



Nandua High School
26350 Lankford Highway
Onley, VA 23418



Mr. Deon Garner, Principal
Mr. Tyler Blaise, Assistant Principal
Ms. Kimberly Giddens, Assistant Principal

~Accomack County Public Schools, Accomack County, VA~
Mr. W. C. Holland, Superintendent
Dr. Rhonda Hall, Assistant Superintendent for Instruction

Student Population: 688 Faculty Count: 51 Student to Teacher Ratio: 14:1

Vision Statement:

(A) Achievement, **(B)** Behavior, **(C)** Community . . . one student at a time . . . one step at a time.

Mission Statement:

Recognizing the mutual responsibility of the students, school, and community, Nandua High School is committed to providing a safe, nurturing learning environment in which all students can realize their potential as scholars, citizens, and human beings

Motto:

"We are Nandua Strong All Year Long . . . Once a Warrior, Always a Warrior!"

SCHOOL DEMOGRAPHIC PROFILE

History: Nandua High School, one of three high schools in Accomack County on Virginia's Eastern Shore, was established in 1984 by consolidating the two rival high schools of Central High and Onancock High Schools. The merger created the Nandua Warriors and a dedication to academic and athletic excellence and pride for decades to follow.

Housed in the same facility as Nandua is the Badger Technical Center – Southern Campus, a vocation school offering programs in Building Trades; Health Occupations; Heating, Ventilation, and Air Conditioning (HVAC), and Computer Aided Drafting. Students at Nandua have the option of taking vocational classes at Badger South or at Badger Technical Center – North Campus, which is housed at Arcadia High School. Course offerings at Badger North include Auto Servicing, Computer Systems, Cosmetology, and Welding. Bus transportation is provided for students who attend Badger North.

Accreditation: Nandua is a fully accredited Virginia High School which has participated in the accreditation processes of the Southern Association of Secondary Schools and Colleges (SACS) and the Southern Regional Educational Board (SREB) since its opening in 1984.

Facilities: The school facility consists of a single building housing 34 classrooms/labs as well as three additional areas that are uniquely designed for the Badger South program. A gymnasium and 530-seat auditorium serve the student population, as well as the school district and larger community. There is a full athletic complex to include a baseball diamond, softball diamond, tennis court, football, and track. To maintain pace with the increasing demand to align with society's technological acumen, 200 desktop computers and 225 laptop computers are at the disposal of the students and staff. Additionally, each student in grades nine thru 12 is issued a Chromebook for academic use.

COVID-19: March 2020 saw the beginning of a worldwide pandemic where a virus called Coronavirus impacted just about every dynamic of living and existence. Worldwide, the educational scene was impacted with closures, loss of school personnel, and an overall concern regarding the rate of transition of the virus. In the 2020-2021 academic year, Accomack County Public Schools offered families one of two instructional options – students may choose a hybrid model of instruction which consists of two days of direct engagement with teachers in the school building and three days of virtual instruction consisting of assignments, discussion boards, etc., or students may choose a fully virtual model of instruction which consists of two days of direct engagement with teachers virtually and three days of virtual instruction consisting of assignments, discussion boards, etc. For the current academic year, Accomack County Public Schools has returned to a full instructional model--serving all students. Parents had the opportunity to apply for participation in Virtual Virginia where a student can attend virtual classes at home. This is a partnership between Accomack County Public Schools and Virtual Virginia.

Organizational Structure: Nandua follows a 4X4 block schedule. Students attend four 90-minute classes daily each semester—providing the opportunity to participate in eight classes each school year. One credit is earned for each class. The opportunity to earn dual enrollment (college) credit through Eastern Shore Community College is also available. Typically, this opportunity is limited to seniors; however, some juniors may participate in some classes.. Dual Enrollment opportunities are offered in precalculus; calculus 1 & 2; college environmental science 1 & 2; college English 1 & 2; college history 1 & 2; Nursing 2; and HVAC 2. Student grade reports are issued each quarter (nine-weeks) with interim reports issued halfway through each nine-week period (four and-a-half weeks).

