



School Improvement Plan

Inspire 2025: A Promise for Progress

FCPS recognizes the importance of ensuring its websites and content are accessible to those with disabilities. If you require an accessible version or a printed copy of a Continuous School Improvement Plan, please contact the principal.

[All principal contacts are located here.](#)

School Year: **2023-2024**

School: **James Wood High School**

Principal: **Sam Gross**

School Improvement team (list all members and roles; Title I schools MUST include a parent):

- Sam Gross - Principal
- Shelly Andrews - Asst. Principal
- Elizabeth Fout - Asst. Principal
- Alyssa McKee - Asst. Principal
- Deborah Grumbacher - Teacher/504 Coordinator
- Nikki Mongan - Accountability Specialist
- Bill Henderson - Science Dept. Chair
- Susie Grove - Social Studies Dept. Chair
- Gary Arthur - Director of Guidance
- Shannyn DeHaven - Math Dept. Chair/TOR
- Amy Snapp - English Dept. Chair
- MaryAnn Keffer - Special Education Dept. Chair
- Kim Stautzenbach - Student Support Coach
- Melissa Payne - Librarian (Admin Intern)
- Shane Bell - Parent

School vision statement: **Working together to cultivate excellence**

School Mission statement: **At James Wood High School, all staff work together to provide a safe, supportive environment that enables students to be self-directed, lifelong learners. Our instruction enables all students to meet and exceed curricular expectations, state mandates, and individual goals. We provide diverse learning opportunities, which include intervention, remediation, and enrichment.**

Community Meeting Dates (quarterly): To be held in the Library or Auditorium

- **Oct 19, 2023 17:30 Auditorium**

Caring Relationships and Authentic Learning



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We are committed to Continuous Improvement

Plan-Do-Study-Act

Why? Our students, teachers, and community deserve a meaningful and engaging learning experience. Our families deserve a school system that fosters innovative ideas that challenge conventional thinking so learners can realize their dreams and aspirations. In order to accomplish this, we have to be committed to continuous improvement.

How? This is going to take time and patience. Our improvement plan methodology follows the VDOE continuous school improvement process model that is based on the Plan-Do-Study-Act methodology. When implemented with fidelity, this model works and will render positive results.

What, When, and Who? Data will be collected and reviewed continuously. Each school will identify a committee that will review the data, create strategies for implementation, and monitor the results. These goals will be reviewed every 45 days, and will continue every year.

Inspire 2025 - Four Goals

1. Student Success
2. Culture
3. Strategic Partnerships
4. High Quality Staff

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Academic Supports During the School Day
3. Academic Supports Outside the School Day
4. Addressing Needs of All Children (Includes Parent and Family Engagement and PBIS/SEL)



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STEP 1: NEEDS ASSESSMENT

DUE DATE: JULY 8, 2023

Strengths	Areas of improvement
Level I Accreditation for “All” Math and English and for all subgroups except for SWD Math: All - 80.71% Asian - (TS) Black - 87.5% Ec. Disad. - 73.98% ELL - 84.62% Hispanic - 85.71% Mult. Races - 90% White - 78.24% English: All - 89.52% Asian - 100% Black - 95.45% Ec. Disad. - 83.76% ELL - 95.24% Hispanic - 91.3% Mult. Races - 92.86% White - 88.98%	Pass rate for all four core areas (Math, English, Social Studies, Science) SOLs for students with disabilities <ul style="list-style-type: none"> ● English - 69.75% ● Math - 57.63% ● Social Studies - 37.1% ● Science - 34.48%
Level I Accreditation for “All” Science based on 3-year average - 72.19%	Pass rate for “All” category for Science SOL accreditation - 64.83% (Level III)
Improvement in the area of Chronic Absenteeism from 21-22 (23.92%) to 22-23 (18.79%)	Student Chronic Absenteeism (18.79% - Level II)
Low retention in all English classes (9 total)	Per the data on the School Climate and Working Conditions K-12 Insight Survey, 59% of staff responded either disagree or strongly disagree to “Students treat staff members with respect.”
On-time Graduation and Completion Index at or above state level - 95.58% (Level I)	
Dropout Rate below state level - 2.71% (Level I)	
College, Career, and Civic Readiness Index - 90.96% (Level I)	
Increased participation in structured club/activity offerings:	



