



School Improvement Plan 2022-2023: VBHS

Mission Statement:

VBHS will provide an equitable, engaging learning environment that prepares all students to become critical thinkers, life-long learners, and productive citizens for an ever-changing and diverse society.

Lead Team Members: (Include Principal, Assistant Principal, Counselor, Specialty Teacher, Classroom Teachers, and Parents)

Title	Name
Principal	Eddie Tipton
Assistant Principal	Kimberly Holman, Chris Bryant, and Kevin Ross
Counselor	Telitha Fleck, Cara McGhee, and Taryn Lincoln
Media Specialist	Dusti Hurst
Teacher	Taylor Genz
Teacher	Kaitlynn Schultz
Teacher	Kathy Reeves
Teacher	Kendall Ruff
Teacher	Tyler Morris
Teacher	Monika Berry
Teacher	Lalah White
Parent	Stephanie Dunn

Comprehensive Needs Assessment

Comprehensive Needs Assessment:

(include the following)

1. Review of Demographics
2. Review of Assessment Data
 - a. Include several sources (i.e. iSip, ACT Aspire, ACT, IXL, etc.)
3. Review of Perceptual Data (surveys from staff/parents)
4. Identified needs
5. Proposed Title I purchases based on needs

VBHS Demographic Information (2021-2022 School Year):

- Total Student Population: 1,135
- Total Number of Female Students: 555 (48.90%)
- Total Number of Male Students: 580 (51.10%)
- Total Number of Special Education Students: 120 (10.57%)
- Total Number of 504 Students: 80 (7.05%)
- Total Number of English Language Learners (ELL): 88 (7.75%)

VBHS Ethnicity Breakdown (2021-2022 School Year):

- Asian: 43 (3.79%)
- Black: 27 (2.38%)
- Hawaii/Pacific Islander: 1 (0.09%)
- Hispanic or Latino: 218 (19.21%)
- Native American/Alaskan Native: 24 (2.11%)
- Two or More Races: 75 (6.61%)
- White: 747 (65.81%)

2017-2018 ESSA Report:

- 4 year Graduation Rate-89.74% (higher than previous year)
- 5 year Graduation Rate-88.6% (higher than previous year)
- School Value-Added Growth- 80% which is higher than the state average (80 represents meeting expected growth, on average)
- Student Engagement- 69.57 (falls above the highest bar) (student engagement is based on attendance of each subpopulation)
- Reading Level- 38% (6% higher than previous year)
- Science Achievement- 33.58 (based on the Aspire science test) (falls below high average bar)
- Growth in Science Achievement- 47.15 (falls in the high bar range)
- On-Time Credits Score- 91.88% (5% higher than previous year)
- GPA 2.8 or Higher on a 4.0 Scale-67.63% (5% higher than previous year)
- ACT Composite of 19 or Greater-54.74
- ACT Readiness Benchmark-50.26 (3% higher than previous year)
- AP/IB/Concurrent Credit-60.26
- School Quality and Student success 52.54% (above state average)
- Weighted Achievement-50.88 (slightly higher than previous year) (weighted achievement includes those scoring ready/exceeds in ELA and Math compared to those scoring in need of support/close).

2018-2019 ESSA Report:

- 4-Year Graduation Rate=89.88% (less than State Average at 90.1%)
- 5-Year Graduation Rate=92% (greater than State Average at 91.36%)
- School Value-Added Growth Score=80.81% (greater than State Average at 79.69%)
- School Weighted Achievement Score=53.02%
- Student Engagement Score=74% (4% points higher than 2017 ESSA report) (student engagement is based on attendance of each subpopulation)
- Reading at Grade Level Score=34.68% (3% lower than 2017 ESSA report)
- Science Achievement Score=39.68% (5% higher than 2017 ESSA report)
- Growth in Science Achievement Score=54.79% (8% higher than 2017 ESSA report)
- On-Time Credits Score=95.65% (3% higher than 2017 ESSA report)
- GPA 2.8 or Higher on 4.0 Scale Score=65.74% (2% lower than 2017 ESSA report)
- Points Earned for ACT Composite of 19 or Greater=56.89% (2% lower than 2017 ESSA report)
- ACT Readiness Benchmark Score=51.88% (2% higher than 2017 ESSA report)
- AP/IB/Concurrent Credit Courses Score=57.64% (2% lower than 2017 ESSA report)
- Computer Science Course Credits Score=1.5% (VBHS has very little students enrolled in these courses)
- Community Service Learning Credits Earned Score=1.25%
- School Quality and Student Success Score=54.33% (greater than State Average at 52.95%)
- Weighted Achievement Score=53.02% (greater than State Average at 49.1%) (weighted achievement includes those scoring ready/exceeds in ELA and Math compared to those scoring in need of support/close)

