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.

9/23/2016

Seldens Landing ES NCES
Loudoun County Public Schools

Virginia Indistar (Continuous Improvement)

Key Indicators are shown in RED.

<table>
<thead>
<tr>
<th>School Leadership and Decision Making</th>
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<tbody>
<tr>
<td><strong>Focusing the principal’s role on building leadership capacity, achieving learning goals, and improving instruction</strong></td>
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<tr>
<th>Indicator</th>
<th>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</th>
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<tbody>
<tr>
<td>Describe current level of development:</td>
<td>Seldens Landing’s administration consists of an entire new team (principal, assistant principal, and dean) for the 2016-2017 school year. Our leadership team met to discuss the current needs of the school and staff using the needs assessment, AMO data, and teacher feedback via an open ended questionnaire to develop our 2016-2017 School Improvement Plan. Additionally, our team reviewed the PDSA Plan Components and collaborated to respond to various professional development, lesson planning and delivery, observation feedback, and CLT questions. As a new administration team, our goal was to gain perspective on what has been working in the building and the things that need to be done in order to further build teacher capacity and increase student achievement. In terms of lesson planning and delivery, teachers feel confident in their ability to detail the standards, objectives, and differentiation in their plans. A high engagement level is also strength of lesson delivery across grade levels. Walkthrough data from September 2015-January 2016 indicated the aforementioned qualities of lesson planning and delivery. A need to include more high-yield strategies and advanced Blooms level exists based on this same data. We are striving to have walk-through observations occur more often, with more timely and constructive feedback communicated to teachers. Teachers communicated that their One to the World projects are aligned with the curriculum, and many teachers effectively collaborated with specialists and special education teachers in the planning and implementation of OTTW projects. Teachers would like to see more planning be done at the team level, as opposed to individual or small group planning, as well as including components of OTTW in daily lessons. In terms of where Seldens is on the CLT continuum, our goal is to apply more structure and consistency to CLT meetings. By establishing clear expectations and protocols, as well as follow through, teachers will more effectively use the CLT time to design intervention and enrichment opportunities for students based on their current levels of performance. Teachers are very capable of assembling pertinent student achievement data, but would like more support in utilizing this information to drive instruction. Administration plans on taking an active role in implementing CLTs by attending meetings and providing feedback. As evidenced by our SOL scores, students and teachers need to be recognized and celebrated for their performance. The overall student achievement levels across content areas were as follows: English – 91%, Math – 90%, Science – 93%, and Social Science 97%. We are particularly proud of our students with IEP subgroup with a 73% and 77% achievement rate in English and Math, respectively. We recognize there are disparities involving</td>
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some of our other subgroups: black students (66% in Math), ELL students (68% English, 69% math), and economically disadvantage students (60% math). We plan to address these through targeted interventions based on past and current data and improving instructional practices through PD in order to close these gaps. There is a renewed sense of energy and focus in the school building, and we are looking forward to a productive year.

<table>
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<tr>
<th>Plan</th>
<th>How it will look when fully met:</th>
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<tbody>
<tr>
<td></td>
<td>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. 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. 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. 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.</td>
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</table>

**Target Date:** 06/09/2017

1. The school leadership team will facilitate differentiated professional development.

   **Added date:** 08/10/2016

   **Target Completion Date:** 06/09/2017

   **Comments:**

2. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning.

   **Assigned to:** School Leadership Team

   **Added date:** 08/10/2016

   **Target Completion Date:** 06/09/2017

   **Comments:**

3. School leadership will observe lesson delivery and provide ongoing explicit feedback and support to teachers.

   **Added date:** 08/10/2016

   **Target Completion Date:** 06/09/2017

   **Comments:**

4. School leadership will monitor the work of CLTs in analyzing data to differentiate instruction for all students.

   **Added date:** 08/10/2016

   **Target Completion Date:** 06/09/2017

   **Comments:**