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Strengths	Areas of improvement
<ul style="list-style-type: none"> • Activity Period - 6,425 for '22-'23 (Avg. of 584/month) • Athletic Participation - 634 participants in all sports • Other co-curricular activities - 330 participants/members 	
100% of all students who participated in the VAAP passed the assessment	

Step 2: PLAN, DO

DUE DATE: AUGUST 1, 2023

Schools will have at least one overarching measurable goal dedicated to student achievement. Additional goals are optional. Goals can be focused on enhancing strengths or addressing concerns. Each goal may have multiple objectives or targets along with numerous corresponding strategies. You can duplicate this page for more than one goal.

GOAL STATEMENT: (Duplicate for additional goals)

Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics
What objective are you trying to accomplish?	How do you know this is an area of improvement?	How will you measure this improvement?	Who will manage this effort?	How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?
By June 2024, the failure rate for students with disabilities on math end-of-course SOLs will reduce by 10%.	In 2022-23, 43.86% of students with disabilities who took an end-of-course SOL in math failed the test.	By/in June 2024, this improvement will be measured by the end-of-course SOL pass/fail	Administrators; School Improvement Team members; department chairpersons; Accountability Specialist	Professional learning for teachers who co-teach on how to build an effective team Source: The College of William & Mary Professional learning for teachers on delivering effective explicit



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?
		rates.		<p>instruction Source: Vanderbilt University's Special Education Resource Project</p> <p>Teacher collaboration on common assessments and student achievement data analysis Source: NWEA</p> <p>Teacher collaboration on alignment of curriculum and instruction Source: Cornell University Center for Teaching Innovation</p>
By June 2024, the failure rate for students with disabilities on English end-of-course SOLs will reduce by 10%.	In 2022-23, 29.66% of students with disabilities who took an end-of-course SOL in English failed the test.	By/in June 2024, this improvement will be measured by the end-of-course SOL pass/fail rates.	Administrators; School Improvement Team members; department chairpersons; Accountability Specialist	<p>Professional learning for teachers who co-teach on how to build an effective team Source: The College of William & Mary</p> <p>Professional learning for teachers on delivering effective explicit instruction Source: Vanderbilt University's Special Education Resource Project</p> <p>Teacher collaboration on common assessments and student achievement data analysis</p>



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Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics
<p>What objective are you trying to accomplish?</p>	<p>How do you know this is an area of improvement?</p>	<p>How will you measure this improvement?</p>	<p>Who will manage this effort?</p>	<p>How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?</p>
<p>By June 2024, the pass rate for students with disabilities on end-of-course history SOLs will increase to at least 50%.</p>	<p>In 2022-23, 37.10% of students with disabilities who took an end-of-course SOL in history passed the test.</p>	<p>By/in June 2024, this improvement will be measured by the end-of-course SOL pass/fail rates.</p>	<p>Administrators; School Improvement Team members; department chairpersons; Accountability Specialist</p>	<p>Source: NWEA</p> <p>Teacher collaboration on alignment of curriculum and instruction Source: Cornell University Center for Teaching and Innovation</p> <p>Professional learning for teachers who co-teach on how to build an effective team Source: The College of William & Mary</p> <p>Professional learning for teachers on delivering effective explicit instruction Source: Vanderbilt University's Special Education Resource Project</p> <p>Teacher collaboration on common assessments and student achievement data analysis Source: NWEA</p> <p>Teacher collaboration on alignment of curriculum and instruction Source: Cornell University Center for Teaching Innovation</p>



