

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.

11/15/2015

Heritage NCES - na

Loudoun County Public Schools

High School Improvement Indicators

Key Indicators are shown in RED.

High School Rapid Improvement

Principal's Role

Indicator	HS2.02 - The principal keeps a focus on instructional improvement and student learning outcomes.(2533)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/14/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(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:	We have many of the structures in place to support a focus on instructional improvement and student learning outcomes. We have common planning times and teachers grouped into CLTs. The CLTs have clear expectations regarding tasks they should be focused on, including common assessment data and student achievement. We have access to Interactive Achievement for the four core areas with plans to use it for benchmarking.	
Plan	Assigned to:	Jeff Adam	
	How it will look when fully met:	In order for us to have fully met this objective, CLT meeting notes should reflect the use of data to evaluate the effectiveness of instructional delivery to meet the needs of all students for One to the World (OTTW), PBL and Loudoun Creates. The leadership team will align our professional development to the needs of the staff regarding the OTTW initiative based on lesson plan reviews, walkthroughs, and student assessment data. The leadership team will provide ongoing and explicit feedback and support to the teachers as they implement OTTA learning opportunities for the students.	
	Target Date:	06/14/2017	
	Tasks:		
		1. The school leadership will facilitate differentiated professional development in the areas of OTTW/PBL/BYOT/Loudoun Creates.	
	Assigned to:	Jeff Adam	
	Added date:	09/14/2015	
	Target Completion Date:	08/31/2016	
	Frequency:	twice a year	
	Comments:	October 30, 2015-During the August Staff Development Days, administration led staff development sessions introducing the One To The World (OTTW) learning framework. During those sessions, CLTs	

		defined the OTTW characteristics and began planning OTTW learning experiences for their students. Heritage High School also held "ActivHeritage," a mini-conference in which Heritage teachers could choose from various presentations centered on the how to utilize technology tools in instruction. During Faculty meetings, time is devoted to sharing models for OTTW.
	2. School Leadership will provide ongoing, explicit feedback and support to teachers with lesson delivery of OTTW/PBL/Loudoun Creates based on observations and walkthroughs.	
	Assigned to:	Adrian Powell
	Added date:	09/14/2015
	Target Completion Date:	06/14/2016
	Frequency:	four times a year
	Comments:	October 30, 2015-Over 100 walkthroughs and formal observations were conducted during the first quarter. During each of those, explicit feedback was given. The walkthrough form contains questions designed to assist in monitoring OTTW implementation.
	3. School Administration will monitor the work of CLTs in evaluating the effectiveness of instructional delivery that meets the needs of all students based on assessment data.	
	Assigned to:	Jeff Adam
	Added date:	09/14/2015
	Target Completion Date:	06/14/2016
	Frequency:	four times a year
	Comments:	October 30, 2015-School administration meets regularly with CLTs to discuss plans for OTTW lesson experience and to review student assessment data in order to identify students for interventions.
	4. School Leadership will provide ongoing explicit feedback and support to teachers on lesson plans and the development of OTTW/PBL/Loudoun Creates projects.	
	Assigned to:	Jeff Adam
	Added date:	09/14/2015
	Target Completion Date:	06/14/2016
	Frequency:	twice a year
	Comments:	October 30, 2015-HHS teachers will turn in lesson plans for their OTTW learning experiences. The HHS leadership team will meet to discuss the implementation of OttW and to build common understanding of the OttW characteristics.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)		
Status	Tasks completed: 7 of 8 (88%)		
Assessment	Level of Development:	Initial: Limited Development 11/12/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(2 - relatively easy to address, 1 - accomplished within

