

SCHOOL IMPROVEMENT PLAN
(VAC 20-131-310.F; 8 VAC 20-131-310.0 G)

School Improvement Plan for the Period: 2006-2007

School Name: Tazewell High School

Targeted Academic Area(s):

English
Math
Science
Social Studies

School Number:

Division: Tazewell County Public Schools

Grade Levels Served: Grades 9 - 12

Amount of Time in School Day Devoted to Instruction in the Four Core Academic Areas:

(8 VAC 20-131-310.G.3)

Plan Developed with Assistance from (check all that apply):

(8 VAC 20-131-310.F.1)

- Teachers
- Building Administrators
- Central Office Administrators
- Parents
- Community Members
- Students
- Other (Specify):

Description of Data Reviewed Supporting Need for Improvement:

Data from the Spring 2005 Standards of Learning Subject Area testing was reviewed and analyzed. Teacher surveys were also consulted.

Waiver(s) Needed and Request(s) attached (check one):

(8 VAC 20-131-310.G.8.)

- Yes
- No

Date Approved by Local School Board/Superintendent:

(8 VAC 20-131-310.F.3.)

Superintendent Signature

Principal Signature

School Improvement Plan

Goal Statement # 1: All students will receive a verified credit for their courses which require passing an SOL test.

Rationale: The “No Child Left Behind Law” requires that every sub-group of students eventually attain an acceptable pass rate in the core subject areas.

Objective: To improve the performance of low achieving students in the four core areas with adequate materials.

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
Teacher made unit tests	At least 2 per six weeks	Student performance by SOL objective
SOLAR Benchmark Tests	Every 9 weeks	Student performance by SOL objective and disaggregated data by NCLB sub-groups
Teacher weekly lesson plans	Every week	Correlate plans with SOLs
Virginia SOL test	Fall 2006/Spring 2007/Summer 2007	Student Pass Rate

Strategies and /or Action Steps – Goal 1	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	October 1 Status (If not implemented according to projected time frame, provide explanation.
STRATEGY: Review blueprints, curriculum, and pacing guides for all 4 core areas and adjust when out of alignment with state standards or students’ needs.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January 2007 - November 2007	Principal and SOL teachers	No funds needed	Allotted time for meetings	Align the curriculum guide with each benchmark test deadline.	
Action Step #1: Organize subject area review teams.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Principal and SOL teachers	No funds needed	None	Minutes of meetings	
Action Step #2: Communicate to central office staff where the benchmark tests are not aligned with our pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Principal, SOL teachers, Central Office Staff, SOLAR testing company	None beyond the contractual agreement with SOLAR	None	Revised copy from Central Office of which SOLs will be covered on SOLAR tests	

<p>Action Step #3: 1) Use available technology to enhance the curriculum.</p> <p>2) Compile a list of technology, equipment, and materials that would be helpful in meeting future SOL benchmarks.</p>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.6	<input type="checkbox"/> G.5 <input type="checkbox"/> G.7	November 2006 – November 2007	Principals and teachers	Available funds		Teacher lesson plans and department purchase request lists	
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Strategies and /or Action Steps – Goal 1 (cont.)	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	<i>October 1 Status</i> (If not implemented according to projected time frame, provide explanation.
STRATEGY: Provide additional support for students who qualify for special education services.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Principals, SOL teachers, Special Ed. Teachers				
Action Step #1: Provide staff development to help teachers better serve special education students included in the regular classroom.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Principal and Special Ed. Teachers	County Staff Development Funds	T/TAC	Record of staff development training	
Action Step #2: Provide more opportunities for collaboration between special education teachers and other classroom teachers.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January 2007 – November 2007	Principals and teachers	None needed	None	Teachers' class schedules and records of meeting times	

