

# Design for Excellence 2020

School Name:

**Lloyd C. Bird High School**

Principal:

**Dr. Laura B. Hebert**

## School Improvement Plan for 2015-16 School Year

**Goal 1-** All learners will acquire, analyze, synthesize and evaluate information to solve meaningful problems and to achieve success as productive, thriving global citizens.

**Goal 2-** All learners will demonstrate the 21st-century learning and technology skills and knowledge that will prepare them for success in school, postsecondary education, work and life in a global society.

**Goal 3-** Working in partnership with school and family, all learners will understand, model and embrace the important attitudes and attributes necessary to be responsible global citizens.

**Goal 1-Student Academic Progress: Provide ongoing opportunities for students to advance and integrate technology into instruction through the use of blended learning.**

### Student Academic Progress

Smart Goal	Description	Action Steps
<b>Goal 1</b>	Math: For all students the goal is to reach 70%. Within this broad category the following goals exist: 1) Algebra 1 = 60%; 2) Geometry = 65%.	Common Planning for PLC Meetings: Lesson planning, common assessments, data analysis, reflections of teaching strategies and effectiveness, modeling instructional strategies
		PLC Focus on Unpacking the Standards: breaking down what they are supposed to be able to do, looking at most missed on VDOE, common misconceptions, looking at level of questioning, backwards design
		Administrative Observations-Weekly "Snapshot" observations and formal observations
		Administrative Observation Follow Up-Feedback for administrators to follow up on math observation feedback
		Administrative Support in PLC meetings-Attend weekly PLC meetings
		Tiered Intervention: Students scheduled in Block Algebra and Block Geometry to ensure students have additional instructional time for slower pacing
		Math Coach Support (Tuesdays & Wednesdays): Instructional Support, "Push In" to classes, share instructional strategies with teachers
		Math Tutoring during ISD: Math teachers visit In School Detention to assist students with math work, students in ISD also work on released test questions
		Math Tutoring during Success Classes: Focused lessons on target weaknesses and review sessions for tests
		ELL Grant-Academic support for math teachers of English Language Learners
		Pre-test Tutoring: After-school review sessions offered by PLC to prepare for the test. Contact parents about dates(Tuesdays/Wednesdays 2:00-3:00) and times of pretest after-school sessions. Food Provided
		Post-test Tutoring: Robocall parents of the students with D or F to notify students(Tutoring tickets) and parents of remediation and retest dates (Tuesdays/Wednesdays 2:00-3:00) Food Provided.
		Intense Remediation-Urgency weeks (2:00-4:00) (End of 1st nine weeks, Midterm Exam week, end of 3rd nine weeks, SOL Review) extended tutoring sessions, transportation and food provided
		Ed Ready program implemented in Algebra 1-Assessment and reteaching of individual students Pre-Algebra and Algebra skills through an online learning
		Standards Based Grading in Algebra 1 -Assess students level of understanding by standard
		Retest students after post test remediation in targeted areas missed during first test session
Interactive Achievement-Common Assessments: Warm Ups and Unit Tests, data used to drive remediation		
Identify "Retakers" and determine remediation plan for individual students that need to retake Algebra 1, Geometry or Algebra 2 SOL in January		
<b>Goal 2</b>	For Writing, a goal of 78% (last year we made in this category based on a three-year average)	Common Planning for PLC Meetings: Lesson planning, common assessments, data analysis, reflections of teaching strategies and effectiveness, modeling instructional strategies
		Grade-level focus on scientific and historical non-fiction and annotation
		Grade-level focus on developing reading endurance through the use of longer texts
		Use of NoRedInk to develop grammar and TEI test-taking skills
		Use Vocabulary.com to build academic vocabulary as well as evaluative and analytical skills
		Continued use of Interactive Achievement to enhance writing skill development
		Routine use of Chromebooks to develop typing fluency in preparation for the SOL
		Intentional and consistent use of reading strategies to prepare for writing
		Exposure to and practice with all available SOL writing prompts prior to testing
		After school review and remediation prior to the administration of the SOL assessment
Use of available teachers to work one-on-one with students and/or in small groups through the academic year to prove targeted interventions following summative assessments.		
<b>Goal 3</b>	For Biology, the goal for all students is 80% (Last year made on a three year average)	IA quizzes for each unit will be given on the review day before the test for that unit as the opening activity for that day. Students can then look at their scores to help them decide which strands of the unit upon which they need to focus for the upcoming test.
		Teachers will help guide the selection process of strands for the students' reviews. Teachers will use the overall scores to reteach the strands that need reteaching BEFORE the test.
		Students who do poorly on a unit test may complete a reteaching assignment and then retake the test to improve
		Teachers will identify at-risk students by February so they may receive invitations to the premediation after-school sessions. These students will receive the list in hand so they can plan ahead.
		All teachers will give a simulation test in April on IA and will use the data to drive re-teaching students did not get the content
		Post-SOL Test - individual teachers will review based on strand analysis data, assigning students reteaching review lessons based on their weak strands.
		Chromebooks will be used for students to collaborate and share data in labs (usually in pairs). Example: temperature and circulation worm lab was a shared data table by students.
All Biology teachers are using google classroom as the preferred mode of distribution of class labs, class activities, etc -- all teachers set up their google classrooms on 10/7 or prior to that		

