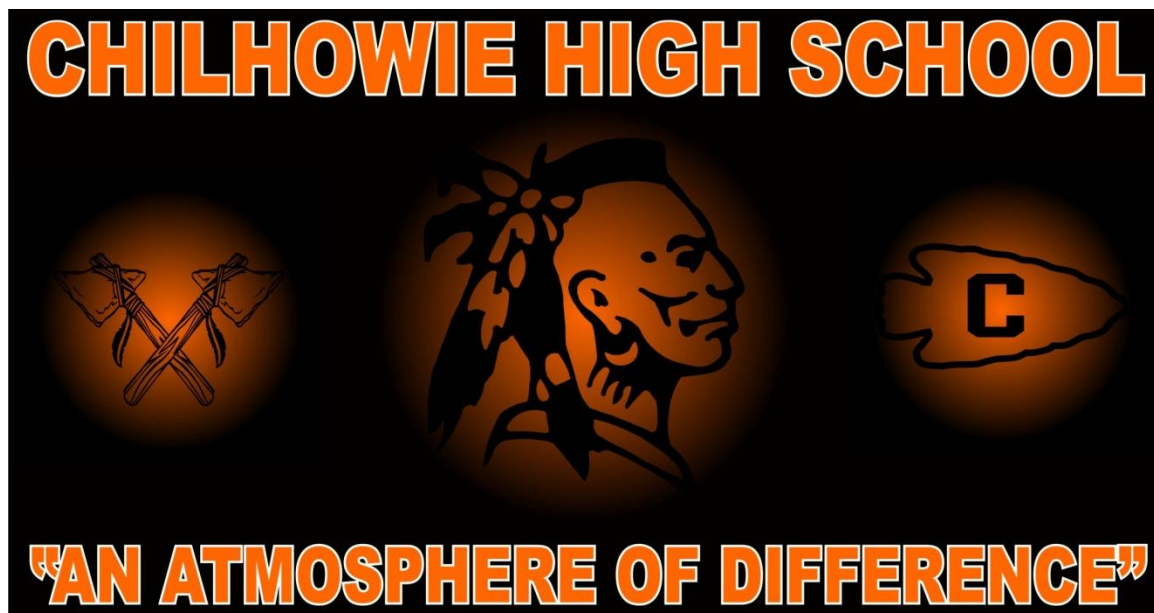


# Chilhowie High School

## School Improvement Plan

2016-2017



*Submitted by the School Leadership Team, faculty, students, and stakeholders of Chilhowie High School.*

## **PROFILE OF STUDENTS, SCHOOL, AND COMMUNITY**

Students moved from the “Old High School” into the current building in December 1958. The class of 1959 was the first to graduate from the current school. The site of this building, a Native American burial ground, is reflected in the mascot name for the school, the “Warriors.”

In December 1990, a new middle school addition and renovations to parts of the high school were completed. New administrative office space was added between the high school and the middle school. The office of the Guidance Director now occupies the previous administrative office space. The eighth graders moved from the high school to the middle school at the end of the first semester in January 1991.

The high school received another addition in January 1998. This addition included a learning resource room and a wing added to the east end of the building with three classrooms used for art, government, and a computer lab.

As students returned to school in the fall of 2003, they found two new science labs, one renovated lab, and two labs renovated for classroom use. Five additional rooms for use by high school students were also added at this time.

Students attending Chilhowie High School live in the town of Chilhowie and surrounding areas. These areas extend on the west to the Smyth-Washington County line, on the south to Konnarock, on the east to Preston Hill, and on the north to Horseshoe Bend.

After remaining steady for several years, the 2014-2016 school years have seen a slight decrease in enrollment. The decreasing enrollment trend seems to be the result of industrial plants closing and jobs lost in our area.

The demographics of the student population are 95.7% white, 3.6% Hispanic, .5 % African-American, and .2 % Asian. The percentage of free and reduced lunch students for Chilhowie High School is 46.4%. The present enrollment of Chilhowie High School is 417 students, with 202 boys and 215 girls.

The Parent Advisory Council (PAC) of Chilhowie High School, which is composed of community leaders and parents, feels that the educational program is of high quality and students are receiving adequate instruction in the basic skills. The PAC committee has indicated that teachers are respected members of the community and the school provides students and teachers with a safe and orderly environment.

# Mission Statement

The mission of Chilhowie High School is to provide a variety of intellectual, ethical, physical, and social learning experiences that enable students to continually adapt to the demands and pressures of an ever-changing technological and multi-cultural world.