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Target	Baseline Data	Metric/ Timeline	Responsibility	Strategies/Tactics
<p>What objective are you trying to accomplish?</p> <p>By June 2024, the pass rate for students with disabilities on end-of-course science SOLs will increase to at least 50%.</p>	<p>How do you know this is an area of improvement?</p> <p>In 2022-23, 34.48% of students with disabilities who took an end-of-course SOL in science passed the test.</p>	<p>How will you measure this improvement?</p> <p>By/in June 2024, this improvement will be measured by the end-of-course SOL pass/fail rates.</p>	<p>Who will manage this effort?</p> <p>Administrators; School Improvement Team members; department chairpersons; Accountability Specialist</p>	<p>How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?</p> <p>Professional learning for teachers who co-teach on how to build an effective team Source: The College of William & Mary</p> <p>Professional learning for teachers on delivering effective explicit instruction Source: Vanderbilt University's Special Education Resource Project</p> <p>Teacher collaboration on common assessments and student achievement data analysis Source: NWEA</p> <p>Teacher collaboration on alignment of curriculum and instruction Source: Cornell University Center for Teaching Innovation</p>
<p>By June 2024, the pass rate for all students On end-of-course science SOLs will increase to</p>	<p>In 2022-23, 65.67% of all students who took an end-of-course SOL in science</p>	<p>By/in June 2024, this improvement will be measured by the end-of-course</p>	<p>Administrators; School Improvement Team members; department chairperson; Accountability</p>	<p>Professional learning for teachers on delivering effective explicit instruction Source: Vanderbilt University's Special Education Resource Project</p> <p>Teacher collaboration on common</p>



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?
at least 70%.	passed the test.	SOL pass/fail rates.	Specialist	<p>assessments and student achievement data analysis Source: NWEA</p> <p>Teacher collaboration on alignment of curriculum and instruction Source: Cornell University Center for Teaching Innovation</p>
By June 2024, the number of students who are chronically absent (18 or more total absences) will decrease by a rate of at least 10% from the previous year.	In 2022-23, 18.79% of students attending James Wood High School were chronically absent.	This improvement will be measured by the chronic absenteeism rate determined at the end of the academic year, May 31, 2024.	Administrators; School improvement team members; Student Support Specialist; school counselors; Student Support Coach	<p>Attendance monitoring weekly; Attendance meetings at 5 & 7 days of unexcused absences; Attendance meetings at 10 total absences; Mentor program; Minimizing obstacles to attendance (ex: Student Support Coach, social work groups, food packs, anti-bullying instruction and supports); Alternatives to suspension (ex: New Directions program, after school consequences, and community service in lieu of certain consequences); Use of juvenile justice system and Department of Social Services if necessary; Enlist the help of community agencies and services organizations</p>



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Target What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?
				to meet students in need (ex: Bright Futures) Sources: National Association of Secondary School Principals and Attendance Works
School climate and conditions survey-related goal By June 2024, 60% or more of staff respondents will report that they agree or strongly agree that students treat staff with respect.	In 2022-23, of the 91 respondents to the K-12 Insight Survey for JWHS, 59% of the respondents either disagreed or strongly disagreed with the statement: "Students treat staff with respect."	This improvement will be measured by follow up survey data with staff and through PBIS related data.	Administrators; School Improvement Team members; department chairpersons; Accountability Specialist	Universal expectations meetings Positive reinforcements (e.g. Wood Chip, Blue & Gold nominations, teacher tracking positive reinforcement) PBIS lessons on respect through SCOPE Staff surveys and follow up reporting to staff Source: Positive Psychology



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Step 3: STUDY, ACT

School improvement teams will need to meet quarterly to discuss the target, data, and any changes that need to be made and implemented.

