students. 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.

Giving consistent effort and guidance to Twin Springs students, our staff is determined 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

State Accreditation Results

Twin Springs High School is a Fully-Accredited public high school that exceeded the Virginia Department of Education's Full Accreditation Benchmarks for 2015-16 based on Standards of Learning (SOL) scores in English, Mathematics, History, and Science. Full Accreditation Benchmarks are 75 for English and 70 for Math, Science, and History. Twin Springs High School's SOL scores for each broad subject area are as follows: English 79 percent, Math 90 percent, Science 81 percent, and History 90 percent. In addition, Twin Springs High School's Graduation and Completion Index was 97 percent, thereby exceeding the Full Accreditation Benchmark of 85 percent.

In terms of all scores in broad subject areas used in the accreditation process, Twin Springs High School demonstrated improvement in English (from 74 percent to 79 percent) and Math (from 84 percent to 90 percent) from 2014-15 achievement levels. The achievement level for History remained stable at the 2014-15 level of 90 percent, and the achievement level for Science declined from 85 percent to 81 percent. The Graduation and Completion Index declined from 98 percent to 97 percent.

State Accreditation Results for All Students								
Subject	Accreditation Benchmark	2014 - 2015		2015 - 2016		2016 - 2017		Met Accreditation Benchmark
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	
English	75	79	83	74	77	79	77	YES
Mathematics	70	92	78	84	81	90	89	YES
History	70	91	91	89	90	89	90	YES
Science	70	84	88	85	84	81	83	YES
Graduation and Completion Index	85	96	97	98	96	97	97	YES
Key: YES = Met benchmark based on current year results AB = Met benchmark based on Alternative Benchmark - = No data for group < = A group below state definition for personally identifiable results * = Data not yet available N/A = Not applicable 3YR = Met benchmark based on the 3 year average result 4YR = Met benchmark based on the 4 year average result NO-A = Did not meet benchmark but is within the narrow margin NO-I = Did not meet benchmark but satisfies the criteria for improvement NO-W = Did not meet benchmark or criteria for narrow margin or improvement NO = Did not meet benchmark								

Note: On the state report card available until March 31, 2016, the 1-year average in History is given as 89; however, the Virginia Department of Education's School Quality Profile reports the 1-year average as 90. Therefore, 90 will be used as our student achievement level for 2015-16.

Visual depictions of State Accreditation Results are contained in Appendix A (pages 8-9) at the end of this document.

2015-16 Improvement Plan Evaluation

The 2015-16 School Improvement Plan targeted several areas in which the faculty of Twin Springs High School worked to improve. We were successful in accomplishing two of our highlighted measurable goals during the 2015-16 school year. We achieved our goal of improving the pass rate on the Algebra II SOL to above 80 percent, finishing the school year with a 96 percent pass rate. We were also successful in maintaining an attendance rate at or above 95 percent, finishing with 95.19 percent for the 2015-16 school year.

There were two specific measurable goals that were not achieved in the 2015-16 school year. We fell short of improving our Eighth Grade Writing scores to above an 85 percent pass rate, finishing 2015-16 at 66 percent. Also, we had set a goal to improve the World Geography SOL pass rate of 87 percent from 2014-15. The World Geography pass rate remained steady at 87 percent for the 2015-16 school year, but did not increase.

Data for 2015-16 Subject-Specific Assessments

SOL scores in seven subject area assessments improved from 2014-15 achievement levels, remained identical in two subject areas, and decreased in six subject areas. Specific subject areas showing improvement were End-of-Course Reading, Grade 8 Writing, Algebra II, Geometry, Grade 8 Math, Biology, and Chemistry. Achievement levels in World History I and Virginia & U.S. History remained stable, and subject areas showing decline were Grade 8 Reading, End-of-Course Writing, Algebra I, Earth Science, Grade 8 Science, and Geography.

Compared to division and state averages in broad subject areas and specific subject area assessments, Twin Springs High School performed at the following levels:

- above the division and state averages in four specific subject areas (Geometry, Biology, Chemistry, and World History I)
- above the state average in five specific subject areas (End-of-Course Reading, Algebra I, Algebra II, Grade 8 Math, and Virginia & U.S. History)
- at the division average in the broad subject area of Math
- at the division average in Algebra II
- at the state average in the broad subject area of Science
- at the state average in Geography
- below the division and state averages in two broad subject areas (Reading and Writing)
- below the division and state averages in five specific subject areas (Grade 8 Reading, Grade 8 Writing, End-of-Course Writing, Grade 8 Science, and Earth Science)
- below the division average in two broad subject areas (Science and History)
- below the division average in five specific subject areas (End-of-Course Reading, Algebra I, Grade 8 Math, Virginia & U.S. History, and Geography).

Based on these results, the goals of our current school improvement will focus on increasing student performance in the following: the overall English achievement level used in the state accreditation process (Reading and Writing assessments in Grade 8 and End-of-Course), Earth Science, and Grade 8 Science.

Overall, our students performed very well on their SOL tests for the 2015-16 school year. Also, our teachers worked tirelessly in an attempt to meet and exceed these goals. All involved in this process did a wonderful job. We will continue to work in 2016-17 to meet our new goals and will push toward the continual progress and achievement of all our students.

Separated into broad categories of English, Math, Science, and History, Appendix B (pages 10-20) at the end of this documents presents data for student achievement in both broad subject areas and subject-specific examinations for the school years 2013-14, 2014-15, and 2015-16, as well as explanations and visual depictions of how those scores compare to both division and regional averages in identical areas.

College and Career Readiness

In terms of Diplomas and Completion for the Class of 2016, the Dropout Rate for Twin Springs High School was 1.7 percent, which was below the division and state averages (4.7 percent and 5.3 percent respectively). The Graduation Rate and the Four-Year Virginia On-Time Graduation Rate for subgroups of Students with Disabilities and Economically Disadvantaged were both at 100 percent, which far exceeded division and state averages for not only 2015-16 but also for 2014-15. In 2015-16, 35 students at Twin Springs were enrolled in Dual Enrollment courses. Many of those students earned more than one college credit during the same school year. In addition, Twin Springs High School students earned a total of 127 CTE credentials, with 97 earning one or more credentials. Specifics are as follows: 3 State Licensures, 107 Industry Certification, 17 Workplace Readiness, and 50 CTE Completers.

Complete College and Career Readiness data are presented in Appendix C (pages 21-25) at the end of this document.

GOALS, STRATEGIES, AND ASSESSMENTS

Goal #1: To improve the pass rate on all combined English SOL examinations to 80 percent or above.

Strategies

- ❖ Principal will maintain the highest level of visibility in all English classes, frequently observing strategies, lessons, and assignments.
- ❖ Ensure that all English teachers are provided with current VDOE SOL objectives and guidelines
- ❖ Require all English teachers to correlate their lesson plans with their required SOLs.
- ❖ Discuss any and all needs with English 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.
- ❖ Encourage and assist Mr. Shipley and Mrs. Garrett in working with freshman and sophomore English teachers to ensure that necessary and required content is being consistently taught.
- ❖ Review and individualize class schedules of 8th grade and junior classes in order to maximize each student's opportunity for success on the English SOL tests.
- ❖ Oversee and continually encourage the use of Interactive Achievement in all English classes.

Assessments

- ❖ Lesson plans to provide evidence of correlation with SOLs.
- ❖ Documentation of spending, specific to funding for SOL support and resources.
- ❖ Documentation of computer lab use using LabTime.
- ❖ Documentation of principal visits to Mr. Shipley's and Mrs. Garrett's English classes.

Goal #2: To improve the pass rate on the Earth Science SOL to 80 percent or above.

Strategies

- ❖ Principal will maintain the highest level of visibility in all Earth Science classes, frequently observing strategies, lessons, and assignments.
- ❖ Ensure that Earth Science teachers are provided with current VDOE SOL objectives and guidelines
- ❖ Require all Earth Science teachers to correlate their lesson plans with their required SOLs.
- ❖ Discuss any and all needs with Earth Science teachers 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 Earth Science 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 Earth Science classes.

Goal 3: To improve the pass rate on the Science 8 SOL to 75 percent or above.