2019-2020 ESSA Report:

- Due to the impacts of the COVID-19 Pandemic, the ESSA School Index Report is not available for the school year 2019-2020.

2020-2021 ESSA Report:

- Due to the impacts of the COVID-19 Pandemic, the ESSA School Index Report is not available for the school year 2020-2021.

ACT Aspire % Meets Readiness (10th Grade), 4 Year Comparison:

1. English:	62%(2017)	63%(2018)	66% (2019)	59%(2021)
2. Math:	24%(2017)	30%(2018)	34%(2019)	25%(2021)
3. Science:	32%(2017)	38%(2018)	38%(2019)	32%(2021)
4. Reading:	32%(2017)	37%(2018)	33%(2019)	40%(2021)

*****Due to the COVID-19 Pandemic, 10th grade students were unable to complete ACT Aspire testing in the Spring of 2020.***

ACT Building Composite/Mean Score (11th Grade), 4 Year Comparison:

1. 2018:	20.8
2. 2019:	20.6
3. 2020:	20.7
4. 2021:	20.1

ACT Building Composite/Mean Score by Subject (11th Grade), 4 Year Comparison:

1. Math:	20.7(2018)	20.2(2019)	20.3(2020)	19.5(2021)
2. Science:	20.7(2018)	20.5(2019)	20.9(2020)	20.3(2021)
3. STEM:	21.0(2018)	20.6(2019)	20.8(2020)	20.2(2021)
4. English:	20.6(2018)	20.5(2019)	20.4(2020)	19.8(2021)
5. Reading:	20.7(2018)	20.7(2019)	20.7(2020)	20.3(2021)

Identified Needs:

- In light of the COVID-19 pandemic, it was determined VBHS needs to improve student access to technology while at school and at home.

Technology Data Review (2020-2021):

1. Total number of students = 1,039
2. Total number of students with no access to technology at home = 235
3. Total number of Chromebooks at VBHS = 1,654
4. Total number of Promethean or SMART Boards in classrooms = 38
5. Total number of Promethean or SMART Boards on order = 5
6. Total number of teacher classrooms = 68

Technology Stakeholder (Parent) Survey Findings (2020-2021):

1. Would providing your student with a school issued computer at the beginning of the year improve their educational experience?

100% of parents surveyed stated Yes.

2. Does technology use in the classroom assist your student in being more prepared for their future college or career?

100% of parents surveyed stated Yes.

Technology Stakeholder (Student) Survey Findings (2020-2021):

1. Utilizing technology in the classroom can do which of the following?

43.1% Can make me a better student.

40.5% Can make more learning fun and engaging

36.3% Can make class more interesting.

22.9% Can make class work more challenging.

86.9% Can make it easier to keep track of class assignments.

2. Most of my teachers utilize technology to improve student engagement.

68.6% Yes

11.8% No

23.2% Maybe

3. Would your educational experience be improved, if VBHS issued you a computer at the beginning of the school year?

29.1% Yes

27.8% No

45.4% Maybe

Title I Purchases based on Needs:

- 19 Interactive Boards for classrooms to increase student engagement.
- 200 Chromebooks for student use while at school or at home. VBHS will establish a 1:1 environment on student technology.
- Technology programs to improve teaching practices, student engagement, and student achievement scores. Technology programs to purchase include: Screencastify, Nearpod, and MI Write.
- A technology program to improve teacher lesson planning abilities. The technology program is called Planbook.
- A technology program to assist in the establishment of a building-wide RTI program. The technology program is called RTI Scheduler.

Goals

Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)

Write a SPECIFIC Goal:

Example Goal: All students at John Doe School will increase reading achievement.