At Chilhowie High School, the following beliefs are held in highest regard:

- ★ Students, staff, parents and community must share the responsibility for the success of the school's mission.
- ★ All students can learn, achieve, and succeed, although it may be at different levels and in different ways.
- ★ Students need to think constructively and logically, express thoughts clearly, and read and listen intelligently.
- ★ Students learn to make appropriate decisions when given a supportive and challenging learning environment.
- ★ The development of analytical thinking skills aids students in the pursuit of employment and higher education.
- ★ Experiencing new technology is imperative for students to adapt to a changing environment.

# Mathematics

**Goal:** To improve student achievement in mathematics by reaching the following goals on the Standards of Learning Tests by the end of the 2016- 2017 school year:

## Current Status for AMO:

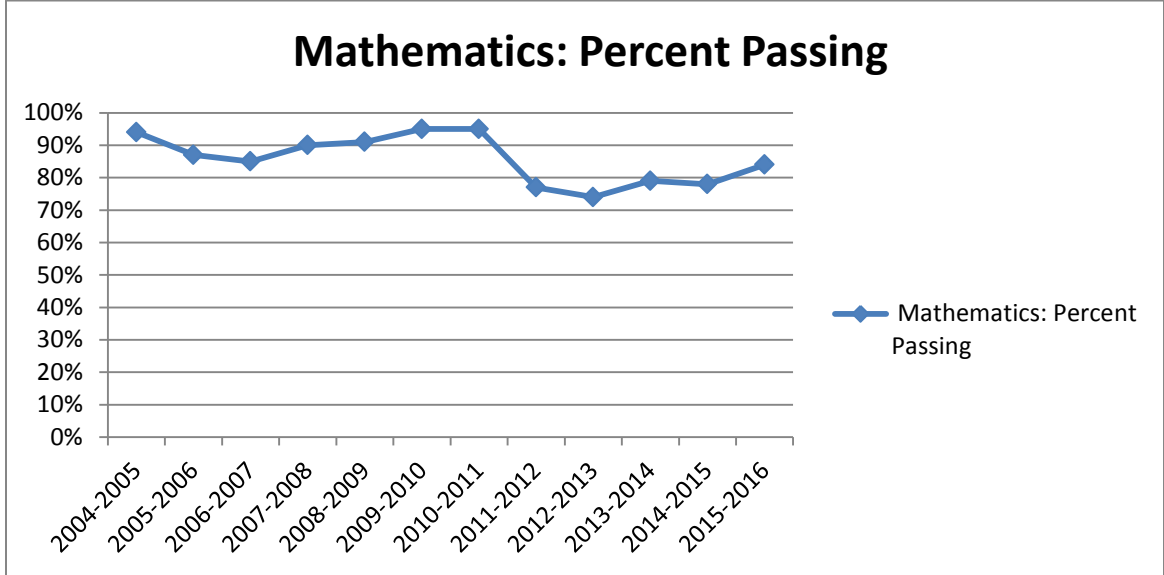
Subgroups		2016 Passing %	2017 Goals
	<b>All Students</b>	<b>78%</b>	<b>80%</b>
	<b>Students Identified as Disadvantaged</b>	<b>72%</b>	<b>80%</b>
	<b>Students with Disabilities</b>	<b>42.3%</b>	<b>70%</b>
	<b>Passed advanced</b>		
	<b>Algebra I</b>	<b>0%</b>	
	<b>Geometry</b>	<b>1%</b>	
	<b>Algebra II</b>	<b>13%</b>	

## Current Status for State Accreditation:

School Year	Mathematics: Percent Passing
<b>2004-2005</b>	<b>94 %</b>
<b>2005-2006</b>	<b>87 %</b>
<b>2006-2007</b>	<b>85 %</b>
<b>2007-2008</b>	<b>90 %</b>
<b>2008-2009</b>	<b>91 %</b>
<b>2009-2010</b>	<b>95%</b>
<b>2010-2011</b>	<b>95%</b>
<b>2011-2012</b>	<b>77%</b>
<b>2012-2013</b>	<b>74%</b>

<b>2013-2014</b>	<b>79%</b>
<b>2014-2015</b>	<b>78%</b>
<b>2015-2016</b>	<b>84%</b>

**Graph:**



<b>ACTION STEP</b>	<b>TIMELINE</b>	<b>PERSON (S) RESPONSIBLE</b>
Benchmark tests will be used to detect deficiencies in student learning and guide teachers in future lesson planning.	Benchmark #1: administered at the end of the first 9 weeks; Benchmark #2: administered at the end of week 18.	All mathematics teachers, resource teachers, and administration
<i>Student Performance by Question</i> results will guide the development of specific plans for intervention sessions in an effort to achieve an 80% pass rate on the mathematic SOL assessments. Teachers will use data from interim grade reports to identify students	Intervention will begin after Labor Day and will be provided on a weekly basis during activity period.	All mathematics teachers and resource teachers