	Opportunity Score:	2	(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:	At Heritage, staff identifies students who are at risk of failing based on a variety of data points (attendance, grades, SOL and benchmark assessments, discipline, etc.). These identifications happen in Collaborative Learning Teams, who use data to ensure all students are considered and keep record of how those identifications were determined. The names of students who are Tier II (at risk) or Tier III (highly at risk) and are not being successful are passed forward to the Monitoring Team (assistant principals and counselors).	
Plan	Assigned to:	Jeff Adam	
	How it will look when fully met:	From before their ninth grade year and throughout their time at Heritage, students who are at risk of failing will be identified based on a variety of data points, including grades, standardized test scores, attendance and discipline data, benchmark data, and qualitative information gained from teachers, counselors, parents, and administrators. Clearly defined, targeted interventions will be available for those students and will continue until the student shows evidence of not needing the intervention any longer. The identification process will be ongoing.	
	Target Date:	06/14/2016	
	Tasks:		
		1. All staff will identify students for academic and behavioral supports utilizing multiple data points.	
	Assigned to:	All Staff	
	Added date:	09/24/2015	
	Target Completion Date:	06/14/2016	
	Comments:	<p>August 31, 2015: Tier II and Tier III students required to come to Reading Writing Center (RWC) every study hall during this school year to complete two activities in their weak areas. Reading Specialist and English department chair coordinate this pull out structure.</p> <p>September 10, 2015-Students were identified for math and writing reinforcement blocks based on academic history and SOL test performance. 62 students were identified for extra math reinforcement, in which they meet with a math teacher every other day to work on targeted reinforcement designed to help review content and skills in their current math class. 11 of the students in this group have an IEP. Additionally, 42 students with IEPs were identified for a double block of math. These students are assigned to a study hall with their math teacher, so they see them each day. 22 students were identified for writing reinforcement, 11 of those students have IEPs. Based on successes last year with co-taught classes and targeted math support for English Language Learners (double point gains in Algebra I classes), we have increased the number of our co-taught ELL math sections. In addition, we recognize our newcomer English Language Learners come to us with a variety of education levels. We have scheduled all of our newcomer ELL students (12) into a double block of ELL Math and Algebra Applications to increase content knowledge and accelerate academic language attainment. Many of the students served by these interventions are counted in multiple accountability reporting categories (economically disadvantage, ethnic groups, etc.).</p> <p>October 30, 2015- Per advisement by the HHS Administration, English teachers during the spring of 2015 identified tier II and tier III</p>	

		students. Students were identified based on summative assessments, class benchmarks, and teacher recommendations. These students were placed in remediation in the Reading Writing Center within the second week of the start of the 2015-2016 school year. English teachers completed the i-Ready reading assessment, SGA, and McDougal Littell reading assessment; these assessments allowed teachers to identify students in need of remediation.
	2. Utilizing multiple data points students are identified for intervention or enrichment.	
	Assigned to:	All Staff
	Added date:	01/13/2015
	Target Completion Date:	06/12/2015
	Comments:	<p>December 31, 2014 - 125 students were identified for math lab interventions during the first quarter. 108 students were identified during the first quarter for writing remediation (8 were term graduates who needed the writing test for graduation). __ students were identified for an ELL Algebra I intervention program based on our performance on that SOL last year.</p> <p>February 15, 2015-135 students were identified for math lab intervention during the second quarter. 101 students were identified during the second quarter for writing remediation (1 was a term graduate who needed the writing test for graduation).</p> <p>Feb. 15— May 15, 2015 : English department identifies tier II and tier III students based on writing, reading, and grammar skills.</p> <p>Feb. 15, 2015: Select tier II and tier III students attend reinforcement sessions during Pride Time lunch; students receive lunch (under Project Graduation grant) and also complete skill-based activities</p> <p>March 17, 2015-119 students were identified for reading intervention. Tier I and Tier II students have been identified in the ELL program and matched to interventions.</p> <p>June 29, 2015-50 students were identified as Tier II math students and provided targeted remediation in the math lab prior to the SOL.</p>
	Task Completed:	06/29/2015
	3. In combination with grades, academic history, reading levels and teacher recommendations, the English department will use Interactive Achievement benchmarks to identify students at risk of failing an English class or SOL assessment.	
	Assigned to:	Melanie Buckley
	Added date:	12/10/2013
	Target Completion Date:	09/20/2013
	Frequency:	three times a year
	Comments:	<p>June 25, 2014 Through Interactive Achievement common assessments were administered in September, October, and February in order to prep for the SOL.</p> <p>November 19, 2014-English CLTs have created writing, grammar, and reading assessments to identify students for Tier 1 and 2 interventions in the Reading/Writing Center.</p>

