

# Belmont Ridge Middle School 2017-2018 School Improvement Plan Loudoun County Public Schools

**Needs Assessment Summary:** Students, parents, and staff feel safe and secure in the building according to data from our 2017 school climate survey. Students exhibit respect of diversity and actively participate in heterogeneous classes and clubs. More than half of the Belmont Ridge staff have completed PBL 101 training. Activities students are asked to complete by their teachers align to relevant standards and curriculum. Belmont Ridge staff members are encouraged to participate in continuous professional learning including personalized learning, project based learning, and performance based assessments. According to 2017 SOL assessment data, 91% of all students achieved proficient or advanced on the English SOL and 92% of all students achieved proficient or advanced on the Math SOL. Targeted individual or small group instruction along with digital content is being implemented in most reading and math classes. Teachers incorporate technology throughout all content areas to enhance student learning experiences. According to our discipline data from 2017, fewer than 10% of our students received a disciplinary referral. Seventy-one of the 122 students or 58% did not receive a second referral. Our PBIS program expanded to include Tier Two interventions including check in/check out (CICO), coaching, and mentoring. Over 98% of students missed less than 10% of instructional days during the 2017 school year.

According to feedback from the school climate survey completed by students, parents and staff in the spring of 2017, areas for growth included students being provided more opportunities to take ownership and responsibility for their learning and improving teacher-parent communication regarding student academic progress. Recognizing students for positive behavior and providing opportunities for students to exhibit their work were also listed as areas for growth. While more than half of Belmont Ridge staff members have attended PBL 101 training, there are departments where no member has attended training. While some student exhibitions occur during the year, these exhibitions are held on a limited basis and usually confined to the classroom. The concepts of reflection and continuous revision are in an infancy stage among students, parents, and staff. According to our discipline report, ELL and IEP students are disproportionately represented in the number of referrals. Teachers may not be trained in reviewing BIP and FBA plans regarding behavior of IEP students. According to our 2017 attendance data, five out of 17 students who missed 10% or more of the school year were hospitalized at some point. According to our 2017 SOL data, while students in our self-contained reading and math classes demonstrated progress on other diagnostic assessments, the pass rate in reading and math was below 10%. Additionally, 54% of students with an IEP passed the reading SOL while 57% of students with an IEP passed the math SOL.

<b>Objective</b>	<b>The school focuses on instructional improvements.</b>	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	1. Belmont Ridge will implement a personalized professional development plan in which teachers can select professional development opportunities which meet their professional needs. 2. Belmont Ridge will provide continuous professional development to the staff in relation to students with accommodations and the Functional Behavior Assessment (FBA) and/or Behavior Improvement Plan (BIP) process. 3. Teachers will be provided substitutes and resources so they can attend PBL 101 training as well as professional development conferences such as Virginia Middle School Association (VMSA), National Science Teachers Association (NSTA), National Society of Teachers of English (NSTE), and Virginia Society of Technology in Education (VSTE).
	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	<p>1. Belmont Ridge administration will follow an informal learning walk schedule which will include formative feedback provided to teachers following the learning walk and Belmont Ridge teachers will be encouraged to participate in collegial learning walks.</p> <p>2. Belmont Ridge administration will attend grade level department Collaborative Learning Team (CLT) meetings at least twice a month and provide feedback and resources.</p> <p>3. Belmont Ridge administration will provide support and resources for teachers who choose to engage students in hosting exhibitions of how they applied their learning to make meaningful contributions to the world.</p>
	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	<p>1. The Positive Behavior Intervention Support (PBIS) committee will review student behavior data at the conclusion of every month and will design supports for students who receive multiple referrals.</p> <p>2. The Measurement of Academic Progress (MAP) assessment will be administered to students three times during the year with the data from the assessment accessible to teachers in order to differentiate instruction based on student strengths and needs.</p> <p>3. Students will be provided learning experiences which allow for voice and choice as well as self-reflection and teacher feedback.</p>
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	