Example Performance Indicator: Students in ___ grade will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient by May 2022.

Goal 1 All students at VBHS will increase reading achievement.

Reading Performance Indicator

1. Students in 10th grade will increase their **ACT Aspire Reading** scores from 36% proficient to 50% proficient by May 2022.
2. Students in 11th grade will increase their **ACT Reading** scores from 55% scoring 21 and above to 60% scoring 21 and above.

Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 32%
Target Date: 2018	Target: 40%	Actual: 37%
Target Date: 2019	Target: 40%	Actual: 33%
Target Date: 2021	Target: 40%	Actual: 40%

Data Source: ACT	Baseline Year: 2018	Baseline: 19.5
Target Date: 2019	Target: 20	Actual: 20.7
Target Date: 2020	Target: 21	Actual: 20.7
Target Date: 2021	Target: 21	Actual: 20.3

Goal 2 All students at VBHS will increase math achievement.

Math Performance Indicator

1. Students in 10th grade will increase their **ACT Aspire Math** scores from 37% to 50% proficient by May 2022.
2. Students in 11 grade will increase their **ACT Math** scores from 42% scoring 20 and above to 50% scoring 20 and above.

Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 24%
Target Date: 2018	Target: 30%	Actual: 30%
Target Date: 2019	Target: 40%	Actual: 34%
Target Date: 2021	Target: 40%	Actual: 25%

Data Source: ACT	Baseline Year: 2017	Baseline: N/A
Target Date: 2018	Target: 21	Actual: 20.7
Target Date: 2019	Target: 21	Actual: 20.2
Target Date: 2020	Target: 21	Actual: 20.3

Goal 3 Increase the four-year graduation rate of all VBHS students.

Performance Indicator

1. VBHS will work to increase the four-year graduation rate of all students, from 91.9% to 95%.

Data Source: ESSA Report & School Report Card	Baseline Year: 2016-2017	Baseline: 87.55%
Target Date: 2017-2018	Target: 95%	Actual: 89.74%
Target Date: 2018-2019	Target: 95%	Actual: 89.88%
Target Date: 2019-2020	Target: 95%	Actual: 91.9%

Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December2021)

Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

Goal 1. All students at VBHS will increase reading achievement.

Progress toward meeting Goal 1: The High School has implemented an RTI program this school year, to provide intervention in literacy skills for students struggling academically (9 sessions during 1st semester, 34% of the sessions were Intervention sessions, and 27% of the Intervention sessions focused on literacy improvement).

The High School's English and Social Studies departments have also begun the curriculum mapping process, to ensure a viable curriculum is being taught across classrooms. The mapping process has required both departments to identify essential skills, standards, and questions by units within a subject area. The curriculum mapping process will also ensure the expectation for learning is the same across classrooms and the level of rigor is the same across classrooms.

Goal 2. All students at VBHS will increase math achievement.

Progress toward meeting Goal 2: The High School has implemented an RTI program this school year, to provide intervention in mathematics for students struggling academically (9 sessions during 1st semester, 34% of the sessions were Intervention sessions, and 14% of the Intervention sessions focused on mathematics improvement). The High School also offers after school tutoring in mathematics for students to receive extra support.

Goal 3. Increase the four-year graduation rate of all VBHS students.

Progress toward meeting Goal 3 (Optional): The High School regularly monitors student attendance and offers Saturday School for students in need of time recovery. The High School has also implemented an RTI program this school year, to provide intervention for students struggling academically.

The High School had only 11 Seniors from 1st semester to be over on attendance, resulting in an "NC" in courses.

Literacy Plan

Literacy Plan

(include the following)

- Implementation
- Monitoring
- Professional Development
- Parent Involvement
- Evaluation

Increasing Literacy Achievement:

After a thorough review of data from the ACT Aspire, ACT, and the ESSA School Index Report increasing student literacy skills and achievement is a top priority. The 2017-2018 ESSA School Index Report indicated an increase in *Reading at Grade Level*, with 38% of students on grade level (6% higher than the previous school year). However, the 2018-2019 ESSA School Index Report indicated a decline in *Reading at Grade Level*, with only 34.68% students on grade level.