<p>in need of intervention. (Students can be added to or deleted from the intervention list as the teachers deem necessary.) Voluntary before- and after-school tutoring will also be offered to students.</p>		
<p>Various classroom techniques will be used to enhance learning including the following: <i>The Student Inventory of Learning Styles</i> (for differentiated instruction), cooperative learning groups, <i>Foldables</i>®, flash cards, mathematical games, Chromebook apps, etc. Various online resources (via Chromebooks) will be utilized to prepare students for the SOL assessments. These resources will include, but not be limited to, online textbooks, the Poquoson website, VDOE sample SOL questions, etc. Inclusion classes will continue to be offered to enhance instruction for special needs and regular education students. Resource teachers will provide students with special needs with additional individualized instruction as necessary.</p>	<p>Continuous implementation for the duration of the class</p>	<p>All mathematics teachers and resource teachers</p>
<p>Prior to the SOL assessments, remediation will be provided on a daily basis through activity block for all students who are identified by the mathematics teachers as needing additional</p>	<p>Two weeks prior to SOL assessments</p>	<p>All mathematics teachers and resource teachers</p>

instruction. Identification will be based upon student progress in class, benchmark scores, oral assessment by the teacher, etc.		
In Algebra I, students will be able to pass the following strands by at least 50%: 1.) evaluate an expression given replacement values, and 2.) use the laws of exponents to simplify an expression	Prior to SOL assessments	All math and resource teachers
In Geometry, students will be able to pass the following strands by at least 50%: 1.) solve a problem involving parallel lines cut by a transversal, and 2.) use algebraic methods to identify a pair of similar triangles.	Prior to SOL assessments	All math and resource teachers
In Algebra II, students will be to pass the following strands by at least 50%: 1.) find the algebraic solution to an absolute value inequality, and 2.) simplify an expression containing rational exponents.	Prior to SOL assessments	All math and resource teachers

## English (Reading and Writing)

**Goal:** To improve student achievement in English and writing by reaching the following goals on the Standards of Learning Tests by the end of the 2016-2017 school year:

### Current Status for AMO:

Subgroups		2016 Passing %	2017 Goals
	<b>All Students</b>	<b>85%</b>	<b>90%</b>
	<b>Students Identified as Disadvantaged</b>	<b>86%</b>	<b>90%</b>
	<b>Students with Disabilities</b>	<b>67%</b>	<b>90%</b>
	<b>Passed advanced</b>		
	<b>English 10 Writing</b>	<b>10%</b>	
	<b>English 11 Reading</b>	<b>5%</b>	

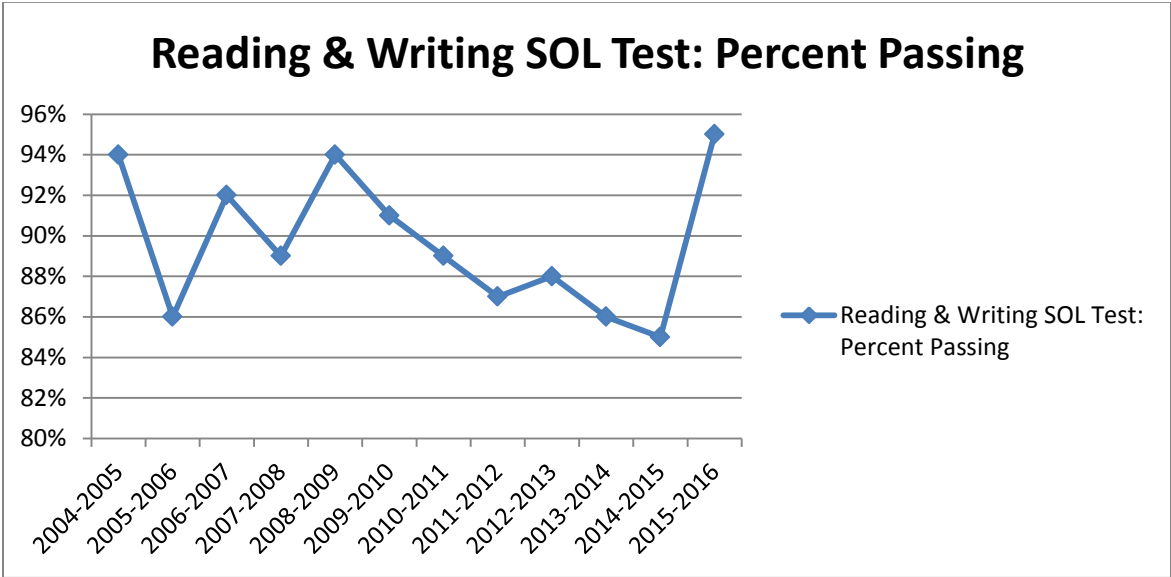
### Current Status for State Accreditation:

School Year	Reading & Writing SOL Test: Percent Passing
<b>2004-2005</b>	<b>94%</b>
<b>2005-2006</b>	<b>86%</b>
<b>2006-2007</b>	<b>92%</b>
<b>2007-2008</b>	<b>89%</b>
<b>2008-2009</b>	<b>94%</b>
<b>2009-2010</b>	<b>91%</b>
<b>2010-2011</b>	<b>89%</b>
<b>2011-2012</b>	<b>87%</b>
<b>2012-2013</b>	<b>88%</b>



<b>2013-2014</b>	<b>86%</b>
<b>2014-2015</b>	<b>85%</b>
<b>2015-2016</b>	<b>95%</b>

**Graph:**



<b>ACTION STEP</b>	<b>TIMELINE</b>	<b>PERSON (S) RESPONSIBLE</b>
Benchmark tests will be used to detect deficiencies in student learning and to guide teachers in future lesson planning and intervention instruction.	Benchmark #1: administered at the end of the first 9 weeks; Benchmark #2: administered at the end of 18 weeks.	All English teachers, resource teachers, and administration
<i>Student Performance by Question</i> results will guide the development of specific plans for intervention	Continuous implementation until the mid-semester SOL test (English 10); implementation for the duration of the class	All English teachers and resource teachers

<p>sessions in an effort to achieve a 90% pass rate on the English Reading and Writing SOL assessments.</p>	<p>(English 11)</p>	
<p>Teachers will adjust instruction and utilize online resources such as online textbooks, <i>Criterion</i>, the Poquoson website, and VDOE sample SOL questions to align with curriculum framework and test blueprints for the 2010 Standards of Learning.</p>	<p>Continuous implementation until the mid-semester SOL test (English 10); for the duration of the class (English 11)</p>	<p>All English teachers and resource teachers</p>
<p>Various classroom techniques will be used to enhance learning, such as <i>The Student Inventory of Learning Styles</i> (for differentiated instruction), cooperative learning groups, the Four-Square Method, flash cards, literary term games, etc.</p>	<p>Continuous implementation throughout all classes</p>	<p>All English teachers and resource teachers</p>
<p>Utilize intervention days to provide focused skills practice and concentrated assistance in identified areas of weakness in special needs students to improve their scores on English SOL tests.</p>	<p>Continuous implementation until the mid-semester SOL test (Writing); for the duration of the class (English 10 and English 11)</p>	<p>All English and resource teachers</p>
<p>Chromebooks will be utilized by teachers and students to enhance learning by using online review sites for grammar, literature, vocabulary, and SOL items,</p>	<p>Continuous implementation throughout all classes.</p>	<p>All English and resource teachers</p>

as well as for use in essay composition and research.		
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## Science

**Goal:** To improve student achievement in Science by reaching the following goals on the Standards of Learning Tests by the end of the 2016-2017 school year.

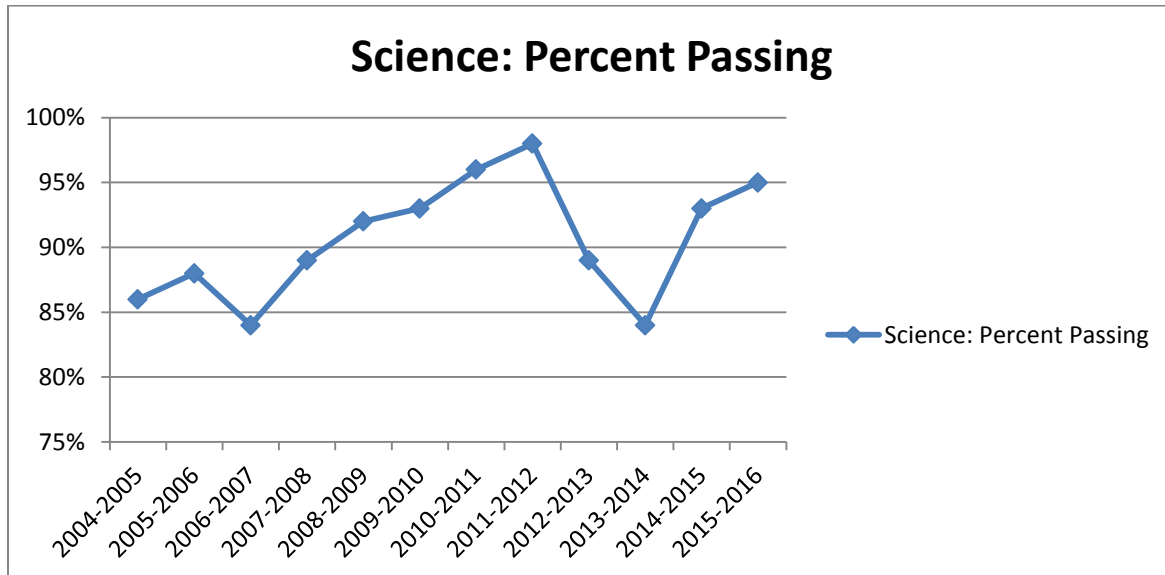
### Current Status for AYP:

Subgroups		2016 Passing %	2017 Goals
	<b>All Students</b>	<b>93%</b>	<b>90%</b>
	<b>Passed advanced</b>		
	<b>Earth Science</b>	<b>13%</b>	
	<b>Biology</b>	<b>5%</b>	
	<b>Chemistry</b>	<b>8%</b>	

### Current Status for State Accreditation:

School Year	Science: Percent Passing
<b>2004-2005</b>	<b>86%</b>
<b>2005-2006</b>	<b>88%</b>
<b>2006-2007</b>	<b>84%</b>
<b>2007-2008</b>	<b>89%</b>
<b>2008-2009</b>	<b>92%</b>
<b>2009-2010</b>	<b>93%</b>
<b>2010-2011</b>	<b>96%</b>
<b>2011-2012</b>	<b>98%</b>
<b>2012-2013</b>	<b>89%</b>
<b>2013-2014</b>	<b>84%</b>
<b>2014-2015</b>	<b>93%</b>
<b>2015-2016</b>	<b>95%</b>

## Graph:



<b>ACTION STEP</b>	<b>TIMELINE</b>	<b>PERSON (S) RESPONSIBLE</b>
Teachers will use <i>Powerschool Assessment &amp; Analytics</i> software OR textbook/teacher-created assessments (including benchmark tests) to track student progress through the semester.	Benchmark #1: administered at the end of the first 9 weeks; Benchmark #2: administered at the end of 18 weeks	All science teachers, resource teachers, and administration
Teachers will use weekly intervention meetings to tutor students who have a class average below 77%.	Intervention will begin after the Labor Day and will be provided on a weekly basis during activity period.	All science teachers and resource teachers
Teachers will use Student Performance by Question summary reports to identify SOL areas that need to be emphasized, reviewed, or taught differently.	Continuous implementation throughout the duration of the class	All science teachers and resource teachers

<b>ACTION STEP</b>	<b>TIMELINE</b>	<b>PERSON (S) RESPONSIBLE</b>
Curriculum maps will be used as a guideline to ensure the coverage of all essential knowledge.	Continuous implementation for the duration of the class	All science teachers and resource teachers
Student Chromebooks will be used in science classes, when available, a minimum of twice weekly.	Continuous implementation for the duration of the class	All science teachers and resource teachers

## Social Science

**Goal:** To improve student achievement in social science by reaching the following goals on the Standards of Learning Tests by the end of the 2016-2017 school year:

### Current Status for AYP:

	Subgroups	2016 Passing %	2017 Goals
	<b>All Students</b>	<b>87%</b>	<b>93%</b>
	<b>Passed advanced</b>		
	<b>World History I</b>	<b>9%</b>	
	<b>World History II</b>	<b>17%</b>	
	<b>US History</b>	<b>10%</b>	

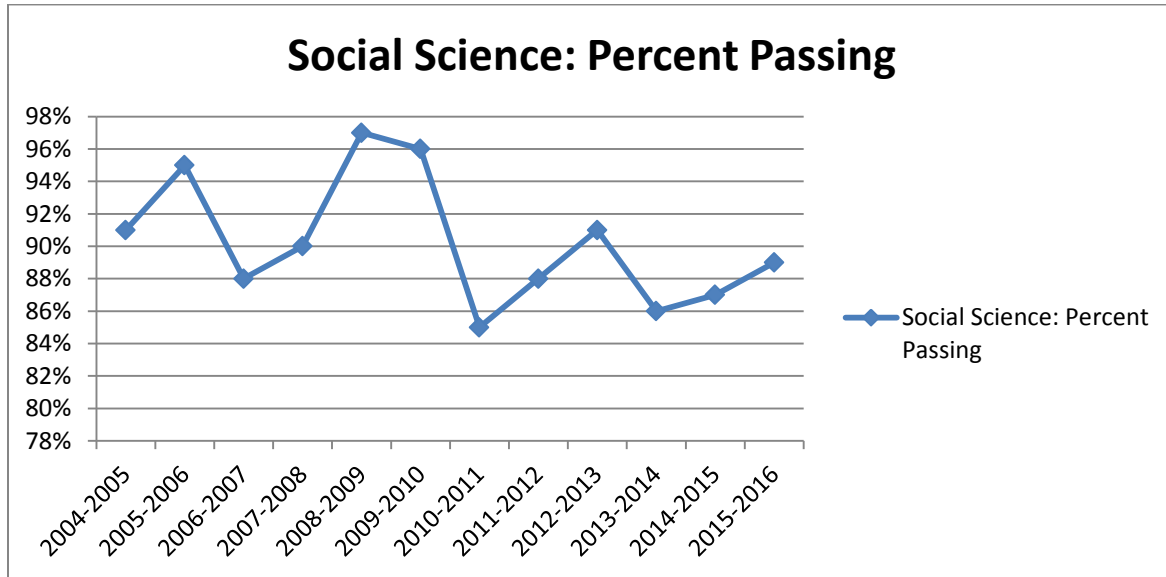
### Current Status for State Accreditation:

School Year	Social Science: Percent Passing
<b>2004-2005</b>	<b>91%</b>
<b>2005-2006</b>	<b>95%</b>
<b>2006-2007</b>	<b>88%</b>
<b>2007-2008</b>	<b>90%</b>
<b>2008-2009</b>	<b>97%</b>
<b>2009-2010</b>	<b>96%</b>
<b>2010-2011</b>	<b>85%</b>
<b>2011-2012</b>	<b>88%</b>
<b>2012-2013</b>	<b>91%</b>
<b>2013-2014</b>	<b>86%</b>
<b>2014-2015</b>	<b>87%</b>

**2015-2016**

**89%**

**Graph:**



<b>ACTION STEP</b>	<b>TIMELINE</b>	<b>PERSON (S) RESPONSIBLE</b>
Teachers will use <i>Powerschool Assessment &amp; Analytics</i> to create benchmark tests which will identify deficiencies in student learning and guide teachers in future lesson planning.	Benchmark #1 administered at the end of the first 9 weeks; Benchmark #2 administered at the end of the 18 weeks	All social studies teachers, resource teachers, and administration
A weekly intervention plan will be implemented based on individual student progress.	The intervention plan will be implemented weekly during Tuesday activity schedule.	All social studies teachers and resource teachers
A remediation plan will be implemented for students needing additional instruction prior to the SOL assessments.	Two weeks prior to VDOE SOL assessments	All social studies teachers and resource teachers
Varied classroom instructional strategies will	Continuous implementation throughout the class	All social studies teachers and resource



be utilized including differentiated instruction, Google Chromebooks and the CIP ( <a href="http://cip.education">http://cip.education</a> ).		teachers
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## Career and Technical Education Fine Arts (Art, Music and Theater) Health and Physical Fitness

### Goals:

- All students in CTE courses will earn a credential through the WRS (Workplace Readiness Assessment for the Commonwealth), W!SE, or MOS tests.
- To complete 100% of CTE completer surveys.

### Current Status: Participation in Elective Courses

	Subgroups	2016 Passing %	2017 Goals
	Percent of student surveys completed	100%	100%
	Overall pass rate for all CTE & EPF classes	81%	85%
	Passed advanced (85% or higher)	32%	15%

School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of CTE	57	42	80	102	65	95

<b>Completers</b>						
<b>School Year</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Number of CTE Completers</b>	<b>60</b>	<b>83</b>	<b>53</b>			

<b>ACTION STEP</b>	<b>TIMELINE</b>	<b>PERSON (S) RESPONSIBLE</b>
CTE students will participate in approved external examinations (Workplace Readiness Skills for the Commonwealth /WRS, Microsoft Office Specialist/MOS and Wise Financial Literacy Certification) that assess technical skills for certification or license, to meet the requirements of the Virginia Credentialing Initiative.	Instruction will be based on course task/competencies during the regular classroom instruction throughout the semester.	All CTE teachers and administration
CTE program completers will achieve a pass rate of 90% on the WRS assessment.	Student prior knowledge will be assessed using WRS pretest; and specific instruction and review will take place to prepare students for WRS testing.	All CTE teachers
The implementation of the art surveys will proceed in the 2012 Fall semester. Surveys are designed to test general artistic knowledge for Art I students. Additionally, pre-instruction drawing skills will be surveyed. The Advanced Art survey will test for higher-level thinking and a more sophisticated execution of	Surveys will be given during the first week of the semester; student progress will be appraised in the day-to-day execution of their art projects and quizzes and during class critiques of their artwork; students who require additional help will be scheduled for art intervention; and students	Art teacher

artistic skills in the advanced student.	will be re-evaluated formally during week 16 of the semester.	
The music department will increase enrollment during the year by 10%.	Recruit new students and retain existing students throughout the school year	Music department teachers.
Increase Theatre I enrollment by 10% allowing for a spring production of a cast of 13+ students.	Recruit new students throughout the school year to increase anticipated enrollment for school year 2015-2016.	Theater I teacher
Physical education students will engage in strength, flexibility, and cardiovascular activities that challenge them to meet the goals set on the Presidential Fitness Tests.	Presidential Fitness Test will be administered at the end of each semester.	All physical education teachers

