

Key Indicators are shown in RED.

IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)

Level of Development:	Initial: Limited Development 08/15/2016	
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>The professional development needs as determined by:</p> <p>2015-2016 Reading SOLs include: Pathways to Reading and Writing (grades K-5) training – Read Aloud/Writer’s Workshop/; Phonological Awareness Literacy Screening (grades K-5) training; iReady (grades K-2) Measures Academic Progress (grades 2-5) training and data analysis protocol; and Personalized Learning (grades 3-5) to include the use of digital content (Apple training; and Achieve 3000).</p> <p>2015-2016 Math SOLs include: iReady (grades K-2); Measures Academic Progress (grades 2-5) training and data analysis protocol; Dreambox (grades K-5) and Personalized Learning (grades 3-5) to include the use of digital content (Apple training and ALEKS).</p> <p>2015-2016 Social Science SOLs include: Further professional development of (The Sheltered Instruction Observation Protocol (SIOP) Model) strategies beyond our English as a Second Language Learner Teachers. This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Additionally, History Alive experiences training; as well as an increase Ottw/PBL experiences related to Social Science curriculum in grades K-5.</p> <p>2015-2016 Science SOLs include: STEM; Science Core Experiences training and PowerSchool (grades 3-5) quarterly assessment data analysis.</p> <p>2015-2016 Bright Bytes Staff Survey include: Digital Citizenship certification; digital content (Personalized Learning); and Apple training.</p> <p>Currently, an instructional inventory – 200+ walkthroughs are being conducted during a 10 school day window to gain professional development needs of licensed staff – beyond the continued implementation of One to the World/Project Based Learning/Loudoun Creates/Personalized Learning initiatives.</p> <p>PBIS Discipline Report include: PBIS Tier 1 and PBIS Tier 2 training</p> <p>The identified strengths and growth opportunities of current professional development practices include the following:</p> <p>Strength: Implementation of differentiated professional development based on staff need. Areas of strength include the continuation of K-5 Pathways to Reading and Writing training to include Jan Richardson Reading Assessment and PALS training; PBIS Tiers 1 and 2 training for licensed and classified staff as well as inclusion of the Behavior CLT on a monthly basis.</p>	

Growth: Ongoing differentiated support for professional development – specifically, for Specialists. Additionally, the continuation of OTTW/Project Based Learning lesson plan development – one per grading period as well as revision of OTTW/Project Based Learning lesson plans utilizing LCPS OTTW rubric and Gold Standard rubric for Project Based Learning. Plans for attendance PBL sustained support sessions for grade level teams will address this growth area. Finally, professional development for STEM/Core Experiences for grades K-5 will be an area of focus.

Expectations for lesson planning include the following: Licensed staff are expected to write weekly lesson plans include reflections. Each staff member participates in a cycle of turning the plans twice a month and feedback utilized with Google Doc to include the use of the 9 VDOE components.

The identified strengths of current lesson planning practices include the incorporation of 9 Virginia Department of Education components as well as all 4 components in One to the World lesson plans. Reflections made indicate instructional delivery changes based on student achievement data as well as depth of understanding in content objectives. The identified growth of current lesson planning practices include the utilization of LCPS DOI rubrics to develop Project Based Learning lesson plans as well as attendance at PBL training and/or Sustained Support sessions; and the development of cross curricular connections.

The Administrative team provides feedback to teachers on lesson planning and uses feedback discussed during bi-weekly Administrative PLC team, School Leadership and Grade Level/Team meetings to determine professional development plans. A google doc is utilized to document lesson plan review feedback to include the review and analysis of the 9 VDOE components and reflections for K-5 Reading/Writing; Science, Social Science and Math lesson plans. A google doc summary is reviewed by the SLT - PD Committee who utilized this data to develop professional development opportunities based on both grade level, department and school-wide needs.

The identified growth area includes providing staff explicit feedback on PBL/OTTW lesson planning through the utilization of LCPS DOI rubrics as well as attendance at PBL training and/or Sustained Support sessions.

Administrators (Principal, Assistant Principal), and School Based Instructional Facilitators have been involved in providing explicit feedback on lesson delivery. The Technology Facilitator provides explicit feedback on lesson delivery through the use of the technology walkthrough form and the entire PBIS Tier 1 Team provides explicit feedback on lesson delivery and the utilization of PBIS through PBIS walkthrough form.

Both Walkthrough forms/formal and informal evaluations as well as the developed LCPS walkthrough Google doc has been utilized to assess lesson delivery.

After an initial instructional inventory of 200+ walkthroughs the following are identified areas of strength: The following are identified areas of growth: Lesson objective/essential question - posted; articulated and kid-friendly language: 45%; Blooms Taxonomy: applying 43%; analyzing 23%; evaluating 1%; Student engagement: engagement: 58% strategic compliance: 26%

Staff receive explicit feedback on lesson delivery to include Ottw and PBL through the use of walkthroughs via Google doc/email as well as lesson plan review via Google doc/email. LCPS Ottw/PBL Gold Standard rubrics are utilized to provide explicit feedback. Currently, specific Loudoun Creates feedback on lesson delivery has not been completed and the Technology Committee and Administrative team will develop a strategic plan to be implemented for new Loudoun Creates staff.

Collaborative Learning Team practices are utilized in the following teams: K-5 Grade Level Teams; ELL; Special Education; and Specialists (Reading; Music; Art; Physical Education; SEARCH; and Computer Lab). With the support of the School Based Instructional Facilitators, Adaptive schools strategies were introduced and implemented. Meetings are held weekly for grade level teams based on a core subject area (Reading/Math/Writing/Content). Topics include analysis of student achievement data, instructional development, student grouping and plans for differentiated lesson delivery. Additionally, CLT meetings are held for Behavior on a monthly basis. Google doc agendas are shared with all stakeholders and meetings are facilitated by a grade level team representative. The IIM (Intervening, Intervention and Monitoring) tool is utilized to assist in the management of the data (SOL, PALS, PowerSchool quarterly assessments, MAP, iReady, attendance and behavior). Identification of tier placement as well as documentation of research-based intervention strategies utilized to support learner proficiency and provider. Data utilized to differentiate instruction for students above and below grade level include common summative assessments as well as the following:

Reading: MAP (Grades 2-5) Jan Richardson Reading Assessment (Grades K-5); PALS (Grades K-5); Running Records (K-5)

Math: MAP (Grades 2-5) K/1 PowerSchool Quarter Assessments; PowerSchool Common Summative Assessments (Grades 1-5)

Science: (Grades 2-5) PowerSchool Common Summative Assessments; Quarterly Assessments

Social Science: (Grades 2-5) PowerSchool Common Summative Assessments; Quarterly Assessments

How it will look when fully met:

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.

Tasks:	
1. School leadership will provide ongoing explicit feedback and support to teachers on lesson plans and the development of OTTW/PBL/Loudoun Creates projects.	
Added date:	08/15/2016
Target Completion Date:	06/09/2017
Comments:	
2. School leadership will provide ongoing explicit feedback and support teachers on lesson planning.	
Added date:	08/15/2016
Target Completion Date:	06/09/2017
Comments:	
3. School leadership will monitor the work of CLTs in analyzing data to differentiate instruction for all students.	
Added date:	08/15/2016
Target Completion Date:	06/09/2017
Comments:	
4. School leadership will observe lesson delivery and provide ongoing explicit feedback and support to teachers.	
Added date:	08/15/2016
Target Completion Date:	06/09/2017
Comments:	