Strategies

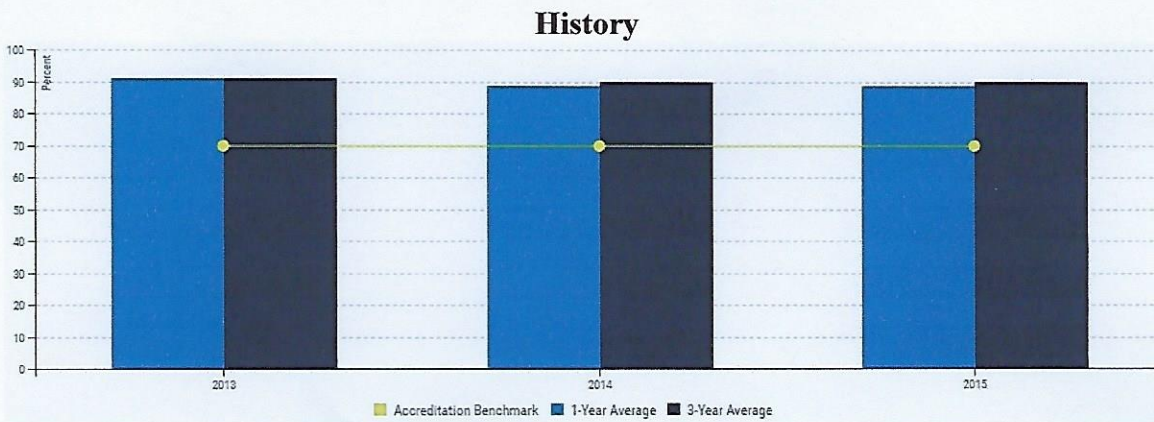
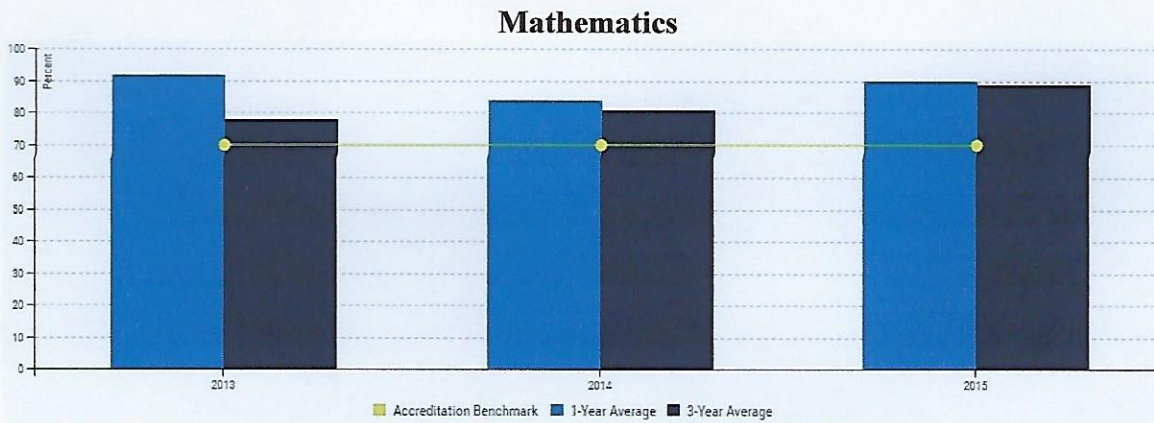
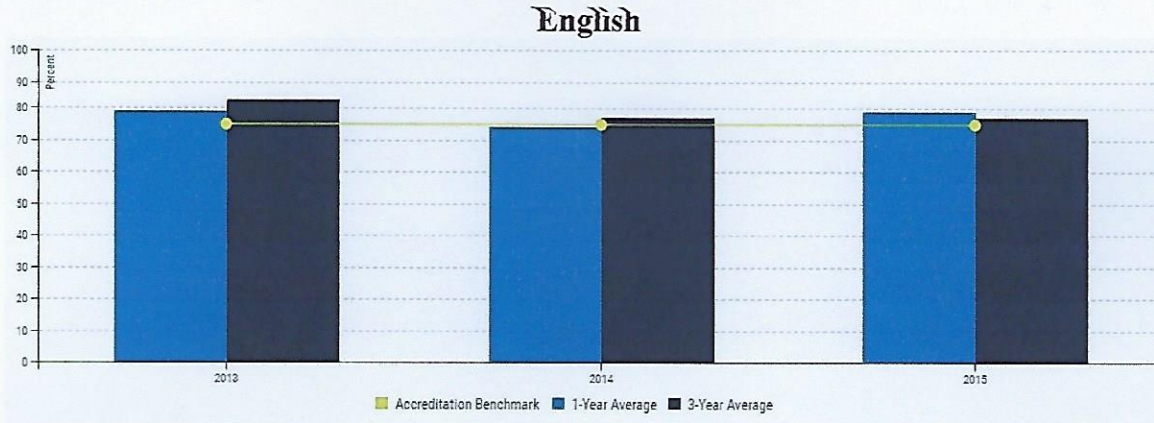
- ❖ Principal will maintain the highest level of visibility in Science 8 classes, frequently observing strategies, lessons, and assignments.
- ❖ Ensure that Science 8 teachers are provided with current VDOE SOL objectives and guidelines.
- ❖ Require Science 8 teachers to correlate their lesson plans 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

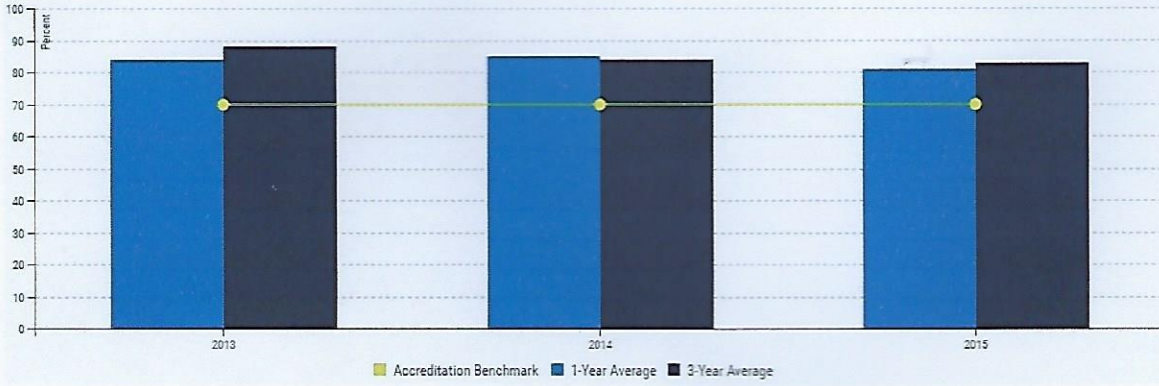
- ❖ Lesson plans to provide evidence of correlation with SOLs.
- ❖ Documentation of spending, specific to funding for SOL support and resources.
- ❖ Documentation of principal visits to Dr. Collier's classes.

APPENDIX A: STATE ACCREDITATION RESULTS

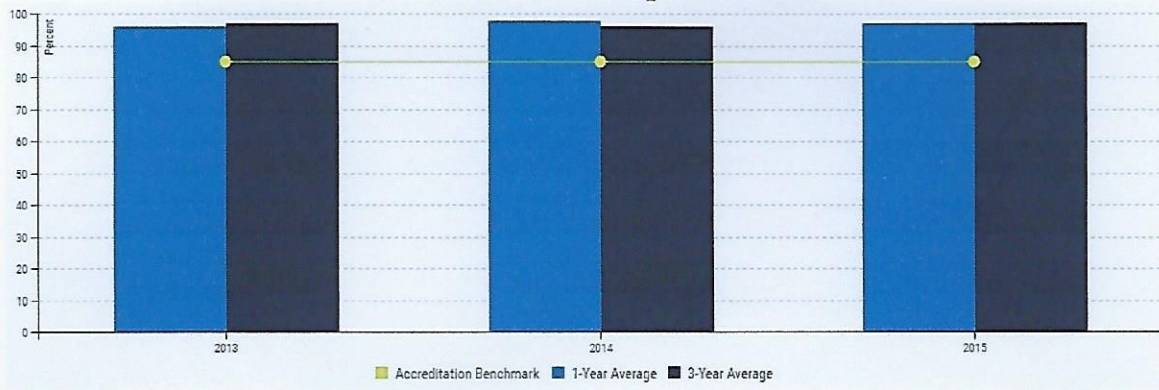
Note: The data source is the Virginia Department of Education's School Quality Profile for Twin Springs High School. All numerical values in tables are given as percentages.



Science



Graduation and Completion Index



APPENDIX B: SUBJECT-SPECIFIC ASSESSMENTS

Note: The data source is the Virginia Department of Education's School Quality Profile for Twin Springs High School. All numerical values in tables are given as percentages.

ENGLISH

Reading

Compared to 2014-15 levels, the overall Reading achievement level declined by 3 percent and the Grade 8 Reading level decreased by 7 percent; however, the End-of-Course Reading level increased from 88 percent to 92 percent.

Grade	2013-2014	2014-2015	2015-2016
ALL	80	80	77
EOC	95	88	92
Grade 8	64	67	60

Achieving 92 percent on the End-of-Course Reading assessment, Twin Springs High School performed above the state average but below the division average (state average 89 percent; division average 93 percent).

Writing

Compared to 2014-15 levels, the overall Writing achievement level increased by 5 percent. Although the End-of-Course Writing level decreased by 4 percent, the Grade 8 Writing level increased by 22 percent.