Strategies and /or Action Steps – Goal 1 (cont.)	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	<i>October 1 Status</i> (If not implemented according to projected time frame, provide explanation.
STRATEGY: Provide additional support for students who fail to master the SOLs assessed on Benchmark tests.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Principals and SOL teachers		None	SOL pass rate for students who “failed” the SOLAR benchmark tests.	
Action Step #1: Provide qualified student tutors before and after school to assist teachers with tutoring.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January 2007 - November 2007	Principal, SOL teachers, and Honor Society sponsors	None	None	Log of tutor hours worked and percentage of students serviced.	
Action Step #2: Provide additional staff development on diversifying instructional techniques.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January 2007 – November 2007	Principal and Assistant Principal	Money from Staff Development Funds	Local college instructors and master teachers with knowledge of instructional techniques	Documentation in lesson plans of various instructional techniques.	
Action Step #3: Provide tutoring during the school day the 3 weeks prior to the SOL test for students who have performed poorly on the SOLAR tests and cannot come before or after school.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	April 2007 – May 2007	Principal and teachers	Pay for substitutes, if needed.	None	SOL pass rate of students receiving school hours tutoring	

Goal Statement # 2: All stakeholders will comply with the guidelines set forth in the TCPS attendance policy.

Rationale: A strong educational background is achieved through regular school attendance.

Objective: To meet or exceed the state and federal requirements for average daily attendance.

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
Daily attendance reports	Daily	Total absences for individual students
Daily attendance reports	Daily	Total number of absences per day
Phone Call Logs	Daily	Record of successful/unsuccessful attempts to contact parent when student is absent
Notification Letter Logs	Weekly	Record of letters sent to parent regarding attendance
Report Cards	Once each grading period	Number of incompletes given per student and number of absences per class

Strategies and /or Action Steps – Goal 2	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	October 1 Status (If not implemented according to projected time frame, provide explanation.
STRATEGY: Notify the parent of the attendance policy when the student approaches noncompliance.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Principals, teachers, and truancy officer			Log data	
Action Step #1: Call parents each day student has an unverified absence.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Attendance teachers	None	Designated phone line	Phone logs	
Action Step #2: Send letters to parents when students are approaching or have reached the 7 and 14 day limits for absences.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Assistant Principal	\$500 for copies and postage		Letter logs	

Action Step #3: Have truant students and their parents meet with the Attendance Counseling Team (ACT) and the Truancy Intervention Committee as per State Law 21.1-258.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Attendance counseling team and truancy officer	None		Meeting logs	
Action Step #4: Continue to include attendance policy in student handbook, faculty handbook, and school calendar.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	August 2007	Office administration	None		Copies of each document	
Action Step #5: Counsel students who have incompletes on their report cards.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Guidance counselors and Principals	None		Logs of counseling sessions	

Strategies and /or Action Steps – Goal 2 (cont.)	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	<i>October 1 Status</i> (If not implemented according to projected time frame, provide explanation.
STRATEGY: Consistent enforcement of attendance policy by all teachers.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Principals and teachers	None			
Action Step #1: Discuss at regular faculty meetings implementation of consequences for unexcused absences and areas where enforcement is problematic	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 – November 2007	Principals and teachers	None		Minutes from faculty meetings	
Action Step #2: Provide an orientation session for teachers assigned to the attendance window and provide a list of clear rules and procedures for check-ins, check-outs, and what constitutes an excused absence.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	August 2007	Principals and attendance window workers (teachers)	None		Copy of rules and record of orientation session	

Goal Statement #3: THS will develop a comprehensive safety education program to meet the needs of students, staff, and the community.

Rationale: All stakeholders will benefit from learning and working in a safe, orderly environment.

Objective: To ensure a safe, productive learning environment

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
Disciplinary Reports	Every Month	Number of each type of incident
Crime Reports	Every month	Number of incidents
Surveys	Twice a year	Survey responses

Strategies and /or Action Steps – Goal 3	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	October 1 Status (If not implemented according to projected time frame, provide explanation.
STRATEGY: Increase security on campus.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007		None	Virginia Department of Education		
Action Step #1: Lock all doors except the main entrance near the office.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Administration, custodians, and resource officer	None		Periodic security checks	
Action Step #2: Continually review and enforce the following: 1. procedures for visitors in the building 2. visible parking permits to make sure no one is illegally parking on campus 3. eliminate students in the hall before school without passes 4. new bomb threat procedures 5. person checking out / transporting student must come to the office in person before leaving with student	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Administration, teachers, office staff, and resource officer	None		Visitor log, check-out cards, and discipline reports	

