

## Mission

Loudoun County High School seeks to educate 21st Century

Leaders through activities that foster and celebrate

Character, Honor, and Scholarship.

## Vision

Leadership:

Students will make a positive impact on society through a variety of activities that incorporate interpersonal and organizational skills to develop as leaders in a global society.

Character:

Students will create a positive school culture where stakeholders work together to foster an appreciation of diversity and a sense of responsibility to self, society, and the environment.

Honor:

Students will exhibit personal integrity, intellectual curiosity, and a strong sense of honor through positive interactions with the community.

Scholarship:

Students will become life-long learners by acquiring critical thinking and problem solving skills and by learning to adapt to technological advances.

## Values

Loudoun County High School values open communication, ongoing collaboration, and striving to meet individual potential as well as school excellence.

## Process Definition

In June of 2008, a group of Loudoun County High School (LCHS) teachers attended a workshop on the processes and suggested protocols for putting our 2008-2009 School Improvement Plan (SIP) into the SkoVision software. Keys to determining the SIP were the results of the student survey, staff survey, and the school's 08-09 End of Course SOL test scores.

During July and August this committee continued to meet to determine which goals for school improvement were most important to the stakeholders of LCHS. Five goals were developed--two dealing with student achievement, one with communication, one with professional development and one with climate.

In August, the entire staff was introduced to the SkoVision process. Each department addressed the student achievement goals and the Professional Learning Communities dealt with the climate, communication, and professional development goals. In order to become familiar with the terminology associated with SkoVision, Jennifer Koerber walked the staff through a familiar, real life example. During this work, the groups were guided by a worksheet template for each goal. To encourage real solutions and action plans, teachers worked through "Why...Because" statements.

The goals were then collated and the SIP steering committee met with each department chair, discussed their plan, looked at live data, and together placed the information into the electronic version of SkoVision.


The committee will present the current version of the SIP in two parts: Goals One and Two will be presented during a faculty meeting and Goals Three, Four, and Five will be presented during department meetings. Regular review of action plans and tasks will occur throughout the year.





## Student Achievement

 Graduates demonstrate work and/or post-secondary readiness


 **Goals**

 Exceed national and state SAT performance



 **Indicators**

-  % Senior's Best SAT Total Score met or exceeded national average
-  % Senior's Best SAT Total Score met or exceeded state average


 **Action Plans**

 Improve Graduation/Completion Rates

 **Indicators**

-  % All FGI 4 Year Rate (AYP)
-  % All FGI 5 Year Rate (AYP)

 **Action Plans**

 Implementation of full-day kindergarten

 **No goal(s), indicator(s) or action plan(s) defined for this school board goal**

92% of students will pass all SOL tests

Goals

Exceed school board SOL pass rate target (Unadjusted)

Indicators

- % All high school students passing Algebra I SOL (Unadjusted)
- % All high school students passing Algebra II SOL (Unadjusted)
- % All high school students passing Biology SOL (Unadjusted)
- % All high school students passing Chemistry SOL (Unadjusted)
- % All high school students passing Earth Science SOL (Unadjusted)
- % All high school students passing English/RLR SOL (Unadjusted)
- % All high school students passing Geometry SOL (Unadjusted)
- % All high school students passing US History SOL (Unadjusted)
- % All high school students passing World History I SOL (Unadjusted)
- % All high school students passing World History II SOL (Unadjusted)

Action Plans



































All schools will meet AYP (NCLB) requirements




Goals

Improve academic achievement for all sub-groups (Goal #3 and #5)





























Indicators



































- # of Foreign Language students with C or better
- # of suspensions for Special Education students
- % All high school students passing Algebra I SOL (Unadjusted)
- % All high school students passing Algebra II SOL (Unadjusted)
- % All high school students passing Biology SOL (Unadjusted)
- % All high school students passing Chemistry SOL (Unadjusted)
- % All high school students passing Earth Science SOL (Unadjusted)
- % All high school students passing English/RLR SOL (Unadjusted)
- % All high school students passing Geometry SOL (Unadjusted)
- % All high school students passing US History SOL (Unadjusted)
- % All high school students passing World History I SOL (Unadjusted)
- % All high school students passing World History II SOL (Unadjusted)
- % All students passing English SOL (Accreditation)

