Grade	2013-2014	2014-2015	2015-2016
ALL	77	69	74
EOC	85	84	80
Grade 8	68	46	68

Reading and Writing

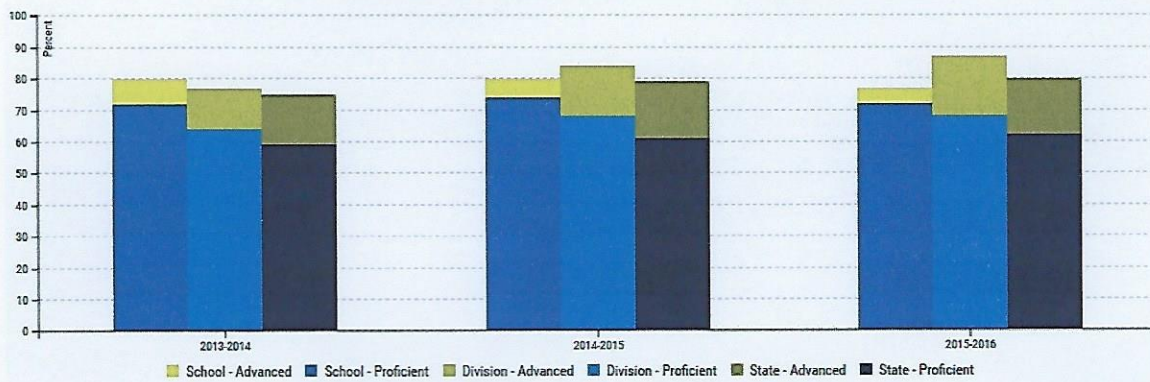
Performance levels were below the division and state averages in the following broad subject areas:

- Reading (All): 77 percent (division average 87 percent; state average 80 percent)
- Writing (All): 74 percent (division average 80 percent; state average 77 percent)

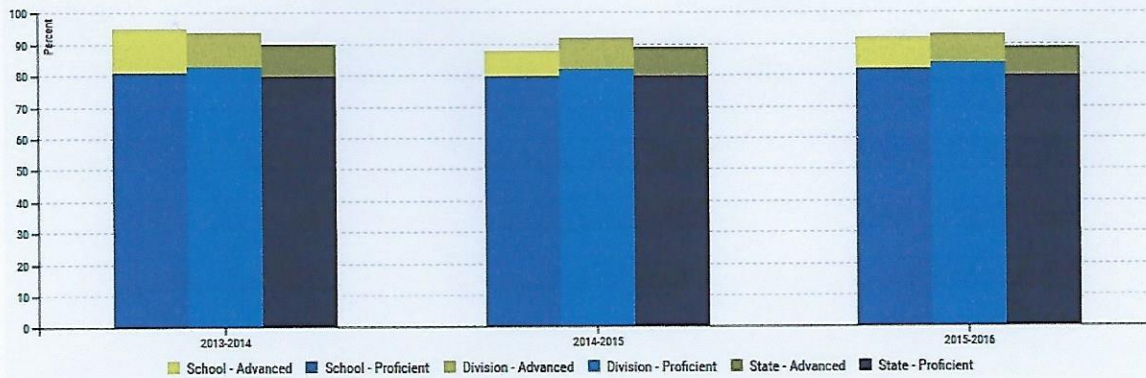
Twin Springs High School performed below the division and state average levels in the following specific subject areas:

- Grade 8 Reading: 60 percent (division average 75 percent; state average 76 percent)
- End-of-Course Writing: 79 percent (division average 85 percent; state average 84 percent)
- Grade 8 Writing: 68 percent (division average 73 percent; state average 70 percent)

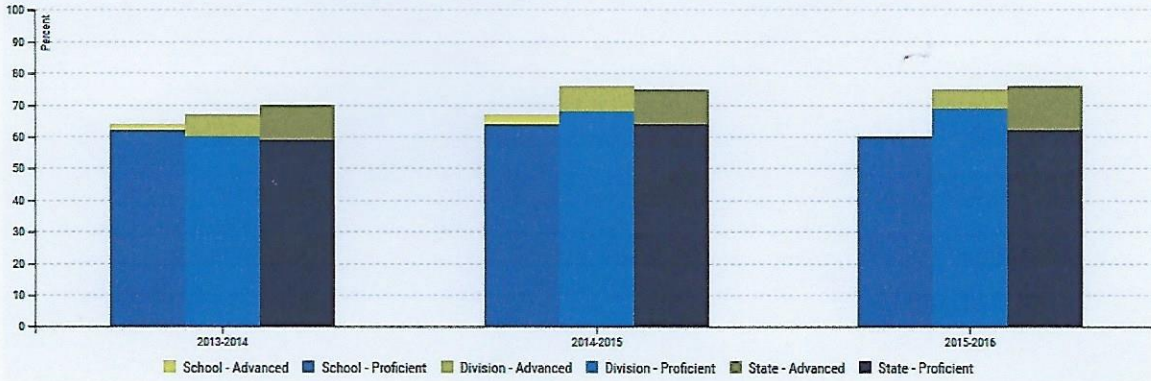
English: Reading (All) SOL Pass Rates



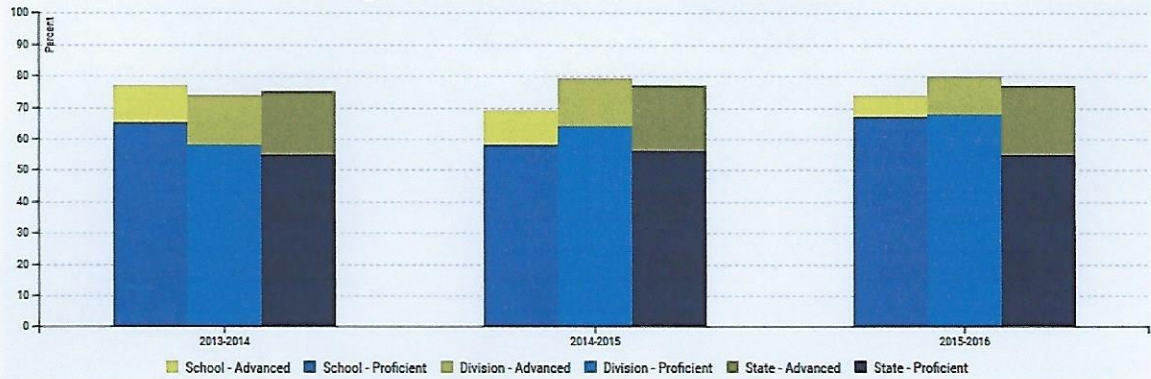
English: Reading End-of-Course SOL Pass Rates