QUARTERLY UPDATE: QUARTER 1

DUE DATE: OCTOBER 20, 2023

GOAL STATEMENT: By June 2024, the failure rate for students with disabilities on **math** end-of-course SOLs will reduce by 10%

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Unit 1 - Solving Equations and Inequalities The objective is to take a first (initial inspection) to baseline knowledge and assess gaps	The following is a report from the Algebra 1 Team where the majority of our students are testing in the Math SOL: Unit 1 - Solving Equations and Inequalities - Students who scored better than a 60% on the review of this section was 48% (18% SWD)	<ul style="list-style-type: none"> ● Students were allowed corrections and results improved ● Teachers noticed specific errors during analysis and re-taught this concept ● The team noticed students were able to solve multi-step equations correctly and could direct focus in other areas ● The team devised new strategies to instruct, i.e. implementing the step-by-step sheet, writing on the desk, different practice techniques, splitting the class with a multi-teacher approach, increase word problems ● This was the first inspection and teachers are identifying gaps to be filled in students' prior knowledge



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GOAL STATEMENT: By June 2024, the failure rate for students with disabilities on **English** end-of-course SOLs will reduce by 10%.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Assess all reading strands in the initial units in English 11.	<p>Students were given the SGA# 1 (Student Growth Assessment # 1).</p> <p>Students who scored better than 60% was 64% (16.7% SWD)</p>	<p>Implement these specific instructional strategies across all classes:</p> <ul style="list-style-type: none"> ● Reteaching ● Scaffolding ● Chunking material ● Pulling students for small group instruction ● Review reading strategies at the beginning of the year (predictions, vocabulary, inferences, annotating, etc.) ● Verbal, nonverbal, and written reading instruction (summary, outlining, imagery, etc.) ● Direct instruction on specific skills (tone, figurative language, irony, point of view, logical fallacies, etc.) ● When students are writing, have students underline topic sentence, underline words that highlight the tone for the piece (for example, business writing) ● Word wall ● Test-taking strategies <ul style="list-style-type: none"> ○ Modeling questions with students that are multi-answer and/or format similar to test questions ○ Brain breaks ○ PearDeck to allow interactive element while reviewing ● Identify sub-group students who scored between 45-59 % to receive small group and/or individualized remediation from the Teacher of Record. [Tier 2 & Tier 3] <ul style="list-style-type: none"> ○ Student names have already been identified



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Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
		<p style="text-align: center;">and compiled on a separate document.</p> <ul style="list-style-type: none"> Identify specific SOL strands where students performed below 50% and determine explicit instructional strategies to remediate these skills.

GOAL STATEMENT: By June 2024, the pass rate for students with disabilities on end-of-course **history** SOLs will increase to at least 50%.

Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Checkpoint #1 to do an initial assessment on the first units of instruction	<p>The World History 1 team where the majority of our students are testing in the History SOL:</p> <p>Teacher-created common assessments were given across all World History 1 classes based upon the first 3 units using SOL related questions of identical format</p>	<p>Implement these specific instructional strategies across all classes. What instructional strategies/practices are used in those classrooms?</p> <ul style="list-style-type: none"> Spiraling Constant review Checks for understanding <p>How will differentiation, enrichment, and spiral instruction occur?</p> <ul style="list-style-type: none"> Testing strategies Unit review Daily Bell Ringers to practice content & testing questions <p>Teachers indicated this was the first checkpoint and that it was a larger test with limited structures established as to the accountability for this assessment. This is also a strategy the</p>



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
	<p>(multiple choice and graphics/maps).</p> <p>Students who scored better than 60% was 66.48% (36.66% SWD)</p>	<p>teachers plan to implement.</p>

GOAL STATEMENT: By June 2024, the pass rate for all students on end-of-course **science** SOLs will increase to at least 70%.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
<p>The science team (Biology) conducted/gave a diagnostic to assess prior knowledge and the first concepts instructed.</p>	<p>The diagnostic was created by the Science Instructional Supervisor and shared with the instructors</p> <p>Bacteria and virus reproduction, cell theory, function of prokaryotic and</p>	<ul style="list-style-type: none"> ● Review or Remediate - what are students looking at under the microscope ● NEEDS: remediate skills such as navigating cluster items; non-fiction reading skills and strategies; data analysis and synthesis; inference ● Things to consider: Pathway to collecting data - consider giving in smaller chunks but looking at the data holistic at the end of the quarter <ul style="list-style-type: none"> ● Team decision was to reduce the number of questions but continue to give it as a quarter assessment. (15 questions was the suggestion)



