

# Buffalo Trail Elementary 2017-2018 School Improvement Plan Loudoun County Public Schools

**Needs Assessment Summary:** Buffalo Trail continues to be a student-centered elementary school, making annual yearly progress and receiving full accreditation each year. Our students are active learners engaged in instruction that is relevant, meaningful and technology supported within appropriate guidelines developed for their young ages. The Positive Behavior Support model continues this year to support school expectations and encourage an increase in positive student-to-peer interaction and continues to be supported by all staff. Teachers receive regular professional development that is personalized to their own instructional experiences and knowledge base. Through CLTs and team meetings, teachers are also reflecting on deeper levels of data and developing increased consistency in the home-school connection to keep parents informed of classroom news and student progress. The administration continues to review, reflect and refine methods of staff, student and community support and communication so that all stakeholders feel part of the collaborative instructional processes.

<b>Objective</b>	<b>The school focuses on instructional improvements.</b>	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	<ol style="list-style-type: none"> <li>1. Provide differentiate professional development during August teacher-training days. Grade levels and specialists will participate in break-out sessions that are geared to their grade level and/or area of specialization.</li> <li>2. House meetings will be held on the third Thursday of each month. During those meetings, professional development will be provided based on the needs of grade levels (i.e. K-2 will be trained on new math curriculum, while 3-5 will be trained on the math crosswalk).</li> <li>3. Buffalo Trail will participate in the cluster-wide, differentiated professional development in October and potentially, again in January.</li> </ol>
	Quarter 1 Status:	
	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	<ol style="list-style-type: none"> <li>1. Teachers will be given expectations for lesson plan components along with examples and templates.</li> <li>2. Folders will be set up in OneDrive for each teacher to submit weekly lesson plans for review.</li> <li>3. Feedback will be provided on lesson planning via classroom walk throughs and/or admin reviews.</li> </ol>
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
<b>Objective</b>	<b>The school focuses on the achievement of all students.</b>	
	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"> <li>1. Assessments will be administered to establish a baseline in reading and math.</li> <li>2. Teachers and Admin will participate in CLT meetings to share student data, tier students, and plan for intervention, reinforcement, and/or enrichment.</li> <li>3. Specialists will be consulted when necessary (to include Reading Specialists, ELL teachers, SpEd teachers, Instructional Facilitators) to assist in appropriate instructional support for students.</li> </ol>
	Quarter 1 Status:	

	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	