Extra-Curricular Activities: Many extra-curricular activities are available for Nandua students. Virginia High School League (VHSL) competitive activities in athletics and academics are highlights of the student life at Nandua High School. Participation includes (athletics): cheerleading, football, basketball, wrestling, track, cross-country, soccer, baseball, softball, and volleyball. Academic activities include: scholastic bowl (quiz bowl), a rebirth of the speech and debate program, and the addition of the creative writing team and robotics. Each of these events is regulated by the Virginia High School League and concludes its yearlong season with a statewide tournament that requires qualification based on successes at earlier (Regional, Super-Regional) levels.

Community Support: Nandua receives wide support from parents and the larger community. Parents of current and graduate Nandua students serve on the Parents Advisory Committee, After-Prom Committee, and the Nandua High School Athletic Booster organization. Historically, Nandua has been supported by local businesses such as Subway, Rose's, Perdue, Pizza Hut, and Bojangle's. Nandua continues to develop these and other partnerships.

STUDENT AND COMMUNITY DEMOGRAPHIC PROFILE

Nandua High School is located in Accomack County on Virginia's Eastern Shore. According to the most recent census, the county has a population of approximately 32,104 citizens. www.census.gov indicates that 67.8% of the citizens are Caucasian-American, 28.8% are African-American, 3.4% are of other races. In addition to race and ethnicity data, census reports indicate approximately 20.7% of county households have school-aged children. Of the 32,104 citizens, 2,700 of these individuals are military veterans. Nandua High School serves the area of Accomack County that spans from Belle Haven to Accomac.

The Eastern Shore is a rural community. Nandua High School serves the needs of children whose parents are white-collar degreed professionals (e.g. doctors, lawyers, engineers) and blue-collar workers (e.g. support staff, food service industry, meat service production workers). Nandua serves students whose household speaks primarily Spanish ($131/688 = 19\%$) and students whose household speaks primarily French/Creole ($23/688 = 3\%$). One administrator, the building principal is fluent in Spanish and is able to communicate directly with families who need support. This proves to be an asset to the school environment relate to building family-school relationships.

Enrollment at Nandua High School as of October 31, 2021 is 650. The student body is comprised of 296 females and 354 males. Grade-level break-down is as follows: 9th = 219; 10th = 152; 11th = 144; 12th = 135. Nandua High School provides free breakfast and lunch for all students on a daily basis.

SCHOOL PEDAGOGY

The Nandua High School Administrative Team wishes to advance a building-wide pedagogy that will help focus the work of the school building while allowing enough breadth to include as many facets as possible. Simply put, Nandua High School has adopted the A-B-C Plan. This plan is a continuation of the work that was done last year and will grow and change as the year progresses. The (A) Achievement, (B) Behavior, (C) Community Plan is outlined below:

<i>(A) Achievement</i>	<i>(B) Behavior</i>	<i>(C) Community</i>
<ul style="list-style-type: none">- The instructional work of Nandua High School lends itself to sound curricular offerings, student assistance, and appropriate assessment to determine student mastery and proficiency;	<ul style="list-style-type: none">- Nandua High School works to foster an environment of safety, support, and equity where students can develop into productive and contributing members of larger society;	<ul style="list-style-type: none">- Nandua High School will continue to foster meaningful relationships with community partners to include corporate and business partners, community organizations, and local civic entities;
<ul style="list-style-type: none">- Academic work is at the forefront. We come to school to learn first but recognize there are other benefits that support student academic advancement; we work to foster and support overall student achievement;	<ul style="list-style-type: none">- Discipline efforts at Nandua shall be restorative as opposed to punitive. Consequences should be aligned to the offending behavior in an attempt to decrease such behaviors;	<ul style="list-style-type: none">- Parents are key stakeholders in the Nandua High School <i>community complex</i>. Clear and consistent communication coupled with opportunities for meaningful parent involvement;
<ul style="list-style-type: none">- Attendance is a key factor in student achievement; Nandua High School promotes regular and on-time attendance for school accreditation purposes as well as personal student achievement.	<ul style="list-style-type: none">- Nandua High School works to develop the whole child. The NHS extracurricular program (1) serves as an incentive for students to do well academically; and (2) nurtures other skills and abilities that may not be addressed in the traditional academic/classroom setting.	<ul style="list-style-type: none">- Students will be exposed to college and career opportunities through the efforts of the NHS Guidance Department; students will be exposed to the cultural arts and other aspects of larger society to support developing an appreciation for and awareness of the world around them.

