

Cardinal Ridge Elementary School 2017-2018 School Improvement Plan Loudoun County Public Schools

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| Needs Assessment Summary: | <p>The Cardinal Ridge Needs Assessment reflects that the expectations for a safe, welcoming environment and high achievement are high, clearly stated, and sought after at Cardinal Ridge. The consistent use and reinforcement of PBIS protocols, data to drive decision making and action, a clear mission and vision support the infrastructure for these environmental strengths. Individual student safety, respect among all school community members, distributed leadership during decision-making and response to parents are areas of growth.</p> <p>In the areas of technology and learning, strengths identified include design and delivery of instruction which are supported by a focus on differentiation in math, alignment of instructional activities and assessments. Further, use of multimedia and online skills were highly used for teaching and learning given our focus on BYOT, online assessments, and GSuite roll out in the Spring of 2017. Areas of growth identified within the processes domain focus on instructional practice and assessment and technology integration as it relates digital citizenship and the solving of authentic problems. Increasing our PBL trained faculty, differentiating reading instruction, and aligning daily assessments with daily objectives as well as aligning ongoing technology PD and instructional language with survey language are targeted actions to address these areas of growth.</p> <p>In the area of student achievement the strengths and areas of growth result from the trends identified above. Because of high expectations, students met AMO overall and within every subgroup in both Mathematics and English, as well as performed above 90% overall in all subjects. However, in both math and English student achievement, disparity exists between scores reported for Gap Group 3, Economically Disadvantaged and Students with Disabilities in comparison to the scores reported within the other subgroups and overall. This is consistent with areas of growth in the attendance rate of these three subgroups as well as within discipline practices within the Students with Disabilities subgroup.</p> <p>Moving forward, practices and initiatives will be identified and implemented in the coming year to maintain strengths and improve upon the identified areas of growth within the five domains of school operations as described above.</p> |
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The school focuses on instructional improvements.

1. The school leadership team will facilitate differentiated professional development.

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| Action Steps | <ol style="list-style-type: none"> 1. Increase number of staff trained in PBL 101 and using technology to solve authentic problems; 2. Provide differentiated Reading Instruction; 3. Provide professional development to support the building of respectful and positive community (morning meetings, PBIS, Restorative practices, RTI) |
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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.

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| Action Steps | <ol style="list-style-type: none"> 1. The administrative team will provide teachers with regular and frequent feedback on lesson planning; 2. The administrative team will attend grade level planning meetings in order to provide on-going support and feedback; 3. The school leadership and administrative teams will engage in regular walk-throughs to provide teachers with feedback on lesson delivery. |
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Quarter 1 Status:

Quarter 2 Status:

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| | Quarter 3 Status: | |
| | End of Year Status: | |
| Objective | The school focuses on the achievement of all students. | |
| | 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"> 1. Staff will use multiple data points to identify students in need of academic and behavioral intervention and enrichment. 2. Staff will provide regular and effective intervention or enrichment support to students. 3. Staff will continually monitor the impact of intervention and enrichment activities on student achievement and will adjust as necessary. |
| | Quarter 1 Status: | |
| | Quarter 2 Status: | |
| | Quarter 3 Status: | |
| | End of Year Status: | |