

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.

9/30/2016

Banneker ES NCES - na

Loudoun County Public Schools

Virginia Indistar (Continuous Improvement)

Key Indicators are shown in RED.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)

Assessment	Level of Development:		
	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:	The principal has been at the school for 14 months. Over the course of these months there has been a shift in focus and resources to support the mission and vision of LCPS. 85% of staff are trained in Project Based Learning (PBL 101 from BIE). 75% of staff are trained in helping students create digital content through Loudoun Creates. 100% of staff are trained in creating Gold Standard One to the World learning experiences for students. The school has also encouraged families to bring their own technology (BYOT) to participate in technology enhanced lesson plans. The principal monitors these programs regularly and provides feedback and PD to strengthen the instructional program.	
	How it will look when fully met:	<p>The leadership team aligns professional development to the needs of staff for OTTW/PBL/Loudoun Creates/BYOT as determined by review of lesson plans, walkthrough and assessment data.</p> <p>The leadership team provides ongoing explicit feedback and support to teachers on lesson planning and the development of OTTW/PBL/Loudoun Creates projects and exhibitions.</p> <p>The leadership team provides ongoing explicit feedback and support to teachers on the implementation of OTTW/PBL/Loudoun Creates 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/PBL/Loudoun Creates</p>	
	Target Date:	06/09/2017	
	Tasks:		
	1. 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:	Admin	

Added date:	09/23/2016
Target Completion Date:	06/30/2017
2. School Leadership will facilitate differentiated professional development in the areas of OTTW/PBL/BYOT/Loudoun Creates	
Assigned to:	Admin
Added date:	09/23/2016
Target Completion Date:	06/30/2017
3. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning. Lesson plans with BYOT components will be monitored and explicit feedback will be provided quarterly.	
Assigned to:	Admin
Added date:	09/23/2016
Target Completion Date:	06/30/2017
Frequency:	three times a year

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			
Assessment	Level of Development:		
	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:	<ul style="list-style-type: none"> -Collaborative Learning Team meetings have been placed on the master calendar and have already begun -Flexible CLT Planning time is also built into the master schedule and master calendar -The school leadership team analyzes baseline data for students in all grades. -Universal screenings through AIMSweb are conducted 3 times a year to identify students in the areas of numeracy and literacy. -Quarterly Data Meetings are held to identify students in need of targeted interventions. -DRAs and PALs have been given and scores will be used to identify students in need of interventions. -PowerTest, formerly (Interactive Achievement) will be used to establish baseline data in grades 2-5 in math and reading -A data wall was created to track students growth between instructional tiered levels. 	
	How it will look when fully met:	<p>The process for identifying students for academic and behavioral supports include multiple data points on assessments and other indicators that are aligned to research.</p> <p>The process for identifying at-risk students involves discussion and decision-making that includes school leadership, teachers and other</p>	

		relevant staff.	
	Target Date:	06/09/2017	
	Tasks:		
	1. Staff will identify students for academic and behavioral supports utilizing multiple data points.		
	Assigned to:	All Staff	
	Added date:	12/02/2016	
	Target Completion Date:	06/09/2017	
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)		
Assessment	Level of Development:		
	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:	<p>-Developed a school-wide 30 minute resource period during the 2015-16 school year</p> <p>-Continued to provide research based interventions during Power Up time</p> <p>-Use of PALs tutor in grades K-2 daily with lowest students.</p> <p>-Reading Resource time for students with lowest DRA scores.</p> <p>-School resources and instructional funds are utilized for tools to support interventions. (Reflex, IXL iReady, and Dreambox).</p> <p>READING: Tier I - classroom instruction Tier II - Responsive Instruction Intervention Groups, PALS remediation Tier III - Reading Specialist, ELL Teacher, Special Education Resource</p> <p>MATH: (Tiers determined based on daily formative assessments and unit scores) Tier I - classroom instruction Tier II - small group focus skill intervention support (varies by grade level) Reflex, IXL, Dreambox, iReady, other specific power up lessons Tier III - No less than 30 min. of small group targeted instruction weekly</p>	
	How it will look when fully met:	<p>The intervention system provides guidance for selecting interventions that are aligned to students' individual instructional needs and level of need for Tiers 2 and 3 as determined by assessment data.</p> <p>The intervention plans include descriptions of the strategies and provides guidance for the frequency and duration of the intervention.</p> <p>Intervention strategies are research based.</p>	
	Target Date:	06/09/2017	

	Tasks:		
	1. Staff will provide academic and behavioral supports for identified students.		
	Assigned to:	All Staff	
	Added date:	12/02/2016	
	Target Completion Date:	06/09/2017	
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)		
Assessment	Level of Development:		
	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>Universal screenings provide crucial academic information regarding numeracy and literacy. This is monitored 3 times per year and progress monitoring is assigned for students who fall below the benchmark. Data wall is kept current with all data points that indicate student success and shortfalls.</p> <p>Collaborative Learning Teams focus on discussions about student achievement, academic progress, and next steps for unsuccessful interventions</p>	
	How it will look when fully met:	<p>The multidisciplinary team implements a process that determines the assessment data that will be used to monitor students' progress in the intervention program.</p> <p>The multidisciplinary team reviews the student outcome data to assess the effectiveness of the intervention for the student.</p> <p>The multidisciplinary team makes adjustments to interventions when students have not made progress as expected.</p> <p>The multidisciplinary team adjusts tiered placement to reflect student progress.</p>	
	Target Date:	06/09/2017	
	Tasks:		
	1. All staff will monitor the effectiveness of the academic and behavioral supports and adjust as needed. Student monitoring will specifically occur during Collaborative Learning Team meetings.		
	Assigned to:	Admin	
	Added date:	09/23/2016	
	Target Completion Date:	06/30/2017	