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
	<p>eukaryotic cells, and cell organization in leafs tissue</p> <p>327 students participated in the diagnostic with 76 scoring 70% or better (23.24%). 29 SWD participated with 2 scoring 70% or better (6.89%).</p>	<ul style="list-style-type: none"> ● The team will begin giving students questions requiring higher order thinking skills through warm-ups or embedded in activities. ● Teachers will also model the thinking required to tackle the questions and lead class discussions about them ● Teachers will share “stimuli” similar to those students would see in questions and ask questions like “what do you notice” “what do you wonder” “what do you think you are looking at” “what type of questions could I answer about this”

GOAL STATEMENT: By June 2024, the number of students who are chronically absent (18 or more total absences) will decrease by a rate of at least 10% from the previous year.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
JWHS is working to decrease the rate of chronic absentee students over the course of the year.	We ran the Federal Chronic Absentee report from Infinite Campus for the dates of Aug. 15	<ul style="list-style-type: none"> ● JWHS will now have attendance intervention meetings beginning with 10 absences total vs. 12 in the past. ● Administrators and Student Support Services are hosting in-person meetings and virtual meeting with students and parents



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
	through October 20. The report returned 370 students with over 10% absenteeism during the first quarter for a rate of 25.3%	<ul style="list-style-type: none"> ● Information is shared with parents to show what research indicates with respect to school attendance ● House visits conducted by students support services ● Continual (weekly) monitoring of the chronic absentee report is conducted at each administration team meeting ● Notes are shared with the administration team regarding specific students and the tasks to improve their attendance

GOAL STATEMENT: By June 2024, 60% or more of staff respondents will report that they agree or strongly agree that students treat staff with respect.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
JWHS wants to enhance our climate to improve mutual respect with student to teacher and teacher to student	We held a faculty meeting in which we presented all school improvement goals. We shared the Climate Survey Data of 59% of teachers had responded that they disagree or strongly disagree that	<ul style="list-style-type: none"> ● Facilitate discussions to help us narrow down the meaning of “students do not treat us with respect” <ul style="list-style-type: none"> ○ Is it “all” students or just a small percentage ● Collect data to get specific feedback from staff on how many students fall into specific “respect” categories ● Facilitate conversations among staff to promote PBIS strategies to enhance respect (many students feel they have to receive respect to give it...how do we make them feel respected?) <ul style="list-style-type: none"> ○ Model what is right ○ Explicitly teach good behaviors ○ Be consistent



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Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
	students treat them with respect during the '22-'23 school year.	<ul style="list-style-type: none"> ○ Allow students to make mistakes and learn from them through staff guidance, which contributes to overall confidence as learners and with behaviors

QUARTERLY UPDATE: QUARTER 2

DUE DATE: DECEMBER 21, 2023

GOAL STATEMENT: By June 2024, the failure rate for students with disabilities on **math** end-of-course SOLs will reduce by 10%

Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Checkpoint #2 in order to decrease the SOL failure rate, which includes the following Standards: A.1 - Translations and Evaluating Expressions. A.4a,c,e - Solving multi step equation A.5a, c - Solving MultiStep	The Algebra 1 Team has created benchmarks that are administered to all classes/students 63% of the students given the assessment scored 60% or better.	The Algebra 1 team had the following observations to report in their data meetings: Data Observations: <ul style="list-style-type: none"> ● Two team taught classes were the lowest with the pass rate being the lowest at 50%; The team told students that it could not help or hurt them and we should have expressed upon them to try harder ● Absences are contributing greatly to failures ● We feel that students who had to make up the test at another time (or not in class) did worse (or even simply clicked through answers) - we also did this the week prior to Thanksgiving and feel this may have led to poor motivation



