

Comprehensive Plan Report

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.

9/2/2016

Woodgrove High School

Loudoun County Public Schools

High School Improvement Indicators

Key Indicators are shown in RED.

High School Rapid Improvement

Principal's Role

Indicator	HS2.02 - The principal keeps a focus on instructional improvement and student learning outcomes.(2533)
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Status	Tasks completed: 4 of 7 (57%)
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Assessment	Level of Development:	Initial: Limited Development 09/10/2015
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Objective Met - 08/11/2016

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:	Administration conducts classroom walk throughs periodically in order to assess and evaluate student learning. WATCH teams, the PBIS and Equity teams, Department chairs, and counselors will continue to meet monthly to identify, develop strategies/interventions, and monitor identified students using multiple data points.
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Plan		
How it will look when fully met:	Teacher observation notes (both formal and informal) will have been conducted throughout the year providing teachers feedback on instructional practices used in the classroom and areas needed for growth. The various teams within the building will have worked together collaboratively to identify endangered seniors and other students at risk. Various data points and methods will have been utilized in efforts to increase student success.	

Target Date:	06/09/2017
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Administrative team will provide or facilitate differentiated professional development based on multiple data points.

Added date:	08/11/2016
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Target Completion Date:	06/09/2017
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Comments:

Effectiveness of interventions will be monitored by multiple teams and adjustments made as needed.

Added date:	08/11/2016
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Target Completion Date:	06/09/2017
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Comments:

Utilizing multiple data points instructional teams will identify students in need of interventions.

Added date:	08/11/2016
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	Target Completion Date:	06/09/2017	
	Comments:		
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: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/02/2013	
		Objective Met - 09/10/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Through content team meetings, counseling meetings, administrative team meetings, IEPs, Child Studies, Attendance meetings, and Department Chair meetings, Woodgrove High School identifies students who are at risk of failing	
Plan			
	How it will look when fully met:	Monthly attendance meetings will be held to monitor student attendance. Those students not attending school will meet with an Assistant Principal and an attendance letter will be mailed to the parents/guardians. If the students continues to be absent from school, an attendance officer will be contacted and a meeting will be scheduled with the student, parents/guardians, Assistant Principal and Attendance Officer.	
	Target Date:	06/09/2017	
	The WATCH committee will meet monthly to identify students needing additional assistance and support.		
	Added date:	08/11/2016	
	Target Completion Date:	06/09/2017	
	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: 7 of 8 (88%)		
Assessment	Level of Development:	Initial: Limited Development 10/02/2013	
		Objective Met - 09/10/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	1	(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:	Currently, Woodgrove High School offers a variety of interventions for students not achieving success in the classroom, however we will be implementing additional tiered interventions which will call for the school to modify its schedule and request additional funding.	
Plan			
	How it will look when fully met:	Tiered interventions have been established and will be put into effect for students at risk of failing or dropping out. The interventions have been established through the input of teachers, administrators, counselors, the school social worker and attendance officer. Monthly meetings of the school's WATCH (Wolverines Act To Connect and Help) will identify students and identify the interventions necessary for each student.	
	Target Date:	06/09/2017	
	Created a tiered intervention system for staff to implement for students identified as at risk of failing or not graduating.		
	Added date:	08/11/2016	
	Target Completion Date:	06/09/2017	
	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: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/09/2013	
		Objective Met - 09/10/2015	
	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:	Woodgrove High school has a number of monitoring teams that meet on a regular basis. We have cohort teams, department chair teams, counseling teams and an administrative team all of whom meet weekly to develop instructional plans aimed at improving student progress. Plans may be individualized to help students reach their fullest potential. Currently we've requested both SOL and Project Graduation funds to help us implement our after school review sessions, Woodgrove Wednesday. This program targets students who need additional academic support as shown by their grades and/or testing information. In addition WHS this year is hosting a conference day after the first quarter for parents/guardians of identified students. During this conference day parents are given the opportunity to meet individually with teachers of any content area.	
Plan			
	How it will look when fully met:	Woodgrove's WATCH (Wolverines Act To Connect and Help) committee, which includes counselors, assistant principals, the principal, the school's social worker and attendance officer meets	

		monthly to discuss students who are identified as at risk of failing or not graduating.
	Target Date:	06/09/2017
	A multi-disciplinary team will meet monthly to identify and monitor students who have been identified as being at risk of failing or not graduating.	
	Added date:	08/11/2016
	Target Completion Date:	06/09/2017
	Comments:	