

**[School]**  
**2017-2018 School Improvement Plan**  
**Loudoun County Public Schools**

<b>Needs Assessment Summary:</b>	<p>The School Environment shows relationships are valued in all the climate surveys. There is a weakness across the surveys in terms of student stamina and taking academic risks, teachers do not feel a part of the decision-making process, and students did note a concern for being hurt.</p> <p>The Process data shows staff have been trained on PBL and Loudoun Creates. More Professional Development is needed on utilizing technology and growth in our Digital Citizenship training.</p> <p>Overall, suspension and referral rates are low. Disproportionality remains for ELL students, Multiracial and Hispanic students. Chronic absences are low across for all students. The rates of chronic absenteeism are highest for economically disadvantaged students, Hispanic students and students with IEPs.</p> <p>Potowmack Elementary is fully accredited by Virginia: English 86%, Mathematics 84%, History 91% Science 77%. Increase in mathematics, history and science scores overall. Potowmack met AMO in Math. Potowmack Elementary did not meet AMO in English. While scores have increased overall there are gaps in the subgroups: Gap Group 1, Gap Group 2, Economically Disadvantaged, and English Language Learner.</p>
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<b>Objective</b>	<b>The school focuses on instructional improvements.</b>	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	<ol style="list-style-type: none"> <li>1. FAST Professional Development - To support areas of grit and identify reading support for tier 2 and tier 3 students and MTSS-RTI Cohort I Professional Development</li> <li>2. <i>The 7 Habits of Happy Kids</i> Professional Development - To support with grit, and student accountability with their learning through goal setting.</li> <li>3. Providing staff and students training and instruction on Digital Citizenship</li> <li>4. The Leadership Institute training to provide awareness of the decision-making process division wide</li> </ol>
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
	2. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning and delivery.	
	Action Steps	<ol style="list-style-type: none"> <li>1. Walkthroughs to ensure build and sustain for Reading and Math instruction</li> <li>2. Feedback provided on lesson planning through Planbook.com</li> <li>3. Formal and Informal Observations provide feedback on lesson delivery</li> </ol>
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
<b>Objective</b>	<b>The school focuses on the achievement of all students.</b>	
	1. The school will support students in need of intervention and enrichment using a multi-tiered system.	

Action Steps	1. 30-minute Power Up intervention to support Tier 2 and 3 students in Reading and Math 2. CLTs are reviewing RTI and Fast data to plan supports for students 3. Monthly PBIS meetings to review school reports and discipline data to identify behavioral supports
Quarter 1 Status:	
Quarter 2 Status:	
Quarter 3 Status:	
End of Year Status:	