

# Comprehensive Plan Report

Filter: [Spotlight Indicators Only.](#)

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

9/22/2016

John Champe NCES - na

Loudoun County Public Schools

## High School Improvement Indicators

Key Indicators are shown in RED.

### High School Rapid Improvement

#### Principal's Role

<b>Indicator</b>	<b>HS2.02 - The principal keeps a focus on instructional improvement and student learning outcomes.(2533)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 08/17/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>In order to collect information and provide feedback to teachers on One to the World (OTTW) lessons during the 2015-2016 school year, a lesson submission portal was created using JotForm. The expectations for OTTW implementation required teachers to create (and submit evidence) of two OTTW experiences featuring at least three of the four key elements of OTTW. The data for John Champe High School reveals that the key element least often incorporated into OTTW experiences last year was Authentic and Challenging Problems in the World (87%). According to 13,000 walkthroughs conducted last year across the county, of which 900 featured OTTW experiences, the portion of those incorporating the key element Authentic and Challenging Problems in the World was 84%. The key element least often incorporated into OTTW experiences county-wide was Public Product for the World (79%). To further analyze teachers' ability to incorporate technology in order to create Public Products for the World, we examined the results of the BrightBytes survey taken by 36 John Champe teachers in the spring of 2016. The report reveals our teachers' strengths in many of the essential skills of a 21st century teacher, as indicated by research from the International Society of Technology Education (ISTE). For example, 83% of John Champe teachers surveyed can solve their own technology problems, and 77% responded that they can easily learn new technologies. Areas for further growth and professional development include Multimedia and Digital Citizenship Skills. Likewise, when examining the BrightBytes survey data gathered in the spring of 2016 from a sample of 138 students, Multimedia and Digital Citizenship Skills are areas for growth. Additionally, the survey revealed that only 53% of John Champe students surveyed find basic computing skills easy to perform. In order to enhance the ability of teachers and students to create Public Products for the World, further training and support on Multimedia and Digital Citizenship Skills are needed.</p> <p>In addition to the data points that indicate the process of instructional planning and delivery at John Champe, the teachers contributed their recommendations for professional development, instructional planning feedback, instructional delivery feedback, and evaluating the effectiveness of CLTs.</p>	

<b>Plan</b>	How it will look when fully met:	<p>The leadership team aligns professional development to the needs of staff for OTTW/BYOT as determined by review of lesson plans, walkthrough and assessment data, and teacher feedback.</p> <p>The leadership team provides ongoing explicit feedback and support to teachers on lesson planning and the development of OTTW projects and exhibitions.</p> <p>The leadership team provides ongoing explicit feedback and support to teachers on the implementation of OTTW based on observation and walkthrough data.</p> <p>The leadership team supports the CLTs and the use of data to evaluate the effectiveness of instructional delivery to meet the needs of all students for OTTW.</p>
	Target Date:	06/09/2017
	<b>Tasks:</b>	
	1. The school leadership team will facilitate differentiated professional development.	
	Assigned to:	JCHS Leadership Team
	Added date:	08/15/2016
	Target Completion	06/16/2017
	Comments:	
	2. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning.	
	Assigned to:	JCHS Leadership Team
	Added date:	08/15/2016
	Target Completion	06/16/2017
	Comments:	
	3. School leadership will observe lesson delivery and provide ongoing explicit feedback and support to teachers.	
	Assigned to:	JCHS Leadership Team
	Added date:	08/15/2016
	Target Completion	06/16/2017
	Comments:	
	4. School leadership will monitor the work of CLTs in analyzing data to differentiate instruction for all students.	
	Assigned to:	JCHS Leadership Team
	Added date:	08/15/2016
	Target Completion	06/16/2017
	Comments:	

### **Eight Elements of High School Improvement**

#### **Assessment and Accountability**

<b>Indicator</b>	<b>EE2.03 - An early warning system is used to identify students at risk for failure and dropping out; identified students are provided appropriate interventions.(2506)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/24/2013	
		<b>Objective Met</b> - 07/27/2014 08/17/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>John Champe High School is a high-performing school that has received state accreditation every year since it opened in 2012. The results for all students have exceeded the accreditation benchmark set forth by the state of Virginia in every subject: English, Mathematics, History, and Science.</p> <p>Mathematics is a subject for continued focus and improvement across the state of Virginia. At John Champe, the pass rate for all students in mathematics was 86%; though this exceeds the accreditation benchmark by 15%, the result is one percent lower than the average pass rate of all students in the LCPS division.</p> <p>In their first department meeting of the 2016-2017 school year, the results were further disaggregated by members of the JCHS math department. At this meeting, they began to analyze the data and determine ideas for SOL remediation and improvement.</p> <p>Algebra 1 and Geometry have been identified as areas for progress monitoring. As a first action item, the Algebra 1 and Geometry CLTs are reviewing the School Detail by Question Summary Report provided by the Virginia Standards of Learning SOL Assessment Program. From this report, they will be able to determine the skills within each reporting category in which students earned the weakest scores.</p> <p>Across all subjects, John Champe teachers continue to monitor the progress of ELL students and students with IEPs, identified in the sub-groups "Limited English Proficient" and "Students with Disabilities" respectively. When teachers examined the student achievement and outcome data, they identified strategies and opportunities for growth for working with these students in order to provide them with rich instruction and support. One primary support that has been put into place this year is the Academic Intervention Team. The team will monitor student achievement across all subject areas and sub-groups to plan and implement interventions and individualized supports as needed.</p> <p>The graduation and completion index for John Champe High School is 99; this is 14 points above the state accreditation benchmark, 85. The State-Level Cohort Report below displays the Virginia On-Time Graduation Rate by subgroup. According to this data, students in the "Limited English Proficient" subgroup are at the greatest risk of dropping out and/or not graduating on time (7.7%).</p>
<b>Plan</b>	How it will look when fully met:	<p>The school has identified indicators that are predictors of students who are at-risk of failure or dropping out.</p> <p>The school has identified interventions with research-based strategies, such as high intensity, accelerated instruction for catch-up purposes and significant counseling.</p> <p>Students who are identified as at-risk are matched to interventions that are aligned with their needs.</p> <p>The school monitors the progress being made by students who are receiving interventions.</p>
	Target Date:	06/09/2017
	<b>Tasks:</b>	
	1. Staff will identify students at risk of not graduating on time.	
	Assigned to:	JCHS Leadership Team
	Added date:	08/15/2016
	Target Completion	06/09/2017
	Comments:	