

Banneker ES

2017-2018 School Improvement Plan

Loudoun County Public Schools

Needs Assessment Summary: Banneker’s School Leadership Team recognizes a need to continue to providing a high quality core academic program. It also recognizes the need to provide multi-tiered system of supports for students in the areas of professional development, instructional programs, and social/emotional student growth

Objective	The school focuses on instructional improvements.	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	<ol style="list-style-type: none"> 1. A partnership with neighboring Schools will be leveraged to bring a deeper level of collaboration and coherence for PBL and OttW projects across the cluster. 2. School Leadership will foster partnerships from district specialists (Instructional facilitator, specialized instructional facilitator for reading, content supervisors, an special education supervisors) for instructional supports. 3. SLT will research topics and current best practices to share with all Banneker teachers. Foundations of Literacy Instruction (FOLI), PBL 101, and other multi-tiered systems of support training will be available and expected for staff to atten
	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"> 1. School Leadership will engage in proper teacher evaluation and walk-through procedures. Teachers will receive feedback at least monthly regarding the appare effectiveness of their lesson plans and lesson delivery. 2. Teachers will be expected to participate in peer observations of another colleague at least twice during the school year. They will be asked to provide feedback to school leadership regarding their experience. This feedback will be non-evaluative. 3. Banneker teachers will participate in LCPS required mentor program, on-cycle Pathways trainings, and scheduled instructional facilitator meetings. Each support is designed with a specific feedback loop.
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
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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. Teachers will employ a Multi Tiered Systems of Support framework for all students. Assigned interventions may include but are not limited to Power up, Brilliant Broncos, Study Buddies, PBIS- 7 Habits of Happy Kids 2. School Leadership will use Child Study, Monthly Data Meetings, and CLT meetings to discuss students in need of intervention and enrichment. 3. A universal screening tool combined with a progress monitoring tool will be introduced to staff and will be in use to identify students in need of tier 2 and tier 3 interventions. School Leadership will work with the Early Intervention Office to deepen the pool of student academic interventions 	
Quarter 1 Status:		
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Quarter 3 Status:		
End of Year Status:		