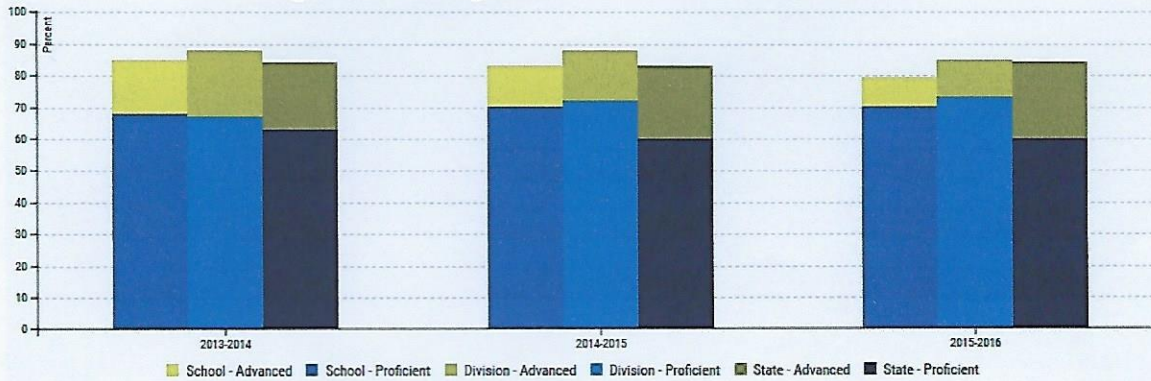
English: Reading Grade 8 SOL Pass Rates



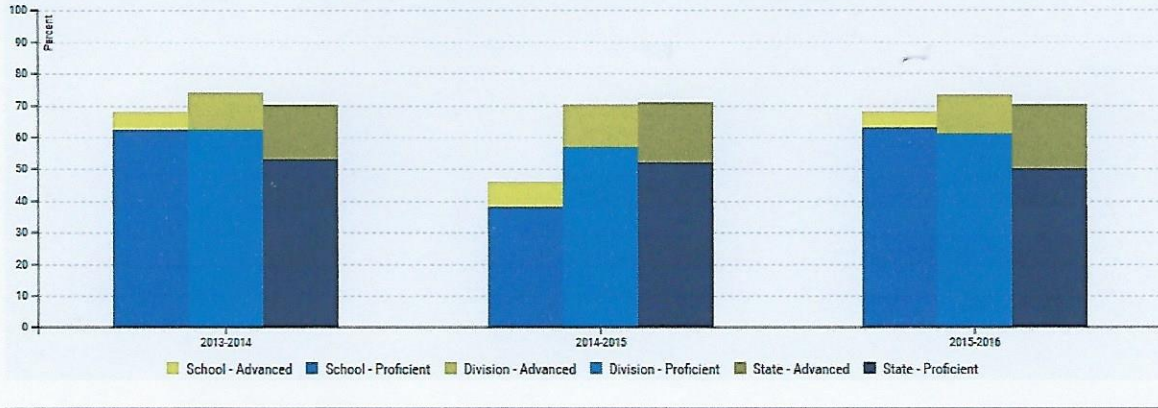
English: Writing (All) SOL Pass Rates



English: Writing End-of-Course SOL Pass Rates



English: Writing Grade 8 SOL Pass Rates



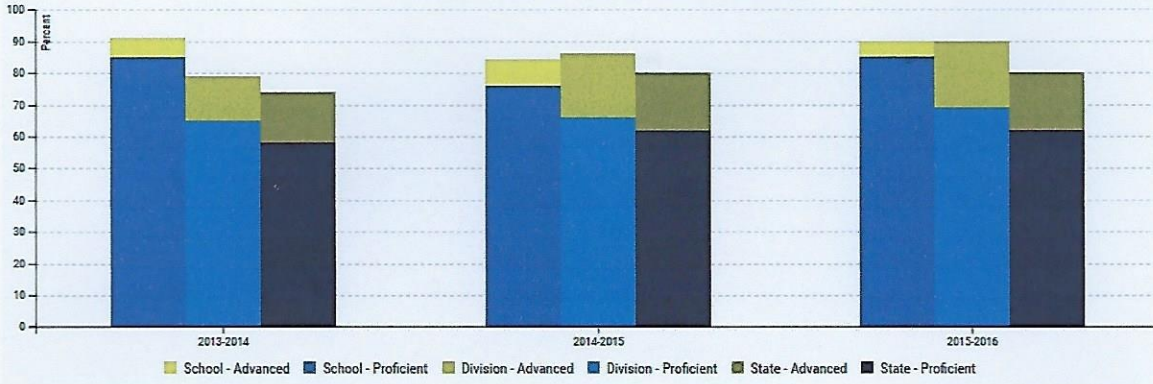
MATHEMATICS

Compared to 2014-15 levels, the overall Mathematics achievement level increased by 7percent. Although the Algebra I achievement level decreased from 98 percent to 84 percent, scores improved in the following areas: Algebra II (58 percent to 96 percent), Geometry (91 percent to 100 percent), and Grade 8 Math (68 percent to 83 percent).

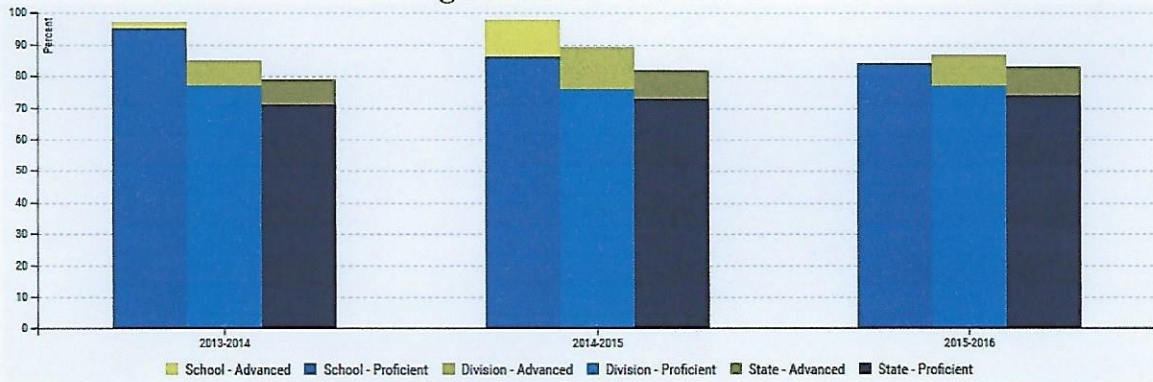
Test	Grade	2013-2014	2014-2015	2015-2016
	ALL	91	83	90
Algebra I	EOC	97	98	84
Algebra II	EOC	-----	58	96
Geometry	EOC	100	91	100
Mathematics	Grade 8	78	68	83

Twin Springs High School performed above the division and state averages in Geometry: 100 percent (division average 94 percent; state average 80 percent), at the division average and above the state average in the broad subject area of Mathematics at 90 percent (division average 90 percent; state average 80 percent), above the state average but below the division average at 84 percent in Algebra I (division average 87 percent; state average 83 percent), at the division average and above the state average at 96 percent in Algebra II (division average 96 percent; state average 89 percent), and above the state average but below the division average at 83 percent in Grade 8 Mathematics (division average 85 percent; state average 73 percent).