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-  % All students passing History SOL (Accreditation)
  -  % All students passing Math SOL (Accreditation)
  -  % All students passing Science SOL (Accreditation)
  -  % All students passing Social Science SOL tests (Accreditation)
  -  % Black students passing the Math SOL test (AYP)
  -  % Black students passing the Reading SOL test (AYP)
  -  % discrepancy in science SOL scores among sub groups.
  -  % Economically Disadvantaged students passing the Math SOL test (AYP)
  -  % Economically Disadvantaged students passing the Reading SOL test (AYP)
  -  % Graduates who earned an Advanced Studies diploma
  -  % Hispanic students passing the Math SOL test (AYP)
  -  % Hispanic students passing the Reading SOL test (AYP)
  -  % Limited English Proficient students passing the Math SOL test (AYP)
  -  % Limited English Proficient students passing the Reading SOL test (AYP)
  -  % of 10th grade hispanic students passing Health/Physical Education
  -  % of 9th and 10th grades students in Health/Physical Education passing fitness tests
  -  % of 9th grade Black [non-hispanic] students passing Health/Physical Education
  -  % of Black students passing Social Science SOL. (Social Science)
  -  % of days of absence for Special Education students
  -  % of D's and F's in CTE courses.
  -  % of ESL students enrolled in honors and AP courses.
  -  % of ESL students who fail a course.
  -  % of ESL students who have passed SOLs.
  -  % of final grades of D and F for Economically Disadvantaged on students' report cards.
  -  % of final grades of D and F on SpEd students report cards.
  -  % of final grades of D's and F's on Black students' report cards.
  -  % of final grades of D's and F's on Hispanic students report cards.
  -  % of Hispanic students passing a Social Science SOL.
  -  % of Special Education students passing the Social Science SOL (Unadjusted)
  -  % of special education students who passed the EOC in English 11
  -  % of students in each subgroup earning a "C" or better in math courses.
  -  % of subgroups who show an increase in As and Bs in English classes.
  -  % Special Education students passing the Math SOL test (AYP)
  -  % Special Education students passing the Reading SOL test (AYP)
  -  % Special Education students passing the Reading SOL test (AYP)

-  % students with disabilities passing Social Science SOL (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)

### Action Plans

-  Assist students in PE uniform attainment
  -  **Tasks**
    -  Confidential distribution of PE uniform
    -  Identify students who need assistance
-  Create regular opportunities for students to receive extra help in Foreign Language study
  -  **Tasks**
    -  Utilize honor society students to pair up to help other students
-  Differentiate English instruction to address students' needs.
  -  **Tasks**
    -  Each grade level will review selections for cultural diversity
    -  Each teacher will increase the diversity of literary selections.
    -  Teachers will engage students in quarterly book talks
-  Encourage students to participate in math class regularly.
  -  **Tasks**
    -  Notify parents/administration of excessive absenteeism
    -  Notify students of increased participation in class.
-  Ensure proper enrollment in math class based on skill level.
  -  **Tasks**
    -  Provide guidance with a list of student course placement.
-  Establish enrichment activities in Social Science courses relating to students and culture
  -  **Tasks**
    -  Increase awareness of students' ethnic backgrounds
    -  Share ideas as to how to incorporate different cultures in Social Science classes
-  Establish links to the internet that support Foreign Language learning
  -  **Tasks**
    -  Develop a page of Foreign Language on CMS and add links for remediation and review
-  Identify special education students who need remediation within first quarter of academic year
  -  **Tasks**