	Task Completed:	01/13/2015
	4. The math department will administer common assessments three times a year by incorporating: Interactive Achievement, old SOL questions, and various other forms of assessment. In combination with grades and academic history, these assessments will be used as benchmarks to identify students at risk of failing a math class or SOL assessment.	
	Assigned to:	Cheryl Helbing
	Added date:	12/10/2013
	Target Completion Date:	03/28/2014
	Frequency:	three times a year
	Comments:	June 25, 2014 Common assessments were used to identify students at risk, however, Interactive Achievement was not the primary means of assessment. In order to better understand Interactive Achievement as an assessment tool, several math teachers and the principal will attend an Interactive Achievement conference this summer.
	Task Completed:	06/16/2014
	5. The counseling department/testing coordinator will identify Seniors who have not passed SOL tests necessary for graduation, and communicate those names to the department chair for intensive, ongoing intervention,	
	Assigned to:	Jeannine Cummings
	Added date:	12/10/2013
	Target Completion Date:	01/17/2014
	Frequency:	twice a year
	Comments:	June 24, 2014 Testing coordinator communicated the names of seniors who did not pass SOL tests in preparation for fall 2014 remediation. Department chairpersons are facilitating this remediation.
	Task Completed:	02/07/2014
	6. The math department will use Interactive Achievement more frequently in common assessments three times a year. In combination with grades and academic history, these assessments will be used as benchmarks to identify students at risk of failing a math class or SOL assessment.	
	Assigned to:	Cheryl Helbing
	Added date:	06/25/2014
	Target Completion Date:	10/31/2014
	Frequency:	three times a year
	Comments:	The math department has been incorporating the use of Interactive Achievement into the Math Lab. Dates have been established for Quarter One benchmarks. Algebra II classes were able to give the assessment in Interactive Achievement. Algebra I and Geometry classes will give the second quarter benchmark in Interactive Achievement. Data chats have been scheduled with each CLT to discuss and analyze the data.
	Task Completed:	01/13/2015
	7. Math & English Department Chairs will annually gain funds for the Project Graduation Grant. The grant allows a select number of identified at-risk students to gain additional support in math and English weekly during "lunch & learns," specifically after Advisory.	
	Assigned to:	Melanie Buckley
	Added date:	06/25/2014
	Target Completion Date:	11/28/2014
	Frequency:	

	Frequency:	once a year
	Comments:	June 27, 2014-The English and Math Departments applied for this grant and were awarded funds. Weekly meetings occurred and most seniors who attended passed their required SOLs in order to graduate. LCPS must offer the grant annually to support this initiative.
	Task Completed:	06/16/2014
	8. A database will be created to provide a central location for data collection on students who are identified as "at risk" or who might need interventions. This database will include demographic, academic history and intervention data.	
	Assigned to:	Jeff Adam
	Added date:	06/27/2014
	Target Completion Date:	11/03/2014
	Comments:	We need to explore whether a program exists already that allows us to do this or whether we need to create a database on our own through ACCESS or another software.
	Task Completed:	01/13/2015
Implement	Percent Task Complete:	Tasks completed: 7 of 8 (88%)
Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)	
Status	Tasks completed: 4 of 5 (80%)	
Assessment	Level of Development:	Initial: Limited Development 11/12/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (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:	Heritage has remediation structures and targeted interventions in place. Math lab, the Reading-Writing Center, and SOL Remediation programs have historically been opportunities for students, and all have been adjusted with a defined process for aiding in student learning. HHS Staff has been informed of the various interventions that are available. As new intervention ideas are developed, we will determine whether new budget items are needed.
Plan	Assigned to:	Jeff Adam
	How it will look when fully met:	Heritage HS will have a variety of targeted interventions available to students. Students who have been identified as needing interventions will be assigned to interventions and will be expected to go. Parents will be informed of the interventions available and informed if the students do not participate in the interventions.
	Target Date:	06/14/2016
	Tasks:	
	1. All staff will provide academic and behavioral supports for identified students.	
	Assigned to:	All Staff
	Added date:	09/24/2015
	Target Completion Date:	06/14/2016
	Comments:	September 10, 2015-Students were identified for math and writing

Comments:	<p>reinforcement blocks based on academic history and SOL test performance. 62 students were identified for extra math reinforcement, in which they meet with a math teacher every other day to work on targeted reinforcement designed to help review content and skills in their current math class. 11 of the students in this group have an IEP. Additionally, 42 students with IEPs were identified for a double block of math. These students are assigned to a study hall with their math teacher, so they see them each day. 22 students were identified for writing reinforcement, 11 of those students have IEPs. Based on successes last year with co-taught classes and targeted math support for English Language Learners (double point gains in Algebra I classes), we have increased the number of our co-taught ELL math sections. In addition, we recognize our newcomer English Language Learners come to us with a variety of education levels. We have scheduled all of our newcomer ELL students (12) into a double block of ELL Math and Algebra Applications to increase content knowledge and accelerate academic language attainment. Many of the students served by these interventions are counted in multiple accountability reporting categories (economically disadvantage, ethnic groups, etc.).</p> <p>October 30, 2015-Students eligible for SOL retakes were placed in remediation in the Reading Writing Center within the second week of the start of the 2015-2016 school year. Based on reading assessments, the English chair will mail remediation letters the first week of November. Students will be pulled from study hall for remediation for the remainder of the school year for 20 minutes; this intervention is designed to directly prepare juniors for the March and May SOLs.</p>
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2. Identified students will be provided interventions and enrichment as appropriate.