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
<p>Inequalities & Graphing A.7a,b,e,f - Functions</p> <p>The objective is to take a secondary inspection (midyear) to assess SOL related skill acquisition</p>		<ul style="list-style-type: none"> ● Some teachers did not announce the benchmark to students beforehand but still had the majority of the students pass ● Students are not incentivized to do this assessment ● We need to somehow make the scores matter more to students <p>Content Observations:</p> <ul style="list-style-type: none"> ● Students did better on functions questions and material that was just covered; students still continued to struggle with multistep inequalities and equations, especially when distribution of a negative was involved; domain and range of continuous functions is a struggle ● We had some students who were extremely strong in solving equations and are continuing to master the steps but then had trouble solving inequalities (this may be due to sign changes); literal equations are a struggle across the board (all teachers agree) ● For one teacher - Students performed highest on translating expressions, functions material, and solving equations <p>Strategies:</p> <ul style="list-style-type: none"> ● Include more visual learning as we move into graphing - the connection between information/graph/notes ● Use an Interactive notebook to reference the color of sheet instead of content; helps learners find information easily ● Need to include more spiral instruction; the team feels time is an issue to be aware of ● Cut down the amount of practice for the daily topic to



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		<p style="text-align: center;">include spiral review at the end of the period</p> <p>General Reflections:</p> <ul style="list-style-type: none"> ● We are making progress with our students and up 15% from our previous data in terms of students passing the assessment ● Students seem to be settling into the school year, taking responsibility for their work/grades, and completing more work ● More students are asking questions ● Absences are a major issue ● More students are asking for their missing work ● Students' focus seems to be improving ● Starting to see more grades improve; still struggling with a few students who refuse assignments

GOAL STATEMENT: By June 2024, the failure rate for students with disabilities on **English** end-of-course SOLs will reduce by 10%.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Checkpoint #2 in order to decrease the SOL failure rate, which includes the following	Assessment Name: CUA #1 (2 parts) Part#1 Hummingbird	<p>Strategies and practices we plan to implement:</p> <ul style="list-style-type: none"> ● More direct instruction for literary terms and vocabulary ● Reteaching author's purpose and how it is communicated in a text with modeling, passage practice, and writing application



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<p>Standards:</p> <p>11.4h Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose. (focus on tone and mood)</p> <p>11.4i Analyze the use of dramatic conventions in American literature. (focus on literary terms specific to drama)</p> <p>11.4k Compare/contrast literary and informational nonfiction texts. (focus on paired passages)</p>	<p>Paired Passages (adapted from the VDOE website)</p> <p>Part#2 Performance Matters test created by Collaborative Learning Team members</p> <p>Total student pass rates: Part 1 - 65.3% Part 2 - 68.7%</p> <p>Subgroup pass rates: Part 1 - 47.7% Part 2 - 37.8%</p>	<ul style="list-style-type: none"> ● Use resources such as Quizizz, Pear Deck, and general worksheets to practice more vocabulary skills with a concentration on connotation v. denotation and general word knowledge ● Design questions using SOL format; review testing material with students for processing feedback; utilize test-taking strategies throughout instruction ● Continue to implement above-mentioned success strategies ● Provide additional opportunities for student ownership and engagement to increase independence of learning, student efficacy, and academic stamina ● Increase small-group instruction (NOTE: Currently difficult to find locations conducive to small-groups of 10+ students when overall class size is too large or room availability chart is not updated on the Room Usage schedule.) ● Inquire about providing small group remediation opportunities for students during Friday Night School ● Utilize the Teacher of Record and Reading Specialist to assist with Tier 2 and Tier 3 instruction for identified students <p>General Thoughts:</p> <ul style="list-style-type: none"> ● We feel it is important to highlight additional data. While a number of students in the Special Education sub group did not meet the 60% or better benchmark on this CUA, some did score between 50-60%, which would still be successful on the actual SOL test. ● Students in block classes that meet during the morning (Periods 1-4) tend to have greater success than students



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Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
		<p>who meet during the middle lunch blocks (Periods 5-6) and afternoon blocks (Periods 7-8).</p> <ul style="list-style-type: none"> While overall large class sizes continue to be a challenge, a greater issue appears to be when there is a significantly large percentage of Special Education students concentrated in one class section. For example, one class might have 28 total students—14 of whom have an IEP, while another class might have 28 students where only 8 have an IEP. The class with fewer IEP students ultimately yields better results because the co-teacher is able to provide more consistent Tier 2 and Tier 3 instruction to meet the needs of these students.