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-  Identify students who are in need of remediation.
    -  **Tasks**
    -  Consult with teachers to identify students in need of remediation
    -  Consult with testing coordinator regarding students testing needs
    -  Create effective timeline for placing students in remediation
  -  Identify students who may be in need of interventions to achieve academic success.
    -  **Tasks**
    -  Obtain input from teachers on students who may need intervention
    -  Review of student's report card quarterly
    -  Work with admin. & teachers for appropriate Raider Rally placement.
  -  Identify students with behavioral issues
    -  **Tasks**
    -  Identify students with FBA/FBIP
    -  Inform all staff of students with behavioral plans
    -  Review and update Behavioral Intervention Plans annually
  -  Implement Science SOL Remediation Labs during Raider Rally.
    -  **Tasks**
    -  Identify content weaknesses in order to emphasize areas of improvement.
    -  Identify students to be placed in Remediation based on teacher recommendation.
    -  Improve test-taking strategies.
  -  Implement Use of Support Room
    -  **Tasks**
    -  Develop strategies to address specific issues
    -  Refer disruptive students to support room
    -  Review specific behavioral issues
  -  Improve achievement of "at risk" students in Science courses.
    -  **Tasks**
    -  Identify income-based barriers
    -  Identify students and place in Raider Rally remediation.
    -  Identify students based on data from previous years.
  -  Improve basic math skills of CTE students.
    -  **Tasks**
    -  Expose students to and apply practical mathematical applications.
    -  Incorporate basic math skills into class activities.

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-  Improve consistency in content delivery.
    -  **Tasks**
    -  Continue to use agenda format posted on the board.
    -  Encourage students to utilize their agenda.
  -  Improve English skills of CTE students.
    -  **Tasks**
    -  Incorporate daily writing assignments.
    -  Increase variety of reading materials to enrich curriculum.
    -  Provide multi-level reading material
  -  Improve English teachers' awareness of students' disabilities
    -  **Tasks**
    -  Improve communication among teachers, students and parents
  -  Improve student awareness of progress in course
    -  **Tasks**
    -  Follow county/school policy pertaining interims
    -  Provide regular grade checks
  -  Improve students' organizational skills in Health/Physical Education
    -  **Tasks**
    -  Incorporate note taking skills
    -  Use of DASH/enforcement of student agenda
  -  Increase cross-curricular remediation opportunities.
    -  **Tasks**
    -  Create a SIOP Raider Rally
  -  Increase SpEd students' attendance and participation in remediation.
    -  **Tasks**
    -  Develop rewards for attendance and participation with remediation.
    -  Develop schedules of students to monitor attention and remediation.
    -  Develop student/teacher expectations and outcomes.
  -  Increase student awareness of learning styles in CTE classes
    -  **Tasks**
    -  Teach and encourage students to self-assess strengths and weaknesses in learning
    -  Teachers will be conscious of all three learning styles when developing lessons, assignments, and assessments

Monitor Student Achievement in Math Courses.



**Tasks**



Check cumulative assessments of students regularly.



Interpret student progress using the benchmark assessment.



Provide additional assistance and reinforcement of mathematics course concepts.



**Tasks**



Establish procedures for students correcting major assessments.



Identify and assign students to a resource Raider Rally.



Provide before/after school assistance.



Provide incentives for students to achieve at a higher level in math courses.



**Tasks**



Establish a math honor society (Mu Alpha Theta)



Post names of students who earn "A"s and/or improve marking period grades in math courses.



Provide prizes for mathematics excellence.



Provide lower-level, high-interest reading materials to supplement textbooks for ESL students.



**Tasks**



Create center-based, shorter, multiple assignments to achieve learning objectives



Provide timed-reading of short reading materials that students are responsible for presenting



Utilize short stories and/or graphic novels that students can read and create for English, Science, and Social Science content



Reduce educational gaps for English as a Second Language students



**Tasks**



Communicate to parents with greater frequency regarding student progress



Remediate for minimum content basics year-round



Teach to weaknesses in information while building on existing knowledge



Revise physical fitness program



**Tasks**



Incorporate varied stretching techniques for each class meeting



Provide multiple testing opportunities for fitness testing



Strengthen ESL students' test-taking strategies.