Strategies and /or Action Steps – Goal 3 (cont.)	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	<i>October 1 Status</i> (If not implemented according to projected time frame, provide explanation.
STRATEGY: Offer staff development that focuses on safety issues.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Administration	Staff development money	Presenters with knowledge in specific safety areas	Sign-in sheet from meeting	
Action Step #1: Provide staff training on how to recognize drug/alcohol problems in students and how to deal with them. Provide staff training on how to deal with difficult, unsupportive students who pose a threat to the safety of the school or productivity of the classroom.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Administration and resource officer	Staff development money	Presenters with knowledge in specific safety areas	Crime reports. Surveys, discipline reports	
Action Step #2: Revise crisis management plan and educate all stakeholders of the plan.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Administration, resource officer, and teachers	None		Sign-in sheet from meeting	
Action Step #3: Train substitute teachers on the emergency procedures in the school.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Principals and resource officer	None		Sign-in sheet at training	

Strategies and /or Action Steps – Goal 3 (cont.)	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	<i>October 1 Status</i> (If not implemented according to projected time frame, provide explanation.
STRATEGY: Educate students about the harmful effects of drugs, alcohol, and tobacco.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Administration and teachers		None		
Action Step #1: Provide counseling for students who have an addiction.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Guidance counselors, Administration	None		Record of the number of students seen	
Action Step #2: Invite interesting, motivational guest speakers to address the student body.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Administration	Tazewell County Public Schools	None	Weekly school calendar	
Action Step #3: 1. Continue to incorporate character education into the curriculum. 2. Incorporate lessons about addiction in health curriculum.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	November 2006 - November 2007	Teachers	None	None	Lesson plans	

School Improvement Committee IV Report

Goal Statement #1: All students will receive a verified credit for their courses which require passing an SOL test.

- ◆ Students know at the middle school level that some courses will culminate in an SOL test and that they must meet an acceptable score in order to pass.
- ◆ At the high school level, as students register for courses guidance staff informs them that they are signing up for an SOL course and in order to obtain a verified credit they must pass such classes in order to graduate with a standard diploma.
- ◆ Teachers will maintain weekly lesson plans indicating the SOL objectives that are being met. Teachers who maintain websites should also include SOL objectives being met on the website.
- ◆ Teachers, over the course of the year, will continually emphasize the importance and inevitability of the SOL tests.
- ◆ Teachers will provide a specific and intensive review of SOL concepts.
- ◆ Students are informed that if they are not eligible for an expedited retake, the school will provide further instruction—SOL tutoring in small groups, summer school or retaking the course.
- ◆ Continue to take measures to facilitate achievement in special education students.
- ◆ Currently accommodations prescribed by each student's Individualized Education Plan (IEP) are offered to special education students. Accommodations include extra time allotment, small group testing, tests read aloud by test administrator and the use of a word processor.
- ◆ Tazewell High School is utilizing the Virginia Substitute Evaluation Program (VSEP) as an acceptable substitution for the SOL test. Specifically, this is a portfolio of student work which indicates certain levels of proficiency.
- ◆ Use student SOL performance data and faculty survey to evaluate the effectiveness of SOLAR benchmark testing.

Goal Statement #2: All stakeholders will comply with the guidelines set forth in the TCPS attendance policy.

- ◆ Currently, an administrative letter is sent to parent/guardian when a student accrues seven and/or 14 absences.
- ◆ Administration should follow-up by telephone conversation with parent/guardian to ensure receipt of attendance letter and keep a record.
- ◆ Parent/guardian contact information must be updated periodically throughout the school year (land phone, cell phone and E-mail) in order to facilitate parent/guardian notification.
- ◆ Write and implement a specific check-in/check-out policy (in adherence with TCPS guidelines) for Tazewell High School.
- ◆ Include detailed check-in/check-out policy, along with general attendance policy, in student handbook, faculty handbook and TCPS calendar that each student receives at the beginning of each school year.
- ◆ Develop a specific set of consequences for unexcused tardies (special emphasis AM tardies to school) and absences.
- ◆ According to TCPS attendance policy, a student must attend five class periods in order to be counted “present” each day; devise a method of tracking student absences by class period daily.
- ◆ Use a duplicate form to admit all students who are tardy to school/class in order to maintain accurate record of student tardies.
- ◆ Attendance workers must check each student in and out using both SASI **and** attendance cards for further verification.
- ◆ Prior to beginning of school, all attendance workers will undergo orientation and instruction in proper attendance window procedures in order to maintain consistency.
- ◆ An attendance counseling team (ACT) should be formed (members to include all teachers working attendance window, guidance and administration). The ACT should meet monthly to review attendance records and identify students who have attendance problems.
- ◆ Compare guidance records to those kept by ACT to identify students who have incompletes/failures due to absence.