Each performance target below meets one or more of these pedagogical areas. It is noted here that as the school year progresses, these areas may be refined and reorganized.

ACCREDITATION

All schools in the state of Virginia have been granted accreditation due to the COVID-19 pandemic. This has allowed schools time to strategize ways to compensate for the losses in learning, personnel, and overall ownership of individual academic achievement without being penalized within the testing cycles for the year. Even though fully accredited, Nandua High will focus on two areas that impact school accreditation within the state: social studies and attendance.

HISTORY / SOCIAL STUDIES - At the end of the 2020-2021 school year, the Nandua High School History and Social Studies Department was the lowest scoring department in the building with an SOL Pass Rate of 30%. Additionally, the pass rate was 34 percentage points lower than the 2018-2019 school year. Even though History does not factor into the overall accreditation process, this content area is still tested, and growth is still measured. As a building we want to ensure that we experience positive growth in all areas--particularly in areas that are SOL-tested.

Baseline Data - Nandua High School requested teachers to reflect on the outcomes of their classes at the 4 ½ week interim period (Oct 2021). Each teacher documented the number of As, Bs, Cs, Ds, and Fs as a way to gauge student progress and establish a baseline for current instruction. Below represents the Baseline data for the department.

A = 27.1% B = 27.6% C = 15.4% D = 11.7% F = 18%

If we use initial grade distribution as an early indicator of student learning and growth, then it can be determined that the History and Social Studies Department is trending in the right direction. Considering a grade of A, B, or C as true passing, then students enrolled in social studies courses are experiencing a passing rate of 70.1%, which would support a potential overall SOL pass rate of 70%. Further success and growth strategies can be found under the statement of learning loss.

ATTENDANCE - At the end of the 2020-2021 school year, the Nandua High School Administrative Team formed the NHS Truancy Response Team which supports contacting parents and tracking students who are truant. In the 2021-2022 school year, the team will continue its efforts to monitor and track attendance. These efforts include:

- Calling home to verify absences and to document the types of absences
 - Meeting with parents to discuss student truancy at the school level before it reaches the District level
 - Providing incentives for students who have perfect or excellent attendance
- Closely monitoring state mandates for meeting attendance markers throughout the school year to achieve accreditation

LEARNING LOSS

The statement of learning loss represents the content-specific areas that were heavily impacted by the hybrid experience. In the moment, hybrid learning allowed the school system to function as normally as possible. However, with those experiences come challenges that have had lasting effects. Below represents the departments that have suffered significant learning losses with specific indicators for those losses:

ELL - Students in ELL classes continued to struggle with basic interpersonal communication skills which include the skills needed for everyday living, social face-to-face interactions, and overall English-speaking (especially Level 1 and Level 2 students). This also affected the acquisition of their academic language--topic specific vocabulary that extends beyond basic skill vocabulary.

Foreign Language - The Foreign Language Department is used to a certain amount of gaps in student learning due to the fact that students do not typically take the language in sequential semesters. For this reason, courses start with a fast paced review of the previous level. While accustomed to some loss, the department is not used to one of such magnitude. Unfortunately, foreign language will also be dealing with the loss longer than other departments for the same non-sequential nature of our subject. Skills such as vocabulary retention, grammar mastery, and user of the target language. Of the obstacles that we have encountered, the dependence on electronics is one of the more frustrating. This has been especially true of the students who were all virtual, used to having devices at their aid at any given time thus contributing to the lack of study skills that teachers are seeing. This is however improving. Conversely, teachers have also noticed how happy most of the kids are to be back in a semi-normal learning environment. This gives the department an opportunity to focus on more engaging and holistic activities like speaking assignments and cultural projects. These are holistic activities because they encompass multiple skills. High student engagement allows the department to implement these activities on all levels. The department will continue to move forward as it always does. Additionally, two of our department members will be hosting Block 6 tutorials.