GOAL STATEMENT: By June 2024, the pass rate for students with disabilities on end-of-course **history** SOLs will increase to at least 50%.

Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
Checkpoint #2 (November - India and China) and #3 (December - Greece) in order to decrease the SOL failure rate.	World History and Geography 1. This is the course where the majority of our students who will be taking an end-of-course SOL	<p>Strategies and practices we plan to implement:</p> <ul style="list-style-type: none"> Daily review of prior material Spiraling in of previous material Putting questions on our tests similar to SOL style Test taking strategies <ul style="list-style-type: none"> Reading entire question How to answer certain types of questions We will start counting these as a class graded



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
	<p>Data observed covered the 2nd unit (India and China) and the 3rd unit (Greece).</p> <p>Results for Checkpoint #2:</p> <p>Total student pass rates: 68% Subgroup pass rate: 45%</p> <p>Results for Checkpoint #3:</p> <p>Total Student pass Rate: 67% Subgroup pass rate: 36%</p>	<p>assignment to see if some take it more seriously</p> <ul style="list-style-type: none"> ● Work on behavioral issues and tricks to help stay focused <p>General Thoughts:</p> <ul style="list-style-type: none"> ● Absences are an issue that creates a snowball effect <ul style="list-style-type: none"> ○ Can we do some sort of in-school catch up - not Friday Night School, needs to be more organized than just sending work to SCOPE ○ Absenteeism is an issue for ALL levels of struggling students ● Identify HIGHEST at-risk of the targeted group to remediate early



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GOAL STATEMENT: By June 2024, the pass rate for students with disabilities on end-of-course **science** SOLs will increase to at least 50%. AND By June 2024, the pass rate for all students on end-of-course **science** SOLs will increase to at least 70%.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
<p>By June 2024, the pass rate for students with disabilities on end-of-course science SOLs will increase to at least 50%.</p> <p>-and-</p> <p>By June 2024, the pass rate for all students on end-of-course science SOLs will increase to at least 70%.</p>	<p>Biology Quarter 2 Assessment</p> <p>The quarter 2 assessment was developed at the division level.</p> <p>All Students scoring 70% or better - 29%</p> <p>Subgroup students scoring 70% or better -</p> <ul style="list-style-type: none"> ● EL - 6% ● SWD - 0% 	<p>Strategies and practices we plan to implement or specific needs identified:</p> <ul style="list-style-type: none"> ● Review or Remediate: Some teachers have begun doing this based on the data from their assessment. Areas that need attention include: Cell transport, enzymes and graph and data analysis and interpretation. ● NEEDS: In addition to the skills identified in the Q1 data meeting: remediate skills such as navigating cluster items; non-fiction reading skills and strategies; data analysis and synthesis; inference, the team also identified that students need explicit instruction in reading directions on how to respond to questions. For example, if an item says select 2 responses, there are a number of students who are not following the direction and only selecting one response. ● Things to consider: Give incremental change in student performance, the team took time to review tier 1 teaching strategies. Teachers were given examples of how and when to use modeling with upcoming content. Teachers also discussed the difference between differentiated instruction and scaffolding. The team discussed how and when to use gamified learning and how and when to use technology. Teachers noted that electronic devices hinder student progress and acknowledge that this applies to both chromebooks and cell phones. Teachers



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
		<p>were asked to reflect on their classroom practices and determine where they are on the continuum of student directed to teacher directed.</p> <ul style="list-style-type: none"> ● There was a 7% increase in general education students achieving the benchmark. <p>The team decided:</p> <ul style="list-style-type: none"> ● Quarter 3 assessment will be 15 questions and will cover cell growth and division, genetics and synthetic biology. ● Teachers need to spend time reviewing the assessment and answer key prior to administering ● Teachers will provide feedback on the assessment once they receive it. ● The team will continue giving students questions requiring higher order thinking skills through warm-ups or embedded in activities.