## Attendance

**Goal:** To improve student attendance, CHS has set the following goals to be reached by the end of the 2016- 2017 school year:

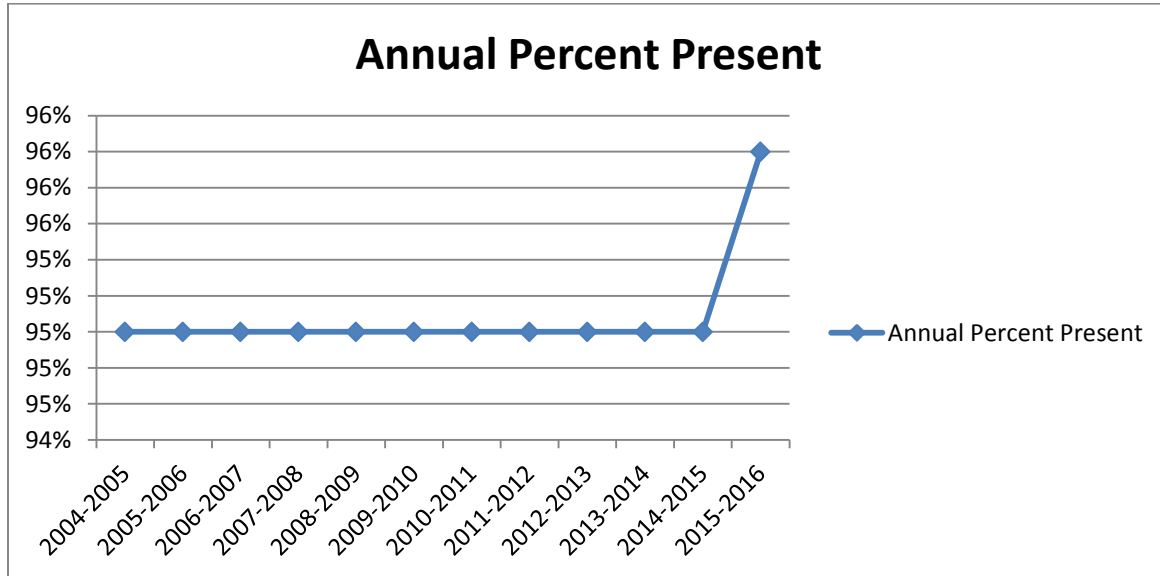
### Current Status for AYP:

Subgroups	2016 Passing %	2017 Goals
<b>All Students</b>	<b>95%</b>	<b>95%</b>
<b>Students Identified as Disadvantaged</b>	<b>93%</b>	<b>95%</b>
<b>Students with Disabilities</b>	<b>94%</b>	<b>95%</b>

### Current Status for State Accreditation:

School Year	Annual Percent Present
<b>2004-2005</b>	<b>95%</b>
<b>2005-2006</b>	<b>95%</b>
<b>2006-2007</b>	<b>95%</b>
<b>2007-2008</b>	<b>95%</b>
<b>2008-2009</b>	<b>95%</b>
<b>2009-2010</b>	<b>95%</b>
<b>2010-2011</b>	<b>95%</b>
<b>2011-2012</b>	<b>95%</b>
<b>2012-2013</b>	<b>95%</b>
<b>2013-2014</b>	<b>95%</b>
<b>2014-2015</b>	<b>95%</b>
<b>2015-2016</b>	<b>96%</b>

**Graph:**



<b>ACTION STEP</b>	<b>TIMELINE</b>	<b>PERSON (S) RESPONSIBLE</b>
Student attendance will be monitored closely each day, with phone contacts made daily in response to all absences.	Beginning of school through the end of school year	School administration, administrative assistants, and faculty designees
Letters will be sent home with all students who are close to attendance policy violations.	Beginning of school through the end of school year	School administration and administrative assistants
Parent conferences and home visits will be held with all truant students and their parents.	Beginning of school through the end of school year	School administration, truancy officer, and resource officer
Chronic attendance will be addressed to: seniors through a senior picnic and allowed to decorate hats at graduation. Freshman-Juniors with a picnic at the end of the year for those that	Beginning of school through the end of school year	School administration, faculty designees, and administrative assistants