English - All English teachers agree that students across all grades are showing drastically noticeable weakness in many SOL skills:

- 1) Comprehension-including understanding simple instructions
- 2) Most formal writing skills- from sentence/essay structure to elaboration to show depth, breadth, and clarity of their ideas
- 3) Collaboration/sharing ideas in a constructive manner
- 4) Vocabulary
- 5) Critical thinking

All English teachers also agree that there are losses in socialization skills and student understanding of accountability. These Social Emotional areas of Learning impact student accountability in English, and it presents itself in their work. Because students received at least a 50 for attempted but inferior work, the level of critical thinking and effort has diminished. Many no longer understand about turning work in on time, not googling all the answers or copying work from others, or applying the necessary/appropriate effort. Many also are having trouble following rules and accepting school structure and authority.

Most of the observed learning losses come from the gaps in instruction. There are foundational pieces that would come from prior instruction that are missing. These pieces are missing due to the lack of instruction from the prior year or from impaired instruction due to the virtual and hybrid models. As a school community, Nandua High School has committed to the following to help mitigate the effects of our losses in learning:

- Implementation of Block 6 - Nandua High School's tutoring program
- Encouraging co-curricular clubs - DECA, FBLA, Art Club, Spanish Club, etc. as a way to inspire an interest in the content and continue to build teacher-student relationships
- Ensure that students are correctly placed in their courses. If a student was scheduled to enroll in English 10 during the 21-22 school year but did not successfully complete English 9 due to COVID, then that student needs to be re-enroll in English 9. There are skills that are taught in English 9 that are needed for English 10.
- Teachers will reinforce classroom rules and expectations. The loss of learning was greatly influenced by student apathy and lack of drive and motivation. Students attended classes in their pajamas, were not attentive during instruction in virtual settings, and did not live up to completing assignments. Teachers will reinforce these and other expectations to support growth.

PROFESSIONAL DEVELOPMENT

It is maintained that every professional career setting requires professional development of its members. Education is no different. The expectation is that **all** Nandua High School professional staff undergo professional development to (1) meet state requirements for professional licensure; (2) continue to remain on the cutting edge of trends in education; and (3) continue to grow in one's field of expertise.

Nandua High School will host professional development activities to include (not an exhaustive list):

- continued technology integration training (integrating Canvas functions with traditional classroom teaching strategies);
- training in professional sensitivity to various specific areas (sexual harassment, emotional and mental health, autism awareness, equity);
- Title IX training and awareness.

Nandua High School will promote individuals' participation in content-specific trainings to include (not an exhaustive list):

- AP training to enhance content knowledge at a higher level--increasing instructional rigor at this level;
- Free webinars that provide instructional and classroom management strategies within the content area;
- faculty collaboration efforts; there is a lot of talent in the building, and we must learn to share our professional expertise within the building.
- Graduate level coursework to support licensure and professional learning;
- Garner is committed to encouraging instructional faculty to pursue post-graduate degrees in their field if they have not done so. This makes teachers eligible to teach dual enrollment courses--increasing Nandua's Dual Enrollment offerings.

COMMUNICATION

Communication with the Nandua HS community . . . particularly the parents . . . has become a bedrock in maintaining relationships that are successful and important to the school. All teachers are required to document each and every parent contact (or attempted contact) as a way to track parent communication. NHS Admin will track parent contacts that are documents in PowerSchool in order to support this area of school improvement.

Department	1st Quarter	2nd Quarter	3rd Quarter	4h Quarter
Administration				
Math				
English				
Science				
Social Studies				
Electives (Fine Arts / H-PE / World Language)				
Business / CTE / Badger				

PERFORMANCE TARGETS

PERFORMANCE TARGET #1 – EXTRACURRICULAR ACTIVITY PARTICIPATION

By the end of the school year 2021-2022, 75% or better of the Nandua High School student population will have participated in at least one extra-curricular activity. Extra-curricular activity is defined as any school-sponsored activity, club, or athletic program that meets at-least once and has a distinct and organized purpose. According to www.crimsoneducation.org students experience a number of educational, social, and personal benefits from their active participation in extra-curricular activity.