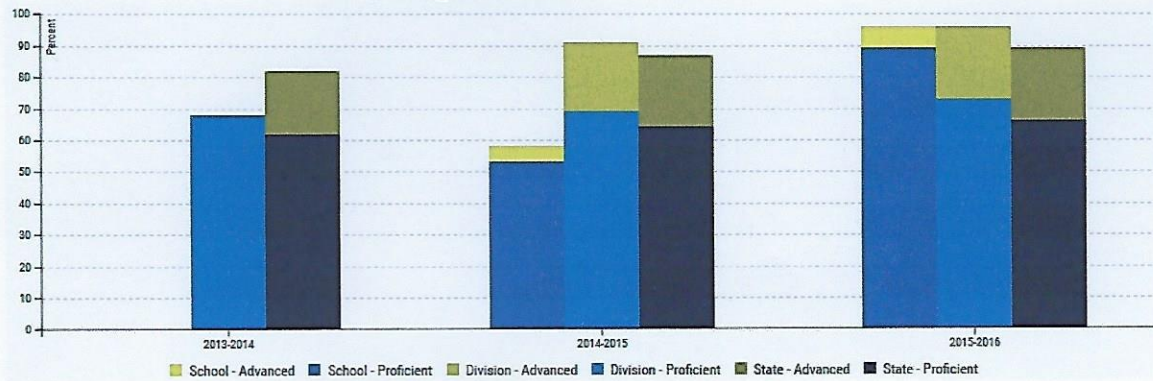
Math (All) SOL Pass Rates



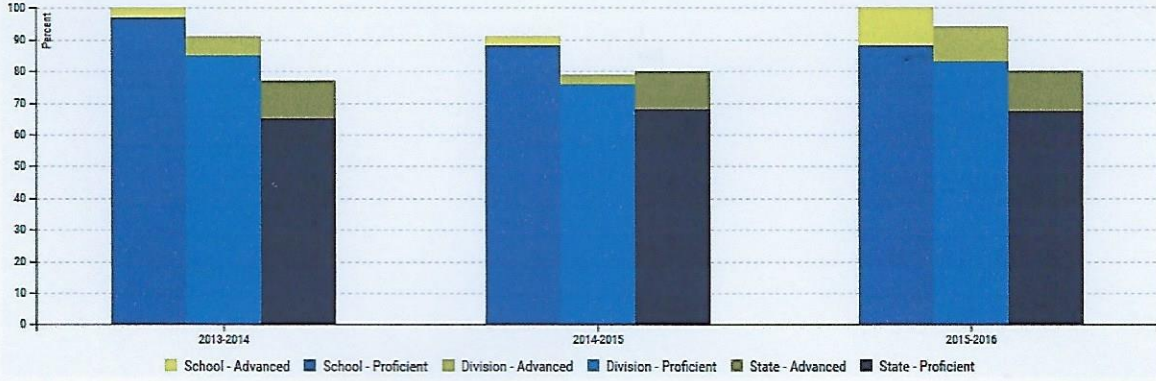
Algebra I SOL Pass Rates



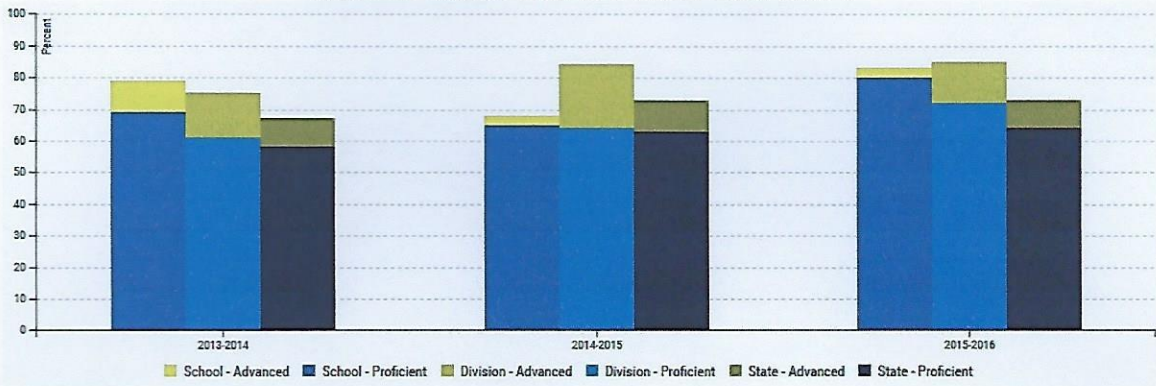
Algebra II SOL Pass Rates



Geometry SOL Pass Rates



Mathematics: Grade 8 SOL Pass Rates



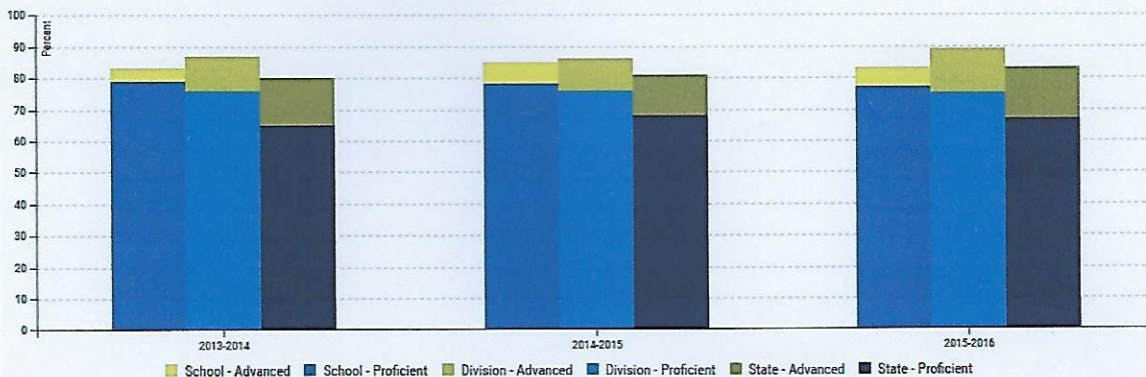
SCIENCE

Compared to 2014-15 levels, the overall Science achievement level declined by 2 percent, and performance levels in Earth Science and Grade 8 Science decreased by 20 percent and 2 percent respectively. However, student performance levels increased in Biology by 15 percent (from 81 percent to 96 percent) and in Chemistry by 6 percent (from 94 percent to 100 percent).

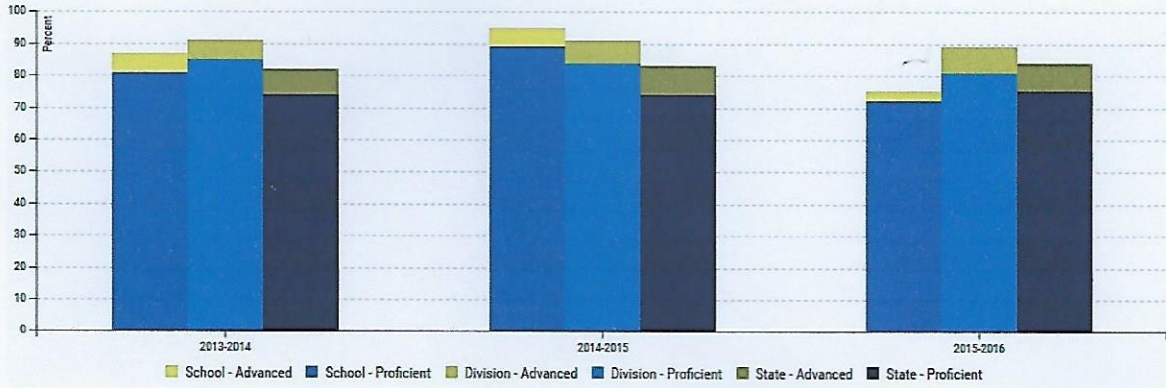
Test	Grade	2013-2014	2014-2015	2015-2016
	ALL	83	85	83
Earth Science	EOC	87	94	74
Biology	EOC	79	81	96
Chemistry	EOC	97	94	100
Science	Grade 8	77	69	67

Performance levels in Chemistry (100 percent) and Biology (96 percent) exceeded division and state averages in the same subject areas (Chemistry division average 83 percent; Chemistry state average 88 percent; Biology division average 91 percent; Biology state average 84 percent). Although Twin Springs High School equaled the state average of 83 percent in all Science scores, Grade 8 Science (67 percent) and Earth Science (75 percent) were below division and state averages (Grade 8 Science division average 85 percent; Grade 8 state average 77 percent; Earth Science division average 89 percent; Earth Science state average 84 percent). The performance level of all Science scores (83 percent) was below the division average (89 percent).

