

Creighton's Corner ES

2017-2018 School Improvement Plan

Loudoun County Public Schools

Needs Assessment Summary: Creighton's Corner has developed as a student-focused school that has shown the ability to differentiate instruction for students from a very diverse student base. Students feel comfortable in the school environment and staff, students and parents feel that it is a safe learning environment. Students feel connected to their teachers and collaboration and collegiality among staff is high. Our school as a whole is making growth every year in the area of Reading and Math, although we have seen struggles with our Economically Disadvantaged population in Reading. Poverty has a significant impact on attendance, student performance, and attitudes toward school. We have seen this firsthand, especially in the areas of student attendance and student performance. It has also impacted other areas, for example, the number of special education students that we have living in poverty has increased significantly, which in turn has brought a significant decrease in the SOL pass rates of Students with Disabilities.

Specific areas for growth around our needs focus around Teachers maximizing best practices in math and reading as well as engaging students in meaningful work through PBL, effective technology use and other higher order thinking activities. Another area for growth is in goal setting and monitoring for students through the use of student data notebooks, goal setting, and student accounting of their own progress. This focus over the last two years has yielded strong improvement in our ELL students in Math, including those who qualify for Free/Reduced meals. We have also seen growth in our ELL students in Reading.

Objective	The school focuses on instructional improvements.	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	1. Deliver Leader in Me first year training to all teachers 2. Deliver Staff Development on Pathways and Specialized Reading Programs 3. Deliver targeted instruction to staff on needs basis in the areas of Literacy, Math, and Science.
	Quarter 1 Status:	On August, 16 th and 17 th , 73 staff members were trained in the 7 Habits of Highly Effective People. Teachers are going through the year long process of specialized Reading Training in Pathways, Orton Gillingham, FOLI, and Readers and Writers Workshop. Teachers have been engaged in week by week teacher directed staff development in areas around the 7 Habits of Highly Effective People.
	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	1. Review student data from leadership notebooks, SOL's, and assessments and provide feedback to guide teacher planning and preparation; 2. Use walk-through data and observational data to work with teachers to develop staff development offerings for teachers. 3. Review grade specific unit plans during CLT's and give guidance for strengthening planning.
	Quarter 1 Status:	Planbook.com subscriptions have been purchased and teachers are beginning to share common plan formats to improve instructional coherence throughout the grade levels.

		Teachers are assessing students to establish baseline data and to launch plans of intervention and enrichment.
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
Objective	The school focuses on the achievement of all students.	
	1. The school will support students in need of intervention and enrichment using a multi-tiered system.	
	Action Steps	<ol style="list-style-type: none"> 1. Teachers will monitor student progress with Leadership Notebooks and provide Leadership opportunities for all students in Reading and Math activities as well as provide instructional support for SPED and ELL students; 2. Students will self-monitor their progress in Reading in Math via weekly progress checks of Data Notebooks. Students will set Academic goals and monitor those goals to completion. 3. Through CLT's, teachers will analyze specific data (DRA, SGA, sight word Fluency, Math fact fluency, math problem solving, and grade level Assessments to prescribe specific interventions and enrichment opportunities for all students.
	Quarter 1 Status:	Students are establishing Leadership notebooks and setting personal and academic goals. Teachers have modeled goal setting and are talking about goal setting in their classrooms. School-wide activities around Leadership and Goal Setting have been planned and students are tracking and monitoring their own performance.
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	