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GOAL STATEMENT: By June 2024, the number of students who are chronically absent (18 or more total absences) will decrease by a rate of at least 10% from the previous year.

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
<p>JWHS is trying to reduce the number of students who are chronically absent by the end of the year in June.</p>	<p>Infinite campus report of the number of students who are currently listed as chronically absent (have missed 10% or more of the current school year).</p> <p>Additionally, we compared to where we were at this point last year to see if trends or parallels could be observed.</p> <p>Current number of students at 10% or more days absent: 31.15%</p>	<p>General observations</p> <ul style="list-style-type: none"> ● As of the end of the 1st semester 87 students (5.9%) of the student population have missed 18 days or more. These students are already in the “chronically absent”category for the year. <p>Continued strategies:</p> <ul style="list-style-type: none"> ● JWHS will have attendance intervention meetings beginning with 10 absences total vs. 12 in the past. ● Administrators and Student Support Services are hosting in-person meetings and virtual meeting with students and parents ● Information is shared with parents to show what research indicates with respect to school attendance ● House visits conducted by students support services ● Continual (weekly) monitoring of the chronic absentee report is conducted at each administration team meeting ● Notes are shared with the administration team regarding specific students and the tasks to improve their attendance <p>New strategy:</p> <ul style="list-style-type: none"> ● The state of Virginia has implemented the “All-In” attendance incentive program. Funds are being provided to divisions across the state to incentivize better attendance. FCPS and principals have begun to look at incentives to improve attendance for the 2nd semester. <ul style="list-style-type: none"> ○ Goal setting



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Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
		<ul style="list-style-type: none"> ○ Additional staff, contracted services, internal services, and materials/supplies are all pieces to the plan ● The division (FCPS) is investigating an allowance the state accepts that will allow students to possibly make up an absence by attending outside of the school day to do additional class work.

GOAL STATEMENT: By June 2024, 60% or more of staff respondents will report that they agree or strongly agree that students treat staff with respect.

Target	Data Dive	Changes
What objective are you trying to accomplish?	What performance data did you observe?	Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
JWHS is working to understand “respect” and address a climate goal to improve staff and student working relationships	In 2022-23, of the 91 respondents to the K-12 Insight Survey for JWHS, 59% of the respondents either disagreed or strongly disagreed with the statement: “Students treat staff with respect.”	<p>Continued strategies:</p> <ul style="list-style-type: none"> ● Facilitate discussions to help us narrow down the meaning of “students do not treat us with respect” <ul style="list-style-type: none"> ○ Is it “all” students or just a small percentage ● Collect data to get specific feedback from staff on how many students fall into specific “respect” categories ● Facilitate conversations among staff to promote PBIS strategies to enhance respect (many students feel they have to receive respect to give it...how do we make them feel respected?) <ul style="list-style-type: none"> ○ Model what is right ○ Explicitly teach good behaviors ○ Be consistent



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Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?
		<ul style="list-style-type: none"> ○ Allow students to make mistakes and learn from them through staff guidance, which contributes to overall confidence as learners and with behaviors <p>New strategies:</p> <ul style="list-style-type: none"> ● The SIP team discussed the need for staff discussions to help identify “components” of respect and how to interpret interactions, i.e. does 2 students showing a lack of respect equate to “students don’t treat me with respect?” or what other layers go into this? ● Develop a google form for input and feedback to get additional input on the “why or what” teachers see as disrespect from students. How can teachers help facilitate their environments knowing this feedback?

QUARTERLY UPDATE: QUARTER 3

DUE DATE: MARCH 8, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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QUARTERLY UPDATE: QUARTER 4

DUE DATE: June 6, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?

SUMMARY: (Summary and plan for next year)

DUE DATE: June 6, 2024

GOAL STATEMENT:

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes for next cycle Based on your performance during the last school year, what changes do you intend on incorporating into your next school improvement plan?

Resources and Tools:

Cited Sources (if applicable):