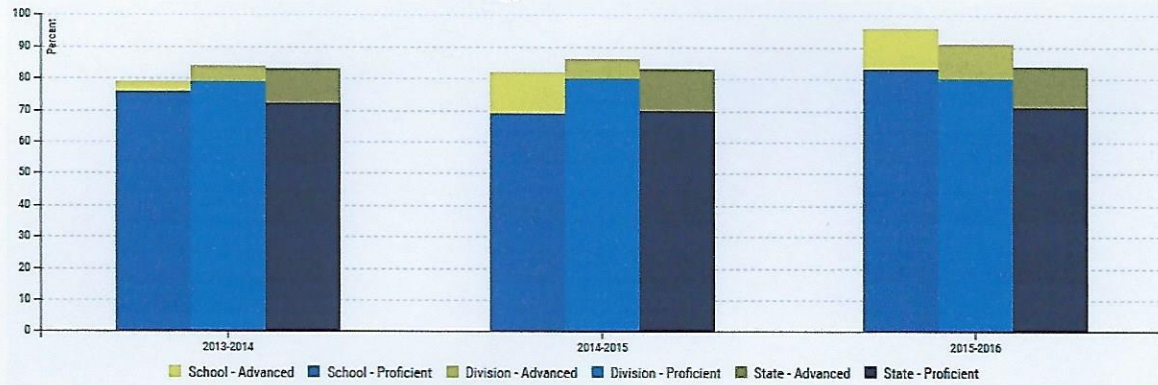
Science (All) SOL Pass Rates



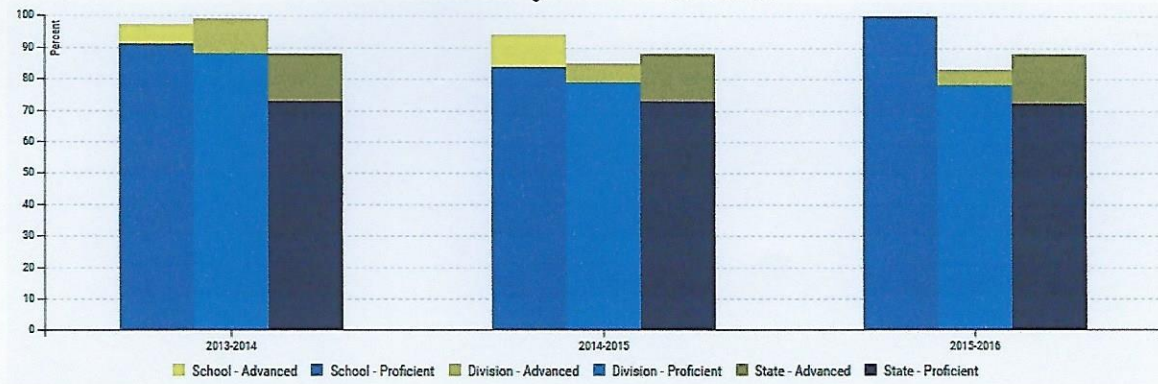
Earth Science SOL Pass Rates



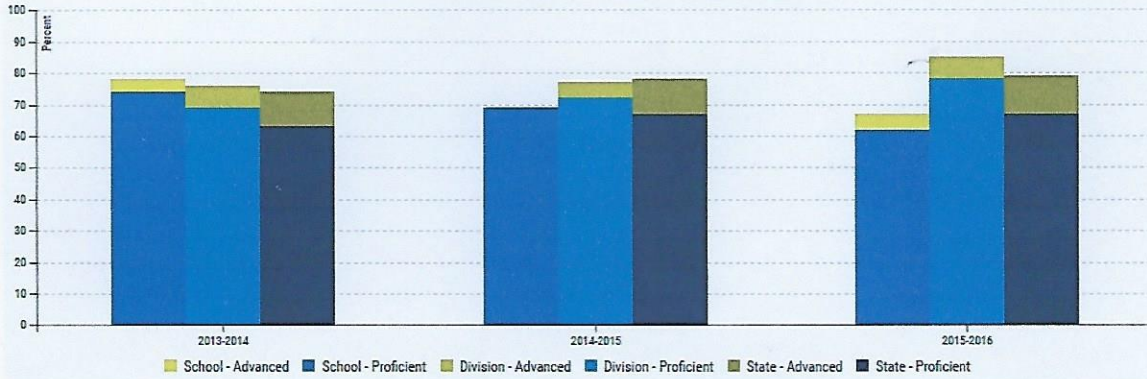
Biology SOL Pass Rates



Chemistry SOL Pass Rates



Science: Grade 8 SOL Pass Rates



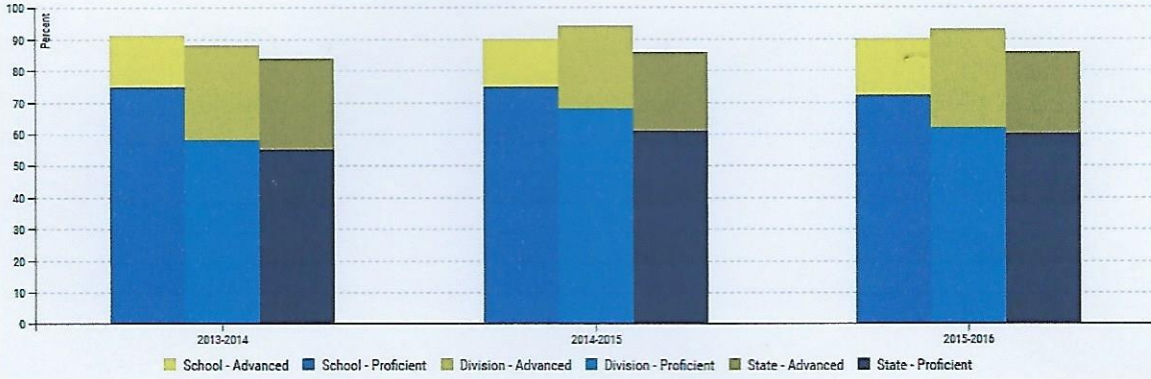
HISTORY

Compared to 2014-15 levels, the overall History achievement level remained steady at 90 percent, and the achievement levels in World History I and Virginia & U.S. History were unchanged at 97 percent and 89 percent respectively. The only specific subject area that decreased was Geography (from 89 percent to 85 percent).

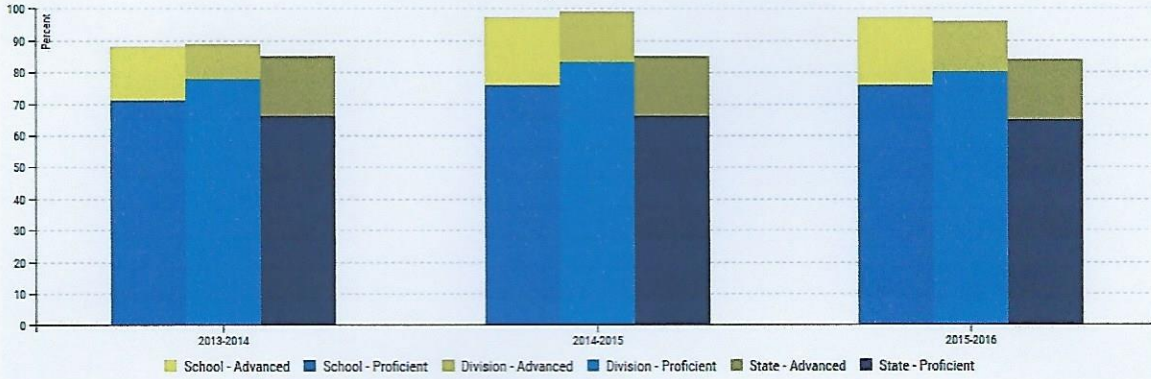
End-of-Course Test	2013-2014	2014-2015	2015-2016
ALL	91	90	90
World History I	88	97	97
Geography	91	89	85
Virginia & U.S. History	92	89	89

At 90 percent, the overall History passing rate was higher than the state average (86 percent) but below the division average (93 percent). World History I scores (97 percent) exceeded the division and state averages (division average 96 percent; state average 84 percent). Virginia & U.S. History scores (89 percent) were higher than the state average of 86 percent but lower than the division average of 93 percent. Geography scores were equal to the state average of 85 percent but below the division average of 93 percent.

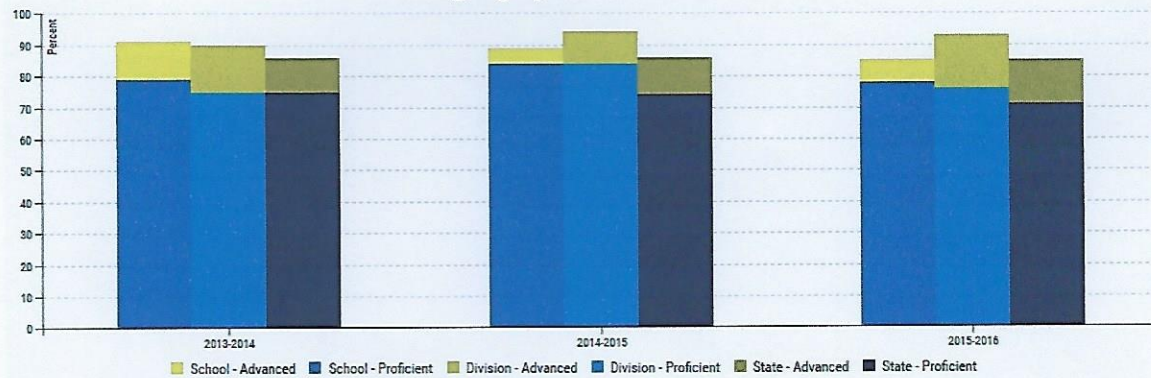
History (All) SOL Pass Rates



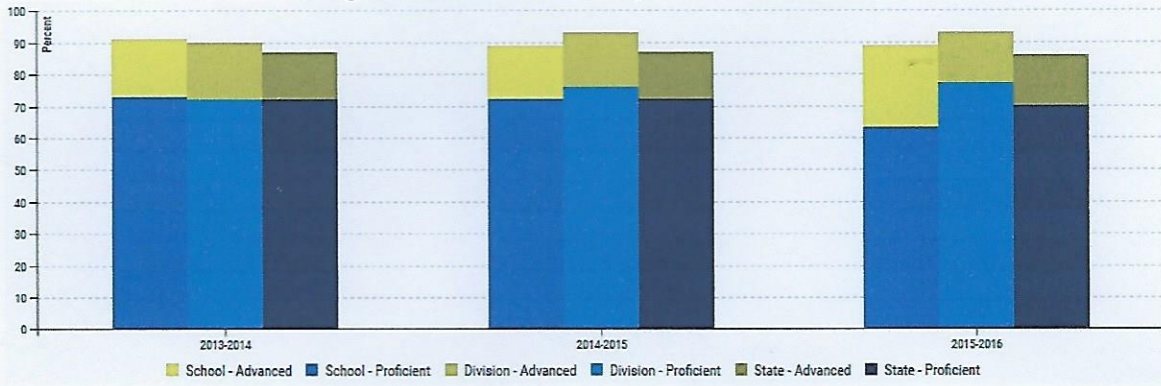
World History I SOL Pass Rates



Geography SOL Pass Rates



Virginia and U.S. History SOL Pass Rates



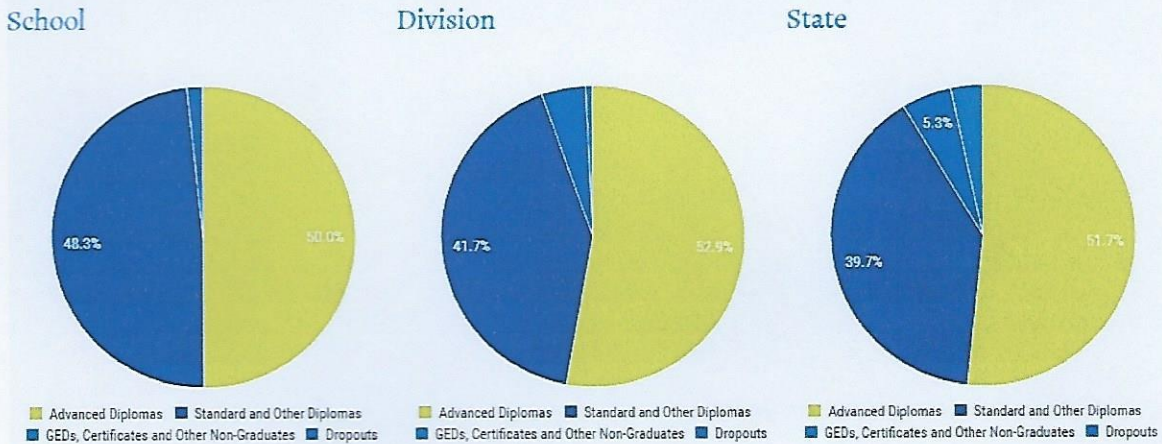
APPENDIX C: COLLEGE AND CAREER READINESS

Note: The data source is the Virginia Department of Education’s School Quality Profile for Twin Springs High School. All numerical values in tables are given as percentages.

