

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.

8/25/2015

Seneca Ridge MS

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)		
Status	Tasks completed: 0 of 4 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/25/2015	
	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>The leadership team has established expectations for OTTW/PBL/Loudoun Creates/BYOT but has not conducted differentiated professional development. The leadership team reviews lesson plans but does not provide ongoing explicit feedback to teachers on integrating OTTW/PBL/Loudoun Creates/BYOT. The leadership team conducts observations and walkthroughs, but does not provide ongoing explicit feedback to teachers aligned to OTTW/PBL/Loudoun Creates/BYOT. The leadership team monitors CLTs but does not provide guidance on the use of data to evaluate the effectiveness of instructional delivery to meet the needs of all students for OTTW/PBL/Loudoun Creates.</p>	
	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. 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</p>	

		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.
	Target Date:	06/14/2016
	Tasks:	
	1. The school leadership team will facilitate differentiated professional development in the areas of OTTW/PBL/BYOT/Loudoun Creates.	
	Assigned to:	School Leadership Team
	Added date:	08/25/2015
	Target Completion Date:	06/14/2016
	Comments:	
	2. 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:	School Leadership Team
	Added date:	08/25/2015
	Target Completion Date:	06/14/2016
	Comments:	
	3. 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:	School Leadership Team
	Added date:	08/25/2015
	Target Completion Date:	06/14/2016
	Comments:	
	4. 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:	School leadership team
	Added date:	08/25/2015
	Target Completion Date:	06/14/2016
	Comments:	
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: 4 of 5 (80%)	

Assessment	Level of Development:	Initial: Limited Development 10/09/2013	
	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:	<p>Seneca Ridge Interdisciplinary teams are pre-determined and roles are assigned (scribe, facilitator, etc.). Teams include the math, English, science and history teachers. Guidance counselors are included in these meetings. Additionally, time is included within the master schedule for teams to meet on alternate days. Teams are required to meet bi-weekly. Teams are tasked with identifying students on the "hot list," or those students who have failed or within only a few points of passing the content area SOL - 385 or below. Some teams may have other indicators as well, which they are asked to document, such as reading levels or academic performance.</p> <p>Following identification of students, teachers use academic progress across the 4 content areas to assign tiered interventions for students. Teachers are provided with a list of interventions that are typically used. A weakness is standardized documentation of these interventions.</p>	
	How it will look when fully met:	At the end of each quarter, students will be identified for targeted interventions to improve their academic performance. Students will be identified based on benchmark data, homework completion, current grade, academic or behavior needs, and/or organizational skills. As students improve they can be moved to lower tiers.	
	Target Date:	06/14/2016	
	Tasks:		
	1. All staff will identify ELL, SWD, African American and Hispanic students for academic and behavioral supports in math and reading utilizing multiple data points.		
	Assigned to:	all staff	
	Added date:	08/25/2015	
	Target Completion Date:	06/14/2016	
	Comments:		
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: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 10/14/2013	
	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:	Teachers work within interdisciplinary teams (IT) to identify students in need of tier 2 and 3 interventions. Currently IT's are provided with a list of interventions to use with students. Interventions include,	

		<p>mandatory resource, re-teaching/re-testing, lunch clinics, after school help, reduced assignments, etc. This format is formally called the Plan of Success and includes a plan for teacher, students and the parents as well. The plan is reviewed quarterly and interventions can be adjusted at that time.</p> <p>Another differentiated intervention process is the COACH program at Seneca Ridge. Set to begin during the second quarter, COACH provides SOL remediation for students within the SOL bubble range. Teachers work with groups of 10 or less students in the morning during Drop Everything and Read. This time is built into the master schedule as the first 20 minutes of each day. Students report to Language Arts and Math teachers for mini lessons on the reading and math SOL strands and practice.</p>
	How it will look when fully met:	Interventions will be in place for students who have been identified for extra help in reading and math. Teachers will maintain and review data quarterly to measure the effectiveness of interventions in place and measure student progress.
	Target Date:	06/14/2016
Tasks:		
1. All staff will provide academic and behavioral supports for identified students.		
	Assigned to:	all staff
	Added date:	08/25/2015
	Target Completion Date:	06/14/2016
	Comments:	
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: 6 of 7 (86%)	
Assessment	Level of Development:	Initial: No development or Implementation 10/14/2013
	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:	Interdisciplinary and Collaborative Learning Teams meet regularly with the current teacher priorities of planning for instruction and identifying students in need of interventions and implementing interventions for students. However, consistent monitoring of student progress as well as an established process for initiating, moving through and ending student interventions when appropriate is not in place. Teachers require more guidance from administrators as well as tools to track student progress.
	How it will look when fully met:	The interdisciplinary teams will review a variety of student data quarterly to determine if current interventions are successful. The teams will determine with students continue to require interventions and which students should be moved to a new tier.
	Target Date:	06/14/2016
Tasks:		
1. All staff will monitor the effectiveness of the academic		

	and behavioral supports and adjust as needed	
	Assigned to:	all staff
	Added date:	08/25/2015
	Target Completion Date:	06/14/2016
	Comments:	