Assigned to:	All Staff
Added date:	01/13/2015
Target Completion Date:	06/12/2015

Comments:	<p>December 31, 2014 - During the first quarter, students visited the math lab resource 1,200 times; students visited the Reading Writing Center 1,184 times; 1 student was referred to child study; and 36 parent-teacher conferences through our Counseling Department.</p> <p>February 15, 2015 - During the second quarter, students visited the math lab resource 1,169 times; students visited the Reading Writing Center 1,761 times; 5 students were referred to child study; and 40 parent-teacher conferences through our counseling department. We have had trouble getting students to the ELL Algebra I intervention program because of transportation issues and frequent inclement weather days. However, for the student who has attended, the program is helping her grades. Working with the Parent Liaison, we have contacted all of the students' parents to explain the program and it's benefits.</p> <p>March 17, 2015-In partnership with Northern Virginia Family Service, we have begun an Acculturation Group aimed at helping Newcomer English Language Learners navigate American school culture. There has been an increase in the number of students attending the ELL Algebra I intervention program, and the ELL department is also providing math help during students' study hall time, targeting students who do not have direct support in their Algebra I classes. Those students are reporting higher grades in math. The duty schedule has been revised to increase the number of teachers available to help in</p>
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		Math Lab and the Reading Writing Center.
	Task Completed:	06/29/2015
	3. The Instructional Leadership team will identify current interventions in place at Heritage. They will assess each of the interventions for effectiveness.	
	Assigned to:	Jeff Adam
	Added date:	12/10/2013
	Target Completion Date:	02/27/2014
	Frequency:	once a year
	Comments:	June 25, 2014 The ILT communicated interventions to the administration. The Assistant Principal will generate a list to distribute to teachers for the upcoming school year.
	Task Completed:	01/13/2015
	4. The Instructional Leadership Team will create a list of available interventions, listing subjects, characteristics of students, and descriptions of activities. The list will be distributed to staff and made available to parents and students.	
	Assigned to:	Kim Turner
	Added date:	12/10/2013
	Target Completion Date:	08/08/2014
	Frequency:	once a year
	Comments:	June 25, 2014 List is being updated by Assistant Principal. In this list, the following interventions that are already in place will be included with the specific data: Reading/writing lab, Math lab, after school/international study group. We talked to the Asst. Principal about possible methods of data collection of individual students, and a way to share this information among the staff. IDEA: database/spreadsheet with drop down options of interventions. Have some sort of alert sent after a certain number of interventions/comments. The idea is to make this as user friendly and less cumbersome as possible. November 19, 2014-The list of interventions has been completed and distributed to the faculty and staff. Professional Development on this approach was offered at the beginning of the year.
	Task Completed:	11/01/2014
	5. Core department chairs will identify areas that are in need of interventions and create interventions to address those needs.	
	Assigned to:	Jeff Adam
	Added date:	12/10/2013
	Target Completion Date:	06/13/2014
	Comments:	November 19, 2014-Several new interventions have been put into place. Each department has created targeted remediation efforts in preparation for December SOL testing. An Algebra I afterschool program has been created for students in our ELL program to help bolster their understanding of the content. It is being facilitated by a teacher fluent in Spanish to help support those students for whom Spanish is their native language. A series of Functional classes have been developed to address the needs of a sub-population of students with IEPs.

Task Completed: 01/13/2015

Implement	Percent Task Complete:	Tasks completed: 4 of 5 (80%)
Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)	
Status	Tasks completed: 5 of 6 (83%)	
Assessment	Level of Development:	Initial: Limited Development 11/12/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (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:	Heritage has a formalized monitoring process for students who are receiving interventions. A student who is identified as needing Tier I or Tier II support will be matched with an appropriate intervention. The monitoring team will help monitor those students' progress. For example, students who are identified as needing SOL remediation are given information about the remediation opportunities, given tutoring/instructional support (often after or before school), and then retake their SOL test they failed to pass. Based on that students' success, the monitoring team may suggest different interventions.
Plan	Assigned to:	Adrian Powell
	How it will look when fully met:	Based on the tracking system used for the early warning group, a group of school leaders representing each department (administrative and school counseling staff included) will meet regularly to discuss and monitor the progress of students who have been identified for interventions. During these discussions, students could be recommended for more intensive interventions (child study) or other intervention opportunities could be identified. Additionally, once a year, the group will study the interventions themselves and make recommendations to the department or persons responsible about changes needed.
	Target Date:	06/14/2016
	Tasks:	
	1. All staff will monitor the effectiveness of the academic and behavioral support and adjust as needed.	
	Assigned to:	All Staff
	Added date:	09/24/2015
	Target Completion Date:	06/14/2016
	Comments:	September 14, 2015-A monitoring team, consisting of counselors and administrators will meet on a monthly basis to monitor those students identified for the various programs and to identify students at risk of failing based on attendance and academic performance. A student strategy tracker has also been developed to help counselors monitor their students' efforts to improve in classes where they may be struggling. The tracker is designed to build a student's sense of efficacy and encourage self advocacy and communication between student, teacher, counselor and parent. Additionally, the Inidstar leadership team meets once a month to monitor the success of our interventions.