**Tasks**




Teach reading skills - scanning, skimming, previewing, and clustering








Teach students how to analyze a question



Teach students how to manage time to complete an exam or activity

 Target ESL students and address language barriers.

 **Tasks**















-  Implement science department staff development to explore strategies to assist English language learners
-  Implementation of SIOP.
-  Increase communication with middle school to identify students needing additional support especially in literacy
-  Increase participation with ESL department regarding planning & participation.
-  Invite speakers who struggled as English language learners and have gone on to success in science

 **Review and revise programs for advanced achievement opportunities**


 **Goals**

 Increase access and opportunity for all students to meet their academic, creative, and social potential (Goal #4).

 **Indicators**


-  # increase in enrollment in AP science classes.
-  # of French students that continue to study to Level 4/5
-  # of SpEd students with 50% enrollment in mainstream/academically supported courses.
-  # of students enrolled in Advanced Physical Education
-  # of students enrolled in AP Social Science courses.
-  # of students enrolled in Business/Marketing
-  # of students enrolled in FACS courses
-  # of students enrolled in NJROTC
-  # of students enrolled in Technology courses
-  # of students in self-contained EOC classes.
-  % All Graduation Indicator for Adequate Yearly Progress (AYP)
-  % enrollment in Pre-AP and AP Social Science courses
-  % increase in enrollment in upper level honors and AP courses (and independent science research classes).
-  % of students earning a "C" or better in upper level math courses (Advanced Functions with Modeling - formerly, Advanced Algebra w/ Trig. - & above).
-  % of students enrolled in upper level math courses (Advanced Functions and Modeling - formerly, Algebra w/ Trig - & above).

 **Action Plans**




 Continue to identify students with AP potential and put into place a support system for Social Science courses


 **Tasks**

-  Utilize established school programs such as NHS, CAMPUS, ESL, AVID, KEY CLUB




 Educate students of available opportunities within AP, honors and independent research Science courses

 **Tasks**

-  Focus on optimum class size [24] in upper and AP classes to reduce intimidation
-  Teacher recommendations
-  Upper level Science teachers visiting classrooms




 Encourage students to set long- and short-term goals in English


 **Tasks**

-  Teachers will emphasize the connection between literacy and critical thinking to better understand the link between job opportunities and long term goal setting
-  Teachers will engage students in writing related to short- and long-term goals, related to careers, college, and post-secondary training
-  Teachers will stress the importance of higher-level classes in reaching long-term goals at scheduling time






 Identify Special Education student strengths in content EOC courses.

 **Tasks**

-  Evaluate math computation and calculation skills
-  Evaluate reading, reading comprehension in content courses
-  Review and evaluate previous SOL scores



 Identify students for enrollment in upper level honors and AP classes.


 **Tasks**

-  Mailing to parents of students identified through AP Potential (PSAT scores).
-  One-on-one counselor to student advisement
-  Provide AP Information Night and recruit students in subgroups to attend.
-  Require teacher recommendation forms to be used in conjunction with scheduling
-  Utilize AP Potential to identify students for upper level honors and AP classes




 Identify students who would meet with success in upper level math courses (Advanced Functions with modeling & above).


































 **Tasks**


-  Use AP Potential, SOL tests, and teacher recommendation to identify students.
-  Work with guidance at LCHS and middle schools to enroll students in challenging math courses.

 Identify students with the potential to succeed in honors and AP Science courses.

 **Tasks**




-  Create and submit a letter for students and their parents indicating opportunities available in upper level science courses.
-  Identify students through AP Potential (PSAT scores).
-  Participation in school wide teacher recommendation program.


