

# Belmont Station Elementary

## 2017-2018 School Improvement Plan

### Loudoun County Public Schools

#### Needs Assessment Summary:

In the area of **School Environment**, Belmont Station students report they get along with peers of other cultures and races, teachers treat students of all races with respect, and they feel safe within the school. Parents and teachers also feel Belmont Station has a strong student-centered mission and vision, and the administration and teachers are responsive to students' needs and care about the students. A comprehensive PBIS program which recognizes STAR behavior is likely one of the reasons students and parents report a high level of satisfaction on the climate survey. An area of growth and focus for the 2017-2018 school year is to ensure the PBIS program is being implemented with fidelity across all grade levels, to recognize positive behavior and minimize classroom disruptions. Guidance lessons and small group counseling will also focus on building social skills and perseverance in students, as teachers report many students lack self-confidence and are easily upset or anxious when they encounter resistance or challenges.

#### Process Data

In the area of Process Data, Belmont Station unit plans are written to include the 9 essential components of lesson planning, and are aligned to the standards. PL classroom lessons are differentiated by content, process, and product, with an increased focus on student reflection, voice and choice. Our Belmont Station teachers are creating lessons that incorporate 21<sup>st</sup> century learning skills. When specifically looking at online, multimedia and digital citizenship skills students report that they can record and edit a video and find this task easy to perform. Areas of growth and focus for the 2017-2018 school year include ensuring grade level unit plans are comprehensive, addressing the standards, to allow for meaningful differentiation to meet the needs of ALL students. We will work on providing professional development for our teachers in the areas of online skills, multimedia skills and digital citizenship to ensure students are receiving personalized instruction for the 21<sup>st</sup> century.

#### Project Based Learning

A strength for our school in regard to PBL is 23 of 32 general education teachers and an additional 11 specialists have participated in the PBL 101 training. Remaining staff are scheduled to attend training during the 2017-2018 school year. 100% of all Belmont Station students participated in a PBL or OttW lesson last year.

An identified area of growth is to reflect on the eight essential project design elements for Gold Standard PBL. In order to address this need, teachers will engage in Critical Friends protocol with colleagues across grade levels to share and receive feedback on initial draft PB project design. Teachers will then reflect in grade level CLTs to continue powerful planning of Gold Standard PBL.

#### Demographic Data

In the area of Discipline as it relates to our Demographics Data, Belmont Station's overall rates of referral and suspension are very low. This is likely a result of strong classroom management and preventative measures in place, as well as a comprehensive PBIS program focusing on recognizing positive student behavior. In addition, our Personalized Learning initiative has increased levels of differentiation, as well as active engagement, which reduces off task, disruptive behaviors within the classroom. An area of growth and focus for the 2017-2018 school year is to reduce number of office referrals in specific classrooms and

grade levels, by focusing on peer observations, so teachers can see examples of strong classroom management and preventative strategies in place.

Overall 93% of all students at Belmont Station are absent less than 10% of the time, which is positive. Only a small percentage of students are absent more than 10% of the time, and even less (1%) of the population are absent more than 15% of the time. An area of concern and focus is the absenteeism rates among our Students with Disabilities, and our Hispanic students. 12% of our SWD, and 11% of our Hispanic students are absent more than 10% of the school year. One possible cause could be that many of our SWD are also medically fragile, have compromised immune systems, and have more frequent absences and doctors' appointments. A percentage of our special permission students were Hispanic, and therefore did not get bus transportation. There were frequent instances where parents were unable to transport their students due to work schedules, broken down vehicles, conflicts with day care situations, etc.

**Student Achievement and Outcomes**

Overall, student achievement and outcomes is an area of relative strength for Belmont Station. ALL subgroups met AMO and far exceeded state set targets in the areas of both English and Math. Students with disabilities improved their reading performance by over 30%. Students in Gap Group 1 improved their reading performance by 20%. Identified root causes for increase in reading achievement is Station Start Up (targeted reading intervention time), targeted small group instruction, and the Pathways Reading Program (Year 1 Units of Study Grades 3-5). While overall math achievement on SOL assessment is high (95%), subgroups other than White and Asian is lower in math than reading. A possible cause of the relative lower math scores for subgroups is the heightened focus on reading, including time spent on reading instruction, resulted in less time for math instruction and remediation. Additionally, report by category indicates weakness in the area of problem solving and critical thinking skills.

<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. Continue to provide differentiated staff development opportunities based on teacher need and interest in the area of Personalize Learning, as identified by self-reflection</li> <li>2. Utilize Pineapple Charts to provide opportunities for peer observations throughout the building to build capacity in regards to lesson delivery, differentiation and active engagement across the school.</li> <li>3. In vertically aligned groups, grade level teams share draft PBL projects of 8 design elements. Feedback is provided and ongoing support is provided and differentiated to move projects toward Gold Standard PBL.</li> <li>4. Incorporate Genius Hour for staff to identify an instructional area of strength or an area they wish to focus. As groups, pairs or individual, teachers will explore research and identify evidence based practice to deliver a 30 minute instructional showcase. Presentations will be shared during a station rotation at staff meeting where teachers will have choice as to which sessions they attend.</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	<p>1.The administrative leadership team will conduct at least 150 learning walks per quarter.</p> <p>2. The administrative leadership team will attend at minimum biweekly CLT meetings for each grade level team.</p> <p>3.The administrative leadership team will provide ongoing feedback to teachers on lesson planning and delivery through learning walk, CLT meeting discussions, and formal and informal classroom observations.</p> <p>4. Team leaders will participate in 4 modules during the Team Leaders Institute to strengthen relationships and build their capacity to provide ongoing and explicit feedback and support to teachers at each grade level.</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.Administration will attend bi-weekly CLT meetings to analyze various data points and identify students in need of intervention and enrichment.</p> <p>2.School wide intervention time will be provided for 30 minutes a day, 5 days a week, to provide targeted small group instruction for tier 2 and tier 3 students in the area of reading.</p> <p>3. The school will continue to reinforce practices to identify students in need of intervention through KidTalk Protocols, Student Assistance Team, Child Study and Eligibility Process.</p>
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	