		<p>October 30, 2015-In the Math reinforcement classes, 30% of the seniors in the reinforcement classes passed their math SOL retake on the first attempt this year (after only two weeks of reinforcement work!). The remaining 67% of the seniors will continue working with their reinforcement teachers to prepare for their next retake opportunity in December. In the ELL Newcomer Math classes, 75% of the students have progressed beyond the newcomer math curriculum, been identified for potential success on the Algebra I SOL, and will be receiving instruction in the Algebra I curriculum. In English, term graduates continued their remediation during the 2nd week of school. These term graduates completed the Work Keys assessment. 40% of these students successfully passed the Work Keys assessment in October. The remaining students will get remediation for an additional testing in December.</p>
2. Assigned interventions and enrichment will be monitored for effectiveness by all staff.		
	Assigned to:	All Staff
	Added date:	01/13/2015
	Target Completion Date:	06/12/2015
	Comments:	<p>12/31/2014-During the 1st Quarter, there were 17 Child Study Meetings held, as well as 72 IEP Meetings.</p> <p>2/11/2015-During the 2nd Quarter, there were 18 Child Study meetings held, as well as 90 IEP Meetings. Additionally, the monitoring team met to monitor student grades and determine interventions.</p> <p>3/17/2015-During the 3rd Quarter, we have seen an increase in the number of ELL students taking an advantage of the ELL Algebra I intervention. Those students who have attended have seen a grade increase.</p> <p>5/21/2015-Students who consistently attended the ELL Algebra I intervention passed the SOL. Unfortunately, the program was available to a limited number of students because of transportation needs.</p> <p>6/29/2015-60% of the students who attended the ELL After School Math program passed the SOL. Additionally, they saw an increase in grades. We have made adjustments to the schedule for next year to replicate the program's success during the school day so transportation will be less of an issue. Just over 50% of students who were identified for targeted math remediation passed the SOL. A longer term, consistent approach to math reinforcement will be taken in the coming year.</p>
	Task Completed:	06/29/2015
3. Determine make-up of Monitoring Team.		
	Assigned to:	Kim Turner
	Added date:	12/13/2013
	Target Completion Date:	02/07/2014
	Comments:	June 25, 2014: Administrators, counselors, and attendance officer make up the monitoring team.
	Task Completed:	06/25/2014

4. The monitoring team creates the monitoring system		
	Assigned to:	Kim Turner
	Added date:	12/13/2013
	Target Completion Date:	08/25/2014
	Comments:	June 25, 2014: The monitoring team will set an annual calendar of dates to meet weekly, bi-weekly, or monthly as needed. The calendar will be determined in August of each school year. November 19, 2014-The monitoring team is meeting to determine the meeting calendar.
	Task Completed:	01/13/2015
5. The Monitoring Team will implement the monitoring system on an ongoing basis to address students, interventions and their effectiveness.		
	Assigned to:	Kim Turner
	Added date:	06/25/2014
	Target Completion Date:	10/15/2014
	Frequency:	twice monthly
	Comments:	June 25, 2014: Need to determine a database of students and targeted interventions used to document our work throughout each year. We will combine the information from the TAO1 groups targeting students with academic challenges, along with attendance and behavior data, to determine which additional interventions need to be implemented and monitor the success of each November 19, 2014-The Monitoring Team will be meeting for the first time with a primary focus on grades, discipline and attendance.
	Task Completed:	01/13/2015
6. The Monitoring Team will evaluate the effectiveness of the monitoring system.		
	Assigned to:	Kim Turner
	Added date:	06/25/2014
	Target Completion Date:	06/26/2015
	Frequency:	once a year
	Comments:	June 25, 2014: The monitoring system itself needs to be analyzed at least annually to make sure all systems are in place and effective.
	Task Completed:	01/13/2015
Implement	Percent Task Complete:	Tasks completed: 5 of 6 (83%)