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-  Improve student awareness of the link between education and long-term goals
    -  **Tasks**
    -  English teachers will periodically have students review their goal sheets
    -  In beginning of school year, freshmen team English teachers will have students participate in long and short-term goal setting activities
  -  Increase awareness of all levels of CTE courses
    -  **Tasks**
    -  Educational guidance/administration luncheon
    -  Promotional tools
    -  Student/Parent education on CTE classes available (via newsletter, etc.)
  -  Increase awareness the availability of the various foreign languages offered at Loudoun County High School
    -  **Tasks**
    -  Combine the Foreign Language banquet with the International banquet
    -  Organize Foreign Language assemblies during Raider Rally - 1 per language
    -  Teachers will develop additional cross-curricular cultural activities
  -  Increase enrollment in upper level Science courses
    -  **Tasks**
  -  Increase knowledge of Advanced Physical Education course objectives for potential students
    -  **Tasks**
    -  Advanced PE teacher presentation to 10th grade H/PE classes
    -  Utilize PE bulletin boards in gyms for visual information
  -  Increase student leadership in the CTE classroom
    -  **Tasks**
    -  Encourage students to be proactive
    -  Provide opportunities for students to step into a leadership role
  -  Increase students enrolling in 2 or 4 year colleges following graduation.
    -  **Tasks**
    -  College representative visits in the Career Center.
    -  Promote use of Family Connections
  -  Plan/Implement appropriate interventions for identified students
    -  **Tasks**
    -  Deliver organization and study skills to 9th grade students as needed.
    -  Placement of students appropriate for AVID
    -  Scheduling students for SIOP classes and hispanic tutoring

 Prepare ESL students for life in the 21st century US economy.





**Tasks**


-  Expose students to realities of today's working environment.
-  Identify students skills and areas of interest.
-  Offer courses/programs to teach skills/interests to students.

 Provide challenges for underperforming ESL students with high ability level.




**Tasks**


-  Expose students to environments that present them with obtainable, high-interest goals that require advanced skills.
-  Test students in order to make them aware of their strengths/interests.

 Reduce the number of Advanced PE classes at the end of the school day





**Tasks**


-  Work with Guidance and Administration for movement of Advanced PE class offering

 Utilize marketing for recruitment in Advanced Physical Education







**Tasks**

-  Creation and distribution of pamphlets for Advanced PE
-  Creation of Posters for recruitment for Advanced PE

 Work closely with guidance to encourage students to continue with a foreign language beyond level 4



**Tasks**

-  Create different sections of levels 2/3/4
-  Use guidance's teacher recommendation form to encourage students to continue with their chosen foreign language
-  Utilize teacher recommendation forms for students to advance
-  Work with feeder school for correct placement

 **Exceed NCLB and VDOE requirements**



**Goals**



Maintain or Improve Attendance Rate (AYP)



**Indicators**



% Average Daily Attendance (ADA) for schools (AYP)




**Action Plans**

 Curriculum Development

 Review and revise career and technical programs

 **No goal(s), indicator(s) or action plan(s) defined for this school board goal**

 Class Size

 Provide sufficient school staffing to accommodate class size recommendations

 **No goal(s), indicator(s) or action plan(s) defined for this school board goal**

 Compensation, Recruitment, and Retention of Staff

 **No goal(s), indicator(s) or action plan(s) defined for this school board goal**

 Use scarce resources wisely

 **No goal(s), indicator(s) or action plan(s) defined for this school board goal**


 Prepare ten-year planning documents annually

 **No goal(s), indicator(s) or action plan(s) defined for this school board goal**







 Community Relations

 Enhance community relations


























 **Goals**


 Improve communication among all stakeholders (Goal #6)

 **Indicators**

-  # of events communicated to the community in regards to the Fine Arts Department
-  # of successes for performances in the Fine Arts Department
-  % of parents who feel that teachers communicate in a timely manner.
-  % of parents/community members responding to postively to timely communication between LCHS faculty and home
-  % of teachers who feel that there is adequate communication between faculty and administration.
-  % of teachers who feel there is positive and professional communication among colleagues.