qualify and or preferred parking in the school lot.		
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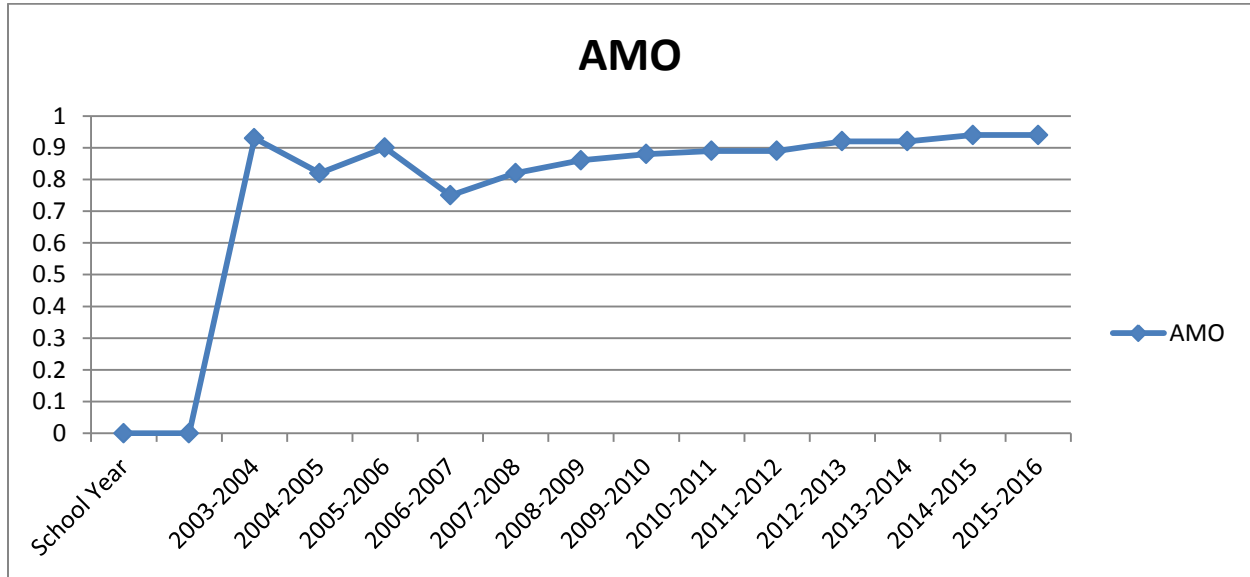
## Graduation Rate

**Goal:** Chilhowie High School seeks to improve the students' graduation rate by 1% by the end of the 2016-2017 school year:

### Current Status for AMO:

School Year	AMO Graduation Rate
<b>2003-2004</b>	<b>93%</b>
<b>2004-2005</b>	<b>82%</b>
<b>2005-2006</b>	<b>90%</b>
<b>2006-2007</b>	<b>75%</b>
<b>2007-2008</b>	<b>82%</b>
<b>2008-2009</b>	<b>86%</b>
<b>2009-2010</b>	<b>88%</b>
<b>2010-2011</b>	<b>89%</b>
<b>2011-2012</b>	<b>89%</b>
<b>2012-2013</b>	<b>92%</b>
<b>2013-2014</b>	<b>92%</b>
<b>2014-2015</b>	<b>94%</b>
<b>2015-2016</b>	<b>94%</b>

**Graph:**



- On Time Graduation Percentage (state) 92% (2007-2008)**
- On Time Graduation Percentage (state) 93% (2008-2009)**
- On Time Graduation Percentage (state) 87% (2009-2010)**
- On Time Graduation Percentage (state) 92% (2010-2011)**
- On Time Graduation Percentage (state) 96% (2011-2012)**
- On Time Graduation Percentage (state) 97% (2012-2013)**
- On Time Graduation Percentage (state) 95% (2013-2014)**
- On Time Graduation Percentage (state) 96% (2014-2015)**
- On Time Graduation Percentage (state) 100% (2015-2016)**

ACTION STEP	TIMELINE	PERSON (S) RESPONSIBLE
Teachers will help build positive relationships with students to encourage them to finish school with a regular or advanced study diploma.	Beginning of school through the end of school year	School faculty and administration

An academic intervention program will be utilized to allow students to meet with core area teachers once a week to reduce academic failures.	Beginning of school through the end of school year	School faculty and administration
Tracking students' academic progress is done by administration and guidance to help students be aware of their academic graduation needs.	Beginning of school through the end of school year	Guidance department and administration
Meetings are held with parents of at-risk seniors to build a support system between the home and school. An academic plan is developed when needed, in order to keep students on track to graduate.	Beginning of school through the end of school year	Guidance department, administration, and school faculty

### SAT Average Scores by Area

**Goal:** Chilhowie High School seeks to improve the students' SAT and ACT scores by 2% by the end of the 2015-2016 school year:

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Mathematics</b>	509	494	474			
<b>Writing</b>	500	469	488			
<b>Reading</b>	511	472	546			

### ACT Average Scores by Area

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Mathematics</b>	18.8	17.6	17.1			
<b>English</b>	19.8	18.9	18.9			
<b>Reading</b>	20.7	19.6	20.9			
<b>Science</b>	19.7	19.1	17.7			
<b>Composite Score</b>	19.7	18.8	18.6			