	<p>Collaborative students are using interactive notebooks and google classroom to get the notes that the teacher reviews before students putting into their notebooks.</p> <p>Video clips and interactive websites and virtual labs are being used for each unit to enhance the content covered in class (example: PBSlearning, explorelearning gizmos, etc.).</p> <p>All units have common labs to review the 1st strand (scientific method) with emphasis on graphing, data analysis, and graph interpretation.</p> <p>All teachers are using (or are planning to use) warm-up and/or notebook quizzes using Google Forms with Flubaroo to grade them - all teachers were trained on Flubaroo 10/7</p> <p>Biology teachers are commonly planning by unit, by day, so same strands are being covered in similar manner on the same day. We have broken down the units by block and strand and decided on common labs and common activities.</p>
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**Blended Learning Plan**

<b>Blended Learning Goal</b>	Chromebooks have been distributed to nearly all students. Teachers have had on-going training in the use of Chromebooks in the classroom to help with building on engaging and innovate lessons. This year, all teachers will be required to participate in Face-to-Face ins-services provided by the CCPS integrators. Each teacher will meet with the integrator for 20 minutes a month to review and learn new and exciting strategies to ensure that Chromebooks are utilized as a strategy to improve 21st century skills and increase student achievement.
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<b>Action Steps</b>	Provide teachers with professional development throughout the school year (Face 2 Face)
	Students participated in classroom sessions with their English teacher centering on Google classroom and Hapara. In addition, students were given a digital citizenship lesson
	All teaches have been asked to complete one PBL project using the Chromebook for some of their research.

**Goal 2 - 21st Century Skills: Foster student innovation and critical thinking into instruction through the use of Project-Based Learning (PBL)**

**Project-Based Learning Plan**

<b>Project-Based Learning Goal</b>	All teachers have been trained in Project Based Learning. Capacity builders from the county continue to meet with teachers at least once a year to review PBL projects. This year teachers are being asked to complete one full PBL project, two if time allows.
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<b>Action Steps</b>	Teachers will input their PBL projects into the PBL website created by the integrator.
	Teachers will meet with CCPS Capacity Builders and/or a representative from the Buck Institute to monitor progress

**Goal 3 - Core Value and Citizens: Foster core values and citizenship through promotion and recognition of the four core values: Respect, Responsibility, Honesty, and Accountability**

**Core Values Recognition Plan**

<b>Core Values Recognition Goal</b>	Our goal is to identify as many students as possible that demonstrate the core values of Respect, Responsibility, Honesty, and Accountability. In addition, we have a goal of promoting student leadership.
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<b>Action Steps</b>	Core Values Breakfasts once a 9 weeks to celebrate those students who have been nominated by teachers as demonstrating the core value of the quarter.
	Student Leadership Board made up of student leaders from the class officers, student activities, SSAG, and athletics. This board will identify three projects that are community service-based to plan and implement.
	Student Athletics Board is new this year and is made up of captains from all the sports with the intention of building leadership capacity. Speakers, projects, and meetings will help develop these leaders. Two students (one female, one male) will attend the Student Leadership Board meetings as well.

**Promote Respect Plan**

<b>Promote Respect Goal</b>	Cultivate a culture of respect and provide character education for positive behavior.
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Strategy	Action Steps: Please describe the action steps related to each strategy needed to address each area	
<b>"Promote Respect" Plan TRAINING STAFF</b>	1	PPT presentation to all staff during teacher work week
	2	Continued training for staff members in Restorative Practices
<b>"Promote Respect" Plan INFORMING STUDENTS</b>	1	PPT presentation to students in grade level assemblies as well as grade-level discussions during all social studies classes.
	2	Power Up Mondays to begin second semester
<b>"Promote Respect" Plan INFORMING PARENTS</b>	1	Provide access to promote Respect PPT during Back-to School Night.
	2	Post PPT on school website