 **Action Plans**

-  Increase awareness of Fine Arts successes within the school community
  -  **Tasks**
    -  Delivery of communication to the school community pertaining to Fine Arts successes
    -  Establish central liaison within the department for communication
    -  Research and develop methods for communication for successes
-  Increase communication among faculty members.
  -  **Tasks**
    -  Regular meetings of 9th grade teams.
-  Increase communication between faculty and administration.
  -  **Tasks**
    -  Timely notification of changes in the daily schedule (within 48 hours)
-  Increase community knowledge of Fine Arts activities
  -  **Tasks**
    -  Delivery of communication to the community pertaining to the Fine Arts department
    -  Establish central liaison within the department for communication
    -  Research and develop methods for communication within the community
-  Parental and Student involvement with SIP retreat in August 2009
  -  **Tasks**
    -  Invite parents and students to partake in SIP retreat. Goal to have minimum of 2 parents and 2 students per grade level [16 total].
-  Teachers will communicate frequently with parents.
  -  **Tasks**
    -  Teachers will communicate classroom activities/homework using CMS (website).
    -  Teachers will compile a list of valid email addresses for students.
    -  Teachers will distribute interims each marking period.
    -  Teachers will respond to parent communication within 24 hours.

 Teachers will maintain current CMS with LCPS required components (biography, email contact, and nine week plan)



#### Tasks



Create workshop plan-of-action for professional development of CMS training



Implement workshop for teachers in the training of CMS



### Increase parent outreach



#### Goals



Foster a climate of continuing professional development based on a shared vision of LCHS school community (Goal #1)



#### Indicators



% of faculty who perceive the discipline policies to be fairly administered



% of teachers/administrators/staff committed to working together as a faculty.



#### Action Plans



Incorporate PLC (Professional Learning Communities) Practices



#### Tasks



Create a PLC meeting calendar for the 1st semester



Create a PLC meeting calendar for the 2nd semester



Establish peer observation protocols, procedures, and documentation



Survey staff semi-annually



#### Tasks



### Develop content and maintenance standards for LCPS websites



**No goal(s), indicator(s) or action plan(s) defined for this school board goal**



### Enhance school emergency preparedness



**No goal(s), indicator(s) or action plan(s) defined for this school board goal**



### Ensure LCPS home page calendar schedule 60 days in advance for School Board



**No goal(s), indicator(s) or action plan(s) defined for this school board goal**

## Health, Safety, and Wellness

### Promote health, safety and well-being

#### Goals

- Cultivate and enhance the cultural, social, ethical, and personal development of the students (Goal #2).

#### Indicators

- # of faculty members who attend/participate in 4 or more school-sponsored events.
- % of faculty engaged in collaboration
- % of students who agree or strongly agree that staff members take a personal interest outside of the academic classroom.
- % of students who feel they are encouraged to participate in extracurricular activities.

#### Action Plans

- Consistently encourage respectful behavior among students.

#### Tasks

- Establish and Maintain a "Character Counts" program

- Increase teacher attendance and involvement in school functions.

#### Tasks

- Teachers will attend at least 2 school functions (i.e. play, dance, game, etc.)

## Strengthen safe learning environments

#### Goals





- Improve school climate

#### Indicators





- Collaborative Working Relationships Percentile
- Inviting Physical Environment Percentile
- Student Responsibility for Learning Percentile
- Student-Centered Vision, Mission, and Policies Percentile
- Students and Parents as Decision Makers Percentile
- Teacher Responsibility for Learning Percentile

#### Action Plans






**Goal Timeframe**

-  Long-term
-  Medium-term
-  Short-term
-  Not Assigned





**Action Plan Priority**

-  High
-  Medium
-  Low
-  Not Assigned

**Task Status**

-  Draft
-  In-Progress
-  Cancelled
-  Postponed
-  Completed

**Indicator Progress**

-  On Target
-  Warning
-  Off Target
-  Not Assigned