DIPLOMAS AND COMPLETION

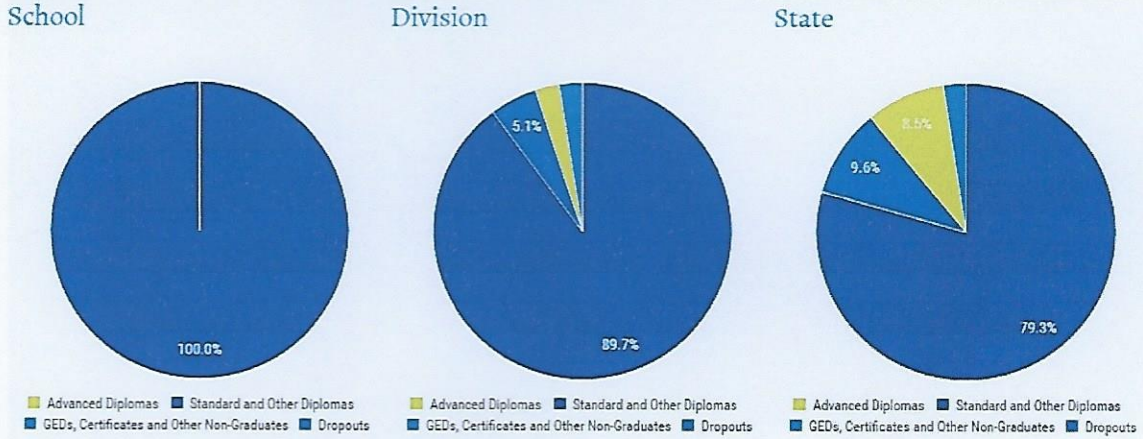
Class of 2016: All Students

Category	School	Division	State
Advanced Diplomas	50	52.9	51.7
Standard and Other Diplomas	48.3	41.7	39.7
Total Diplomas	98.3	94.6	91.4
Dropouts	1.7	4.7	5.3
GEDs, Certificates and Other Non-Graduates	-----	.7	3.4



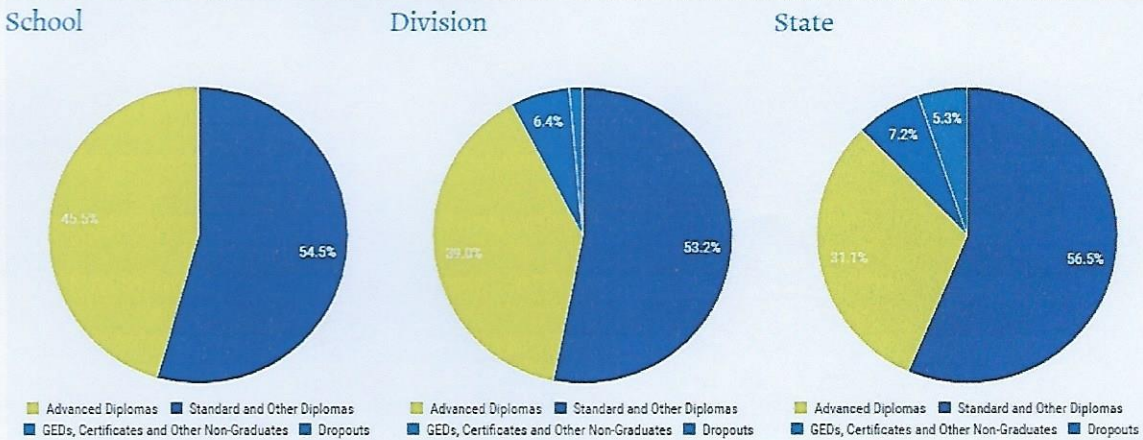
Class of 2016: Students with Disabilities

Category	School	Division	State
Advanced Diplomas	-----	2.6	8.5
Standard and Other Diplomas	100	89.7	79.3
Total Diplomas	100	92.3	87.8
Dropouts	-----	5.1	9.6
GEDs, Certificates and Other Non-Graduates	-----	2.6	2.5



Class of 2016: Economically Disadvantaged

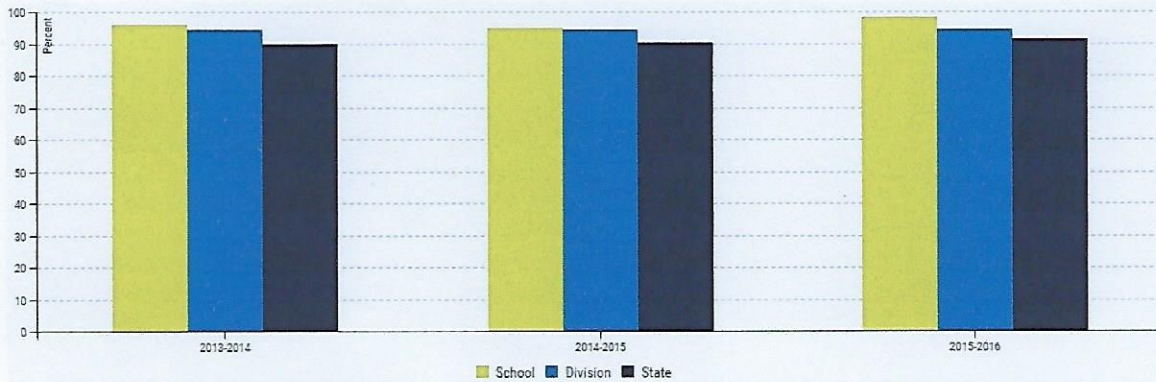
Category	School	Division	State
Advanced Diplomas	45.5	39.0	31.1
Standard and Other Diplomas	54.5	53.2	56.5
Total Diplomas	100	92.2	87.6
Dropouts	-----	6.4	7.2
GEDs, Certificates and Other Non-Graduates	-----	1.4	5.3



FOUR-YEAR VIRGINIA ON-TIME GRADUATION RATE

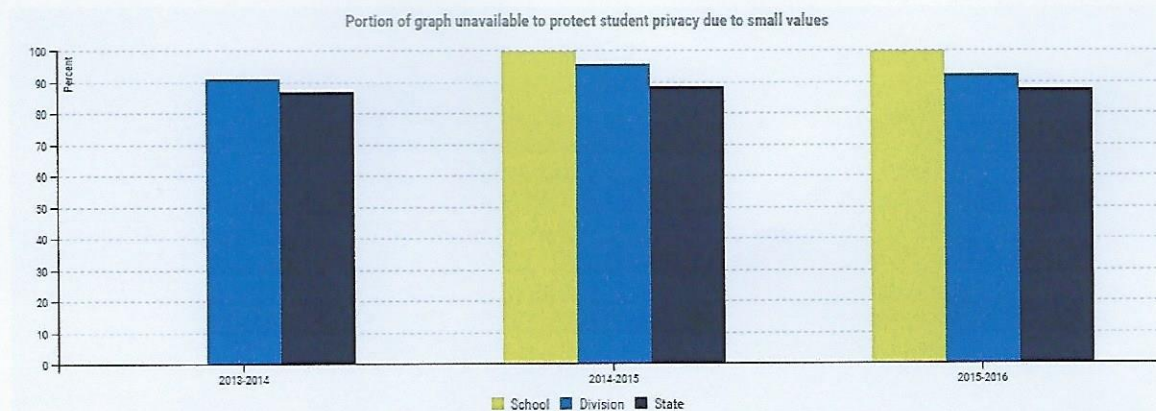
On-Time Graduation Rate Over Time: All Students

Level	2013-14	2014-15	2015-16
School	95.9	94.9	98.3
Division	94.7	94.4	94.6
State	89.9	90.5	91.4



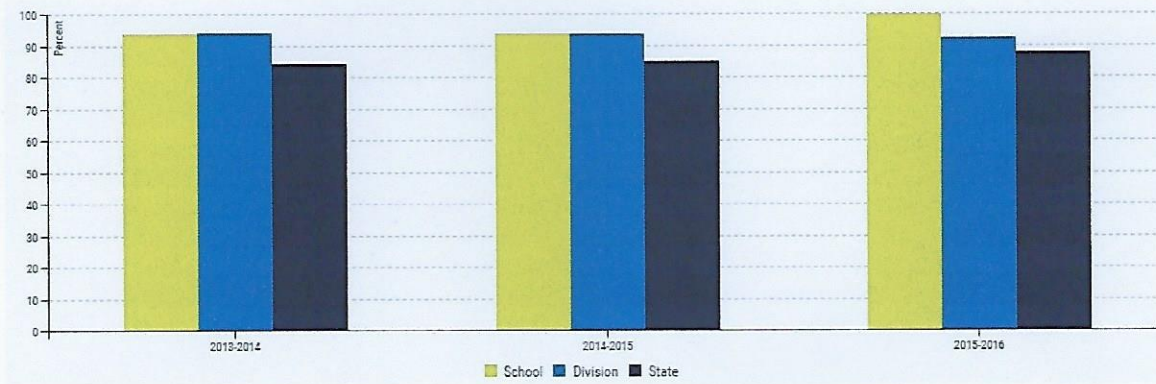
On-Time Graduation Rate Over Time: Students with Disabilities