Action Plan 2021-2022:

1. VBHS ACT Prep classes on campus and online will assist students to improve Literacy scores on the ACT.
2. ACT Aspire practice Assessments will be utilized in the classroom, for student practice in Literacy.
3. Classroom teachers will utilize the **MI Write** technology program, a web-based writing program designed to help students develop effective writing skills. This online writing tool gives educators and students unlimited access to custom writing prompts, electronic graphic organizers, automated scoring, instant feedback, portfolios, and interactive student tutorials.
4. Classroom teachers will utilize the **Newsela** technology program, which is an online news-as-literacy platform that features news articles on current events, literature, social studies, and math. Newsela can be utilized across all content areas to encourage reading in the classroom.
5. Classroom teachers will utilize the technology program, **Nearpod** to assist teachers in creating interactive lessons that encourage the development of literacy skills. Nearpod facilitates an interactive learning environment while in the classroom, while at home (distance learning), or a hybrid of both.
6. Classroom teachers will utilize a technology program **Screencastify** to record, share, and edit lessons, giving students access to information for continually reference. Screencastify also allows teachers to provide students with valuable instruction, information, and direction during a virtual lesson.
7. School leaders will continue to provide training on important *Science of Reading* standards. The building will focus on the importance of utilizing Graphic Organizers across subject areas, to improve student comprehension.
8. School leaders will purchase books in the classrooms to encourage content reading across the curriculum.
9. School leaders will conduct classroom walkthroughs and evaluations to ensure teaching best practices; clear learning objectives, explicit teaching, guided practice, checking for understanding, and formative assessments.

FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

Goal 1. All students at VBHS will increase reading achievement.

	MET
	NOT MET
X	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: The High School implemented a new RTI program to address literacy improvement, by providing Intervention for students in need. By means of the RTI program, 21 sessions were implemented during the 2021-2022 school year, with teachers/admin assigning 66% of students across all sessions to an Intervention session. Of the Intervention sessions created for the entire school year, 40% focused on literacy improvement. The High School plans to continue implementing the RTI program into the 2022-2023 school year, with an increase in the total number of days per week students will attend RTI for literacy.

The English and Social Studies departments have worked to identify essential skills, standards, and questions by subject area, to better align curriculum and instruction. The English and Social Studies departments have also worked to create pacing guides/curriculum maps to ensure a viable curriculum is being taught, rigor exists across all classrooms, and the expectations for learning are the same across classrooms, so as to improve student achievement.

The curriculum maps for Social Studies (U.S. History and World History) were utilized this school year, however, the goal is to make changes to the maps this summer and create additional maps for other subject areas in Social Studies for the next school year.

The curriculum maps for English were completed in May and will be utilized for the next school year. The English department will meet by quarter next school year, to determine what changes need to be made to the maps, so as to improve instruction and student achievement.

Goal 2. All students at VBHS will increase math achievement.

	MET
	NOT MET
X	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: The High School implemented a new RTI program to address literacy improvement, by providing Intervention for students in need. By means of the RTI program, 21 sessions were implemented during the 2021-2022 school year, with teachers/admin assigning 66% of students across all sessions to an Intervention session. Of the Intervention sessions created for the entire school year, 14% focused on mathematics improvement. The High School plans to continue implementing the RTI program into the 2022-2023 school year, with an increase in the total number of days per week students will attend RTI for mathematics. The Math department has worked to identify essential skills, essential questions, and essential standards across classrooms to better align curriculum and instruction.

Goal 3. Increase the four-year graduation rate of all VBHS students.

	MET
	NOT MET
X	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: The High School will more than likely not meet their intended goal in regards to the student graduation rate this school year. Therefore, the High School will do the following:

1. Address student attendance issues by means of Saturday School and early identification of students with absentee issues.
2. Address student attendance and grades through the RTI program, with additional days of RTI being added during the 2022-2023 school year.
3. Increase the capacity to address student mental health during the school, by incorporating more mental health intervention sessions for identified students during RTI.

Celebrations

Dawg Pound Time (RTI) has been a positive addition to the High School's calendar this school year, with both students and staff benefiting from the program. Therefore, we are considering adding additional days to the Dawg Pound Time schedule in the 2022-2023 school year, to better serve our students.