Goal Statement #3: Tazewell High School will develop a comprehensive safety education program to meet the needs of students, staff, and the community.

- ◆ School resource officer, custodial staff, administration and designated faculty members should conduct periodic security checks.
- ◆ Continue to maintain a visitor log, student check-out cards and discipline reports.
- ◆ Parents or other visitors to the building must check in with the office, obtain a visitor's pass, and check out before leaving the building.
- ◆ To ensure that students and faculty are legally parked on campus, the parking supervisor (designated faculty member) makes routine checks.
- ◆ Parking permits are sold to students who have a valid driver's license and have properly completed the application to include student signature, parent/guardian signature, vehicle make and model and tag number.
- ◆ Parking supervisor cross references physical inspection of campus and the parking log—matching the physical location of the vehicle with assigned tag and assignment in parking log.
- ◆ Faculty members assigned to morning bus duty will check each student for a pass before being allowed to leave the designated gym/cafeteria area.
- ◆ Designate a faculty member on morning bus duty to monitor the back parking lot to ensure that students are dropped off at cafeteria entrance in order to eliminate students in the hallways before school and unnecessary traffic in faculty parking lot.
- ◆ All students must use crosswalk areas on Tazewell High School campus.
- ◆ Bomb threat procedures are covered at the beginning of school year by SRO,
- ◆ Each faculty member is required to attend bomb threat training sessions and sign a log-in sheet to verify attendance.
- ◆ Bomb threat evacuation procedure handouts are given to each faculty member and should be posted in his/her respective room or office.
- ◆ Each student checking out of school, as well as parents or guardians checking the student out, must report to the attendance window to complete and sign the proper check-out forms.
- ◆ All check outs are verified the following day by faculty members designated to office and attendance duty.
- ◆ In order to educate students about the harmful effects of drugs, alcohol, and tobacco, counseling should be provided for students who have an addiction. This process should include a record of the number of students seen, follow-up sessions with a guidance counselor and social services contacted if necessary.

- ◆ Continue to invite interesting, motivational guest speakers to address the student body contingent upon the school calendar.
- ◆ Invite members of Appalachian Teen Challenge to speak to the student body on the effects of drug and alcohol abuse with a follow-up session for faculty members on the major issues included in the presentation.
- ◆ Character education is a program provided by TCPS. The newsletter and suggested activities should be integrated into regular classroom lesson plans when appropriate.
- ◆ The current health curriculum includes information about addictions and the effects on the body as well as lessons on the prevention of addiction.
- ◆ Have the Family Life Director provide informational sessions concerning health issues/concerns for juniors and seniors since the health curriculum stops at the tenth grade level.
- ◆ Train faculty and staff in how to recognize and deal with students who have drug and alcohol addictions.
- ◆ Train faculty and staff to deal with difficult, uncooperative students who pose a threat to the safety of the school or the productivity of the classroom.
- ◆ Utilize crime reports, student discipline reports and surveys to develop staff training programs.
- ◆ SRO should lead training sessions designed to meet school safety concerns. All faculty and staff are to participate in the training—sign-in sheets for each session kept on file.
- ◆ Disciplinary plan and procedures/code of conduct outlined in student handbook.
- ◆ Student discipline reports, as well as crime reports/surveys, should be available if there is a pre-existing discipline problem.
- ◆ Revise current crisis management plan to ensure that each faculty member is aware of his/her role in the plan.
- ◆ At minimum, meet with faculty and staff to discuss crisis management on a semester basis (Fall/Spring)—provide updates when necessary. All faculty members must attend—sign-in sheets kept on file.
- ◆ All substitutes must attend orientation meetings to receive training in emergency procedures—sign-in sheets kept on file.
- ◆ The Crisis Management Plan should be posted in every classroom.
- ◆ Evaluate current tornado drill procedures and update if necessary.