Level	2013-14	2014-15	2015-16
School	No Data	100	100
Division	91.1	95.8	92.3
State	87.1	88.5	87.8



On-Time Graduation Rate Over Time: Economically Disadvantaged

Level	2013-14	2014-15	2015-16
School	94.3	93.9	100
Division	93.8	93.7	92.2
State	84.4	85	87.6



NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN ADVANCED PROGRAMS

Dual Enrollment

Year	Number of Students	Percentage of Students
2013-14	39	17.89
2014-15	24	10.75
2014-15	35	16.75

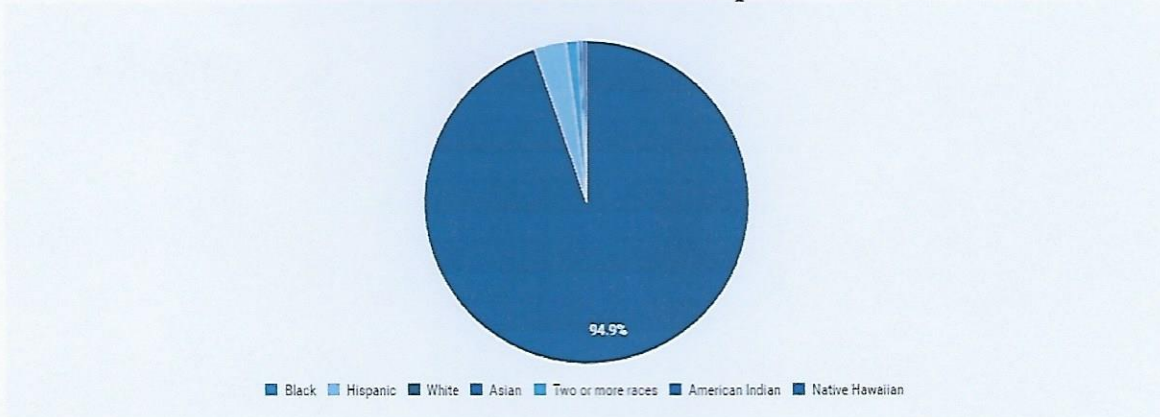
STUDENTS EARNING ONE OR MORE CTE CREDENTIALS

	Count			
		2013-14	2014-15	2015-16
NOCTI Assessments	School	-	3	-
	Division	-	19	3
	State	5,024	3,971	4,139
State Licensures	School	-	1	3
	Division	1	4	18
	State	905	1,673	1,790
Industry Certification	School	65	143	107
	Division	141	437	436
	State	69,321	89,541	100,544
Workplace Readiness	School	10	13	17
	Division	160	84	57
	State	28,349	33,665	30,775
Total Credentials Earned	School	75	160	127
	Division	302	544	514
	State	103,599	128,850	137,248
Students Earning One or More Credentials	School	56	95	97
	Division	257	416	409
	State	86,257	104,867	109,089
CTE Completers	School	43	54	50
	Division	237	227	231
	State	41,924	39,291	42,404

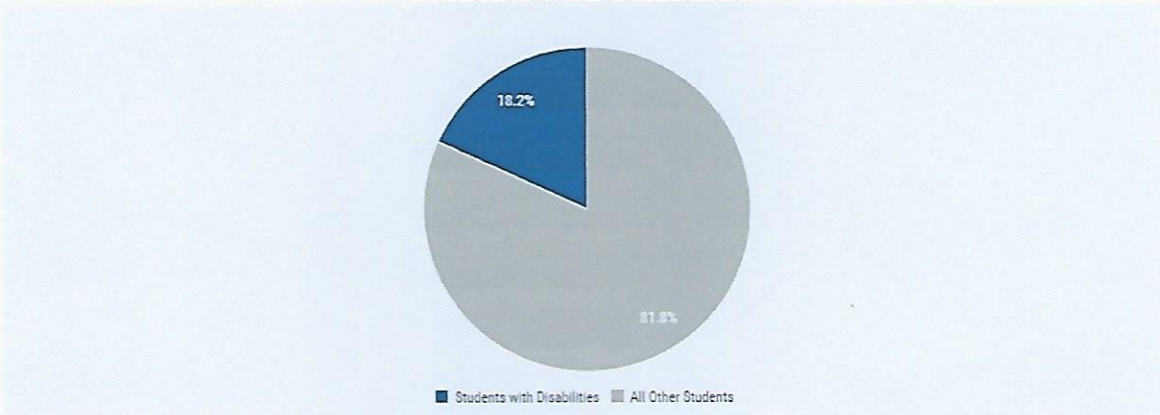
APPENDIX D: FALL 2015 DEMOGRAPHIC AND SUBGROUP DATA

Note: The data source is the Virginia Department of Education's School Quality Profile for Twin Springs High School. All numerical values in tables are given as percentages.

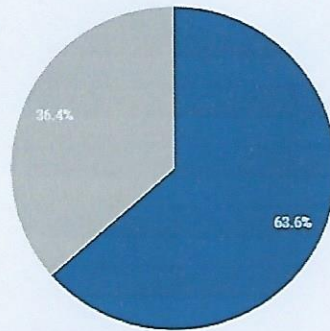
Racial and Ethnic Groups



Students with Disabilities

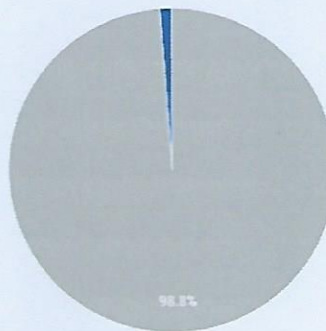


Economically Disadvantaged



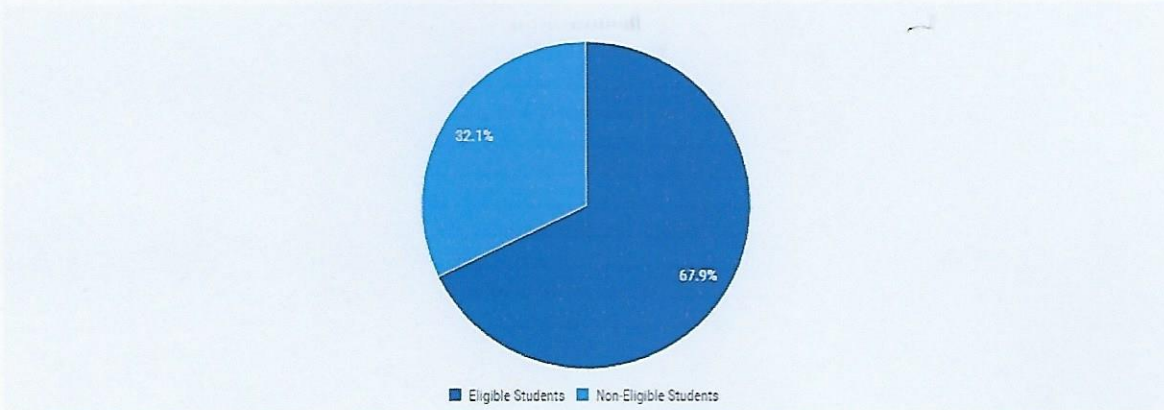
■ Economically Disadvantaged ■ All Other Students

English Learners

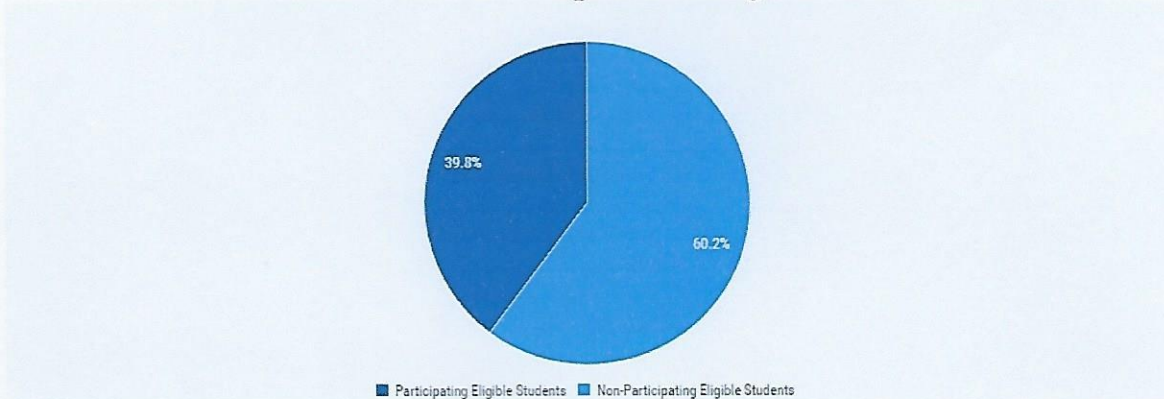


■ English Learners ■ All Other Students

Free and Reduced Meal Eligibility: 2015-2016



Free and Reduced Breakfast Participation of Eligible Students: 2015-2016



Free and Reduced Lunch Participation of Eligible Students: 2015-2016