This performance target meets the Achievement (A), Behavior (B) and Community (C) indicators as outlined in the Nandua High School School Pedagogy Statement.

Recruit NHS Faculty and Staff members to serve as clubs and provide any necessary technical assistance / support to maintain the club over the course of the year (due to COVID-19, outside volunteer sponsors will be limited unless a part of a partnering organization).	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP Tammy Pruitt, Lead Class/Club Sponsor	Ongoing throughout the course of SY 21/22	
Develop a list of student clubs and organizations that meet students' needs and interests in an effort to incentivize students to perform academically.	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP Tammy Pruitt, Lead Class/Club Sponsor	Initial List – 12/15/2021 Updated List – 2/1/2022	
Finalize competitive athletic offerings for SY 2020-2021—this list includes competitive	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP	First semester sports offerings) – 12/15/2021	

academic offerings in accordance with the VHSL (offerings may be limited due to COVID-19)	James Brankley, Athletic Director	Second semester sports offerings) – 2/1/2022	
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PERFORMANCE TARGET #2 – ON-TIME GRADUATION

By the end of school year 2021-2022, Nandua High School will graduate a minimum of 75% of its current senior class that are not classified as post-graduate students. On-time graduation is defined as a student who is in his or her fourth year of high-school academic studies. This does not include students who began high-school credit bearing coursework in middle school (e.g. Algebra I or Spanish I). Those students who are calculated in this group of graduates are those who began their official ninth grade year IN the fall of 2018 at Nandua High School or another high-school.

This performance target meets the Achievement (A) and Behavior (B) indicators as outlined in the Nandua High School Pedagogy Statement.

Develop individual lists of students in grades 9 – 12 who are in danger of not being promoted to the next grade. These students are students who have a D or F in more than one class.	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP LaCourtney Bundick, Guidance Chair	Initial List – 11/15/2021 Updated frequently throughout the school year.	
Ascertain the students who are “in-between” years (e.g. a third-year trident who is classified as a sophomore; a fourth-year student who is classified as a junior). On-time graduation includes students who are not on grade level and are in danger of not graduating on time.	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP LaCourtney Bundick, Guidance Chair	Initial List – 12/1/2021 Updated frequently throughout the school year.	
Develop action steps to provide supports and remediation for students who need help in order to get caught up and maintain	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP LaCourtney Bundick, Guidance Chair	Initial Plan – 12/1/2021 Updated frequently	

their appropriate grade level through graduation.	Select Teachers who Volunteer as Building Mentors Community Partners to Provide Incentives	throughout the school year. Mentoring support will be ongoing through the students' graduation in order to maintain appropriate grade level	
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PERFORMANCE TARGET #3 – SOL PASS RATE ACHIEVEMENT

Nandua HS will chart performance data as opposed to growth data—using the statewide pass rates as indicators of success.

- English – 75% Pass Rate
- Math – 70% Pass Rate
- Science – 70% Pass Rate
- Social Studies – 70% Pass Rate

Each department will reflect on its grade distribution and determine its percentage of pass and failure rates for SOL courses.	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP Department Chairs SOL Course Teachers	Each quarter (1 st – 3 rd) and each interim (2 nd – 4 th)	
Each department will propose, plan, and implement a remediation “program” to meet the needs of struggling students in SOL courses.	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP Department Chairs SOL Course Teachers	Ongoing throughout the course of SY 21/22	
There will be frequent classroom evaluations in order to monitor instructional effectiveness and support classroom management and student engagement, which, in turn, supports instruction - this includes: 3-5 minute “quick walks” with email feedback; 15-20 minute informal learning walks with detailed feedback	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP	Ongoing throughout the course of SY 21/22	

The Nandua HS Administrative Team will provide instructional coaching to SOL course teachers (and all teachers who may need it) who demonstrate ineffective instruction through (1) consistent unsatisfactory classroom evaluations and/or (2) experience high numbers of Ds and Fs.	Deon Garner, Principal Kimberly Giddens, AP Tyler Blaise, AP	Ongoing throughout the course of SY 21/22	
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